



## Course Guide

# Taiwan Studies

SINO 2011

**Course convener:**

- Dr. Cyrus Yee

**Contact details:**

- E-mail: [cyrusyee@hku.hk](mailto:cyrusyee@hku.hk)
- Consultation hours: by appointment only

**Time of the course:**

- Thursdays, 10:30am to 12:20pm

**Venue:**

The Jockey Club Tower, CPD-4.17

For course-related announcements, check the Moodle page for the course and your official HKU student email account regularly (if you will not use your HKU email account, be sure that all of your mail for that account is consistently forwarded to your preferred account). Course instructors cannot be held accountable if you do not receive a message that has been sent to your HKU account.

## **I. Introduction**

This course is about the past and contemporary characteristics of Taiwan, which includes the main island of Taiwan and the adjoining Matsu (Mazu), Kinmen (Jinmen), Penghu, and other minor islands. Students will explore the political, economic, social, and cultural dimensions of this region, and analyze its development from Dutch occupation in the 17th century to the present day. The course content will guide students to view the region from within as well as to better understand its relations with other regions and China.

## **II. Format**

The course will be delivered in the format of a weekly 110-minute meeting in a mixed lecture/discussion/activity format running for one semester. Students are expected to complete required readings and to be actively involved in course meetings.

## **III. Attendance**

In accordance with University and School guidelines attendance is mandatory except in the event of serious illness or other exceptional situations that are officially recognized grounds for excused absences. Teaching staff will monitor attendance.

## **IV. Learning Objectives**

- This course seeks to investigate the past and contemporary characteristics of Taiwan.
- For the purpose of this course, “Taiwan” is construed to cover the main island of Taiwan and some ninety islands that its current government (Republic of China, ROC) claims to have jurisdiction.
- The course will explore the themes and issues that are relevant to Taiwan’s development from Dutch occupation in the 17th century to the present day, such as its political, economic, social, cultural, and international dimensions.

## **V. Learning Outcomes**

Upon completion of this course, students are expected to:

- (1) demonstrate a basic knowledge of the way in which Taiwan has been approached as an area of study and how its traditions and diversity have been interpreted in contemporary debates and discourses;
- (2) demonstrate a basic knowledge of the complexities of socio-cultural, economic, and

political transformation in Taiwan from Dutch occupation in the 17th century to the present day;

- (3) be able to explain in nuanced and tangible ways the differences, similarities, and interactions between Taiwan and other countries and societies, and how these have influenced Taiwan today;
- (4) develop a deeper understanding of pre-modern and modern China, sharpen their analytical abilities and acquire more skills to interpret texts, images, concepts, and forms of human behavior.
- (5) demonstrate an ability to use appropriate academic source materials and conventions (such as academic referencing and appropriate source materials);

## VI. Assessment

Students will be assessed on the merit of their performance throughout the semester. The coursework grade is composed of writing exercises (Hypothetical Research Proposal Project), in-class performance, and presentation. You will not be assessed or judged on the basis of your opinions or beliefs, but rather on the basis of your ability to organize them in a logical manner using relevant evidence and proper citations of high-quality sources.

\* In-class performance (25%): This course will be most productive if all students are consistently and enthusiastically engaged. See the following rubric for general guidelines about assessment of individual participation. It is every student's responsibility to seek the instructor's guidance about improving his or her performance during the semester (i.e. being "shy" does not exempt a student from these standards).

Excellent (A-level)	Arrives to the class <u>on time</u> . <u>Usually</u> listens <u>attentively</u> to other students. Speaks <u>actively and frequently</u> in class discussions, both small group and full-class. Leads and helps other students in small-group activities.
Good (B-level)	Arrives to the class <u>on time</u> . <u>Mostly</u> listens <u>attentively</u> to other students. Speaks <u>semi-actively</u> and <u>semi-frequently</u> in class discussions, both small group and full-class. Helps other students in small-group activities.
Acceptable (C-level)	Arrives to the class <u>on time</u> or is <u>slightly late</u> (0-15 minutes). Listens <u>semi-attentively</u> to other students. <u>Speaks occasionally</u> in class discussions, both small group and full-class.
Limited (D-level, F-level)	Is <u>significantly late</u> to class (more than 15 minutes).

	<p>[Absent students will automatically receive 0 points; excused absences must be reported immediately]</p> <p><u>Does not listen attentively</u> to other students.</p> <p><u>Participates minimally</u> in class discussions, both small group and full-class, and small-group activities.</p>
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**Important note:** Assessment is not based solely on the quantity of participation (i.e. how many times a student will speak in a discussion) but a combination and balance of quantity and quality (how thoughtful, relevant, and detailed the contributions are). Participation is considered important because it is a tangible indicator of the preparation, commitment, and investment that a student is making in the course. The instructor cannot read the minds or emotions of students so that is why it is essential that participation be tangible in behavior that can be assessed (such as speaking, cooperating with peers, etc.)

\* Hypothetical Research Proposal Project (60%): Each student, working individually or as a member in a group of two or more students, will be responsible for developing a proposal for hypothetical research which could be viably carried out and have meaningful implications for enhancing scholarly understanding and applied value for the public at large. Each hypothetical research proposal will be customized to the topic it covers, but there will be basic requirements that will be introduced and explained throughout the course.

\*Presentation-Hypothetical Research Proposal Project (15%): Each student, either working individually or in a group, will be required to give an oral presentation on the topic of his/her Hypothetical Research Proposal Project. Each student is required to speak five minutes on the topic.

There will be three deadlines for the last two assessment items: 15 March for topic proposals, 27 April for proposal presentations, and 2 May for the final research proposals.

Requests for extensions will only be considered if a student develops a serious medical condition or faces unanticipated difficulties that must be proven, usually with documentation, according to conventional university standards. Having assignment/exam deadlines for other courses *is not* an acceptable reason for seeking extensions because students are all expected to plan ahead to meet them on time.

There is no final examination for this course.

## VII. Plagiarism Policy

As stated in the University of Hong Kong's *Full-Time Undergraduate Handbook for the 2007/2008 Session*,<sup>1</sup> plagiarism is defined in the University's Regulations Governing Conduct at Examinations as:

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<sup>1</sup> The University of Hong Kong's *Full-Time Undergraduate Handbook for the 2007/2008 Session* can be found at: <http://www3.hku.hk/student/handbook/fulltime>. Further information can be found in the booklet entitled "What is Plagiarism" that is enclosed in the Student Registration Folder. Every student receives the Student Registration Folder upon admission into the University of Hong Kong.

**“...the unacknowledged use, as one's own, of work of another person, whether or not such work has been published.”**

Plagiarism occurs when all forms of information taken from books, journals, databases, websites and other sources are not acknowledged to be someone else's information. When using information for your written work you need to state where it comes from. You need to acknowledge the sources of your information consistently and in a precise manner throughout your writing. Adequate referencing is also indispensable even when paraphrasing information from these sources. All material used for writing needs to be clearly identified as such. The author or origin of the information must be acknowledged in order to prevent a misappropriation of intellectual property. In order to do so, referencing systems exist which serve as a framework for correctly citing information used for essays, reports, and other academic writing.

There are two main referencing systems commonly used in the Social Sciences, Arts, and Humanities. One is called “MLA” referencing; the other one is called “Harvard-style” or “author-date” referencing. Consult with the *MLA Handbook* or the *Chicago Manual of Style*, both of which you can find at the HKU Main Library. The main point to remember is to reference consistently throughout your written work, using one of the styles mentioned above. Please do not switch between styles; choose one and stick to it.

Plagiarism is a serious offence and will be followed up by disciplinary action as determined by the responsible authorities. All members of the University are required to familiarize themselves with, follow, respect, and abide by the University of Hong Kong's rules and guidelines regarding appropriate referencing and quotation techniques. Not knowing about the University's plagiarism policy is not an excuse!

Details of the Policy are available from the following Faculty of Arts link:

<http://arts.hku.hk/current-students/undergraduate/assessment/plagiarism>

## **VIII. Important Dates**

- First day of SINO 2011: 18 January 2018 (Thursday)
- Topic proposal due: 15 March 2018 (Thursday) by 3:00pm
- Hypothetical research proposal due: 2 May 2018 (Wednesday) by 3:00pm

## **IX. Syllabus**

\* Required readings are important to complete *before* the corresponding class meetings because they will provide the general background information needed to comprehend the activities that will take place.

Week 1: Introduction [18 January 2018]

A brief survey of the online resource (in Chinese and English) with articles

about many different aspects of Taiwan Studies  
<http://www.taiwan-panorama.com/>

Week 2: Physical lay of Taiwan and its Early History up to Dutch Rule [25 January 2018]

Required Readings:

Ronald G. Knapp, “The Shaping of Taiwan’s Landscapes,” in Murray A. Rubinstein, ed., *Taiwan: A New History: Expanded Edition* (Armonk, NY and London: M.E. Sharpe, 2007). [on Reserve at the University Library]

John E. Wills, Jr., “The Seventeenth-Century Transformation: Taiwan Under the Dutch and the Cheng Regime” in *Taiwan: A New History: Expanded Edition*

Week 3: A Brief History of Taiwan from Koxinga to Japanese Colonial Rule [1 February 2018]

Required Readings:

John E. Wills, Jr., “The Seventeenth-Century Transformation: Taiwan Under the Dutch and the Cheng Regime” in *Taiwan: A New History: Expanded Edition*

Robert Gardella, “From Treaty Ports to Provincial Status, 1860-1894” in *Taiwan: A New History: Expanded Edition*

“Taiwan Under Japanese Rule, 1895-1945: The Vicissitudes of Colonialism” in *Taiwan: A New History: Expanded Edition*

Week 4: Post-War Era and the February 28 Incident [8 February 2018]

Required Readings:

Steven Phillips, “Between Assimilation and Independence: Taiwanese Political Aspirations Under Nationalist Chinese Rule, 1945-1948” in *Taiwan: A New History: Expanded Edition*

王曉波編:《陳儀與二二八事件》(台北:海峽學術出版社,2004).

Week 5: Democratization of Taiwan [15 February 2018]

Required Readings:

蘇瑞鏘:《戰後臺灣組黨運動的濫觴:「中國民主黨」組黨運動》(台北:稻鄉出版社,2005).

姜南揚:《臺灣政治轉型之謎》(台北:文津,1993).

Hung-mao Tien, *The great transition: political and social change in the Republic of China* (Stanford, Calif.: Hoover Institution Press, Stanford University, 1989).

Week 6: Society and Economy of Taiwan [1 March 2018]

Required Readings:

Murray A. Rubinstein, "Taiwan's Socioeconomic Modernization, 1971-1996" in *Taiwan: A New History: Expanded Edition*

Cal Clark; Alexander C. Tan, *Taiwan's Political Economy: Meeting Challenges, Pursuing Progress* (Boulder, Colo.: Lynne Rienner Publishers, 2012).

Week 7: Post-Chiang Ching-kuo Period [15 March 2018]

Required Readings:

Cal Clark, "Taiwan Enters Troubled Waters: The Elective Presidencies of Lee Teng-hui and Chen Shui-bian" in *Taiwan: A New History: Expanded Edition*

Week 8: Identity Issues in Taiwan [22 March 2018]

Required Readings/Films

*The Puppetmaster*. Dir. Hsiao-hsin Hou. Perf. Tianlu Li, Giong Lim and Ming Hwa Bai. 1993. DVD.

*Cape No. 7*. Dir. Tei-sheng Wei. Perf. Van Fan, Chie Tanaka and Min-Hsiung. 2008. DVD. Buena Vista. 2008.

Melissa J. Brown, *Is Taiwan Chinese?: the impact of culture, power, and migration on changing identities* (Berkeley: University of California Press, 2004).

Week 9: Ethnic Relations [29 March 2018]

Required Readings:

高格孚:《風和日暖：台灣外省人與國家認同的轉變》(*Vent doux, soleil léger. Les Continentaux de Taiwan et la transition de l'identité nationale*) (台北：允晨文化，2004)。

柯志明:《番頭家：清代臺灣族群政治與熟番地權》(*The Aborigine Landlord: Ethnic Politics and Aborigine Land Rights in Qing Taiwan*) (台北：中央研究院社會所，2001)。

Stéphane Corcuff, “Taiwan’s ‘Mainlanders’, New Taiwanese?”, in Stéphane Corcuff ed., *Memories of the Future: National Identity Issues and A New Taiwan* (Armonk, N.Y.: M.E. Sharpe, 2002).

*City of Sadness*. Dir. Hsiao-hsin Hou. Perf. Tony Leung, Sung Young Chen, Jack Kao Tian-lu Li. 1989. DVD. Era Communications. 1989.

Week 10: Taishang (台商) [12 April 2018]

Required Readings:

Shu Keng; Gunter Schubert, “Agents of Taiwan-China Unification? The Political Roles of Taiwanese Business People in the Process of Cross-Strait Integration,” *Asian Survey* 50 (2) (March–April 2010), pp. 287–310.

Yen-Fen Tseng; Jieh-Min Wu, “Reconfiguring citizenship and nationality: dual citizenship of Taiwanese migrants in China,” *Citizenship Studies* 15 (2) (April 2011), pp. 265–282.

Gunter Schubert, “The Political Thinking of the Mainland Taishang: Some Preliminary Observations from the Field,” *Journal of Current Chinese Affairs* 39 (1) (2010), pp. 73–110.

Week 11: Cross-Strait Relations [19 April 2018]

Required Readings:

柳金財：《大膽西進？戒急用忍？：民進黨大陸政策剖析》（台北：時英出版社，1994）。

Richard C. Bush, *Uncharted Strait: The Future of China-Taiwan Relations* (Washington, D.C.: Brookings Institution Press, 2013).

Week 12: Taiwanese Aborigines [26 April 2018]

Required Readings/Films:

John R. Shepherd, “From Barbarians to Sinners: Collective Conversion Among Plains Aborigines in Qing Taiwan, 1859-1895” in Daniel H. Bays, ed. *Christianity in China From the Eighteenth Century to the Present*. (Stanford, CA: Stanford University Press, 1996). [on Reserve at the University Library]

*Warriors of the Rainbow: Seediq Bale*. Dir. Tei-sheng Wei. Perf. Nolay Piho, Yuki Daki, Umin Boya and Masanobu Ando. 2011. DVD. Vie Vision Pictures. 2011.



Week 13: Presentation Session [27 April 2018, 2.30 p.m. to 4.30 p.m]

No required reading

### **Recording**

All types of recording in the classroom are not allowed.

### **Mobile phone**

Please switch off your mobile phone or turn on the silence mode before the class begins.