

## Confucian Principles: A Study of Chinese Americans' Interpersonal Relationships in Selected Children's Picturebooks

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**Abstract** There has not been enough critical analysis of children's literature by and about Chinese Americans, especially when compared to other minority groups in the United States. In particular, Chinese American historical books lack extensive analysis. It is important to reflect cultural accuracy in literature and to help children develop clear concepts of self and others by providing precise cultural and physical characteristics of people. While cultural authenticity allows children the opportunity to see a reflection of real experiences within a book instead of seeing stereotypes or misrepresentations, obtaining correct information about a certain time period can help children to see images of immigration accurately represented in literature. Using the Confucian delineation of interpersonal relationships as the major criterion of cultural authenticity, this article examines three currently available children's picturebooks set in the historical period between 1848 and 1885. In addition to exploring how Chinese Americans' interpersonal relationships are portrayed in these children's historical books, this article argues for more proactive inclusion of the diversity in selection of picturebooks.

**Keywords** Children's literature · Interpersonal relationships · Confucian · Chinese Americans · Multicultural education · Cultural authenticity

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## Filial Daughter, Woman Warrior, or Identity-Seeking Fairytale Princess: Fostering Critical Awareness Through Mulan

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**Abstract** New immigrants and their children need to develop the ability to reconcile perceived dissonances between the worldviews of their parents and grandparents and those of their peers. This pursuit is made more difficult when they find that their newly adopted homeland misrepresents their cultural heritage. This article examines the historical evolution of the Mulan ballad along with issues of cultural authenticity in folktales. The analysis of three English adaptations of the ballad demonstrates clear contrasts that either support or complicate identity formation. We suggest that this text set could be used to inform critical classroom discussions regarding the plurality and fluidity of culture as well as those pertaining to Chinese heritage and cultural authenticity.

**Keywords** Cultural authenticity · Chinese folktales · Cultural identity · Critical literacy · Text sets

Socio-cultural identities and the feelings of belonging that accompany them are usually first formed at home, among family members. The language used, the stories told, the ways of knowing and thinking as well as the values shared profoundly

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## 國民黨的原住民選舉動員： 一個社會文化互動途徑的初探分析\*

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### 摘要

我國選舉制度保障原住民特別席次，其選區劃分係以身分而非戶籍地區分。因此，原住民選民的遷徙，至少就立委選舉層級而言，並不影響其投票權。然而，原住民立委選舉的地理選區仍為全國範圍，就選民分散程度來說，原住民選區遠高過區域選區。在這樣的情形下，過往聚焦於區域選舉而得出的選舉動員相關研究發現，恐未能同樣適用於解釋原住民選舉。不過，社會文化互動理論指出，新遷徙的移民會在建構新身份認同時，會經由雙向定位與歸屬認同的過程中找到新的地位、身分，以及新的「關係模式」，繼而在原生及新社群間建構連結，並相互影響。這種從社會文化互動理論出發的觀點，提供給我們探索現有政治系絡下原住民選舉動員模式的新視角。有鑒於台灣原住民本有強烈之原生社群互動趨勢，在遷移的過程中，不僅大量依靠由原生社群所一起組織而成的新社群提供之社會及人際資源，甚至更進一步利用新社群所建構出之關係與原生社群連接出更緊密之人際資源網絡。因此，本研究擬運用質性研究模式，深度瞭解原住民社群互動

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篇名	「花一點時間去認識部落」：初探碧候部落文化與社區關係
並列篇名	A preliminary study on Piexau's tribal culture and community relationship
作者	謝顯章、包正豪

中文摘要

身為台灣的原住民族，世代定居於台灣，其原本具有時間空間等意涵的部落共同體，卻因數百年來經歷不同政權的治理而解裂。原住民俗部落的發展進程因而相較於一般社區呈現緩慢且落後的現象。在推動部落／社區總體發展時，對部落需有客觀清楚的了解，方可進行規劃。而第一步，便是需要「花一段時間去認識部落」；因此，本研究作為部落／社區發展的背景初探，意將主要焦點置於探究南澳鄉泰雅族碧候村的社區與居民現況，期能替未來社區發展建構認識與規劃的基礎。本研究之研究方法為民族誌，亦即以田野調查來記錄人類生活或方向，並以參與觀察方法，對特定文化及社會蒐集製作資料、紀錄、評價，進而解釋觀察結果。資料的蒐集包括了訪談、影像記錄、觀察筆記等。研究分析主要由六人次的正式訪談紀錄為主體，以主題分析法進行資料分析，並整合出碧候部落文化與社區組織的關係；之後運用田野調查筆記、影像，以及非正式訪談紀錄等等作為補充性資料，來強化已分析出之主題內容。本研究之分析結果主要有兩個主題：一是部落文化。這個主題呈現經由碧候當地人所描繪出的真實碧候，因此包含了碧候部落的歷史地理背景，碧候部落生活印象與生活中的文化傳承。二則是社區關係。本研究雖意欲討論碧候部落中社區與居民現況，但經資料分析後發現宗教對於社區關係實有不小影響，因此在第二個主題中將分兩部分來探討：其一是宗教活動與傳統文化的衝突，其二則是宗教信仰與社區組織的關係。作為初探性研究，本研究最主要的發現，乃是宗教在碧候部落對於部落文化以及社區組織所造成的重大影響。真耶穌教會與其他基督信仰的教會在宣教方式、教義、組織上的差異，以及渠等對於原住民傳統文化及主流社會價值文化衝突時的態度取向，造成「雙元」部落／社區的情形發生。而以碧候社區如此特殊的部落特性而言，要使部落內的兩教派共同參與社區活動，則必須深入兩教派與居民互動，以發現與了解兩教派內所各自關心或認同的活動，尋求共同點，並且鼓勵社區內各個組織間的合作。本研究因而建議未來從事原住民部落／社區發展相關研究必須重視，且應該要納入考慮與討論的變數是部落／社區內的宗教信仰分布。

英文摘要

In recent years, indigenous issues have started to gain attention from society. As a minority group in Taiwan, indigenous people should have the right and the opportunity to keep their own tribal organizations to represent their traditional culture. However, having gone through different political ruling stages, the traditional system in the community/tribe has disappeared. The development of the tribal community is rather slow and outdated. Therefore, it is important to deeply understand the tribal culture before starting to plan community development of tribal villages. And so, the research team decided to spend more time to get to know the community and the tribal culture. This study aims to understand the current situation of the tribal community and the residents' lives. Hence an ethnographic method was used to record the lives of the Piexau tribal community. Data was collected through participant observations, field notes, individual interviews, images, and logs. Interview data with other data was transcribed and categorized following procedures of Grounded Theory to create themes. There are two major themes in this study: One is the tribal culture, which represents 'true Piexau' from eyes of Piexau village's local residents. Their tribal culture can be presented in three parts: the historical and geographic background of the Piexau, the daily lives of local people, and their cultural traditions. The second theme is the community relationship, which was found directly connected with religious beliefs. Thus two parts are included in the second theme: the conflicts between religious activities and traditional culture, and the relationship between religious belief and community organization. As a preliminary study, the major finding of this study focuses on the significant role that

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## 宜蘭縣國中小學教師之戶外教學認知研究

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### 摘要

2008年教育部將校外教學正式納入國中小學校課程，2010年《環境教育法》通過並鼓勵戶外學習，開啟戶外教學新的發展階段。本文運用三次焦點團體座談，收集22位宜蘭縣國中小學教師之戶外教學經驗，並參考 Strauss 和 Corbin 編碼程序進行資料分析，嘗試從教師觀點，重新探討戶外教學的定義與應有的重要元素。

本文將受訪教師的戶外教學經驗整理為「戶外教學定義」、「戶外教學規劃原則」、「以體驗為核心的學習模式」與「戶外教學的學習成效」等四大範疇，前兩者屬教學面，後兩者屬學習面。「離開學校與教室」、「離開單調、僵化、制式的學習情境」是受訪教師定義戶外教學的兩大必要條件。但優質的戶外教學規劃還須創造以感官體驗為核心的學習情境，並善用寓教於樂、課程整合與補充教學等原則，使學生獲得學校無法提供的新經驗與正向學習情緒，並提高師生共同學習的興趣和效果。

本文依據研究結果指出未來可進一步探討之研究主題，並提出相關的戶外教學實務建議。

**關鍵字：**戶外教學、戶外教育、體驗學習

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