



## Indigenous People in Contemporary Context

### Instructor's Name & Profile

Assistant Professor Courtney WORK, Department of Ethnology, National Chengchi University  
Assistant Professor CHEN Yayut-Yishiuan, Department of Ethnology, National Chengchi University

### Course Date & Time

July 19, 21, 23, 26, 28, 30  
9:10 a.m. – 12 p.m.

### Course Objectives

- To get familiar with contemporary Indigenous issues.
- To gain an understanding of global development and state formation in an indigenous context.
- To be ready to apply new ways of thinking to human relationships with the rest of the world.

### Course Outline or Topics

#### Session 1 (July 19): Course Introduction

- Contents:
  - Course Introduction, program description
- Establishing our Base and Defining our Terms
  - Why do you take this course?
  - What is your understanding of the term “Indigenous”?
  - What does it mean to “Decolonize” something?
  - Understanding the political implications of simple classification

#### Session 2 (July 21): Critical Indigenous Theory

- Pre-work:
  - Smith, Linda Tuhiwai. 2012. Decolonizing Methodologies. New York: Zed Books.
  - Introduction and Conclusion
- Contents:

讓靈魂回家 Returning souls / 胡台麗導演.製片  
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- In-class writing reflection:  
Using insights from the film *Returning Souls*, discuss the decolonizing elements and the political implications of classification

### Session 3 (July 23): Indigenous People in Global Context

- Pre-work:
  - **Read:** Descola, Philippe. 2013. *Beyond Nature and Culture*. Chicago: University of Chicago Press. Chapter 1 and 2
- Contents:
  - Discuss the dynamics of animism and naturalism
  - Discuss the fetish of ‘classification’
  - Understanding worlds
  - How does Descola Decolonize Knowledge?
- Quiz:
  - What are the implications of Naturalism as a social category?
  - Write 500 words using course themes

### Session 4 (July 26): Indigenous People in Asian Context

- Pre-work:
  - **Read:** Scott, James C. 2009. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Haven: Yale University Press. Chapter 1 and Conclusion
- Contents:
  - Discuss SEA State Formations
  - Discuss state-market relations between ancient and indigenous states
- Quiz  
Explain Scott’s main argument and the relationship between mountains and states

### Session 5 (July 28): Indigenous People in Taiwan Context

- Pre-work:
  - **Read:**  
Stainton ,Michael.2007.” The Politics of Taiwan Aboriginal Origins.”In *Taiwan:A New History*. Murray A. Rubinstein, ed. Pp.27-4. New York M.E. Sharpe.  
Tavares, Antonio C. 2005. "The Japanese Colonial State and the Dissolution of the Late Imperial Frontier Economy in Taiwan, 1886–1909." *The Journal of Asian Studies* 64 (02):361-385. doi:doi:10.1017/S0021911805000811.
  - **Suggested reading:**  
Roy, Toulouse-Antoin. 2020. "‘The camphor question is in reality the savage question:’The Japanese Empire, Indigenous Peoples, and the Making of Capitalist Taiwan, 1895-1915." Doctor of Philosophy in History, University of California, Los Angeles.
- Contents:
  - Overview of Taiwan Indigenous Issues
  - Ancient Migrations
  - Japanese Colonization

## Session 6 (July 30): Indigenous people in Taiwan Context

- Pre-work:
  - **Read:**  
Simon, Scott. 2018. "Ontologies of Taiwan Studies, Indigenous Studies, and Anthropology." *International Journal of Taiwan Studies* 1 (1): 11–35. <https://doi.org/10.1163/24688800-00101003>.  
Ku, Kun-hui. 2005. "Rights to recognition: Minority/indigenous politics in the emerging Taiwanese nationalism." *Social Analysis* 49 (2):99-121.
  - **Suggested Readings:**  
Hsieh, Jolan (2017). *The Changing Identities of Taiwan's Plains Indigenous Peoples*, in J. Bruce Jacobs & Peter Kang (eds), *Changing Taiwanese Identities*. New York: Routledge
- Contents:  
Overview of Taiwan Indigenous Issues:
  - KMT
  - Present
- Final test
  - What is indigeneity?

### Course requirements/ Grading Standards

- Participation (60%)
  - Read assignments, participate in class discussion, show up for class on time: 60 pts
  - 10 pts penalty on each session of absence
- Test and quiz (20%)
- In-class reflection (20%)