



課 綱 Course Outline

人文社會科學學院亞太區域研究博士班博士班

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| 中文課程名稱 Course Name in Chinese | 台灣人的散居：全球視野 | | | | |
| 英文課程名稱 Course Name in English | Taiwanese Diaspora:A Global Perspective | | | | |
| 科目代碼 Course Code | APRSD0300 | 班 別 Degree | 博士班 Ph. D. | | |
| 修別 Type | 選修 Elective | 學分數 Credit(s) | 3.0 | 時 數 Hour(s) | 3.0 |
| 先修課程 Prerequisite | | | | | |
| 課程目標 Course Objectives | | | | | |
| To better understand the fundamental thrust and impact of the Taiwanese diaspora, and its connection to globalization, this course is designed to explore the major forces that have shaped Taiwanese diasporic identities and overseas communities primarily during the 20th century. Students will read articles and books as well as journalists’ reports to familiarize themselves with the range of concepts and debates that analyze Taiwanese-diasporic issues. Students will also view documentaries and movies that engage with issues relevant to understanding some unique features of the Taiwanese diaspora. | | | | | |
| 系專業能力 Basic Learning Outcomes | | | | 課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.’ s Education Objectives | |
| A | 具有亞太區域研究與掌握專業趨勢發展的能力 Ability to research and master the development of professional trends in the Asia-Pacific region | | | | |
| B | 具有跨國政治經濟與社會文化學術研究的能力 Capable of transnational political, economic, social and cultural academic research | | | | |
| C | 具備運用理論方法、綜合分析、邏輯推理與論文撰寫能力 Ability to use theoretical methods, comprehensive analysis, logical reasoning and thesis writing | | | | |
| D | 具有國際社會多元價值議題、亞太區域議題整合的能力 Ability to integrate multiple values in the international community and integrate issues in the Asia-Pacific region | | | | |

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| E | 具有區域駐點與獨立進行以亞太區域為主體之研究教學能力 Ability to have a regional presence and independently conduct research and teaching mainly in the Asia-Pacific region | |
| 圖示說明Illustration：● 高度相關 Highly correlated ○ 中度相關 Moderately correlated | | |
| 課程大綱 Course Outline | | |
| <p>課程大綱 Course Outline</p> <p>In the past few decades, many immigrant groups have started to use the word “diaspora” to describe themselves, and the idea has proliferated to an extraordinary extent since World War II. One reason for the conceptual development of “diaspora” was the process of decolonization, which forged new transnational bonds of solidarity among globally scattered populations. This included the Taiwanese and their overseas descendants. In the past decades, the Taiwanese were one of the largest ethnic groups to leave China, first to surrounding areas and later to various corners of the earth. The diaspora and overseas Taiwanese communities are also closely connected to contemporary Taiwan society and its global linkages.</p> <p>Two waves of Taiwanese diaspora existed. Prior to the destruction of the Koxinga regime in 1683, Chinese pirates were already drifting to surrounding areas. As depicted in Taiwanese folklore, early Taiwan conjured up frontier images of sorrow and violence. Taiwanese scholars today still commonly portray Taiwan in the Qing Dynasty as the land of pirates and of alienation. Japanese colonization and the return of Taiwan to Chinese control in 1945 led to the expulsion and forcible remigration of many Taiwanese, especially those groups with strong ties to the former Japanese regime. Since the 1950s, the massive scale of contemporary international migration has led some commentators to proclaim an “Age of Taiwanese Diaspora.” Various Taiwanese communities are widely established for different reasons ranging from the political to the economic. This post-1950s diaspora often brought double identities—ethnic Taiwanese and global citizen—to overseas Taiwanese.</p> | | |
| <p>資源需求評估（師資專長之聘任、儀器設備的配合．．．等） Resources Required (e.g. qualifications and expertise, instrument and equipment, etc.)</p> | | |
| <p>Main textbooks</p> <p>Resources Required (e.g. qualifications and expertise, instrument and equipment, etc.)</p> <p>Louie, Vivian S. Compelled to Excel: Immigration, Education, and Opportunity among Chinese Americans. Stanford: Stanford University Press, 2004.</p> <p>Morris, Andrew D. ed. Japanese Taiwan: Colonial Rule and its Contested Legacy. New York: Bloomsbury Academic, 2015.</p> <p>Tsai, Shih-Shan Henry, Maritime Taiwan: Historical Encounters with the East and West. New York: M. E. Sharpe, 2008.</p> | | |
| 課程要求和教學方式之建議 Course Requirements and Suggested Teaching Methods | | |
| <p>Course Requirements and Suggested Teaching Methods</p> <ol style="list-style-type: none"> 1) Weekly attendance in class and active participation in discussion. 2) In-class presentations on assigned readings, including mid-term presentation. These will be in a discussion format with questions. 3) Weekly response papers (1 page, single spaced) due at midnight of deadline as assigned. 4) 1 short mid-term essay (5 double-spaced pages, approx. 1,000 words) on one of the readings in weeks 1-7. | | |

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| <p>5) Final examination (4 short questions on teachings after mid-term and major concepts throughout the course).</p> <p>Every week we will devote some class time to discussion of a significant historical question or a specific reading. These topics will be released in advance via Blackboard. Attendance will be taken on those days. Your participation grade will be based upon attendance, preparation, and the quality of your participation.</p> |
| <p>其他 Miscellaneous</p> |
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