

**Centre for International Indigenous Affairs, College of Indigenous Studies  
National Dong Hwa University**

**FIELD RESEARCH COURSE  
INDIGENOUS PEOPLES OF TAIWAN  
SCS 4210**

**DR. SCOTT SIMON  
SPRING/SUMMER 2017**

**Pre-departure training:** 4 times (to be determined)

**Dates:** May 15th – June 2nd 2017

**COURSE OUTLINE**

<b>Class schedule:</b>	Total of four classes from January to April in Ottawa likely on Saturdays so as not to conflict with Winter semester classes and three weeks in Taiwan, May 15 to June 2.
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<b>Professor's office hours:</b>	Monday: 3pm to 5pm and by appointment
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Office: FSS BUILDING 120 University Room 10007

<b>E-mail:</b>	ssimon@uottawa.ca
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**Teaching Team:** Scott Simon and professors at National Dong Hwa University

**On virtual campus:** No

**OFFICIAL COURSE DESCRIPTION**

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Intensive field research will be undertaken under close supervision during the summer term, including an intensive preparatory training. Students will complete a research paper about the field survey.

## INTRODUCTION

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This field research course is implemented by the School of Sociological and Anthropological Studies of the University of Ottawa (uOttawa) in partnership with the College of Indigenous Studies, NDHU.

This is a three-week upper-level undergraduate field course to Hualien, Taiwan, an area with a large indigenous population. The **learning objectives** are 1) to gain knowledge of what international indigeneity means in the specific context of Taiwan and its local communities; 2) to gain hands-on experience with anthropological field research methods of participant observation research and taking field notes. The course will be open to qualified 3<sup>rd</sup> and 4<sup>th</sup> year undergraduates in the Faculty of Social Sciences with an interest in international perspectives on indigenous rights. Ethnographic research skills are useful in all social scientific disciplines.

In this **three-week structure**, part of the course will be taught by professors from the College of Indigenous Studies and another part by Prof. Scott Simon from the University of Ottawa. Class excursions will give students the opportunity to visit a coastal Amis community and the high mountain Truku community of Skadang (at 1200 meters altitude in the Taroko National Park).

## GENERAL COURSE OBJECTIVES

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The study of indigeneity is an emerging field in anthropology. As indigenous peoples affirm new rights on the international stage, including new developments after the 2007 passage by the United Nations General Assembly of the Declaration of the Rights of Indigenous Peoples, many anthropologists have taken to studying these contemporary political developments rather than studying these same peoples as “hunter-gatherers,” “traditional cultures,” etc. Yet, the concept has been contested in many parts of Asia and Africa; and each country has adopted its own approach to indigeneity. In Asia, only Japan, Taiwan and the Philippines explicitly recognized the existence of indigenous peoples on their territories. Taiwan is a very special and interesting case. Excluded from the UN as a state (the PRC representing China at the international level), Taiwan has nonetheless been represented by indigenous groups at UN events for the rights of indigenous peoples.

Indigeneity then plays out in different ways in the very diverse indigenous communities in Taiwan. Taiwan has 16 officially recognized indigenous tribes, all of whom speak Austronesian languages related to Maori, Hawaiian, and languages throughout the Pacific and Indian Oceans. Archaeologists and linguists trace the beginning of the Austronesian dispersal across these seas to Taiwan, which is considered to be the origin partly due to its astonishing linguistic diversity. Taiwan alone is home to nine out of ten Austronesian families. All other Austronesian languages – from Madagascar to Easter Island – belong to the tenth grouping.

This course will permit students to learn about these peoples, their cultures, and their relationships with both the Republic of China state and the natural environment of Taiwan. They will have access, not only to readings, but to professors and students at NDHU who come from these indigenous communities. They will also have the opportunity to visit Amis and Truku communities and observe their lifestyles, thus gaining access to their unique life-worlds. They

will also learn about ethnographic research methods through a guided research project facilitated by a U Ottawa professor and NDHU colleagues.

### **SPECIFIC COURSE OBJECTIVES**

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The course, offered as a bi-disciplinary (anthropology and sociology) seminar course at NDHU taught by NDHU professors and by a U Ottawa professor will provide the students:

- An understanding of how indigeneity is lived in contemporary Taiwan;
- Knowledge of state-community relations in indigenous Taiwan, especially in regard to such issues as tribal recognition (name rectification), electoral practices, development and resistance around natural resources;
- An introduction to the cultural ecology of the Truku and Amis peoples;
- Hands-on practice with participant observation, taking of field notes, and anthropological approaches to learning local languages;
- Formulating research proposals and writing brief research papers (projects).

### **TEACHING METHODS**

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The course will be conducted in two parts.

- **uOttawa based pre-departure training (in the period January to April);**
- **In the field Taiwan-based (three week visit to Hualien, Taiwan, with visits to Amis and Truku communities).**

This course promotes interactive, experiential and participatory learning process through Ottawa-based pre-departure sessions and in Taiwanese classroom and field visits to indigenous villages.

The readings and independent research are student-led with support mainly from the uOttawa professor and also NDHU professors. Students will be expected to submit a project idea and a preliminary bibliography on May 22, which they will revise in consultation with the professor(s). They should be able to provide a bibliography with at least three relevant journal articles that can aid them in the theoretical formulation of a paper based on field observations during the excursions.

### **ASSESSMENT METHODS**

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#### **Mark Allocation**

- **Participation:** Active participation in classroom discussions, formal and informal meetings, and field visits- 20%
- **Limited Written Assignments:** Two brief (1000 words, double spaced) written reflections on what they have learned from educational excursions– 20%
- **Research Project Paper:** The assessment method gives primary importance to a research proposal formulation (20%) and an independent research paper (40%) by allocating 60% of total marks to “research” to be conducted on a selected issue related to indigeneity in Taiwan.

<b>Components of Final Mark</b>
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<b>Evaluation format</b>	<b>Weight</b>	<b>Date</b>
Participation/Discussions	20%	Ongoing
Mid Term: 1 <sup>st</sup> Reflection	10%	May 23
Mid Term: 2 <sup>nd</sup> Reflection	10%	May 30
Research: Proposal Formulation	20%	June 1
Final Take Home Research Paper	40 %	June 30

## **COURSE SCHEDULE**

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### ***Pre-Departure (uOttawa-Based) Training***

Four days January-April, 2014 (one day a month), 3 hours each day. Pre-Departure classes will not conflict with any other class hours during the winter semester.

<b>DATE</b>	<b>TRAINING</b>
<b>Day 1</b>	<ul style="list-style-type: none"> <li>- Course Introduction and Orientation</li> <li>- Course Requirements (academic, administrative, financial)</li> <li>- Students'/Teachers objectives &amp; expectations</li> <li>- Review of the Course Content</li> <li>- Student performance evaluation/marking</li> <li>- Information on visa/vaccinations/health</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>- Meeting at a Taiwanese Restaurant in Ottawa for introducing students to Taiwanese cuisine</li> <li>- A Taiwanese guest to speak to students on key features of Taiwanese cultures, social ecology, history and politics</li> <li>- Brother Wu, 1060 St. Laurent Blvd., Ottawa (<a href="http://www.brotherwu.com">www.brotherwu.com</a>). 613-745-1791</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>- The feature film <i>Warriors of the Rainbow: Seediq Bale</i> will be shown to introduce issues of colonialism and indigeneity to the students.</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>- This class will address research methodologies, including research ethics, focusing on the ethics of conducting research with indigenous peoples. Students will learn about how to link theory to methods, as they explore how to formulate anthropological research questions.</li> </ul>

### ***In the Field***

The in-country component will provide the students with the knowledge required in order to examine the situation of indigenous groups in Taiwan. They will have the opportunity to meet indigenous (and non-indigenous) students and faculty members at NDHU. Daily readings and discussions will thus be enhanced with local contacts. They will also have field trips to Amis and Truku communities, during which they will practice skills in participant observation and the taking of field notes.

#### **Required Textbook:**

Kohn, Eduardo. 2013. *How Forests Think: Toward an Anthropology beyond the Human*. Berkeley: University of California Press. (To be made available at the Agora Bookstore)

A course pack will also be made available in Taiwan. Students are responsible for purchasing these items. Some readings in the course pack may change if requested by NDHU professors.

Time	Events	Responsibility/Remarks
<b>Week-1</b>		
<b>May 12: (Friday)</b>		
	Departure of students from Canada	
<b>May 14: (Sunday, arrival of students in Taiwan)</b>		
	Travelling to Hualien	NDHU representative will receive them and take them to accommodations.
<b>May 15: Day 1 (Monday)</b>		
09:00 – 10:00	Welcome / Orientation	Dr. Chun-fa Tung, Dean Dr. Jolan Hsieh Dr. Scott Simon Dr. Apay Tang Dr. Yu-Chao Huang
12:30-14:30	Introduction to Dong Hwa University and student life (potluck lunch with indigenous students bringing dishes to represent their culinary cultures)	Dr. Apay Tang

**May 16: Day 2 (Tuesday)**

18:00 – 21:00	<p>Decolonizing Research and the Situation in Taiwan</p> <p><i>Reading:</i></p> <p>Shih, Cheng-Feng and Pei-Ing Wu. 2011. "Continuing Academic Colonialism and the Resistance from Indigenous Knowledge Systems in Taiwan." Conference paper given at the International Conference on "Decolonizing Our Universities," organized by University Sains Malaysia, and Citizens International, Penang, Malaysia, 2011/6/27-29.</p>	Dr. Cheng-Feng Shih
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**May 17: Day 3 (Wednesday)**

18:00 – 21:00	<p>Introduction to language and culture (Prof. Tang's experience with Truku language preservation in Taiwan)</p> <p><i>Reading:</i></p> <p>Melissa Shih-hui Lin &amp; Yi-fong Chen. 2010. "Language, Place, and Identity: the Politics of Place and Language in the Formation of Indigenous Identity in Hualien, Taiwan." <i>Dialectologia</i> 4: 67-81.</p> <p>One hour at the end of this class will an introduction to Amis and Truku language.</p>	Dr. Apay Tang Amis instructor: Sifo Lakaw
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<b>May 18: Day 4 (Thursday)</b>		
09:00 – 10:00	Presentation on College of Indigenous Studies, NDHU	TBA
10:00 – 12:00	Material Cultures of Taiwan Indigenous Peoples  Students will meet jointly with a class on material cultures, and join NDHU students on a visit to the indigenous millet garden on campus, where they will learn about indigenous agriculture and foodways. <b>Readings to be determined.</b>	Dr. Joyce Yeh
12:00 – 13:30	<b>Lunch at the NDHU indigenous millet garden</b>	
18:00 – 20:00	Conservation and Human-Animal Relations <i>Reading:</i> Hu, Jackson. 2007. "The Articulation of Modern Fetishisms and Indigenous Species." <i>Taiwan Journal of Anthropology</i> 5 (1): 19-62.	Dr. Yi-ze Lee
<b>May 19: Day 5 (Friday)</b>		
10:00 – 11:30	Workshop on participant observation techniques <i>Reading:</i> Ingold, Tim. 2011. <i>Being Alive: Essays on Movement, Knowledge and Description</i> . London: Routledge, pp. 145-164.	Dr. Scott Simon
<b>May 20: Day 6 (Saturday)</b>		
All Day	Visit to an Amis Village, with an introduction to village history, tour of the village, and opportunity to interact with the local people. Students will be required to write up field notes.	Dr. Scott Simon Local teachers
<b>May 21: Day 7 (Sunday)</b> Weekly Holiday		

Week 2		
May 22: Day 8 (Monday)		
18:00-21:00	Central groups (Bunun, Tsou, Thao) – With reflections on the anthropological representations of indigenous peoples, in conversation with Bunun students <i>Reading:</i> Yang, Shu-Yuan. 2005. "Imagining the State: an Ethnographic Study." <i>Ethnography</i> 6 (4): 487-516.	Dr. Joyce Yeh Dr. Scott Simon
May 23: Day 9 (Tuesday)		
16:00 - 17:00	Field Research Methodology: Students will hand in a brief (1000 words) reflective essay, with reference to the readings, on what they have learned in their first week, and discuss it in class.	Dr. Scott Simon
18:00 – 21:00	Gender, Age Groups, and Cultural Revival <i>Film:</i> <i>Amis Hip-Hop.</i> (Director: Dr. Futuru Tsai)  One hour at the end of this class will an introduction to Amis and Truku language.	Dr. Chung-shan Shih       Dr. Apay Tang (Truku) Amis instructor: Sifo Lakaw
May 24: Day 10 (Wednesday)		
15:30 – 17:00	Workshop on anthropology beyond the human Reading: Kohn, Eduardo. 2013. <i>How Forests Think: Toward an Anthropology beyond the Human</i> . Berkeley: University of California Press, pp. 1-100.	Dr. Scott Simon
18:00 – 21: 00	Debates on Truku Territory <i>Reading:</i> Chi, Chun-Chieh and Hsang-Te Chin. 2012. Knowledge, Power, and Tribal Mapping: a Critical Analysis of the "Return of the Truku People", <i>GeoJournal</i> 77 (6): 733-740. Simon, Scott. 2013. "Of Boars and Men: Indigenous Knowledge and Co-Management in Taiwan." <i>Human Organization</i> 72 (3): 220-229.	Dr. Yi-fong Chen
May 25: Day 11 (Thursday)		

14:00-17:00	At noon, we will leave for a Truku village, where there will be demonstrations on how to weave and how to set traps, as well as a workshop on facial tattoos. <i>Reading:</i> Kohn, Eduardo. 2013. <i>How Forests Think: Toward an Anthropology beyond the Human</i> . Berkeley: University of California Press, pp. 103-228.	Local teachers
<b>May 26: Day 12 (Friday)</b>		
All day	Students will visit Skadang village. Friday morning will begin with an orientation session at the National Park headquarters and a visit to the park exhibition. Students will then climb to the village with local guides, a four hour trek, staying in a local bed and breakfast at the village at Skadang.	Dr. Scott Simon Local teachers
<b>May 27: Day 13 (Saturday)</b>		
All day	On Saturday, we will have the opportunity to visit farms and help out with chores as needed.	Dr. Scott Simon Local teachers
<b>May 28: Day 14 (Sunday)</b> Weekly holiday		
Morning	Return to NDHU	
<b>Week 3</b>		
<b>May 29: Day 15 (Monday)</b>		
18:00-21:00	Northern groups (Atayal, Saisiat, Taroko, Seediq) <i>Reading:</i> Lin, Yih-ren. 2011. "Politicizing Nature: The Maqaw National Park Controversy in Taiwan." <i>Capitalism, Nature, Socialism</i> 22 (2): 88-103 <b>Students will hand in a brief (1000 words) reflective essay, with reference to the readings, on what they have learned in Skadang.</b>	Dr. Yi-fong Chen

<b>May 30: Day 16 (Tuesday)</b>		
9:00-10:00	Group discussion on the results of the field trip. Students will be prepared to discuss what they have learned in Skadang.	Dr. Scott Simon
18:00-21:00	Southern groups (Paiwan, Rukai, Puyuma, Amis) Kun-hui, Ku. 2008. "Ethnographic Studies of Voting Among the Austronesian Paiwan--The Role of Paiwan Chiefs in the Contemporary State System of Taiwan." <i>Pacific Affairs</i> 81 (3): 383-406.  One hour at the end of this class will an introduction to Amis and Truku language.	Dr. Gao Teh-yi  Dr. Apay Tang (Truku) Amis instructor: Sifo Lakaw
<b>May 31: Day 17 (Wednesday)</b>		
18:00-21:00	Plains Aboriginal Groups <i>Reading:</i> Hsieh, Jolan. 2006. <i>Collective Rights of Indigenous Peoples: Identity-Based Movement of Plain Indigenous in Taiwan</i> . London: Routledge Press, pp. 57-76, 91-105.	Dr. Jolan Hsieh
<b>June 1: Day 18 (Thursday)</b>		
18:00-21:00	Indigenous Health <i>Reading:</i> Wen, Chi Pang, Shan P. Tsai, Yaw-Tang Shi and Wen-Shen Isabella Chung. 2004. "Bridging the Gap in Life Expectancy of Aborigines in Taiwan." <i>International Journal of Epidemiology</i> 33 (2): 320-327; Kui (Chun-Tsai Hsu). 2012. "The Delivery of Services to Indigenous People in Taiwan: Report of a Study that Shows the Need to Hear the Voices of the People and Adapt Services to Traditional Approaches to Meeting Need." Conference paper given at the Social Policy Association, University of York, UK, July 16, <a href="http://www.social-policy.org.uk/lincoln2012/Kui%20P1.pdf">www.social-policy.org.uk/lincoln2012/Kui%20P1.pdf</a> .	Dr. Uminru Tmu, Taipei Medical University
<b>June 2: Day 19 (Friday)</b>		
9:00-12:00	Individual consultations about their research projects	Dr. Scott Simon
Evening	Barbecue-potluck event to celebrate the end of the program	
<b>June 3: Day 20 (Saturday)</b>		
<b>Free day</b>		
<b>June 4: Day 21 (Sunday)</b>		

	Departure from NDHU	
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### ***Beware of Academic Fraud!***

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site at the following address: [http://www.socialsciences.uottawa.ca/eng/writing\\_tools.asp](http://www.socialsciences.uottawa.ca/eng/writing_tools.asp) « *Tools for Writing Papers and Assignments* ».

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of « F » for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

Last session, most of the students found guilty of fraud were given an « F » for the course and had between three and twelve credits added to their program requirement.

For more information, refer to:

[http://www.uottawa.ca/academic/info/newsletter/fraud\\_e.html](http://www.uottawa.ca/academic/info/newsletter/fraud_e.html)

### **Policy on language quality and late submissions**

You will be assessed on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes. You will be penalized between 5% to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. The Faculty reserves the right to accept or reject the reason put forth if it is not medical. Reasons such as travel, work and errors made while reading the exam schedule are not usually accepted.

In the event of an illness or related complications, only the counseling service and the campus clinic (located at 100 Marie-Curie) may issue valid certificates to justify a delay or absence.

Each day of late submission results in a penalty of 5% (weekends not excluded). This also applies to assignments sent by email, and in this case, the time of receipt of the email by the recipient is guarantor of the time of delivery.

We advise you to notify your professor as soon as possible if a religious holiday or event forces your absence during an evaluation.