Taiwan: Colonization, Migration, and Identity

Description:
Contemporary Taiwan’s claims of an ethnic identity distinct from the Chinese mainland reference a history of multiple colonizations and migrations to and from the island. This course will explore questions of ethnicity, empire, and modernization in East Asia from the sixteenth century to the present through encounters between aborigines, Han Chinese, Dutch, Portuguese, the imperial Qing, Fujianese, Japanese, mainland KMT, and the United States on Taiwan.

Texts/Readings:
Shih-Shan Henry Tsai, Maritime Taiwan: Historical Encounters with the East and the West (M.E. Sharpe, 2009)
Denny Roy, Taiwan: A Political History (Cornell University Press, 2003)
Course Reader prepared by the instructor, available on Blackboard

Grade Distribution:
Map quiz: 5%
Exam: 30% Short IDs and essay
Class participation and attendance: 15%
Writing assignments: 50% Three 5-6 page essays, with one rewrite required.

Description of course requirements:
Map Quiz (5%): Geography of Taiwan, the Taiwan Strait, and the South China Sea. Sept. 1.
Class Participation (15%): You are expected to attend each class and participate fully in class discussions by contributing questions and comments either in class or on blackboard. Class discussions of lectures and assigned readings will be conducted at least once each week. Reading assignments are to be completed by the first day of class each week.
Exams (30%): Bluebook exams with short IDs and essay. Scheduled for Oct. 25 and 27.
Writing assignments (50%): Three 5-6 page essays each worth 15%. Due Sept. 20 with peer review scheduled Sept. 22 and revision due Sept. 29; Oct. 18; Dec. 7. 5% of this grade is for revisions to your first essay.
Assignment #1: Of the three main groups to inhabit Taiwan before 1750--the aborigines, Dutch, and Chinese--discuss which one you think had the most legitimate claim to rule the island. As you set out your argument, be clear about defining political legitimacy and select historical examples that support your position.
Assignment #2: In the library, locate a pro-Formosan and a pro-KMT account of the February 28th incident and compare. How do these versions differ? How do political goals shape what information is presented about the violence and how motives are interpreted?
Assignment #3: Many conceptions of identity are strongly linked to geographic place. Taiwan and Taiwanese, however, are characterized by the comings and goings of many different peoples. Even the aborigines originated from somewhere else. Drawing upon our overview of Taiwanese history--which emphasizes the entangled histories of aborigines, Dutch, Fujianese settlers, American missionaries and technical experts, Japanese colonizers, and mainland Chinese--and their movements elsewhere, create an icon that captures what you consider to be key aspects of Taiwanese identity and explain its symbolism and historical significance.
Your paper must present a clearly articulated argument, include a carefully chosen array of supporting evidence, conform to a standardized style manual, and include a title, precisely articulated statement of thesis, bibliography, and citations.

Papers that are turned in late will be penalized with point deductions. Papers turned in after the lecture begins will be considered late. Each day 1 percentage point will be deducted--Saturday, Sunday, and holidays count as one day each. No credit for the paper will be given if it is turned in after ten days. NOTE: Slipping papers under the instructor's door does not guarantee they will be received on the same day.

**Lecture and Reading Assignment Schedule (Subject to Change)**

**Week 1:** Is Taiwan Chinese?
Aug.25: Introduction

**Week 2:** Ilha Formosa
Aug. 30: Discussion of concepts of ethnicity and Taiwan aborigines
Sept. 1: Map quiz
*Reading: Tsai 3-62; Andrade “Chinese Under European Rule: The Case of Sino-Dutch Mediator He Bin” in Late Imperial China 28: 1 (June 2007): 1-32

**Week 3:** Island Frontier
Sept. 6: Discussion of maritime Europe and China
*Reading: Tsai 63-104; excerpts from Emma Teng, Taiwan's Imagined Geography : Chinese Colonial Travel Writing and Pictures, 1683-1895 (Harvard University Asia Center, 2007) 81-100, 281-284; excerpts from Robert Berkhofer, The White Man’s Indian (Vintage, 1978): 115-134

**Week 4:** Qing Imperialism
Sept. 13: Documentary--TBA
*Reading: Tsai 105-173; excerpts from Teng 101-148

**Week 5:** Japanese Imperialism
Sept. 20: First writing assignment due
Sept. 22: Peer review session
*Reading: Tsai 174-206; Roy 1-54

**Week 6:** Subjects of the Japanese Empire
Sept. 29: First essay rewrites due

**Week 7:** World War II and the February 28th Incident
Oct. 6: Documentary “The History of Taiwan: Postwar Era and the 228 Incident, 1945-49”

**Week 8:** Engendering China for America
Oct. 11: Second essays due; watch “Mme. Chiang Kai-shek: A Legendary Life”
Oct. 13: Finish “Mme. Chiang Kai-shek: A Legendary Life” and discuss

**Week 9:** Cold War Taiwan and America
Oct. 18: Second essays due
Oct. 20: Review session

**Week 10:** Exams
Oct. 25: Short IDS
Oct. 27: Short essays

**Week 11:** Framing Taiwanese History and Culture
Nov. 1: “HHH”
Nov. 3: Discussion of “HHH”
*Reading: Roy 152-246; Robert Marsh, “National Identity and Ethnicity in Taiwan: Some Trends in the 1990s” in Corcuff, 144-159

**Week 12:** America’s Brain Gain

**Week 13:** Uptown Chinese
Reading: Louie 37-120; excerpts from Timothy Fong, The First Suburban Chinatown: The Remaking of Monterey Park, California (Temple University Press, 1994): 15-54

**Week 14:** Taiwanese America
Nov. 24: Thanksgiving—no class.
*Reading: Louie 123-199; Sibyl Chen, Our Treasury (ITASCA 2002)

**Week 15:** Transnational Taiwanese Society
Dec. 1: Class discussion of third essay assignment themes

Third essay due Dec. 7.

**ACADEMIC HONESTY:** Academic honesty is very important. You are expected to complete your own work. If you have any questions about academic guidelines you may call my office, 232-9469, or email me at ANY time. You should follow University guidelines regarding plagiarism and student conduct. For further information see: [http://uwc.fac.utexas.edu/~virgil/essay/research/plagiarism.html](http://uwc.fac.utexas.edu/~virgil/essay/research/plagiarism.html)

**IMPORTANT NOTES:**
1. Respect the classroom environment. Turn off all cell-phones, beepers, and electronic games. Do not read
the newspaper, text message, or surf the web in class.

2. Any handouts that you receive from the instructor or teaching assistants should be treated as required reading.

3. My office is on the 3rd floor of Garrison. It is accessible by elevator. If, for some reason, my office is inaccessible to you, I will make arrangements to meet in a different location.

4. The University of Texas provides, upon request, academic accommodations for students with disabilities. For more information contact the Office of the Dean of Students, 471-6259 or 471-4641.

5. I will follow University standards and rules regarding academic dishonesty. You should familiarize yourself with these standards and consequences of violations university policy.

6. Turning in assignments: I do not accept papers handed in by email. Your papers are due at the beginning of class, in class. Late papers may be handed in at the CAAS office (GRG220) during regular office hours.

**Writing Center:** I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: [http://www.uwc.utexas.edu/](http://www.uwc.utexas.edu/). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.