

**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 2019**

**Pre-departure training:** 4 times

**Dates:** May 6 – 24, 2019

**COURSE OUTLINE**

<b>Class schedule:</b>	Total of four classes from January to April in Ottawa on Saturdays so as not to conflict with Winter semester classes and three weeks in Taiwan, May 6 – 24.
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**Professor's office hours:** Wednesday (while in Ottawa: 3pm to 5pm and by appointment)

**Office:** FSS 10007

**E-mail:** [ssimon@uottawa.ca](mailto:ssimon@uottawa.ca)

**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.

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## 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, and at the College of Indigenous Studies, one of the world's few universities focused on indigenous education from undergraduate to the Ph.D. level. The **learning objectives** are 1) to gain knowledge of what indigeneity means in the specific context of Taiwan and its local communities, with special attention paid to environmental issues; 2) to gain hands-on experience with anthropological field research methods of participant observation research, taking field notes, and photography. 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, a southern Rukai community, and the high mountain Truku community of Skadang (at 1200 meters altitude in the Taroko National Park). This gives students an opportunity to learn about the two different political traditions that developed in indigenous Taiwan: the egalitarian Truku community and the ranked Rukai society.

## GENERAL COURSE OBJECTIVES

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The study of indigeneity is 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. Indigenous peoples also play an important role in such international agreements as the Convention on Biodiversity. 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, Rukai, 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, taught by NDHU professors and a U Ottawa professor, will provide the students with:

- 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, Rukai, and Amis peoples, with special attention paid to the increasing influence of eco-tourism;
- Hands-on practice with participant observation, taking of field notes, photography 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 the Thursday of the 3<sup>rd</sup> week, 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. They will write and submit the final research project paper after departure from the field.

## 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 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 14
Mid Term: 2 <sup>nd</sup> Reflection	10%	May 21
Research: Proposal Formulation	20%	May 23
Final Take Home Research Paper	40 %	June 21

## **COURSE SCHEDULE**

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

Four days January-April, 2019 (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> (date to be determined)	<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> (date to be determined)	<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> <li>-</li> </ul>
<b>Day 3</b> (date to be determined)	<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> <li>-</li> </ul>
<b>Day 4</b> (date to be determined)	<ul style="list-style-type: none"> <li>- This class will address the ethics of conducting research with indigenous peoples.</li> <li>- We will also have final logistical planning.</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, Rukai, 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. Readings will be determined in consultation with NDHU professors.

Time	Events	Responsibility/Remarks
<b>Week-1</b>		
<b>May 3: (Friday)</b>		
	Departure of students from Canada	
<b>May 5: (Sunday, arrival of students in Taiwan)</b>		
	Travelling to Hualien	NDHU representative will receive them and take them to accommodations.
<b>May 6: Day 1 (Monday)</b>		
09:00 – 12:00	Welcome / Orientation	Dr. Pasuya Poiconu, Dean Dr. Jolan Hsieh Dr. Scott Simon Dr. Apay Tang Dr. Yu-Chao Huang
14:00 – 17:00	Introduction to the Politics of Indigeneity in Taiwan. Reading: Friedman, Kerim. 2018. "The Hegemony of the Local: Taiwanese Multiculturalism and Indigenous Identity Politics." <i>Boundary 2</i> 45 (3): 79-105.	Dr. Kerim Friedman
<b>May 7: Day 2 (Tuesday)</b>		
10:00-12:00	Introduction to Ethnographic Research 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
13:00-17:00	By local bus, we will visit the nearby Amis village of Guangfu, famous for its historical sugar refinery and Amis festivals.	Dr. Scott Simon
<b>May 8: Day 3 (Wednesday)</b>		
10:00-12:00	Photography in the Field  Readings: Dugnoille, Julien. 2016. "Digitalising the Korean Cosmos: Representing human–nonhuman Continuity and Filiality through Digital Photography in Contemporary South	Dr. Scott Simon
14:00 – 17:00	Cultural Studies of Tourism  Readings: Caron, Kellee & Carla Almeida Santos. 2008. Closing the Hermeneutic Circle? Photographic Encounters with the Other. <i>Annals of Tourism Research</i> 35(1):7-26.  Yeh, Joyce Hsiu-yen. 2009. Still Vision and Mobile Youth: Tourist Photos, Travel	Dr. Joyce Hsiu-yen Yeh

<b>May 9: Day 4 (Thursday)</b>		
9:00- 12:00	Introduction to language and culture  Readings to be determined	Dr. Apay Tang (Truku) and Mr. Sifo Lakaw (Amis)
<b>May 10: Day 5 (Friday)</b>		
9:00 – 12:00	Wildlife Law and Indigenous Rights Reading: Caleb D. Portnoy & Awi Mona (Chih-Wei Tsai) (2012, Jun). Laws of the Jungle: Conflicts Between International-National Environmental Law and Taromak Rukai-Environment Relations. <i>Taiwan Journal of Anthropology</i> , 10 (1), 21-50.	Dr. Awi Mona (Seediq)
Afternoon	We will take a train to the Rukai community of Taromak and learn about eco-tourism and traditional foodways as we help prepare a meal at a local eco-tourism lodge. The Rukai owner is pursuing a Ph.D. in anthropology.	Local teachers
<b>May 11: Day 6 (Saturday)</b>		
All day	We will hike in the mountains to the old village of Taromak. Evening return.	Local teachers
<b>May 12: Day 7 (Sunday)</b> Weekly Holiday – free day		

Week 2		
May 13: Day 8 (Monday)		
14:00-17:00	Truku language revitalization efforts	Dr. Apay Tang
May 14: Day 9 (Tuesday)		
10:00-12:00	Field Research Methodology: <b>Assignment Due:</b> 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
May 15: Day 10 (Wednesday)		
10:00-12:00	Animals in Ethnography  Reading: Simon, Scott. 2015. "Real People, Real Dogs, and Pigs for the Ancestors: The Moral Universe of "Domestication" in Indigenous Taiwan," <i>American Anthropologist</i> 117 (4): 695-709.	Dr. Scott Simon
14:00 – 17:00	Cultural Studies of Tourism  Readings: Gala I-Moutafi, Vasiliki. 2000. "The Self and the Other: Traveler, Ethnographer, Tourist." <i>Annals of Tourism Research</i> 27(1): 203-224.  Wearing, Stephen, Deborah Stevenson & Tamara Young. 2010. "Tourist Cultures: Identity, Place and the Traveller." <i>Encountering the Other</i> . Pp. 53-71. London: Sage.	Dr. Joyce Hsiu-yen Yeh
May 16: Day 11 (Thursday)		
9:00 – 12:00	Debates on Truku Territory: Asia Cement and the Taroko National Park  Reading: 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. Chen Yi-fong
18:00 – 20:00	Indigenous language and culture	Truku instructor: Dr. Apay Tang and Amis instructor: Mr. Sifo Lakaw

<b>May 17: Day 12 (Friday)</b>		
All day	<p>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.</p> <p>Kohn, Eduardo. 2013. <i>How Forests Think: Toward an Anthropology beyond the Human</i>. Berkeley: University of California Press, pp. 103-228.</p>	<p>Dr. Scott Simon Local teachers</p>
<b>May 18: Day 13 (Saturday)</b>		
All day	<p>On Saturday, we will begin with a discussion of Kohn, after having ourselves hiked through the rainforest. For the rest of the day, we will have the opportunity to visit farms and help out with chores as needed.</p>	<p>Dr. Scott Simon Local teachers</p>
<b>May 19: Day 14 (Sunday)</b> Weekly holiday		
Morning	Return to NDHU	

Week 3		
May 20: Day 15 (Monday)		
10:00-12:00	Individual consultations about research projects	Dr. Scott Simon
May 21: Day 16 (Tuesday)		
9:00 – 11:00	Group discussion on the results of the field trip. Students will be prepared to discuss what they have learned in Skadang. <b>Assignment due:</b> 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
May 22: Day 17 (Wednesday)		
14:00 – 17:00	Recognition of Plains Indigenous Peoples Readings to be determined	Dr. Jolan Hsieh
May 23: Day 18 (Thursday)		
9:00-12:00	Indigenous English and tourism  Readings to be determined	Dr. Lee Yi-tze
13:00-15:00	Discussion of project ideas <b>Assignment Due:</b> Paper proposal with bibliography	
18:00-20:00	Indigenous language and culture	Truku instructor: Dr. Apay Tang and Amis instructor: Mr. Sifo Lakaw
May 24: Day 19 (Friday)		
10:00-12:00	Wrap-up Discussion	Dr. Scott Simon
May 25: Day 20 (Saturday)		
	Departure from NDHU	
June 21, n 21:00	<b>Final deadline for research paper</b>	

### ***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.