

開課學期		部別	<input type="checkbox"/> 日間部 <input type="checkbox"/> 進修部
系科	通識教育中心	學制	大學部
課程名稱	在地文化資產好好玩	授課教師	林宗德
課程類別	文化領域	開課班級	
學分數	2	授課時間	
科目代碼		辦公地點	
開課代號		請益時間	

課程描述

Course Description

- 1.認識臺灣歷史發展脈絡:隨著時間的推移,科技逐漸的進步,社會變得快速而多元,臺灣學生對於歷史文化的認知有限,其實臺灣有著多元且有趣的文化。
- 2.了解文化資產的意義:一個國家的歷史與文化是其發展的根基,是很基本的知識,因此本課程期待用較輕鬆的教學模式、較貼近生活的臺灣在地文史與文化資產,來當作介紹歷史發展脈絡的一項重點。
- 3.尋找在地意義與價值:將主題聚焦在臺中,從臺中公園出發,它過去被戲稱為「臺中文化的垃圾場」,在臺中公園當中可以看到牛罵頭遺址;清領時期的大北門樓、吳鸞旂公館門樓;日治時期的湖心亭、臺中神社遺跡、昭忠碑、放送塔、兒玉源太郎及後藤新平銅像等;戰後這些原來站著日本統治象徵的基座甚至是抗日的符碼標誌,臺灣第一次社區營造活動留下來的雙心花台等,在臺中公園我們可以看到臺灣許多時期的歷史變遷,更能看到臺中從史前到省城時期,再從日治時期的市街改正談到戰後的地方變化與社區營造,接著逐漸轉移至北屯與大坑,推移出中臺灣的點滴歷史,與發展進程。
- 4.推廣在地文創與建築、美食特色:在了解文化資產後,能進一步思考如何發揮在地特色,從歷史進一步談傳統到現代的建築之美、環境之美,介紹一些中臺灣的名園古厝,並輔以學生感興趣的美食之旅,用課程說明、影片、影像、文學作品等作品,讓生活在臺灣、臺中的本校學生們更瞭解台灣之美,認識臺中的特色,從而提醒學生學習美感,多元包容,並重新回望台灣的歷史文化。

課程目標

Course Objectives

認知：

1. 認識臺灣歷史與文化發展脈絡下的文化資產與故事,重新思考文化資產的價值
2. 史料調查:看起來無趣的內容其實記錄許多過去的樣貌,在今昔對比的過程中認識自己的家鄉。
3. 進入歷史現場,瞭解什麼是有可看的
4. 歷史與觀光其實有著相當密切的關係,也期待這個課程能夠讓學生知道如何進行深入而具有意義的旅遊。

情意：

1. 珍古德曾經說過,從接觸才會認識,認識後才會試著瞭解,瞭解後才能從而關心、保護。在工商社會功利主義掛帥的時代,有誰還會在乎文化呢?但事實上文化才是發展一切的根基,我們期待讓學生從傳統看到現代,以史為借鏡。
2. 文化除了可以是觀光的重要資產外,也可以帶來許多加值意義,近年來的文創的基本概念也需要有文化內涵,我們也期待能夠讓學生重新思考文創的意義。
3. 重新回望臺灣的發展故事,進而願意守護並傳承這些故事。

技能：

1. 透過認識文化資產與推廣的過程,讓學生思考怎麼找到自己的特色並自我推薦
2. 課外的訪談中,讓學生認識更多屬於在地的故事,同時學習訪談的技巧。
3. 獨立思考的能力。

一般能力/專業能力

General/Core Learning Outcomes

一般能力

人文與思維

- 1、能瞭解人文、社會科學的基本概念與理論。
- 2、能基於人文、社會學的基礎認識，將此知識解釋人文社會的現象，並舉例說明。
- 3、能在生活中運用人文、社會學的知識，思辨、分析、批判探討人類與社會現象。
- 4、能覺知人文涵養教育所引發的心靈感動，欣賞、體悟多元文化與人文內涵之美。

內省與關懷

- 1、能進行內觀反省，了解自己的優、缺點，並據此作出適當的行為。
- 2、能藉由內觀反省，了解周遭人的感受，對群己、環境主動表現出關懷。
- 3、能對群己、環境的關懷產生價值感，成為態度。
- 4、能具有持久且一致主動關懷環境、群己，推己及人的品格。

創意與表達

- 1、能有效運用口頭語言、書面文書清楚表達自己的想法和他人的意見。
- 2、能運用適當工具與方式表述資料，且表述的內容論述與結構皆完整。
- 3、能有創意性的表述，並清楚傳達自己的想法。
- 4、表述的內容具有獨創見解，並與接收者可以進行有效的溝通與論辯。

四、科學與邏輯

- 1、能認識科學方法與科學精神的基本論述及主要內涵。
- 2、能運用多種思考方法，思索事務變化的因果和形式，探討事物間邏輯性關聯。
- 3、能依據邏輯推理原則，進行批判性思考。
- 4、能運用邏輯推理、批判性思辨能力，運用於生活與工作之中。

學習評量方式與配分

Evaluation Methods & Ratio

- 期中考試 30 % 期中報告 _____ % 平時考 _____ %
 期末考試 _____ % 期末報告 40 % 上課參與度 10 %
 出席 20 % 口頭報告 _____ % 其它 _____ %

教科書(書名、作者、出版社、備註)

Textbook (Title, Author, Publisher, Remarks)

書名 Title	作者 Author	出版社 Publisher	備註 Remarks
自編教材	林宗德	自編	

參考書目(書名、作者、出版社、期刊、備註)

Reference Materials (Title, Author, Publisher/Journal, Remarks)

書名 Title	作者 Author	出版社/期刊 Publisher/ Journal	備註 Remarks
臺灣建築百年	李乾朗	玉山社	
臺灣建築史	李乾朗	五南	
如何培養美感	漢寶德	聯經出版公司	
11元的鐵道旅行	劉克襄	遠流出版社	
裡臺灣	劉克襄	玉山社	
男人的菜市場	劉克襄	遠流出版社	
摘星山莊	陳仕賢		
像我們這樣的文化恐怖份子：文化資產與城市記憶守護筆記	洪致文	前衛出版社	

授課進度與內容(週次、課程綱要、教學策略、作業/考試)

Schedule & Content (Week, Content of Unit, Teaching Strategies, Assignments/Quizzes)

週次 Week	課程綱要/單元 Content of Unit	教學策略 Teaching Strategies	作業/考試進度 Assignments/Quizzes
1	課程說明	口述說明	
2	臺灣史概論(一)	口述搭配文字、影像	史前至清領
3	臺灣史概論(二)	口述搭配文字、影像	日治至戰後
4	文化資產怎麼玩	口述搭配文字、影像	何謂文化資產，有什麼特色
5	文化資產怎麼玩	口述搭配文字、影像	美感教育的培養
6	大肚王國與原住民發展		
7	清領時期台灣省城與臺中	口述搭配文字、影像	劉銘傳吳鸞旂與臺灣省城
8	中部名園古厝欣賞	口述搭配文字、影像	霧峰林家、摘星山莊、筱雲山莊與社口大夫第
9	從臺中公園看臺中史蹟	口述搭配文字、影像	兒玉源太郎、後藤新平、物產陳列館與臺中神社
10	日治時期的小京都	口述搭配文字、影像	綠川、柳川、萬春宮與臺中市街發展
11	台灣歷史建築中的智慧	口述搭配文字、影像	臺灣傳統建築與洋風建築
12	文化資產中的文物保存	口述搭配文字、影像	台灣民俗文物館與北屯二分埔
13	臺中文化資產概述 I	口述搭配文字、影像	宗祠、廟宇等相關傳統建築
14	臺中文化資產概述 II	口述搭配文字、影像	一德洋樓、聚奎居等西洋式樣建築
15	分組報告	報告	分組上台報告
16	分組報告	報告	分組上台報告
17	分組報告	報告	分組上台報告
18	期末考		

課程綱要對應一般能力/專業能力之涵蓋率(填寫說明)
Correlation of Unit Content and General/Core Learning Outcomes

課程主題/單元	能力指標涵蓋率%									
	專業能力%					一般能力%				
	1	2	3	4	5	1	2	3	4	
認識文化資產	/	/	/	/	/	75	25	25	25	
臺中歷史發展	/	/	/	/	/	75	25	50	50	
傳統建築與名園古厝						50	50	50	25	
追尋在地故事						75	75	75	25	

專業能力說明 一般能力說明

通識課程以訓練一般能力為主軸

1. 人文與思維
2. 內省與關懷
3. 創意與表達
4. 科學與邏輯

填寫說明:

1. 紅底部份為統一格式請不要更動內容。
2. 「授課進度與內容」為每週上課之小單元名稱，「課程主題/單元」為整門課程之大單元名稱(填寫約 4-6 項主題)。
3. 「課程主題/單元」之能力百分比(淺綠色塊)計算方法依據下方說明，依符合項次累積總百分比，每一能力上限為 100%。

1. 人文與思維 (下方小項次各占 25%，依符合項次累計總百分比)	2. 內省與關懷 (下方小項次各占 25%，依符合項次累計總百分比)	3. 創意與表達 (下方小項次各占 25%，依符合項次累計總百分比)	4. 科學與邏輯 (下方小項次各占 25%，依符合項次累計總百分比)
(1) 能瞭解人文、社會科學的基本概念與理論。 (2) 能基於人文、社會學的基礎認識，將此知識解釋人文社會的現象，並舉例說明。 (3) 能在生活中運用人文、社會學的知識，思辨、分析、批判探討人類與社會現象。 (4) 能覺知人文涵養教育所引發的心靈感動，欣賞、體悟多元文化與人文內涵之美。	(1) 能進行內觀反省，了解自己的優、缺點，並據此作出適當的行為。 (2) 能藉由內觀反省，了解周遭人的感受，對群己、環境主動表現出關懷。 (3) 能對群己、環境的關懷產生價值感，成為態度。 (4) 能具有持久且一致主動關懷環境、群己，推己及人的品格。	(1) 能有效運用口頭語言、書面文書清楚表達自己的想法和他人的意見。 (2) 能運用適當工具與方式表述資料，且表述的內容論述與結構皆完整。 (3) 能有創意性的表述，並清楚傳達自己的想法。 (4) 表述的內容具有獨創見解，並與接收者可以進行有效的溝通與論辯。	(1) 能認識科學方法與科學精神的基本論述及主要內涵。 (2) 能運用多種思考方法，思索事務變化的因果和形式，探討事物間邏輯性關聯。 (3) 能依據邏輯推理原則，進行批判性思考。 (4) 能運用邏輯推理、批判性思辨能力，運用於生活與工作之中。

此一主題符合

1. 人文與思維中之(1)、(4)，所以為 50%
2. 內省與關懷中之(2)、(3)、(4)所以為 75%
3.

範例: 發現大坑

課程主題/單元	專業能力					一般能力%			
	1	2	3	4	5	1	2	3	4
大坑飲食	/	/	/	/	/	50%	75%	25%	25%
大坑生態	/	/	/	/	/	75%	75%	25%	75%
大坑環境	/	/	/	/	/	75%	50%	25%	50%
大坑健康						100%	100%	75%	100%

Central Taiwan University of Science and Technology
Course Syllabus

Academic Year/Semester		Day/Night School	<input type="checkbox"/> Day School <input type="checkbox"/> Night School
Department	General education center	Program	University department
Course Title	Local cultural assets fun	Instructor	TSUNG TE LIN
Course type	Cultural field	Class	
Credit Hour	2	Hour(s)	
Course Code		Office	
Subject Code		Advisory Time	

Course Description

1. Understand the historical development of Taiwan: With the passage of time, the gradual progress of science and technology, the society has become fast and diverse, and Taiwanese students have limited knowledge of history and culture. In fact, Taiwan has a diverse and interesting culture.
2. Understand the meaning of cultural assets: The history and culture of a country is the foundation of its development and is a very basic knowledge. Therefore, this course expects to use a relatively easy teaching model and a more close-to-life Taiwanese history and cultural assets. As a key point to introduce the historical development.
3. Finding the meaning and value of the locality: Focusing on the theme in Taichung, starting from Taichung Park, it used to be called “the garbage dump of Taichung culture”. In Taichung Park, you can see Niumatou Cultural; the Great North Gate Building during the Qing Dynasty Wu Haoqi Mansion Gate; Lake Twin Pavilions during the Japanese occupation, the remains of the Taichung Shrine, the Zhaozhong Monument, the Broadcasting Bureau, the Kodama gentaro and the bronze statue of the gotō shinpei; after the war, these pedestals, which were originally symbolized by the Japanese rule, were even anti-Japanese symbols. The logo, the double heart flower station left by Taiwan's first community-building activities, etc. In Taichung Park, we can see the historical changes in Taiwan for many periods, and we can see the Taichung City from the prehistoric to the provincial city and then from the Japanese city. Corrected the local changes and community building after the war, and then gradually shifted to Beibei and Taikeng, and moved out of Taiwan's history and development process.
4. Promote the creation of geography and architecture, and the characteristics of food: After understanding cultural assets, we can further think about how to make use of local characteristics to further discuss the beauty of beauty and the beauty of the environment from history to modernity, and introduce some famous ancient gardens in Taiwan. It is supplemented by food tours of interest to students, using course descriptions, films, videos, literary works, etc., so that students living in Taiwan and Taichung can better understand the beauty of Taiwan and understand the characteristics of Taichung, thus reminding students to learn aesthetics. , multi-inclusive, and look back at Taiwan's history and culture.

Course Objectives

Cognition:

1. Recognize the cultural assets and stories under the context of Taiwan's history and cultural development, and rethink the value of cultural assets
2. Historical data survey: The seemingly boring content actually records many past appearances, and knows your hometown in the process of comparison between the past and the present.
3. Enter the history site to find out what is visible
4. History and tourism actually have a very close relationship. It is also expected that this course will enable students to know how to conduct in-depth and meaningful tourism.

Affection:

1. Jane Goodall once said that it will only be known from contact, and will only try to understand it after understanding. In the era of industrial and commercial utilitarianism, who cares about culture? But in fact, culture is the foundation for all development. We look forward to letting students see modernity from the tradition and use history as a mirror.
2. In addition to being an important asset for sightseeing, culture can also bring a lot of value-added meaning. In recent years, the basic concepts of cultural innovation also need cultural connotation. We also hope that students can rethink the meaning of cultural innovation.
3. Looking back at Taiwan's development story, and then willing to guard and pass on these stories.

Skill:

1. Through the process of understanding cultural assets and promotion, let students think about how to

find their own characteristics and recommend themselves.

2. In extracurricular interviews, let students know more about the stories that belong to the local, and learn the skills of interviews.

3. The ability to think independently.

General/Core Learning Outcomes

General Learning Outcomes

I. Humanism and thinking

1. Can comprehend the basic concepts and theories of humanistic and social sciences.
2. Can use the knowledge acquired from humanistic and social sciences to explain and illustrate humanistic and social phenomena.
3. Can use the knowledge of humanistic and social sciences to discern, analyze, and criticize human and social phenomena in daily life.
4. Can perceive the emotional blast triggered from humanistic nurture and appreciate the beauty of multiple cultures and humanistic spirit.

II. Reflection and care

1. Can reflect upon oneself, know one's good and bad qualities and thereby act accordingly.
2. Can empathize with people around them through one's reflection, and show their care towards others and the environment.
3. Can create a sense of value and thereby form a positive attitude from their care towards others and the environment.
4. Can become empathetic towards others and develop a virtuous character that cares for others and their environment in an active manner.

III. Creativity and expression

1. Can express oneself or others' opinions in a clear and effective manner, through oral or written presentation.
2. Can use proper tools and methods to verbalize data and produce a logical and organized content.
3. Can convey one's ideas in an original and lucid manner.
4. Can produce insightful thoughts and make effective communication or arguments with the audience.

IV. Science and logic

1. Can comprehend the basic discourse and major contents of scientific spirit and method.
2. Can exercise multiple thinking methods to ponder on the cause and format of issues and explore their correlations.
3. Can make critical thinking based on logical principles.
4. Can apply one's logical rationalization and critical thinking to their everyday life and work.

Evaluation Methods & Ratio

- Midterm 30 %
 Interim report _____ %
 Usually test _____ %
 Final exam _____ %
 Final report 40 %
 Class participation 10 %
 Attend 20 %
 Oral report _____ %
 Other _____ %

Textbook (Title, Author, Publisher, Remarks)

Title	Author	Publisher	Remarks
Self-editing materials	TSUNG TE LIN	Self-edited	

Reference Materials (Title, Author, Publisher/Journal, Remarks)

Title	Author	Publisher/ Journal	Remarks
Taiwan Architecture for 100 Years	Ganlang Li	Yushan Society	
Taiwan Architecture History	Ganlang Li	Wunan	
How to cultivate beauty	Baode Han	United Publishing Company	
11 yuan railway travel	Kezhen Liu	Yuanliu	

		Publishing House	
Taiwan	Kezhen Liu	Yushan Society	
Man's vegetable market	Kezhen Liu	Yuanliu Publishing House	
Star Mountain Villa	Shixian Chen		
Cultural terrorists like us: cultural assets and urban memory guardian notes	Zhiwen Hong	Avantgarde publishing house	

Schedule & Content (Week, Content of Unit, Teaching Strategies, Assignments/Quizzes)

Week	Content of Unit	Teaching Strategies	Assignments/Quizzes
1	Course description	Oral description	
2	Introduction to Taiwan History(1)	Oral text, image	Prehistoric to Qingling
3	Introduction to Taiwan History(2)	Oral text, image	Riji to the postwar
4	How to play cultural assets	Oral text, image	What is cultural assets, what are the characteristics?
5	How to play cultural assets	Oral text, image	Cultivation of aesthetic education
6	Looking at Taichung Prehistoric Culture from Taichung Park	Oral text, image	Niumatou Cultural
7	Looking at Taiwan Province from Taichung Park	Oral text, image	Liu Mingqi and Wu Haoqi and the provincial capital of Taiwan
8	Looking at Japanese colonial rule from Taichung Park	Oral text, image	Kodama gentaro, gotō shinpei, property exhibition hall and Taichung Shrine
9	City Street Correction and the current Taichung	Oral text, image	Correction of Taichung City Street and Wanchun Palace
10	Seeing the railway from Taichung Park	Oral text, image	Property Gallery, Lake Twin Pavilions and Railroad Open
11	Looking at the central place from Taichung Park	Oral text, image	Wufeng Linjia and Yushe poets
12	Historical wisdom in traditional Taiwanese architecture	Oral text, image	Taiwanese traditional architecture and foreign wind buildings
13	Central famous garden	Oral text, image	Wufeng Linjia, Jiaxing Mountain Villa, Jinyun Mountain Villa and Shekou Forest House
14	Development from the background of Taichung Park	Oral text, image	Yanagawa, Midorigawa and Yu Ruji
15	Group report	report	Group report
16	Group report	report	Group report
17	Group report		Group report
18	Final exam		

Correlation of Unit Content and General/Core Learning Outcomes

Unit Content	Learning Outcomes %									
	Core %					General %				
	1	2	3	4	5	1	2	3	4	
Understanding cultural assets	/	/	/	/	/	75	25	25	25	
Taichung historical development	/	/	/	/	/	75	25	50	50	

traditional building							50	50	50	25
Pursue the story							75	75	75	25
Core Learning Outcomes	<p style="text-align: center;">General Learning Outcomes</p> <ol style="list-style-type: none"> 1. Humanities and Cogitation 2. Introspection and Solitude 3. Creativity and Utterance 4. Science and Logic 									