

Tamkang University Academic Year 111, 2nd Semester Course Syllabus

Course Title	ETHNICITY AND CULTURE	Instructor	CHIA-YUAN HUANG
Course Class	TGRXB0A ,0A	Details	<ul style="list-style-type: none"> ◆ General Course ◆ Selective ◆ One Semester
Relevance to SDGs	SDG5 Gender equality SDG8 Decent work and economic growth SDG10 Reducing inequalities SDG16 Peace, justice and strong institutions		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
<p>To provide students with an understanding of the basic theories in international relations, to equip students with practical skills ,and to help them become outstanding members of the international relations community of service or academy.</p>			
S u b j e c t D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<ul style="list-style-type: none"> A. Every student will process essential understanding of theories of international relation. (ratio:15.00) B. Every student will have primary perception of current international issues.(ratio:15.00) C. Every student will become capable of independent thinking and information processing to understand international relations.(ratio:25.00) D. Every student will possess essential knowledge of participation in governmental and non-governmental affairs.(ratio:15.00) E. Every student will display high-level competence in English.(ratio:30.00) 			
S u b j e c t S c h o o l w i d e e s s e n t i a l v i r t u e s			
<ul style="list-style-type: none"> 1. A global perspective. (ratio:20.00) 2. Information literacy. (ratio:10.00) 3. A vision for the future. (ratio:10.00) 4. Moral integrity. (ratio:15.00) 5. Independent thinking. (ratio:20.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:15.00) 8. A sense of aesthetic appreciation. (ratio:5.00) 			

Course Introduction	<p>The main purpose of this course is to broaden our understanding of ethnicity and culture and to understand why racism and prejudice continue to exist in our society. This course begins with an introduction to the basic theories about race, ethnicity, and cultural diversity. In addition to discussing the current situation in Taiwan, a global perspective is considered. This course, thus, also introduces the history and current status of different ethnic groups and cultures around the world.</p>
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The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	Students will develop an understanding of ethnicity and cultural diversity's basic concepts and theories.	Cognitive
2	Students will critically analyze how social structure affects and is affected by ethnic minority and ethnic relations.	Affective
3	Students will practice mutual support for people from different ethnic backgrounds.	Psychomotor

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCDE	12345678	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Report(including oral and written)
2	ABCDE	12345678	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Report(including oral and written)

3	ABCDE	12345678	Lecture, Discussion	Study Assignments, Discussion(including classroom and online), Report(including oral and written)
Course Schedule				
Week	Date	Course Contents		Note
1	112/02/13 ~ 112/02/19	Introduction		
2	112/02/20 ~ 112/02/26	Ethnicity, class and gender		
3	112/02/27 ~ 112/03/05	Global diaspora and transnational migration		
4	112/03/06 ~ 112/03/12	Ethnic politics and multicultural societies		
5	112/03/13 ~ 112/03/19	Ethnic enclaves and economies		
6	112/03/20 ~ 112/03/26	Film: The Wedding Banquet (1993)		Reflection 1
7	112/03/27 ~ 112/04/02	Ethnic relations in Taiwan		
8	112/04/03 ~ 112/04/09	Spring break		
9	112/04/10 ~ 112/04/16	Taiwan's multicultural policy		Take-home essay
10	112/04/17 ~ 112/04/23	Midterm Exam Week		
11	112/04/24 ~ 112/04/30	Ethnic groups and cultural diversity (1): US, Canada, Australia and New Zealand		
12	112/05/01 ~ 112/05/07	Ethnic groups and cultural diversity (2): UK, Germany and France		
13	112/05/08 ~ 112/05/14	Ethnic groups and cultural diversity (3): Singapore		
14	112/05/15 ~ 112/05/21	Film: Not My Mother's Baking (2020)		Reflection 2
15	112/05/22 ~ 112/05/28	Group presentations (North America / Australia and NZ)		Final report
16	112/05/29 ~ 112/06/04	Group presentations (Europe)		Final report
17	112/06/05 ~ 112/06/11	Group presentations (EA/SEA and other regions)		Final report
18	112/06/12 ~ 112/06/18	Final Exam Week		
Requirement				

Teaching Facility	Computer, Projector
Textbooks and Teaching Materials	Spencer, Stephen (2014). Race and ethnicity: Culture, identity and representation. New York, NY: Routledge.
References	<p>Chiang, L.-H. N., & Yang, C.-H. S. (2008). Learning to be Australian: Adaptation and identity formation of young Taiwanese-Chinese immigrants in Melbourne, Australia. <i>Pacific Affairs</i>, 81(2), 241-258.</p> <p>Chua, B. H. (2003). Multiculturalism in Singapore: An instrument of social control. <i>Race and Class</i>, 44(3), 58-77.</p> <p>Fong, E., & Luk, C. L. (2007). Chinese ethnic business: Global and local perspectives. New York, NY: Routledge.</p> <p>Ip, D., & Hsu, R. J.-C. (2006). Transnationalism and gendered identity: The case of the "one and a half generation" Taiwanese migrants. <i>Asian Studies Review</i>, 30(3), 273-288.</p> <p>Lee, J. (2004). Asian American youth: Culture, identity and ethnicity. New York, NY: Routledge.</p> <p>Lin, P. (2016). Taiwanese youth in mainland China: Fragile identity in shadow of China. In Gunter Schubert (Ed.), <i>Taiwan and the China impact: Challenges and opportunities</i> (Pp. 239-257). London and New York: Routledge.</p> <p>Makeham, John, & Hsiao, A-chin (2005). Cultural, ethnic, and political nationalism in contemporary Taiwan. New York, NY: Palgrave Macmillan.</p> <p>Rack, Mary (2005). Ethnic distinctions, local meanings: Negotiating cultural identities in China. London and Ann Arbor: Pluto Press.</p>
Number of Assignment(s)	4 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other <Essay & Reflections> : 50.0 %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>