

Tamkang University Academic Year 114, 1st Semester Course Syllabus

Course Title	ETHNICITY AND CULTURE	Instructor	CHIA-YUAN HUANG
Course Class	TGRXB0A ELECTIVES COURSES BY COLLEGE OF INTERNATIONAL AFFAIRS STUDIES, 0A	Details	◆ General Course ◆ Selective ◆ One Semester ◆ 2 Credits
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			
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.			
Subject Departmental core competences			
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)			
Subject Schoolwide essential virtues			
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	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.
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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	114/09/15 ~ 114/09/21	Sep. 18 Introduction		
2	114/09/22 ~ 114/09/28	Sep. 25 Race, ethnicity and culture		
3	114/09/29 ~ 114/10/05	Oct. 2 Film screening and discussion (1)		Reflection 1
4	114/10/06 ~ 114/10/12	Oct. 9 Ethnic relations in Taiwan		
5	114/10/13 ~ 114/10/19	Oct. 16 Migrant workers in Taiwan		
6	114/10/20 ~ 114/10/26	Oct. 23 Film screening and discussion (2)		Reflection 2
7	114/10/27 ~ 114/11/02	Oct. 30 Guest Lecture: Overseas Taiwanese		Lecture note
8	114/11/03 ~ 114/11/09	Nov. 6 Foreign residents in Taiwan		
9	114/11/10 ~ 114/11/16	Nov. 13 Film screening and discussion (3)		Reflection 3
10	114/11/17 ~ 114/11/23	Nov. 20 Guest Lecture: Waves of migration: Negotiating home and sense of belonging among Hong Kong migrants		Lecture note
11	114/11/24 ~ 114/11/30	Nov. 27 Group presentations (1)		
12	114/12/01 ~ 114/12/07	Dec. 4 Group presentations (2)		
13	114/12/08 ~ 114/12/14	Dec. 11 Group presentations (3)		
14	114/12/15 ~ 114/12/21	Dec. 18 Group presentations (4)		
15	114/12/22 ~ 114/12/28	Dec. 25 Taiwan's Constitution Day (National Holiday)		No class
16	114/12/29 ~ 115/01/04	Jan. 1 New Year's Day (National Holiday)		No class
17	115/01/05 ~ 115/01/11	Jan. 8 Flexible Teaching Week: Self-directed Learning		
18	115/01/12 ~ 115/01/18	Jan. 15 Flexible Teaching Week: Self-directed Learning		
Key capabilities		self-directed learning Social Participation Humanistic Caring Problem solving		

Interdisciplinary	
Distinctive teaching	
Course Content	<p>Gender Equality Education</p> <p>Logical Thinking</p>
Requirement	<p>Course Assessment Breakdown</p> <p>1. Class Attendance (20%)</p> <ul style="list-style-type: none"> - Attendance is crucial for success in this course. - Each unexcused absence (without an official leave slip) will result in 2-point deduction. - Each late arrival will result in a 1-point deduction. <p>Full attendance adds 2 points to your final grade.</p> <p>2. Reflection on Films (45%)</p> <ul style="list-style-type: none"> - Students are required to submit three reflections throughout the course. - Each reflection must be 500 words long, approximately equivalent to one A4 page. - These reflections are designed to encourage deep thinking about the films discussed in class and to enhance critical analysis skills. <p>3. Guest Lecture Notes (10%)</p> <ul style="list-style-type: none"> - Students are required to submit notes based on the guest lectures. - Notes may be handwritten or typed. - No specific word limit applies. - Content Requirement: Summary of key points from the lecture and the student's personal reflection. <p>4. Group Oral Presentation (25%)</p> <ul style="list-style-type: none"> - Each group will present their project to the class. - Presentations should last between 20-25 minutes per group. - Groups will be assessed on the quality of their analysis, the clarity of their presentation, and their ability to engage the audience.
Textbooks and Teaching Materials	<p>Self-made teaching materials: Presentations, Handouts</p> <p>Using teaching materials from other writers: Videos</p> <p>Name of teaching materials:</p> <p>Almanya: Welcome to Germany (2011), Pinoy Sunday (2009), Not My Mother's Baking (2020)</p>

References	<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. and Luk, C. L. (2007). <i>Chinese ethnic business: Global and local perspectives</i>. New York, NY: Routledge.</p> <p>Ien, A. (2003). Together-in-difference: beyond diaspora, into hybridity. <i>Asian Studies Review</i>, 27(2), 141-154.</p> <p>Ip, D. and 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). <i>Asian American youth: Culture, identity and ethnicity</i>. New York, NY: Routledge.</p> <p>Makeham, J. and Hsiao, A-C. (2005). <i>Cultural, ethnic, and political nationalism in contemporary Taiwan</i>. New York, NY: Palgrave Macmillan.</p> <p>Spencer, S. (2014). <i>Race and ethnicity: Culture, identity and representation</i>. New York, NY: Routledge.</p> <p>Tsai, M.-C. (2011). Foreign Brides Meet Ethnic Politics in Taiwan. <i>The International Migration Review</i>, 45(2), 243-268.</p> <p>Zhou, Min (2016). Are Asian Americans Becoming "White"? Pp. 118-123 in M. L. Andersen & P. H. Collins (Eds.), <i>Race, Class, Gender: An Anthology</i> (9th Ed.). Cengage Learning.</p>
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 45.0 %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other (Lecture Note) : 10.0 %</p>
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at https://web2.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>※"Adhere to the concept of intellectual property rights" and "Do not illegally photocopy, download, or distribute." Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>