

淡江大學 99 學年度第 2 學期課程教學計畫表

課程名稱	後殖民主義－詩歌與帝國	授課教師	包德樂 BRINK, Dean Anthony
	POSTCOLONIALISM: POETRY AND EMPIRE		
開課系級	英文一碩士班 A	開課資料	選修 單學期 3學分
	TFLXM1A		
學 系(門) 教 育 目 標			
<p>一、使命 (M i s s i o n) -培養英文語言、文學及文化、生態、英語教學等多元研究的專才。</p> <p>二、願景 (V i s i o n) -秉持英文系為國內英語教學及文學研究的優良傳統，將此傳統發揚光大，成為教學與研究並重之科系。</p> <p>三、價值 (V a l u e) -英文全方位的學習，語言與文學並重，實用與理論兼顧。</p> <p>四、策略 (S t r a t e g i e s) -</p> <p>1. 密集訓練聽、說、讀、寫、譯五技。</p> <p>2. 加強英文學習的資訊化及國際化。</p> <p>3. 提昇大三出國留學計畫的質與量。</p> <p>4. 實施英語能力檢測，提高學生就業競爭力。</p> <p>5. 加強與國外著名大學的視訊教學。</p> <p>6. 發展英美文學、文化研究、生態文學以及英語教學研究方面的特色及學術研究國際化。</p>			
學 生 基 本 能 力			
<p>A. 英語文能力。</p> <p>B. 專業能力。</p> <p>C. 全球化意識。</p> <p>D. 豐富人文素養。</p> <p>E. 就業競爭力。</p> <p>F. 創意與批判之能力。</p> <p>G. 邏輯分析能力。</p> <p>H. 溝通能力。</p>			
課程簡介			

	In this course we explore how poets in national, colonial, and postcolonial contexts represent memories of colonial experience in a public language reflecting imperial and national longing, the jouissance of hybridity, and questions of identity. When corporate culture reigns, it is called globalization, which, in shaping neo-colonialism today, is examined in recent poetry. We will read poetry as inflecting the relation of local and national, neocolonial and global hierarchies based on hegemonic perceptions of race, economic development, and so forth, which poets often expose as fallacious.
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本課程教學目標與目標層級、學生基本能力相關性

一、目標層級(選填)：

- (一)「認知」(Cognitive 簡稱C)領域：C1 記憶、C2 瞭解、C3 應用、C4 分析、C5 評鑑、C6 創造
- (二)「技能」(Psychomotor 簡稱P)領域：P1 模仿、P2 機械反應、P3 獨立操作、P4 聯結操作、P5 自動化、P6 創作
- (三)「情意」(Affective 簡稱A)領域：A1 接受、A2 反應、A3 重視、A4 組織、A5 內化、A6 實踐

二、教學目標與「目標層級」、「學生基本能力」之相關性：

- (一)請先將課程教學目標分別對應前述之「認知」、「技能」與「情意」的各目標層級，惟單項教學目標僅能對應C、P、A其中一項。
- (二)若對應「目標層級」有1~6之多項時，僅填列最高層級即可(例如：認知「目標層級」對應為C3、C5、C6項時，只需填列C6即可，技能與情意目標層級亦同)。
- (三)再依據所訂各項教學目標分別對應該系「學生基本能力」。單項教學目標若對應「學生基本能力」有多項時，則可填列多項「學生基本能力」(例如：「學生基本能力」可對應A、AD、BEF時，則均填列)。

序號	教學目標(中文)	教學目標(英文)	相關性	
			目標層級	學生基本能力
1		To provide a forum for students to develop their scholarship using course-related issues.	C5	ABCDEFGH
2		To introduce important philosophical, critical and literary writings that enable graduate students to articulate problems of postcolonialism.	C5	ABCDEFGH

教學目標之教學策略與評量方法

序號	教學目標	教學策略	評量方法
1		課堂講授、分組討論	出席率、報告、討論
2		課堂講授、分組討論	出席率、報告、討論

授課進度表

週次	日期起訖	內容 (Subject/Topics)	備註
1	100/02/14~ 100/02/20	Introduction to issues related to poetry in colonial contexts (Deleuze, Hutcheon, Critchley)	

2	100/02/21~ 100/02/27	Situating the subject in national and (neo)imperialist contexts: Poetry, culture and sustaining resistance in French-occupied Algeria (Bhabha, Fanon).	
3	100/02/28~ 100/03/06	The Patriarchic Rhetoric of Empire: British Poets during the British Empire (Arnold, Kipling and criticism – Colin Graham and Patrick Brantlinger)	
4	100/03/07~ 100/03/13	Harlem Renaissance (1930s) – Convergences with anti-colonial discourse (Langston Hughes, W.E.B. Du Bois, and criticism – Robert Philipson and Mamadou Chinyelu)	
5	100/03/14~ 100/03/20	The Legacy of Double Consciousness in African American Poetry (Amiri Baraka/Leroi Jones, and criticism – Patricia T. Clough)	
6	100/03/21~ 100/03/27	Postcolonial Contemporary India (A. K. Ramanujan, others, and criticism – Jahan Ramazani)	
7	100/03/28~ 100/04/03	African Poetry of Decolonization and Nation-formation (Melvin B. Tolson)	
8	100/04/04~ 100/04/10	Kamau Brathwaite (poetry and criticism – Paul Naylor)	
9	100/04/11~ 100/04/17	Poetry and Colonial Literary Mapping: deterritorialization/reterritorialization – Derek Walcott (1) (poetry and criticism – Benedict Anderson, Jahan Ramazani)	
10	100/04/18~ 100/04/24	Reading week	
11	100/04/25~ 100/05/01	Derek Walcott (2) (poetry and criticism – Zizek)	
12	100/05/02~ 100/05/08	Colonial Taiwan and Korea in Poetry – (Poetry 陳黎/上田哲二, Criticism Helen Lee, D. Brink)	
13	100/05/09~ 100/05/15	American Poetry against the U.S. Invasion of Iraq – (Poetry Christian Hawkey, Kevin Prufer, criticism – Zygmunt Bauman)	
14	100/05/16~ 100/05/22	American Poetry against the U.S. Invasion of Iraq (2) – (Brian Turner, C. D. Wright – criticism D. Brink)	
15	100/05/23~ 100/05/29	Commercialization of Life: Globalization in America – (John Ashbery Kevin Prufer, and criticism – Malcolm Waters, Guy Debord)	
16	100/05/30~ 100/06/05	Mediating Globalization (as Rationalization) in Poetry in Contemporary Taiwan (焦桐, and criticism – Hsin-Huang Michael Hsiao, D. Brink)	
17	100/06/06~ 100/06/12	Exploitation and Working Class Consciousness/Resistance in Poetry (United States) (Mark Nowak, and criticism – Amiri Baraka)	
18	100/06/13~ 100/06/19	Writing week	

修課應 注意事項	<p>Course Requirements</p> <p>Continuing participation in class discussion by asking questions and sharing thoughts.</p> <p>Attendance is mandatory; three or more unexcused absences automatically results in a failing grade (how can one be given credit for attending a seminar not attended?).</p> <p>For each class one student will act as moderator, introducing the topic and readings of the day, and leading discussion.</p> <p>For each class each student will be asked for comments on the day's readings.</p> <p>Seminar papers should be at very least 4,000 words, including a "Works Cited" section and proper MLA in-text citations throughout. Students should pursue topics of personal interest. Usually a particular poet is studied in depth, with close readings of poems as well as historical contextualization in light of various issues raised in the class or readings. The many supplementary essays we will read in addition to the poetry should provide, along with class discussion, ample material for raising contemporary, well-informed issues which would make for stimulating and meaningful research capable of contributing to current debates (and thus ultimately producing publishable essays).</p>
教學設備	電腦、投影機
教材課本	
參考書籍	
批改作業 篇數	1 篇 (本欄位僅適用於所授課程需批改作業之課程教師填寫)
學期成績 計算方式	<p>◆平時考成績：10.0 % ◆期中考成績： % ◆期末考成績： %</p> <p>◆作業成績： 20.0 %</p> <p>◆其他〈Seminar paper〉：70.0 %</p>
備 考	<p>「教學計畫表管理系統」網址：http://info.ais.tku.edu.tw/csp 或由教務處首頁〈網址：http://www.acad.tku.edu.tw/index.asp/〉教務資訊「教學計畫表管理系統」進入。</p> <p>※非法影印是違法的行為。請使用正版教科書，勿非法影印他人著作，以免觸法。</p>