MAKING FRIENDS, ACTING CHANGING: PARTNERSHIPS ACROSS COMMUNITY-BASED SERVICE LEARNING

Chih-Liang Chao
Department of Tourism Management
Providence University, Taiwan
clchao@pu.edu.tw
About Seediq Bale (Warriors of the Rainbow)

Wushe Rebellion

In response to long-term oppression by Japanese authorities, the Seedig Tagadaya indigenous group in Wushe (Musha) attacked the village.
During this event, the Japanese led a relentless counter-attack, killing over 1,000 Seediq in retaliation.
Alang-Gluban (Nantou, Taiwan)

- The Wushe event **survivals** of Seediq ethnic group
- Named as the village was **Kawana-kajima** (Japanese Name)
- Qing-liu tribes named by Taiwan government
The phenomenon of dark tourism, which encompasses the presentation and consumption (by visitors) associated with history, death, disaster and tragedy, is growing within the tourism literature.
The impacts from film

Before (2010.7)

After (2011.10)

2011.11
Reading and Questions

學生於講座上之提問：
1. 「和番政策」是強制原住民女子要嫁給日本人嗎？如果不是那為什麼在這麼怨恨日本人下還要做這樣的聯姻？
2. 當今族人(川中島)如何看待當初味方蕃的行徑？
3. 參與霧社事件的賽德克族的部落跟家人，後來遇到日方何種的對待？
4. 賽德克巴萊的上映，對族人是否有間接或直接所帶來的實質影響？是否會再喚起族人內心的傷痛？
5. 霧社事件的發生對族人有所謂的對錯嗎？
6. 有沒有傳統的文化習慣因為日治而消失了？

學生心得：
從族人的觀點來述說賽德克族的「霧社事件」，原來霧社事件不是一個單純的事件，對於清流部落來說，是一個家家戶戶都不同的悲痛記憶。引發學生對於現地的想像及認同。

郭明正老師
Dakis Pawan

本學期指定閱讀書籍清單

| 1 | 霧重雲深—霧社事件後，一個泰雅家庭的故事 |
| 2 | 風中緋櫻--霧社事件真相及花岡初子的故事 |
| 3 | 漫畫・巴萊：台灣第一部霧社事件歷史漫畫 |
| 4 | 阿威赫拔哈的霧社事件證言 |
| 5 | 霧社事件—台灣人的集體記憶 |
| 6 | 霧社事件 |
Experiencing and Thinking

Aging

Outdated facilities

Unattractive Handcrafts
To bring problems solving partnerships into curriculum

- To recognize the need for the community service learning
- To identify the key issues related to the indigenous tourism development
P1: Brochures for Tourists

Festivals

Traditional Crafts

Natural Resources

Wondering in tribe
P2: Seediq Handicrafts

“In the past life, my mom weaving for wearing and living.”

“Forced to use weaving exchange for economic with outsider”
SL2: QR-code and story behind products
P3: transformed History

My family History (personal) → Anthropology Life history Academic documentary → Material To tourist interpretation
SL3: Mobile Tour to Enhance Historical Authenticity
Question from field survey

The Equality from Local Development
Food Mapping
Innovation: Win-Win Solution

Serviced vs Servicing Community?
Service Learning Chain

- To identify the process of partnership during service learning
  - To redefine the multiple-stakeholder based on problem-solving process.
  - To identify what is the main problem for the stakeholder
Benefits Sharing Mechanism
Materials—Producing--Products

Salty-Berry
Social Welfare Group
A Integrated Model

1+1>2 Partnership Building

Deaf People Bakery

Tribe of Alan Gluban

Market-Oriented Service Learning
The effects and lessons

• Understanding Human Diversity
  – To examine the role in a multicultural society

• Understanding Social Justice
  – Collaborating with people in a community and developing the awareness and skills necessary for the positive social change

• Advancing Human Solidarity
  – from students spiritual mission and community attachment

• Achieving Engaged Citizenship
A Integrated Model

Service learning one time provided two places benefits sharing

1+1>2  
Partnership Building

Tribe of Alan Gluban

Deaf People Bakery

Market-Oriented Service Learning