



## Syllabus of Record

**Program:** CET Taiwan

**Course Code / Title:** (TP/EAST 330) Taiwanese History, Culture, and National Identity

**Total Hours:** 45

**Recommended Credits:** 3

**Primary Discipline / Suggested Cross Listings:** East Asian Studies / History, Political Science, Anthropology, Sociology

**Language of Instruction:** English

**Prerequisites / Requirements:** None

### Description

This class takes history as a starting point to explore contemporary cultural and political identities in Taiwan. First, the class surveys Taiwan's five canonical historical periods: the Indigenous Taiwanese period, the southern Chinese immigration period, the Japanese colonial period, the KMT martial-law period, and the current democratization era. Students interrogate these shifting national narratives and analyze their impact on shaping national identity through the decades.

History and national identity then become a critical lens to explore varying contemporary topics about culture and identity. Beyond the geopolitics of Taiwan's contested status, possible topics include identity in contemporary art, aboriginal peoples' identity, the use and design of public spaces, sports, the cultural significance of night markets and cuisines, environmentalism, gender and sexuality, the political evolution of Taiwanese music and literature, significance of language and dialects over time, reception of Taiwanese cinema abroad, and cultural adaptation to new media. At least two field classes increase the diversity of voices and perspectives in the course, while a group project related to themes studied challenges students to apply the history and theories of the class to analyze a topic of their choice.

### Objectives

From their participation in this course, students are expected to:

- build a familiarity with the literature of Taiwan Studies that enables them to analyze contemporary culture and national identity and how these themes intersect with history and politics.
- advance critical thinking skills, including the ability to describe and analyze how institutions, culture, and social roles evolve over time.
- gain a broad historical and cultural context to complement and deepen their language study and learning experiences in Taiwan.
- understand connections between the past and present and evaluate evidence to theorize about cultural and social changes in a nuanced, balanced manner.

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### Course Requirements

Students are expected to attend each class as outlined in the CET Attendance Policy. Active participation in the classroom is essential. Students are to read all assigned materials before each class session and come prepared to participate thoughtfully in discussions. Reading assignments average about 80 pages per class.

In addition to preparation for and participation in class, graded assignments include:

- Three quizzes: 20% (at 6, 7, and 7% each)

These in-class tests of less than one-hour cover the readings, lectures, and class discussions for specific parts of the course. They may include identification questions (IDs) that require students to explain the significance of an event, concept, or term; or have short essays that ask for the thesis and arguments of an assigned reading or to use ideas from the readings to analyze a class topic.

- The History of X as told by X.

In this collaborative project, groups of 3-4 students research and design an imagined cultural or historical museum exhibit on a topic related to the course. Students receive detailed directions in class for each step of the project, which requires the group to analyze and reveal a history that it wants to tell. The steps to complete the project are 1) a topic statement and preliminary bibliography, 2) a proposal for the envisioned exhibit, 3) a paper (2,500-3,000 words or 10-12 pages) introducing the objects or evidence that support the exhibit and explain their relevance to the thesis of the exhibition, 4) a class presentation that is the "exhibit," and 5) a reflective self-assessment at the end of the course.

### Grading

The final grade is determined as follows:

20%	Three quizzes	7, 7, and 6% each; an hour or less
20%	Class preparation and discussion	
60%	A collaborative "museum exhibit" project – The History of X as Told by X	
	5%	Topic statement and preliminary bibliography
	10%	The exhibition proposal
	20%	Summary of exhibit objects and their relevance
	20%	Exhibit presentation
	5%	Self-assessment

### Readings

Andrade, Tonio. *How Taiwan Became Chinese: Dutch, Spanish, and Han Colonization in the Seventeenth Century*. New York, NY: Columbia University Press, 2009.

Allen, Joseph R. *Taipei: City of Displacements*. Seattle, WA: University of Washington Press, 2011.

Brown, Melissa J. "Tigers on the Mountain: Assessing *Is Taiwan Chinese?*" In *Taiwan Studies Revisited*, edited by Dafydd Fell and Hsin-Huang Michael Hsiao, 112-140. London and New York: Routledge, 2019.

Chang, Lung-chih. "Rethinking Taiwanese Ethnicity: Notes on Recent Historical Scholarship." In A

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- Ching, Leo T. S. *Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation*. Berkeley, CA: University of California Press, 2001.
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- Dirlik, Arif. "Taiwan: The Land Colonialisms Made." *boundary 2* 45, no. 3 (2018): 1-25. doi.org/10.1215/01903659-6915545.
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- Friedman, P. Kerim. "The Hegemony of the Local: Taiwanese Multiculturalism and Indigenous Identity Politics." *boundary 2*, 45, no. 3 (2018): 79-105.
- Geertz, Clifford. *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973.
- Green, Frederik H. "All Under Heaven KANO: The Politics of Nostalgia and the Making of a New Taiwanese Identity in Wei Te-sheng's Taiwan-Japan Trilogy." *East Asian Journal of Popular Culture* 3, no. 2. (August 2017).
- Guy, Nancy. "'Republic of China National Anthem' on Taiwan: One Anthem, One Performance, Multiple Realities." *Ethnomusicology* 46, no. 1 (2002): 96-119.
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- Hartnett, Stephen J., Patrick Shaou-Whea Dodge, and Lisa B. Keränen. "Postcolonial Remembering in Taiwan: 228 and Transitional Justice as 'The End of Fear.'" *Journal of International and Intercultural Communication* 13, no. 3 (2020): 238-256.
- Ho, Ming-sho. "Desinicizing Taiwan: The Making of a Democratic National Identity." *Current History* 121, no. 836 (2022): 211–217.
- Hu, Yu-Ying. "Mainstreaming Female Masculinity, Signifying Lesbian Visibility: The Rise of the Zhongxing Phenomenon in Transnational Taiwan." *Sexualities* 22, no. 1–2 (2019): 182-202.
- Huang, Shuling. "'Be True to Yourself': Transnational Mobility, Identity, and the Construction of a Mobile Self by Taiwanese Young Adults." *Mobilities*, August 2021. doi.org/10.1080/17450101.2021.1946920.
- . "Japanese and Korean Popular Culture and Identity Politics in Taiwan." In *Asian Cultural Flows: Cultural Policies, Creative Industries, and Media Consumers*, edited by Nobuko Kawashima and Hye-Kyung Lee, 215-232. Singapore: Springer (2018).
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- Kerr, George. *Formosa Betrayed*. 3rd edition. Manchester, UK: Camphor Press Ltd, 2018.
- Kong, Travis S.K. "Transnational Queer Sociological Analysis of Sexual Identity and Civic-Political Activism in Hong Kong, Taiwan and Mainland China." *British Journal of Sociology* 70, no. 5 (2019): 1904-1925.
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- Lu, Jennifer. "Shifting Public Opinion in Different Cultural Contexts: Marriage Equality in Taiwan." *Georgetown Journal of International Affairs* 21 (Fall 2020): 209-215.
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- McIntyre, Sophie. "Rethinking History, Identity and Nation in Exhibitions of Taiwan Art." In *Imagining Taiwan: The Role of Art in Taiwan's Quest for Identity*. Leiden, NL: Brill, 2018.
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- Peng, Ming-min. *A Taste of Freedom: Memoirs of a Taiwanese Independence Leader*. England and Wales: Camphor Press Ltd, 2017.
- Rawnsley, Ming-yeh T. "A Conversation with Taiwanese Filmmaker Wei Te-sheng." In *Taiwan Cinema International Reception and Social Change*, edited by Kuei-fen Chiu and Ming-yeh Rawnsley, 193-202. London: Routledge, 2017.
- Rigger, Shelley. *Why Taiwan Matters: Small Island, Global Powerhouse* (Updated Ed., 2014). New York: Rowman & Littlefield.
- Rowen, Ian. "Inside Taiwan's Sunflower Movement: Twenty-four Days in a Student-Occupied Parliament, and the Future of the Region." *Journal of Asian Studies* 74, no. 1 (2015): 5-21.
- Sanmao, *Stories of the Sahara*. Translated by Mike Fu. London: Bloomsbury, 2019.
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- Shen Shiau-Chi. "Identity in Formation and Transformation: Dynamics of National Identity Change after Taiwan's Democratization." In *A Century of Development in Taiwan: From Colony to Modern State*, edited by Peter C.Y. Chow, 73-94. Edward Elgar Publishing, 2022.
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- Yeh, Michelle. "Modern Literature of Taiwan: Between China and the World." In *A Century of Development in Taiwan: From Colony to Modern State*, edited by Peter C.Y. Chow, 291-306. Edward Elgar Publishing, Elgar Online, 2022.
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### Outline of Course Content

- Topic 1 – The Taiwanese Context: History, Culture, National Narrative
  - Taiwan before the Maritime Age: The Indigenous Peoples
  - Taiwan after the Maritime Age: Dutch, Spanish, Han Chinese Settlers in the Late Ming (Koxinga) and Qing
  - Sinification: Hokkien and Hakka Influences
  - Taiwan under Japanese Colonial Rule: The Emergence of Taiwanese Identity?
- Topic 2 – The Postwar Republic of China's (ROC) Nation and State-Building in Taiwan
- Topic 3 – The International Stage in the Early Cold War Era
- Topic 4 – From "Free China" to Democratic Taiwan
- Topic 5 – National Identity and Political Culture: Party Ideologies and Student Movements
- Topic 6 – Transitional Justice in the Post-Martial Law Era
- Topic 7 – The New Taiwanese Identity in Literature, Cinema, and Music
- Topic 8 – Indigenous Peoples' Cultures
- Topic 9 – Food in Taiwan
  - "Chinese Cuisine" in Taiwan and the Culture of the Night Market
- Topic 10 – Environmental Activism; A Green Democracy
- Topic 11 – Sports in Taiwan; Baseball as Taiwan's de facto "National Sport"
- Topic 12 – Gender, Marriage Equality, and National Identity
- Topic 13 – What is Taiwan and Why Does It Matter?