

108 學年度
國立政治大學外國語文學院英國語文學系
碩博士班

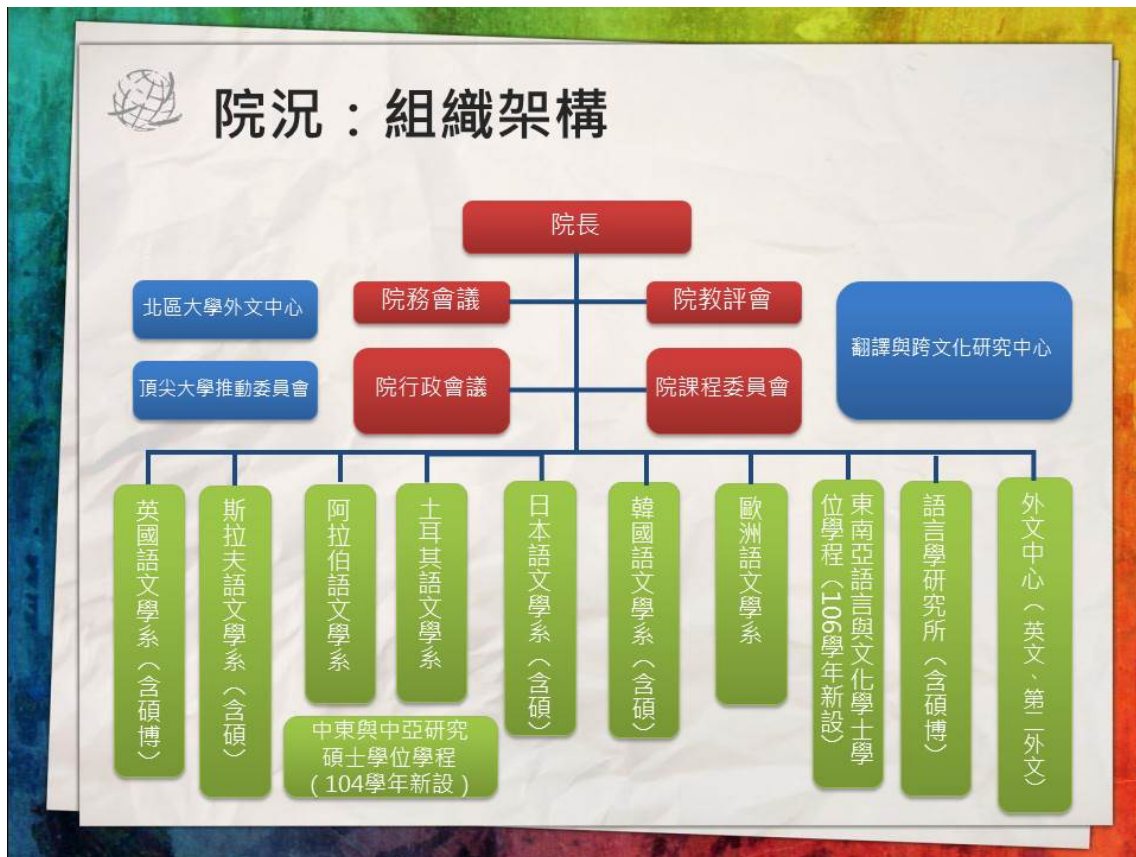
課程手冊
Curriculum Guide

108 年 6 月

外國語文學院簡介

壹、外國語文學院(成立年度：1989 年)

本院為全國公立大學中唯一一所外國語文學院，為求學術與教學資源整合，104 學年成立「翻譯與跨文化研究中心」，負責推廣翻譯、文化和文學之教學、研究與實務。本院宗旨係以培養具宏觀國際視野之優秀外語人才為目標，除紮實之外語能力訓練外，更教授文學、文化、語言教學等知識，鼓勵學生修習雙外語、雙專長，為國家培育學術與實務兼具之外語人才。院目前總共教授 16 種外國語文，另配合 94 學年教育部補助之「北區大學外文中心」計畫，目前已開設近 30 種外語，為臺灣各大學之冠。





院況：系所簡介

外文中心（英文、第一外文）

二〇〇四年成立。

語言學研究所（含碩博）

一九九三年成立。

東南亞語言與文化學士學位學程

二〇一七年成立。

歐洲語文學系

二〇〇六年成立「歐洲語文學程」，分法、德、西三語組招生，二〇一二年更名為「歐洲語文學系」。

韓國語文學系（含碩）

前身為東方語文學系韓語組，二〇〇〇年獨立成系。

日本語文學系（含碩）

前身為東方語文學系日文組，一九九八年獨立為系。

土耳其語文學系

前身為東方語文學系土耳其語文組，二〇〇〇年獨立成系。

中東與中亞研究碩士學位學程

二〇一五年成立。

阿拉伯語文學系

前身為東方語文學系阿拉伯語文組，一九七八年獨立成系。

斯拉夫語文學系（含碩）

前身為東方語文學系俄語組，一九九二年獨立成系。二〇〇七年更名為「斯拉夫語文學系」。

英國語文學系（含碩博）

成立於一九五六年，原名「西洋語文學系」，一九九一年更名為「英國語文學系」。

英國語文學系 課程簡介

壹、教育目標

碩士班

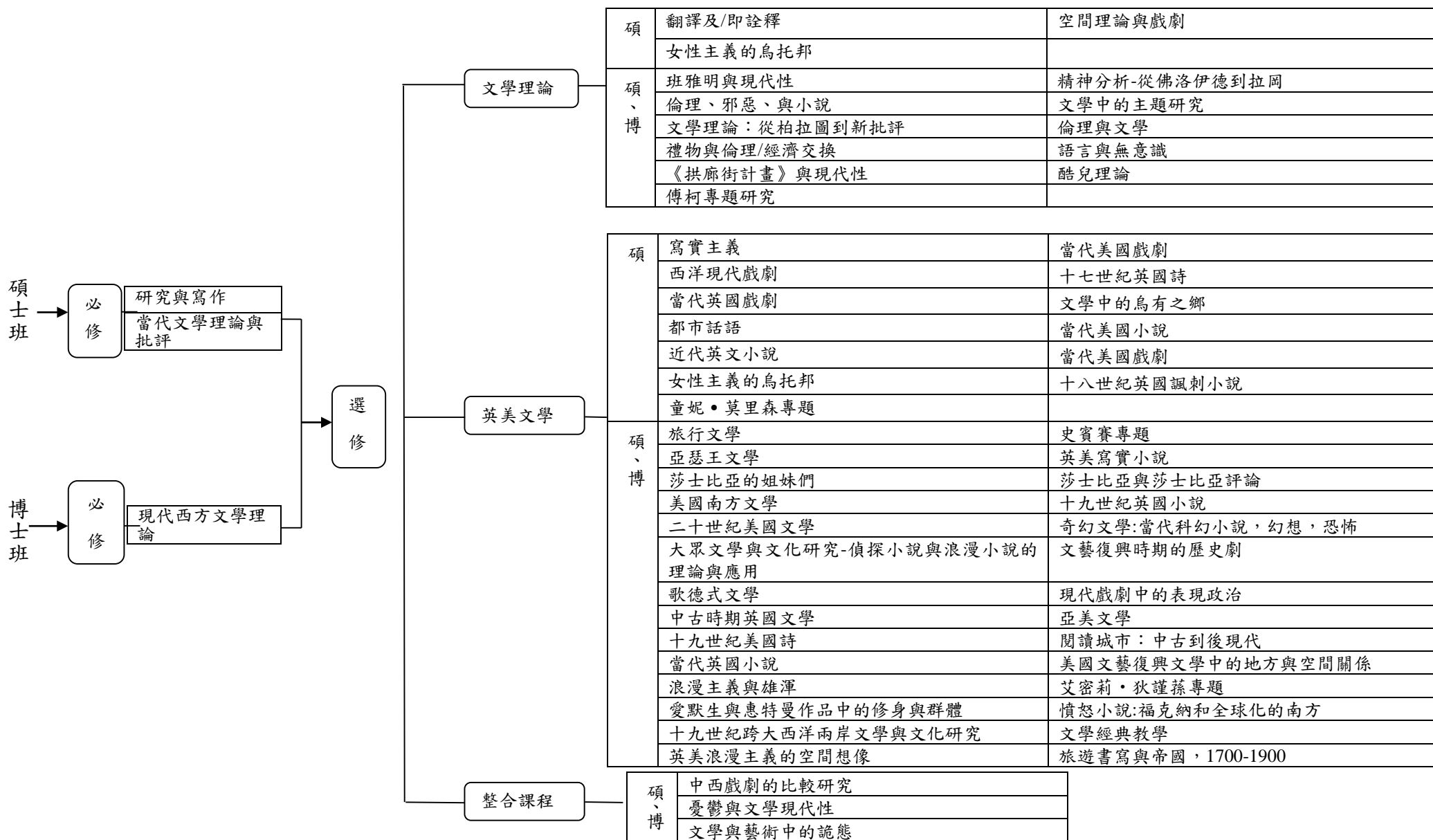
提供大學畢業生進修英美文學/英語教學領域之園地，發展專業領域知能。

博士班

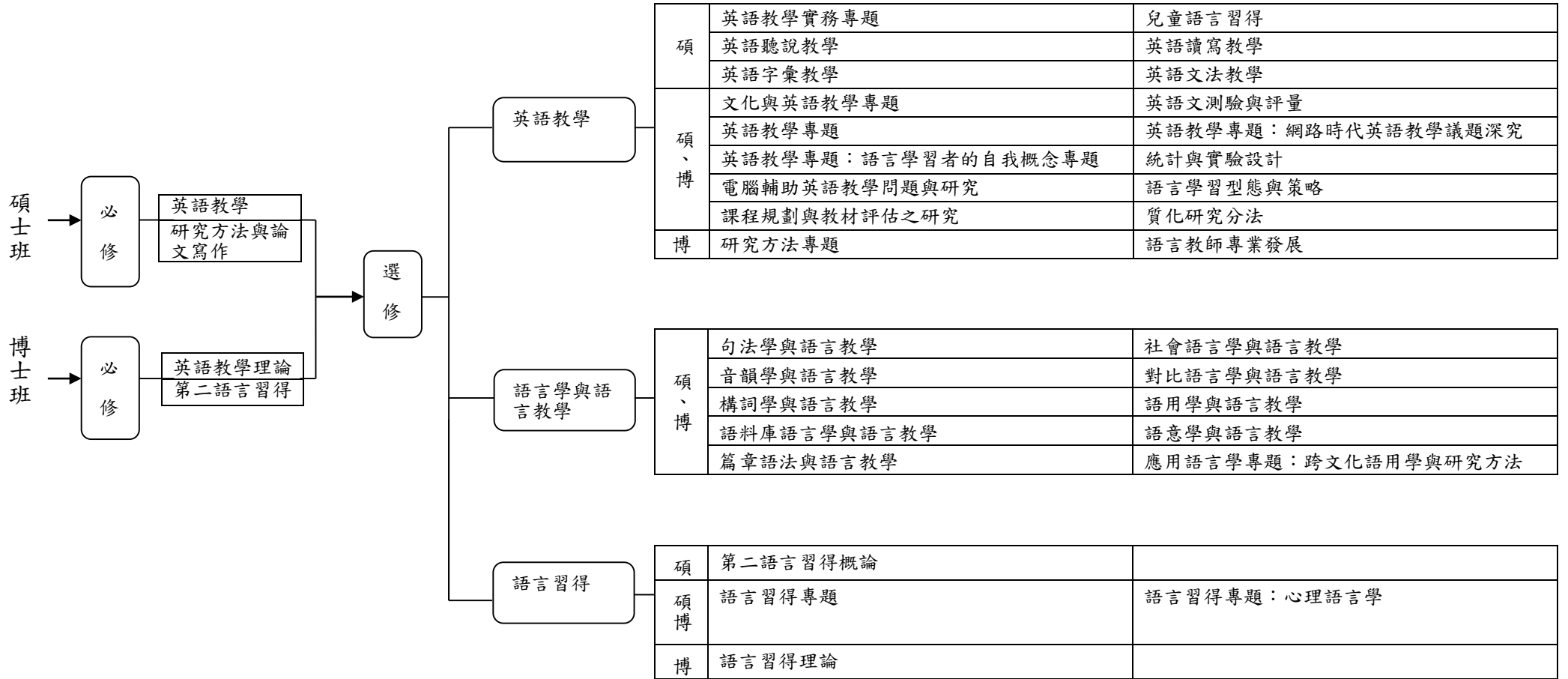
培植國家社會英語文高等教育人才及師資，豐富本校學術生態，厚植人文領域之學術發展。

貳、課程地圖

英國語文學系碩、博士班文學組課程地圖



英國語文學系碩、博士班英教組課程地圖



參、畢業門檻檢定

英國語文學系【碩士班】【文學組】專業必修科目一覽表

科目名稱	必 群	規定 學分	第一學年		第二學年		備註
			上	下	上	下	
研究與寫作 Research and Writing	必	3					須在論文計畫書口試前修畢
當代文學理論與批評 Contemporary Literary Theory and Criticism	必	3					
合計		6					
最低畢業學分：24（承認外所 6 學分）							
修課特殊規定：							
<ol style="list-style-type: none"> 文學組研究生於修課期間，應選修英國文學課程兩門、美國文學課程兩門及文學理論課程一門，且成績及格。 學生選修外所課程不得超過 6 學分，且應向導師或系主任提出選課理由，並得由老師建議後調整之。 未盡事宜，以「英文系碩士班修讀辦法（文學組）」為準。 							

英國語文學系【碩士班】【英語教學組】專業必修科目一覽表

科目名稱	必 群	規定 學分	第一學年		第二學年		備註
			上	下	上	下	
英語教學 TESOL	必	3					須在論文計畫書口試前修畢
研究方法與論文寫作 Research Methods and Writing	必	3					
合計		6					
最低畢業學分：30（承認外所 9 學分）							
修課特殊規定：							
<ol style="list-style-type: none"> 英教組研究生於修課期間，應選修「英語教學實務專題」，且成績及格，惟學生若有一學期正式學校之教學經驗，則可免選此科目。 學生選修外所課程不得超過 9 學分，且應向導師或系主任提出選課理由，並得由老師建議後調整之。 未盡事宜，以「英文系碩士班修讀辦法（英教組）」為準。 							

英國語文學系【博士班】【文學組】專業必修科目一覽表

科目名稱	必/群	規定學分	第一學年		第二學年		備註
			上	下	上	下	
現代西方文學理論 Modern Western Literary Theories	必	3					須在入學後 2 年內修畢
合計		3					
最低畢業學分：30（承認外所 8 學分）							
修課特殊規定：							
<ol style="list-style-type: none"> 選修科目：以本博士班開設之課程為主，學生選修外所課程不得超過 6 學分，且應向導師或系主任提出選課理由，並得由老師建議後調整之。 先修科目：非英美文學系碩士班畢業之學生，須於修業年限內補修本系開設之碩士班課程，至少 12 學分。（不計入畢業學分） 第二外語：包括法文、德文、西班牙文、或本系認可之其它外語。須符合以下任一條之規定： <ol style="list-style-type: none"> 第二外國語文學生須擇一修習兩年，且每學期成績須達七十分。 入學前五年曾在國內外大學修習第二外語二年且成績達七十分者，可申請抵免。 學生亦可逕行參加第二外語免修考試；考試以兩次為限，未達七十分者，仍須修習第二外語兩年。 第二外語學分不計入畢業學分。 未盡事宜，以「英文系博士班修讀辦法（文學組）」為準。 							

英國語文學系【博士班】【英語教學組】專業必修科目一覽表

科目名稱	必群	規定學分	第一學年		第二學年		備註
			上	下	上	下	
英語教學理論 Theories in TESOL	必	3					須在資格考當學期或之前修畢
第二語言習得 Second Language Acquisition	必	3					
合計		6					
最低畢業學分：36（承認外所 9 學分）							
修課特殊規定：							
<ol style="list-style-type: none"> 選修科目：以本博士班開設之課程為主，學生選修外所課程不得超過 9 學分，且應向導師或系主任提出選課理由，並得由老師建議後調整之。 先修科目：非英語教學碩士班畢業之學生未修習下列 2 類碩士班課程者，須於二年內補修 3 門課程：(1)語言習得與語言教學相關課程、(2)語言學相關課程。相關課程之抵免及認定，由委員會決定。 第二外語：包括法文、德文、西班牙文、或本系認可之其它外語。需符合以下任一條之規定： <ol style="list-style-type: none"> 第二外國語文學生須擇一修習一年(至少 4 學分)，且每學期成績須達七十分。 入學前曾在國內外大學修畢第二外語(至少一學年，4 學分)，且成績達七十分者，可申請抵免。 第二外語學分不計入畢業學分。 未盡事宜，以「英文系博士班修讀辦法（英語教學組）」為準。 							

肆、課程規劃

一、碩士班文學組

碩一年級上學期				碩一年下學期			
科目代號	課程名稱	學分	課外每週預估學習時間	科目代號	課程名稱	學分	課外每週預估學習時間
551011-001	※研究與寫作	3	4.5-6 小時	551016-001	※當代文學理論與批評	3	4.5-6 小時
551761-001	◎英國小說與志異想像 1764-1847	3	4.5-6 小時	551764-001	◎憤怒小說：福克納和全球化的南方	3	4.5-6 小時
551773-001	◎美國文藝復興文學中的地方與空間關係	3	4.5-6 小時	551801-001	◎莎士比亞與莎士比亞評論	3	4.5-6 小時
551806-001	◎都市話語	3	4.5-6 小時	551800-001	◎精神分析－從佛洛伊德到拉岡	3	4.5-6 小時
551775-001	◎傅柯專題研究	3	4.5-6 小時	551830-001	◎後殖民戲劇	3	4.5-6 小時
551747-001	◎恐怖文學專題研究	3	4.5-6 小時	551884-001	◎當代英國小說	3	4.5-6 小時

※必修課程 ◎選修課程 V 群修課程 △學年課程

碩二年級上學期				碩二年下學期			
科目代號	課程名稱	學分	課外每週預估學習時間	科目代號	課程名稱	學分	課外每週預估學習時間
551761-001	◎英國小說與志異想像 1764-1847	3	4.5-6 小時	551764-001	◎憤怒小說：福克納和全球化的南方	3	4.5-6 小時
551773-001	◎美國文藝復興文學中的地方與空間關係	3	4.5-6 小時	551801-001	◎莎士比亞與莎士比亞評論	3	4.5-6 小時
551806-001	◎都市話語	3	4.5-6 小時	551800-001	◎精神分析－從佛洛伊德到拉岡	3	4.5-6 小時
551775-001	◎傅柯專題研究	3	4.5-6 小時	551830-001	◎後殖民戲劇	3	4.5-6 小時
551747-001	◎恐怖文學專題研究	3	4.5-6 小時	551884-001	◎當代英國小說	3	4.5-6 小時

※必修課程 ◎選修課程 V 群修課程 △學年課程

二、碩士班英教組

碩一年級上學期				碩一年下學期			
科目代號	課程名稱	學分	課外每週預估學習時間	科目代號	課程名稱	學分	課外每週預估學習時間
551012-001	※英語教學	3	4.5-6 小時	551014-001	※研究方法與論文寫作	3	6-9 小時
551846-001	◎課程規劃與教材評估之研究	3	4.5-6 小時	551833-001	◎英語教學實務專題	3	4.5-6 小時
551794-001	◎語料庫語言學與語言教學	3	4.5-6 小時	551834-001	◎英語讀寫教學	3	4.5-6 小時
551754-001	◎篇章語法與語言教學	3	4.5-6 小時	551771-001	◎英語文測驗與評量	3	4.5-6 小時
551837-001	◎英語聽說教學	3	4.5-6 小時	551752-001	◎語言教學專題：語言學習者自我概念專題	3	4.5-6 小時
				551903-001	◎文化與語言教學專題	3	4.5-6 小時

※必修課程 ◎選修課程 V 群修課程 △學年課程

碩二年級上學期				碩二年下學期			
科目代號	課程名稱	學分	課外每週預估學習時間	科目代號	課程名稱	學分	課外每週預估學習時間
551012-001	※英語教學	3	4.5-6 小時	551014-001	※研究方法與論文寫作	3	6-9 小時
551846-001	◎課程規劃與教材評估之研究	3	4.5-6 小時	551833-001	◎英語教學實務專題	3	4.5-6 小時
551794-001	◎語料庫語言學與語言教學	3	4.5-6 小時	551834-001	◎英語讀寫教學	3	4.5-6 小時
551754-001	◎篇章語法與語言教學	3	4.5-6 小時	551771-001	◎英語文測驗與評量	3	4.5-6 小時
551837-001	◎英語聽說教學	3	4.5-6 小時	551752-001	◎語言教學專題：語言學習者自我概念專題	3	4.5-6 小時
				551903-001	◎文化與語言教學專題	3	4.5-6 小時

※必修課程 ◎選修課程 V 群修課程 △學年課程

三、博士班文學組

博一年級上學期				博一年下學期			
科目代號	課程名稱	學分	課外每週預估學習時間	科目代號	課程名稱	學分	課外每週預估學習時間
551761-001	◎英國小說與志異想像 1764-1847	3	4.5-6 小時	551007-001	※現代西方文學理論	3	4.5-6 小時
551773-001	◎美國文藝復興文學中的地方與空間關係	3	4.5-6 小時	551764-001	◎憤怒小說：福克納和全球化的南方	3	4.5-6 小時
551775-001	◎傅柯專題研究	3	4.5-6 小時	551801-001	◎莎士比亞與莎士比亞評論	3	4.5-6 小時
551747-001	◎恐怖文學專題研究	3	4.5-6 小時	551800-001	◎精神分析－從佛洛伊德到拉岡	3	4.5-6 小時
				551884-001	◎當代英國小說	3	4.5-6 小時

※必修課程 ◎選修課程 V 群修課程 △學年課程

博二年級上學期				博二年下學期			
科目代號	課程名稱	學分	課外每週預估學習時間	科目代號	課程名稱	學分	課外每週預估學習時間
551761-001	◎英國小說與志異想像 1764-1847	3	4.5-6 小時	551007-001	※現代西方文學理論	3	4.5-6 小時
551773-001	◎美國文藝復興文學中的地方與空間關係	3	4.5-6 小時	551764-001	◎憤怒小說：福克納和全球化的南方	3	4.5-6 小時
551775-001	◎傅柯專題研究	3	4.5-6 小時	551801-001	◎莎士比亞與莎士比亞評論	3	4.5-6 小時
551747-001	◎恐怖文學專題研究	3	4.5-6 小時	551800-001	◎精神分析－從佛洛伊德到拉岡	3	4.5-6 小時
				551884-001	◎當代英國小說	3	4.5-6 小時

※必修課程 ◎選修課程 V 群修課程 △學年課程

四、博士班英教組

博一年級上學期				博一年下學期			
科目代號	課程名稱	學分	課外每週預估學習時間	科目代號	課程名稱	學分	課外每週預估學習時間
551846-001	◎課程規劃與教材評估之研究	3	4.5-6 小時	551015-001	※第二語言習得	3	4.5-6 小時
551794-001	◎語料庫語言學與語言教學	3	4.5-6 小時	551752-001	◎語言教學專題：語言學習者自我概念專題	3	4.5-6 小時
551754-001	◎篇章語法與語言教學	3	4.5-6 小時	551903-001	◎文化與語言教學專題	3	4.5-6 小時
551837-001	◎英語聽說教學	3	4.5-6 小時				

※必修課程 ◎選修課程 V 群修課程 △學年課程

博二年級上學期				博二年下學期			
科目代號	課程名稱	學分	課外每週預估學習時間	科目代號	課程名稱	學分	課外每週預估學習時間
551846-001	◎課程規劃與教材評估之研究	3	4.5-6 小時	551752-001	◎語言教學專題：語言學習者自我概念專題	3	4.5-6 小時
551794-001	◎語料庫語言學與語言教學	3	4.5-6 小時	551903-001	◎文化與語言教學專題	3	4.5-6 小時
551754-001	◎篇章語法與語言教學	3	4.5-6 小時				
551837-001	◎英語聽說教學	3	4.5-6 小時				

※必修課程 ◎選修課程 V 群修課程 △學年課程

伍、課程總覽

【文學組】

551011001 研究與寫作(必) 3 學分 碩 3 小時

[課程目標]

The goal of this course is to prepare students to write research papers on literary topics to international standards. Students will learn and practice writing skills specific to literary criticism and scholarship including summarizing and quoting literary works and criticism using critical theory describing the technical aspects of literary works structuring an argument using historical information, finding and citing relevant information and writing with style.

[上課內容]

1. introduction to course; goals of literary research; genre
2. finding and developing a thesis
3. supporting a thesis; analyzing an argument; discussion of sample article
4. student writing workshops (on poetry); discussion of two articles on poetry; lectures and discussions on the use of previous literary criticism
5. student writing workshops (on drama); discussion of two articles on drama; lectures and discussions on the use of critical theory and historical information
6. student writing workshops (on fiction); discussion of two articles on fiction; lectures and discussions on organizing and developing ideas
7. writing abstracts and proposals; course review

551016001 當代文學理論與批評(必) 3 學分 碩 3 小時

[課程目標]

This course is designed to introduce MA students to the major principles of literary theories and to the established methods of literary research. By the end of this course, students will find themselves equipped with a variety of critical approaches to literary and cultural texts.

[上課內容]

1. Introduction: Theory before Theory
2. Classical Theory & Criticism (I & II)
4. The Sublime (vs. the Beautiful)
6. New/Practical Criticism & Reader-Response Theory
7. Structuralism & Semiotics
8. Post-structuralism (I & II)
10. Psychoanalysis (I & II)
12. Post-modernism
13. Marxism (I & II)
15. Feminism (I & II)
17. Post-colonialism
18. Cultural Studies

551007001 現代西方文學理論(必) 3 學分 博 3 小時

[課程目標]

This course is designed to familiarize students with the new intellectual turn taken by the leading philosophers in the contemporary intellectual scene.

[上課內容]

The linguistic turn has been a milestone in the history of literary theory. In the second half of the 20th century, “Il n’y a pas de hors-texte” became an oft-banded-about yet less-scrutinized catchphrase in the broad field of literary studies. Without being adequately thought out, the linguistic turn was somehow pushed out of the limelight by the end of the last millennium. As an emerging paradigm, the “ontological turn” came to replace the linguistic turn and marked a new chapter in the constant mutual fertilization of philosophy and literary studies. That said, this nebulous body of avant-garde thought is in fact not aimed to

oppose the linguistic turn. Neither does it represent an unambiguous and abrupt swerve of thinking. The ontological turn, to put it simply, has as its goal the critical re-examination of the Derridean “hors” in its every aspect. This course is aimed to equip students with an in-depth grasp of the continuity and discontinuity between these two consequential re-orientations of thinking. Included in the assigned readings will be the articles written those thinkers who, in a manner of speaking, stand on the threshold between these two turns, including Michel Foucault, Bruno Bosteels, Jodi Dean, Jean-Luc Nancy, Alain Badiou, Giorgio Agamben, Jacques Ranciere, and Slavoj Zizek.

551835001 禮物與倫理/經濟交換(選) 3 學分 碩、博 3 小時

[課程目標]

The question of the balanced or imbalanced exchange of objects, energies, and even people has intrigued and puzzled many of the best minds from the time of Marx and Nietzsche to Jacques Derrida and beyond. In response to the contemporary theoretical interests in the thematic of exchange, this course will provide an overview of interdisciplinary theories that have been taken up by a range of thinkers who come from a wide variety of disciplines and vantage points.

Topic addressed will include Mauss’s study of gift exchange, Derrida’s ethics of giving, Bataille’s theory of expenditure, Bourdieu’s theory of habitus, and concepts of generosity between nations, cultures and individuals. William Shakespeare’s *The Merchant of Venice*, Henry James’s short stories, and possibly other literary texts will be used to explore the aporia of gift-giving and gift-receiving.

[上課內容]

1. Mauss’s study of gift exchange
2. Derrida’s ethics of giving
3. Bataille’s theory of expenditure
4. Bourdieu’s theory of habitus
5. Literary Texts

551814001 亞瑟王文學(選) 3 學分 碩、博 3 小時

[課程目標]

This course examines the sources of the King Arthur legend, the development of imaginative literature surrounding the activities of his Round Table knights, and the manifestations in other times and lands of this Celtic myth. Students will consider romance as genre in the medieval quest for strange adventure and idealistic love. Most of the readings will be electronic or digital copies, as much as possible.

[上課內容]

Specific texts to be discussed will be decided later, dependent upon the research and reading interests of the students. The approach to the material will be chronological then topical. There will be a creative as well as a critical aspect of the course.

551762001 珍·奧斯汀專題(選) 3 學分 碩、博 3 小時

[課程目標]

Students are expected to finish reading three of Austen’s major novels, the title of which may vary from term to term. Students are trained in the skills of close reading. They will also learn how to use historical sources and secondary criticism intelligently. The final goal is to produce a well-organized and original research paper.

[上課內容]

This course examines the novels of Jane Austen (1775-1817) in relation to their historical moments. Three related questions provide the foundation on which this course is structured: How do her novels comment on and respond to the contemporary literary / political / cultural currents of which they were a significant part? How does Austen weave feeling into the texture of her narrative prose? What is Austen’s attitude towards a social world full of expectations and obligations? To answer these questions adequately, we will read some novels, poems, political treaties and didactic prose, with all of which Austen was familiar. We will also read some critical essays to understand the shape of Austen scholarship in the 21st century.

551773001 美國文藝復興文學中的地方與空間關係(選) 3 學分 碩、博 3 小時

[課程目標]

The course seeks to offer a survey of the theme through selected texts in a coherent manner and enable students to make connections between local and global issues in American literary studies.

[上課內容]

This course examines the relationship between American Renaissance literature and the production of place in the mid-nineteenth century. Particular attentions are paid to various theoretical approaches and methodologies, such as the relationships of place to gender, nation and identity, and historical and materialist approaches to place, eco-criticism, colonial and post-colonial criticism, theories of local, national and global cultures.

551758001 英美浪漫主義的空間想像 3 學分 碩、博 3 小時

[課程目標]

This course examines the spatial imagination in Anglo-American Romantic Literature. It seeks to offer a survey of Romanticism in a transatlantic context and see it as a transnational phenomenon and a field of study across various literary genres. It aims to explore the multiple ways in which the images of various spaces were represented, transmitted, appropriated and transformed across spatial and temporal borders, addressing how our understanding of Romanticism can be reshaped through the investigation of various literary and cultural forms of contrast and affinity across the Atlantic Ocean.

[上課內容]

1. An Overview of Anglo-American Romanticism
2. The Lake School and provincialism
3. The Ocean and cosmopolitanism
4. Space and the Empire (the Arctic and the Orient)
5. Space and technology (The Garden and the Machine)
6. The pastoral and the wilderness
7. The Gothic and the monstrous space
8. Transatlantic Connections (Emerson/Carlyle, Wordsworth/Thoreau, Keats/Dickinson, Fuller/Sedgewick, Coleridge/Poe, Bronte/Alcott, Blake/Whitman, Baillie/Spofford, Shelley/Brown)

551767001 愛默生與惠特曼作品中的修身與群體(選) 3 學分 碩、博 3 小時

[課程目標]

This course will explore the historical and cultural context of that period, both the convergences and divergences of its literary canon, paying particular attention to the prose and poetic writings of Ralph Waldo Emerson and Walt Whitman. With these authors, we make contact with two very different conceptions of American identity: 1) Emerson's privileged New England home with its Whig politics and reformist preoccupations and 2) Whitman's democratic vision of Manhattan peopled with the swelling populism that drove his poetry. In addition to applying close reading and textual analysis skills, we explore these two authors through the scholarly debate of the last thirty years, especially through postmodern efforts to "de-transcendentalize" and to "historicize" the period as well as recent attempts to resist these practices.

[上課內容]

1. Introduction, Renaissance Self-fashioning and the Rise of Modern Science
2. Theory of correspondences, European Romantic contexts, Idealism, handouts
3. Second Great Awakening, New England Unitarianism, Ralph Waldo Emerson's "Nature"
4. "History," "Circles"
5. "The Sphinx"; Hieroglyphic symbolism
6. "The Poet," "Experience," "Uriel"
7. Fictional representations of transcendental self-transformation in Edgar Allan Poe's "Ligeia," "Fall of the House of Usher"
8. Walt Whitman's early notebooks, 1855 Preface to the *Leaves of Grass*, "Song of Myself"
9. Whoever You Are Holding Me Now In Hand," "There Was a Child WentForth," "Starting from Paumanok"
10. "Crossing Brooklyn Ferry"
11. Controversies – *Children of Adam*

12. *Calamus*
13. Civil War contexts, *Drum Taps*
14. The Whitman religion, excerpts from *Democratic Vistas*
15. Emily Dickinson's "The Brain Is Wider Than the Sky," "The Brain within its Grove," "I Felt a Cleavage in my Mind," "I Felt a Funeral in my Brain,"

551777001 童妮·莫里森專題(選) 3 學分 碩 3 小時

[課程目標]

This course, Seminar on Toni Morrison, aims to familiarize graduate students with the thematic concerns, literary styles and narrative strategies in the novels of the renowned African-American novelist and Nobel prize winner--Toni Morrison.

[上課內容]

This course, an intensive study of Morrison's novels, will especially focus on Morrison's latest five novels, namely *Beloved*, *Jazz*, *Paradise*, *Love*, *A Mercy* and *Home*, her latest novel. Such issues as ethnic identity, memory, ideology and narration will be explored in the discussions. Students are also invited to apply different theoretical approaches to their textual analysis.

551884001 當代英國小說(選) 3 學分 碩、博 3 小時

[課程目標]

This course proposes to examine the more recent works of fiction published in Britain within the last two decades. Departing from the mostly realist concerns of postwar British literature, British novel as it now stands takes the form of two strands: postmodernist concerns with past, memory and cityscape, and race-inflected explorations of cultural hybridity. Both have attained high grounds of literary merit, yet both increasingly find themselves complicit in a market-driven economy of neoliberal principles. This course divides the novels into roughly three sections--Cityscape and the Contemporary London Gothic, Past and Memory, and Cultural Hybridity.

[上課內容]

1. Orientation
2. Cityscape and the Contemporary London Gothic
3. Paul Ackroyd, *Hawksmoor*
4. Cultural Hybridity and the Neoliberal Market Economy
5. Hanif Kureishi, *The Black Album*
6. Monica Ali, *Brick Lane*
7. Trauma and Memory
8. Ian McEwan, *Atonement*
9. Graham Swift, *Last Orders*
10. The Limits of the Human
Kazuo Ishiguro, *Never Let Me Go*

551892001 語言與無意識(選) 3 學分 碩、博 3 小時

[課程目標]

本課程旨在透過對拉岡已出版與未出版之文本進行批評閱讀與整理，從精神分析歷史與理論脈絡建立拉岡精神分析研究之基礎。

[上課內容]

與拉岡將佛洛伊德之名私有化之過程不可分的，是「語言學之顛覆」。在此所謂語言學顛覆具有兩個含意：一為拉岡假索緒爾語言學之力顛覆佛洛伊德後設心理學；另一則為在上述過程中，拉岡對語言學之顛覆。

拉岡之所以能夠拆解佛洛伊德理論並解釋象徵凌駕於想像之上，正是藉助於語言學的構想，特別是索緒爾與 Jacobson 的語言學概念。然而正如拉岡私有化佛洛伊德之名，在他對索緒爾與 Jacobson 語言學的引用中，曲解成分亦居多。然而，是否可以簡單地說，因為拉岡誤讀了語言學，因此其精神分析理論建立於錯誤的見解之上？反之，拉岡以語言學角度閱讀佛洛伊德，但翻遍佛洛伊德全部著

作，語言內容始終被佛洛伊德放在「前意識」(Vorbewusste/preconscious)，他從未將無意識等同於語言。因此，拉岡聲稱「無意識像一種語言般被結構著」顯然也是誤讀了佛洛伊德。

對拉岡理論此種一體兩面的批評詮釋的確十分誘人，如晚近許多對拉岡學說之批評便是以此為主軸（如，Michel Arrive, *Langage et psychanalyse. Linguistique et inconscient*, Paris, PUF, 1994, 以及 Alain Costes, *Lacan : le fourvoisement linguistique*, Paris, PUF, 2003）

然而，拉岡對於語言學之曲解（最為著名為反轉索緒爾之符號圖式，以及以 Jacobson 之「隱喻」與「轉喻」翻譯佛洛伊德所說之原過程：凝縮與移置），以及對佛洛伊德著作十分顯著之論點的扭曲，無視於佛洛伊德對於語言的觀點，這些難道不正表示著拉岡所理解的語言、能夠解釋無意識的語言，既非語言學家所研究的語言，亦非佛洛伊德論著中的語言？

「無意識像是一種語言般被結構」(L'inconscient est structure comme un langage)，此一拉岡重要命題經常被誤解為「無意識是語言」。然而，拉岡強調的是無意識的結構像是某一種語言 (comme un langage) 而非無意識是語言 (est le langage)。無意識的結構「像是一種語言」，其與語言的關係在於結構的相似性，而非無意識的結構正是我們用於溝通的語言。因為無意識結構的特徵在於意符

(signifiants) 的移置與凝縮 (替代)，在於所有共時性意符之間的對比關係。而如何想像我們使用的語言僅有這樣的對比關係，而無符號 (signe) 與意義 (sens) 的對等關係？這也是為什麼拉岡另一個著名的命題「沒有後設語言」，對語言學家而言必然是荒謬的。所有的意符構成一個結構的整體，當中的組織法則是不能在這整體之外尋找的。

釐清拉岡著作中的語言學雙重顛覆，才能重新展開拉岡著作所開啟的一個巨大問題，亦即對佛洛伊德而言，無意識毫無疑問是一種由 (個體或種系) 記憶痕跡所構成的實體，但是對拉岡而言，無意識究竟是一種實體還是只是一種語言的效應？ J. Laplanche 與 S. Leclaire 曾在 1960 年合著之〈無意識：一精神分析研究〉(《L'inconscient : une etude psychanalytique》) 論文中，對此問題深入的討論。此時，兩人皆為拉岡的學生，在觀點上亦傾向拉岡此時期著述中的暗示。然而 1960 年之後的拉岡著述，以及 Laplanche 與 Leclaire 兩人該論文之後不同於此時觀點的理論發展，都令我們必須重新回顧無意識與語言之關係的巨大難題。

551801001 莎士比亞與莎士比亞評論(選) 3 學分 碩、博 3 小時

[課程目標]

In 1993 Brian Vickers published *Appropriating Shakespeare: Contemporary Critical Quarrels* a broadside against a number of contemporary critical approaches to Shakespeare: deconstruction New Historicism psychoanalysis feminism and Christian and Marxist approaches. This course proposes to examine the cases for and against Vickers' criticism by combining detailed readings of seven of the plays by Shakespeare discussed in the book and comparisons of a number of Vickers' arguments with the articles and books he discusses.

This course will demand quite a bit of reading. To help reduce the difficulty of completing it I have chosen five plays that students are probably already familiar with and only two less familiar works.

[上課內容]

1. introduction to course; literature criticism and theory; views of Shakespeare and Early Modern drama
2. preliminary arguments
3. critical responsibilities
4. play and criticism (*The Winter's Tale*)
5. deconstruction
6. play and criticism (*The Tempest*)
7. New Historicism
8. play and criticism (*1 Henry IV*)
9. New Historicism
10. play and criticism (*Othello*)
11. psychoanalysis
12. play and criticism (*Twelfth Night*)
13. feminism
14. play and criticism (*Midsummer Night's Dream*)
15. Christianity and Marxism

16. post-colonialism

551757001 文學經典教學(選) 3 學分 碩、博 3 小時

[課程目標]

This course aims at helping students examine the significance of, problems with, and difficulties in teaching literary classics and learn to design such courses in different contexts, in the English department, for the General Education, in high schools, elementary schools, or English camps, as a one-semester survey course or elective course or as a series of lectures. This course will help students understand different rationales behind different course designs and reflect on different goals for such courses, such as character building, sensitivity about literary language, an understanding of the development of specific cultures, and reflections on different cultural values. This course will also help students learn how to get prepared for such courses, how to select texts, choose issues for discussions, do research for the background knowledge, write class plans, lead class discussions, design exercises and exams, grade them, and observe what students have and have not learned when grading them.

[上課內容]

This is a project-based course: students will need to design one survey course and one elective course or a series of lectures. In the beginning of the semester, we will read several articles on the significance of and concerns about teaching literary classics and examine existent syllabi for such courses offered by different universities in Taiwan and abroad. We will talk about the benefits and limitations of their course designs and teaching strategies. Students will then design their own courses and make an oral presentation about their goals and teaching strategies. In the second half of the semester, students who wish to become TAs of Western Literary Classics and Humanistic Traditions, offered by the department, can work on three class plans and learn how to design exercise questions and grade exercises. They will also need to use their class plans in the practicum sessions and reflect on their interactions with students in the discussion sessions. Students who choose to work on courses of their own design may focus on formulating one class plan, one exercise, and one exam that help reach specific teaching goals. They will need to find their own way to complete the practicum requirement.

551859001 現代戲劇(選) 3 學分 碩、博 3 小時

[課程目標]

Students will get a general concept of the development of modern theatrical movements, including realism, naturalism, symbolism, epic theatre, absurdism etc. The class will also focus on the intensive reading on specific works to better understand the innovation of modern drama.

[上課內容]

With an introduction to the background of western drama, this class will introduce students to representative modern plays from Europe such as Ibsen's, Strindberg's, Chekhov's, and Brecht's plays, followed by works of major playwrights in Britain and America, including Shaw, Beckett, Pinter, Churchill, O'Neill, Williams, Miller, Hansberry, and Hwang.

551806001 都市話語(選) 3 學分 碩 3 小時

[課程目標]

This course aims to use a variety of texts and urban culture criticism and assumes that all contribute on equal terms to a discourse about the city.

[上課內容]

The city as the environment for modern man begins to take shape in the nineteenth century. New human aggregates generate new sensations, problems, attitudes, and energies; they embody, too, older perceptions, values, conventions, and limitations. The urban irruptions that lift up over the past landscape and block out its space submit to new disciplines of time and space as well as to new politics and poetics. As Edward W. Soja points out in his *Postmodern Geographies: the Reassertion of Space in Critical Social Theory*, the nineteenth century is obsessed with time and history, obsessed with its themes of development and suspension, of crisis and cycle, obsessed with the ever-accumulating past and its dead great men (10). Also, Foucault argues that the present epoch shall be "the epoch of space," an epoch of "simultaneity" and "juxtaposition" ("Of Other Spaces" 22). The attitudes that artists have taken toward the modern city offer

some insightful debates about social identity and material spaces—ranging from the celebration of the values of city life for its immense variety to a kind of doctrinaire anti-urbanism (partly related to industrialization), ranging from the thesis of urban-centredness to the thesis of transitory, effervescent, and decentred urban existence. As critics note, the city itself is a text that is to be read and interpreted; the city is an artifact, a work of art—created by human desires and fears, by mind and imagination—that contains many layers of meanings; the city is a volatile juxtapositioning of uniformity and difference that resists and invites further definition .

Course Requirements:

As well as seminar presentation and participation in discussion, students are required to submit two pieces of work on the writers and theories concerned.

551786001 文學與藝術中的詭態(選) 3 學分 碩、博 3 小時

[課程目標]

In this seminar course, we will examine a curious artistic genre, the grotesque, which, for many, epitomises the so-called “creativity,” the juxtaposition of dissimilar or discordant items. Since antiquity, grotesque images have been regarded as monstrous because they are born of unnatural couplings of natural things. For some (like Horace), grotesque monsters illustrate a catalogue of sins to be avoided because they deviate from classical norms of reason and nature. For others (like Vasari), however, grotesque monsters epitomise ingenuity and marvel. Also, for some (like Kayser), the grotesque proper is full of demonic terror and yet, for others (like Bakhtin), full of carnivalesque laughter. As such, the grotesque seems to be a slippery term. In this course, we will look at both visual and verbal grotesques—ranging from antiquity to modern times—in order to answer the following questions: what is the grotesque exactly; what is its aesthetic and cultural significance; how have artists of different ages appropriated the grotesque; how is it (dis)similar to other modes of fantastic construction such as the uncanny; how can it serve as the prototype of the postmodern mode of fragmentation; how does it contain both terrible and playful elements to make the mind, as John Ruskin notes, “play with terror”?; and so forth.

[上課內容]

1. The Origins of the Grotesque Monster
2. Theorising the Grotesque (I): Horror
3. Theorising the Grotesque (II): Humour
4. Grotesque Paradox (I): “Play with Terror”
5. Grotesque Paradox (II): “Two Bodies in One”
6. Functions and Purposes of the Grotesque
7. The Grotesque in Painting
8. The Grotesque in Literature
9. The Grotesque in Film

551761001 英國小說與志異想像 1764-1847(選) 3 學分 碩、博 3 小時

[課程目標]

Students are trained in the skills of close reading. They will also learn how to use historical sources and secondary criticism intelligently. The final goal is to produce a well-organized and original research paper.

[上課內容]

This course examines the development of Gothic fiction from the mid-18th-century to the early Victorian period. The eight decades separating Horace Walpole’s *Castle of Otranto* (1764) and Charlotte Brontë’s *Jane Eyre* (1847) witnesses a proliferation of novels with strong Gothic character. Together they consolidate and complicate the meaning of the Gothic. We will explore the political, moral, literary, psychological and domestic implications of Gothic imagination in five classic British novels.

551337001 史賓賽專題(選) 3 學分 碩、博 3 小時

[課程目標]

This course aims at helping students understand Spenser's language and relate Spenser to various literary traditions of his time, including epic, romance, eclogue, and allegory, religious and Neoplatonic. We will read selections of all his major works as well as important texts of various literary, philosophical, and

religious traditions. We will learn to appreciate how Spenser weaves together various traditions in an archaic language. We will also examine how Spenser, in face of various personal, social, religious, and cultural dilemmas, makes use of various traditions to examine different facets of the problems and struggles to find answers.

[上課內容]

In the beginning of the semester, each student will choose a topic of his/her interest, such as courtly love in the romance tradition or the tradition of epic genealogy. In each session, we will focus on one literary or philosophical tradition and read relevant passages from Spenser. Students will give an oral presentation about that tradition first, and we will then examine the important primary texts of that tradition and relevant passages in Spenser. We will then discuss how Spenser modifies or transform this tradition and how the tradition sheds light on our understanding of Spenser and his time. The topic students choose will be the basis for their term paper.

551764001 艾密莉·狄瑾蓀專題(選) 3 學分 碩、博 3 小時

[課程目標]

This course seeks to offer a survey of Dickinson's critical receptions through selected texts in a coherent manner and enable students to make connections between Dickinson's personal life, her literary works and the public and social issues in American literary studies.

[上課內容]

This course examines Emily Dickinson's works, life, influences in the nineteenth century and her later receptions. Particular attentions are paid to various theoretical approaches and methodologies, such as the relationships of her works to the social and cultural issues of her time, the topics of religion, science, gender and genre, her reading and contemporary influences, and the afterlife of Dickinson's works.

551760001 憤怒小說：福克納和全球化的南方(選) 3 學分 碩、博 3 小時

[課程目標]

This course will explore the fault lines of this critical assessment, laying out some of the key techniques and thematic preoccupations of high modernism and concentrating on the ways in which William Faulkner adapted them to engage his Southern heritage, not only the social structure of slavery, but also the New South that followed its demise with its sharecropping and emergent industrialization. In his portrayal of the effects of violence on identity, the dynamics of social control and conditioning, and issues of race in the American South, Faulkner endeavored to understand the nature of power itself, using his fictional Mississippi county as a stage for how power relationships manifest themselves in communities and among individuals

[上課內容]

We will read three classic Faulkner texts and place them in a larger critical discussion about modern form, the postmodern turn as well as postcolonial perspectives. In addition, we will explore a Faulkner digital humanities project called *Digital Yoknapatawpha*, based at the University of Virginia. Using its database of interactive maps to aid our progress, we will engage in a number of key theoretical issues regarding the rise of the Digital Humanities.

551800001 精神分析—從佛洛伊德到拉岡(選) 3 學分 碩、博 3 小時

[課程目標]

本課程旨在透過對佛洛伊德之著作以及拉岡已出版與未出版之文本進行批評閱讀與整理，從精神分析歷史與理論脈絡建立精神分析研究之基礎。

[上課內容]

從 1965 年起，拉岡 (J. Lacan) 試圖重新將被科學所排除的主體向度納入他所謂的「精神分析科學」當中，進而提出「科學主體」(sujet de la science) 的構想。拉岡多次強調笛卡爾的懷疑主體與佛洛伊德的無意識主體之間的鄰近性：兩者都是從懷疑出發，並試圖從對大他者的要求——知的要求

(demande de savoir)——獲得存在的「確然性」而非真理的保證。拉岡進一步指出精神分析師本身也是所謂科學主體之一，因為作為傳移之愛的客體，精神分析師是被認為擁有「性」的真理的「被假設知的主體」(sujet supposé savoir)。在這個意義下，拉岡主張精神分析是一種科學。

然而作為一種科學，精神分析也挑戰著科學對主體的排除。拉岡藉由 Gödel 的不完整理論彰顯任何數學的形式系統均無法既不矛盾又完整。同樣地，科學亦是一不完整科學。而這一不完整科學的剩餘之處，此一不全的向度，正是精神分析在科學中所能找到的定位，亦即「真理、話語與 jouissance」的向度。由此，拉岡再度回到精神分析所需的「幻想的邏輯」，並從對 Vélasquez 的 *Les Ménienes* 畫作的結構分析中，提出「觀看幻想」(fantasme scopique) 的問題。繼而從幻想結構中 objet a 的角色，拉岡引申出幻想的屏幕所掩蓋的 jouissance 問題。

551890001 《拱廊街計畫》與現代性(選) 3 學分 碩、博 3 小時

[課程目標]

Among the variously topics Benjamin touches upon in this daunting project, this seminar will focus on Benjamin's critical rethinking of art (Baroque and avant-gardist), literature (particularly Baudelaire and Kafka), architecture (Paul Scheerbart Le Corbusier and modern functionalism) and technology (especially the newfound cinematic reproducibility), with a view to appreciating its relevance to our on-going negotiation with Western modernity.

[上課內容]

Walter Benjamin is an ingenious German-Jewish philosopher and a versatile intellectual whose counter-intuitive investigations into Western modernity have acquired full weight in the contemporary literary and cultural studies. Among his works, *The Arcades Project* (Das Passagenwerk) stands out as the most arcane tour de force. Published posthumously as a hotchpotch of notes which he had been laboriously collecting and meticulously filing, *The Arcades Project* provides a rigorous mapping of Western modernity and gestures towards the labyrinthine passageways which, if followed with care, might lead us out of its hold.

551810001 大眾文學與文化研究(選) 3 學分 碩、博 3 小時

[課程目標]

What are the debates about over the politics of “popular” in popular fiction? Why do (British) cultural studies intervene in the study of popular narratives? How does the movement away from the “Althusserian moment” in cultural studies denote a change to the “bottom-up” approach a shift away from the production-oriented emphasis on the text as articulation of ideology or meaning and toward an interest in audience cultural praxis and the consumption of meaning? Do popular texts unproblematically conform to an overarching super-structure be it ideology or narrative structure? Are they “conservative” (maintaining the status quo by smoothing over disruptions and gaps) or oppositional (capable of accommodating radical reshaping and contradictory readings)? Do popular texts imply a passive and consensual reader or do they contain the possibility of being read against the grain and produce resistant readings to be mobilized by sub-culture groups? Why are popular texts “popular”? Is this pleasure complicit in nature or subversive? How has popular postfeminism affected popular women’s genres since the 1990s? These are some of the issues to be explored in this course which will not focus on specific literary texts but rather seeks to provide a theoretical survey of the field. The first part of the course looks at the main theoretical currents that inform cultural studies’ intervention into popular fiction and the second part looks at the genres of romance and detective stories.

[上課內容]

1. Orientation. Huyssen on the high/low divide; Leavis and the British literary tradition;
2. Adorno and continental Marxism on cultural industry and popular music (jazz horoscope radio)
3. Structuralism. Cawelti on formula; the early Barthes (Myth Today from Storey; Source selection); Neale on genre; Eco’s application of Propp
4. Cultural Studies I: from Althusser (Macherey) to Gramsci
5. Cultural Studies II: post-structuralism meaning-making resistance/agency. Hall (current news TV) (encoding/decoding) Bennett on Blackpool 147 Hebdige on subculture (2). Fiske and populism de Certeau on everyday practice
6. Feminist cultural studies and women’s genres. The pleasure/determinism debate Webster. from Slator; from Turner music and fashion; feminist film theory on spectatorship/identification (Mulvey II Doane Gledhill); pleasure essay

7. Second-wave feminist criticism: Fowler on romance; formulaic pattern; “screen effect” and wishful fulfillment; enforced heterosexuality Rebecca (film and essay)
8. Modleski and Radway; intro in Romance Revisited and “Understanding the Romance” Feminist Popular Fiction
9. Postfeminism female sexuality and consumer culture: chick-lit (flicks) of the 1990s Fatal Attractions; Legally Blond “Good Girls”/”Bad Girls”
10. Discussion and application----- From romance to post-feminist “chick lit”: Sex and the City
11. Detective fiction. Formulaic pattern; narrativity and meaning (Todorov Poetics of Murder-Heissenbuittel Porter Stowe); pleasure and guilt (Lacan and Zizek and Pederson-Krag); materialist (Jameson on Chandler Stowe on Doyle and Chandler Bennet’s Popular Fiction—Moretti); metaphysical (Holquist; Detecting Texts—Black) feminist detective story as resistance (Feminist popular fiction Copra)?
12. Poe-Benjamin-Dana Brand Lacan on Poe Zizek P-K
13. Doyle story and movie my article Christie
- 14 narrativity hard-boiled
15. meta and feminist

551842001 中古時期英國文學(選) 3 學分 碩、博 3 小時

[課程目標]

This is a survey course of Middle English Literature. Since no knowledge of Middle English is presumed, part of the course will focus on helping students read texts in Middle English of different regions and periods. This course will also help students understand various medieval literary traditions and styles in relation to their social, religious, and philosophical backgrounds.

[上課內容]

To help students read Middle English, the class will start with an introduction to Middle English and a couple of translation exercises. In each session, we will focus on one author or genre and read selections from a couple of texts in order to get a general idea of each poetic style or literary tradition. Students will read about 40 pages of Middle English regularly every week. In addition, each student will choose a topic of one’s interest, a political, cultural, religious, or literary issue in the Middle Ages, and give an oral report. The term paper should be based on the oral report, in connection with a specific literary work.

551893001 文藝復興時期的歷史劇(選) 3 學分 碩、博 3 小時

[課程目標]

This course will encourage detailed study of history plays of the English Renaissance, focusing in particular on the relationship between the plays themselves and their historical sources, influences, and antecedents.

[上課內容]

plays will be read in this order, alternating with criticism and other readings: *Richard III*, *Richard II*, *Henry IV, Part 1*, *Henry IV, Part 2*, *Henry V*, *King James*, *Edward II*, *Edward I*, *Perkin Warbeck*

551817001 莎士比亞的姊妹們(選) 3 學分 碩 3 小時

[課程目標]

The purpose of this course to examine the achievement of representative members of the group working in different time-space and with different genre, to explore the possible relationship between gender and creativity, and to remap the literature of Shakespeare’s sisters, so as to dissent from recent theorists who tend to emphasize theirs as a literature of pain and victimization.

[上課內容]

Virginia Woolf mused in 1928 that if Shakespeare had had a wonderfully gifted sister, society and circumstances might have conspired against her literary aspirations. Sandra M. Gilbert and Susan Gubar, following Woolf’s intellectual thread in *A Room of One’s Own*, argue that novel-writing is a more suitably female occupation “because it is commercial rather than aesthetic, practical rather than priestly” (Shakespeare’s Sisters: Feminist Essays on Women Poets xxi). Yet of course the time has come to change things, and of course Shakespeare did and do have many sisters—akin to him in individual talents as well as in answering to artistic vocation, Shakespeare’s English-speaking sisters have been committed and struggling to perfect their art, to compose their literature.

551391-001 英美戲劇中的性別政治(選) 3 學分 碩 3 小時

[課程目標]

The course will examine the gender issues and power relations in western drama. It is hoped that students will approach the plays from the perspective of feminism and gender theory offer a new perspective on canonical plays and engage in their appraisal of the new feminist plays.

[上課內容]

The class reading includes plays ranging from Greek drama Elizabethan drama to modern drama and theories related to gender sexuality power and representation. Dramatic texts include Antigone by Sophocles (442 BC ?) Medea by Euripides (431 BC) Lysistrata by Aristophanes (411 BC) Othello by William Shakespeare (1604)

Measure for Measure by William Shakespeare (1604) Taming of the Shrew by William Shakespeare (1592-93) Hedda Gabbler by Henri Ibsen (1891) Miss Julie by August Strindberg (1889) Ceasar and Cleopatra by George Bernard Shaw (1899)

Dutchman by Amiri Baraka / LeRoi Jones (1964) Fefu and Her Friends by Maria Irene Fornes (1977) Spell #7 by Ntozake Shange (1978) Vinegar Tom by Caryl Churchill (1982) and The Grace of Mary Traverse by Timberlake Wertenbaker (1985).

551748-001 附魔研究(選) 3 學分 碩、博 3 小時

[課程目標] [上課內容]

Western societies never fall short of testimonies, reports, and diagnoses of demonic possession, not even in the time of modernity and the Enlightenment as allegedly characterized with rational mindset and aversion to regressive, pathological superstitions. Exorcism, on the other hand, aims to heal the moral-spiritual maladies and lapses engendered by demonic possession and to rebuild the secular and ecclesiastical community; to a great extent, nevertheless, exorcism as healing contributes to biopolitical administration. The possessed, as the battleground of the demonic and the holy-divine, embodies a life at the threshold in the sense that materialization and spiritualization, sacred and abject, innocent and sinful, passive and aggressive, human and nonhuman, life and death all come into a zone of indistinction. To explore the entanglement of the three sectors at issue---that is, the demonic possessor, the exorcist, and the possessed---this course help students to build up a multidisciplinary framework covering the field of theology, medical anthropology, psychoanalysis and biopolitical discourse. This course is divided into three parts. The historical survey in the first part takes as its research objects a wide range of canonical texts such as The New Testament and some treatises, reports or handbooks that regulate the practices of exorcism. The main concerns here lie in how demonology works as a tool for and rationalizes exorcism with a view to social-cultural representations, structures of feelings or collective symptoms. Meanwhile, this historical survey also explores how the demonic turns out to be the uncanny double of the sacred, an essential of Christian cosmological view, and plays a substantial but repressed role in the construction of identity and religious, social order. The second part of this course is concerned with psychoanalysis and medical anthropology to explore possession and exorcism as socially, culturally specific embodied self-process and look into the ambivalent transferential relation between the exorcist and the demoniac and the part that exorcism qua healing plays in social control and biopolitical administration. Based on the historical survey and theoretical framework as stated above, the last part of this course focuses on some popular cultural representations of demonic possession and exorcism---for example, the filmic adaptations of Anneliese Michel's case, The Exorcist series and others---to envision a horizon beyond the reductively negative critique of popular culture.

551749-001 旅遊書寫與帝國(選) 3 學分 碩、博 3 小時

[課程目標]

By taking this course, students will not only enjoy a selection of great travel literature (both fiction and non-fiction) produced during this period, but they will also be equipped with sufficient knowledge to understand the ways in which the world is conceived in/through so-called 'imperial eyes' (Pratt, 1992, 2008). This course, in a word, offers our students a new incisive perspective upon the literature, history, and culture of Great Britain from the eighteenth to nineteenth centuries.

[上課內容]

'Travel Writing and the Empire, 1700-1900' is a newly-designed course which intends to introduce our postgraduate students to a very diverse yet neglected genre of literature - travel writing. This corpus generated both by full-time and occasional writers (novelists, diplomats, doctors, scientists, explorers, and sailors) during the two centuries when the British Empire gradually attained its zenith.

551747-001 恐怖文學專題研究(選) 3 學分 碩、博 3 小時

[課程目標]

Students taking this course will be oriented into the various trends (i.e. supernatural, body, domestic, serial-killing narrative) and motifs (i.e. excess, metamorphosis, liminality, gaze, perversion, evil, and posthumanity) of horror genre. Not only psychological realm but also political, ethnic, moral and techno-cultural agendas constitute the main concerns of this course. Developing students' competence in textual analyses and trans-disciplinary critical, theoretical thinking is the major objective of this course.

[上課內容]

1. Defining horror
2. Carroll, *The Philosophy of Horror*, Ch. 4
3. Franco Moretti, "The Dialectic of Fear"
Robert Miles, "Abjection, Nationalism and the Gothic"
4. Botting, *Limits of Horror*, Ch. 3
5. Thacker, *Tentacles Longer Than Night*, Ch. 2, "Meditations on the Demonic" (also "Inferno," *Divine Comedy*)
6. Thacker, *Tentacles Longer Than Night*, Ch. 3, "Meditations on the Gothic" (also *Songs of Maldoror*)
7. Gaze, madness and serial killing: *Psycho and The Silence of the Lambs*
Slavoj Žižek, "In His Bold Gaze My Ruin Is Writ Large"
8. Slavoj Žižek, "In His Bold Gaze My Ruin Is Writ Large"
9. Barbara Creed, "Freud's Worst Nightmare: Dining with Dr. Hannibal Lecter"
Han-yu Huang, *Horror and Evil in the Name of Enjoyment*, Chapter 2
10. The postmodern Gothic, Stephen King, *Shining*
11. Linda J. Holland-Toll, "Bahktin's Carnival Reversed: King's *The Shining* as Dark Carnival"
Steven Bruhm, "On Stephen King's Phallus, or the Postmodern Gothic"
12. Stephen King, *Pet Sematary*
13. Jesse W. Nash, "Postmodern Gothic: Stephen King's *Pet Sematary*"
Fred Botting, "Signs of Evil: Bataille, Baudrillard and Postmodern Gothic"
14. Posthuman horror 李昂《看得見的鬼》
15. 伊藤潤二《富江》、《漩渦》系列

【英語教學組】

551014001 研究方法與論文寫作(必) 3 學分 碩 3 小時

[課程目標]

The course is aimed at those who are new to studies in the field of language learning or who may have done or written some research work without academic guidance. After completing this course, students are expected to have become interested enough to delve further into the literature and maybe even to embark on research of their own.

[上課內容]

- Introducing a clear and comprehensive overview of research paper writing and linguistic research methods in applied linguistics
- Understanding and critiquing published studies in applied linguistics

551012001 英語教學(必) 3 學分 碩 3 小時

[課程目標]

This course aims to help students understand and apply various TESOL-related theories and issues that are of current interest to TESL/TEFL educators.

[上課內容]

- Theoretical frameworks and approaches, as well as their implications for the learning and teaching of listening, speaking, reading, and writing in English
- English teaching methods commonly adopted for formal and informal language teaching contexts
- Learner and teacher characteristics and how they interact in language learning contexts
- Other recent issues and discussions related to English learning and teaching

551010001 英語教學理論(必) 3 學分 博 3 小時

[課程目標]

This course is to acquaint students with various topics on current trends of English language teaching and research. Through paper-reading, topic discussion, and small project development, the course will help students better understand the situations of English teaching in Taiwan and find research solutions to the problems we are facing.

[上課內容]

- Theories, research, and critiques on the instruction of language skills and elements
- Changes of theories and approaches for teaching English as a foreign language
- Analysis on existing and potential problems of English teaching in Taiwan
- Proposals for solving the problems

551015001 第二語言習得(必) 3 學分 博 3 小時

[課程目標]

This course is intended to provide an overview of linguistic research on second language (L2) learning, paying special attention to the most important issues of second language acquisition (SLA) and the implications of research on L2 for foreign language learning.

[上課內容]

This course is intended to provide an overview of linguistic research on second language (L2) learning such as language development in children and adults, the acquisition of phonological morphological and syntactic systems, and the role of both parent and child in the acquisition of communicative competence. More importantly this course will explore the multiple aspects of SLA and discuss the implications of research on L2 for foreign language learning including:

- Theoretical backgrounds
- The nature of language learning
- Styles and strategies
- Personality factors
- Sociocultural factors
- Communicative competence
- Interlanguage
- Contrastive and error analysis
- The learning of various language skills (listening speaking reading writing)
- Recent developments in all of these areas

551834001 英語讀寫教學(選) 3 學分 碩 3 小時

[課程目標]

This course provides an introduction to theories, practice, and research related to reading and writing instruction in the EFL classroom.

[上課內容]

The course will include discussion, paper presentation, and hands-on experiences of designing, implementing, and assessing reading-writing in various EFL teaching contexts. Tentative topics include:

- Current methodologies as foundations of understanding the teaching practice
- Such domain knowledge will guide students through the phases of
 - analyzing learners' needs,
 - developing pedagogical principles, and
 - designing classroom activities for their target students.

- Research works will also be included for students to learn approaches of interpreting the nature and the process of reading and writing and their implications.

551837001 英語聽說教學(選) 3 學分 碩 3 小時

[課程目標]

This course provides an introduction to theories, practice, and research related to developing listening comprehension/speaking skills in the EFL classroom.

[上課內容]

- An overview of current approaches to listening/speaking
- Designing and conducting classroom listening and speaking activities
- Discussing recent studies and critical issues related to listening and speaking instruction
- Cases studies on actual pedagogical practice

551769001 英文文法教學(選) 3 學分 碩 3 小時

[課程目標]

The purpose of this course is to provide students with knowledge of grammatical structures required in teaching English to Chinese speakers.

[上課內容]

The course will be divided into several modules: grammar as description, grammar as internalized system, linguistic theory and pedagogy. Each module consists of reading of relevant literature, discussion of grammatical points and teaching methodology. Students learn to develop skills in grammatical analysis and then apply concepts and knowledge studied in class to teaching/learning situations such as

- constructing instructional syllabus,
- examining grammatical points presented in current textbooks;
- teaching important and basic structures,
- designing the kind of grammar to meet the needs of learners of English.

551779001 英文字彙教學(選) 3 學分 英碩/語碩 3 小時

[課程目標]

This course is designed for graduate students in the Master's program so as to introduce them to the theories, techniques, and research of English vocabulary teaching.

[上課內容]

- The background reading in vocabulary teaching, including various ideologies of vocabulary teaching and analysis for their advantages and disadvantages
- The techniques in teaching vocabulary, including how to design a vocabulary activity based on a specific topic
- Applications of tools and measurement software to vocabulary lists

551374001 電腦輔助英語教學問題語研究(選) 3 學分 碩/博 3 小時

[課程目標]

This course is to provide students with a broad overview of issues and concerns related to computer-enhanced language teaching and learning. Students are expect to critically examine and apply theories and practice of language learning to various types of digital and classroom contexts.

[上課內容]

- Theoretical frameworks related to language learning and teaching environments mediated by digital tools
- Existing studies related to digital technology in and out of the language classroom
- Changing language learner characteristics and learning process under the impact of technology
- Applying and evaluating software, applications, projects, and activities based on various language learning contexts
- Emerging issues, concerns, and development related to digital language learning contexts

551774001 語言學習者自我概念專題(選) 3 學分 碩/博 3 小時

[課程目標]

This course is to engage students in narrative inquiry and qualitative case studies related to language learner's self, agency, and identity in formal and informal learning contexts.

[上課內容]

- Theoretical and conceptual frameworks
- Forms of existing studies: Data collection, analysis, interpretation, and presentation
- Actually conducting a research project on language learning narratives
- Emerging issues, concerns, and future development

551846001 課程規劃與教材評估之研究(選) 3 學分 碩/博 3 小時

[課程目標]

This course aims to provide students with a general understanding of the major approaches, theories, and issues of language curriculum and materials development.

[上課內容]

- Evolution of second/foreign language curriculum
- Needs, situation, and rights analysis
- Syllabus design
- Materials selection, analysis, and evaluation
- Content and linguistic analysis of materials

551797001 語言習得專題：語言發展 (選) 3 學分 碩/博 3 小時

[課程目標]

This course provides an overview of some key issues in language development by charting children's language development from birth right through the school years.

[上課內容]

- The main themes cover not only how children acquire language but also how language develops over the life span.
- Since development is the result of an interaction between innate capacities and environmental forces, the discussions will take into account both the biological endowment and the environmental factors.
- Topics include phonological, grammatical, semantic and pragmatic development.
- Atypical development and theoretical approaches to language acquisition will also be discussed.

55175001 語意學與語言教學(選) 3 學分 英碩博/語碩博 3 小時

[課程目標]

This course is designed for graduate students so as to equip them with semantic knowledge and methods in order to understand research on various related topics. The cognitive components of the course will help students to become linguistically sensitive toward the meaning of language used in daily life. Students will relate TESOL to semantics by applying the theories of semantics to teaching and learning.

[上課內容]

This course will cover (a) some basic concepts of semantics, and (b) applications of semantics to language teaching and learning. Topics of discussion include:

- Words and meaning
- Lexical relations
- Polysemy
- Opposites
- Phraseology and constructions
- Event structure
- Tense and aspect
- Metaphorical expressions
- Applications to English teaching and learning

551784001 語用學與語言教學(選) 3 學分 英碩博/語碩博 3 小時

[課程目標]

The course is oriented toward a study of the role of context in the interpretation of communicative meaning. Students will develop an understanding of some key topics, theories, and applications in pragmatics. They will also learn data analysis and conduct an original study.

[上課內容]

- Speech acts
- Implicature
- Presupposition
- Reference
- Information packaging
- Pragmatic principles in verbal communication
- Pedagogical applications

551763001 研究方法專題(選) 3 學分 博 3 小時

[課程目標]

The aim of this advanced course is to provide good chances for enrolled students to cultivate a good sense of designing a sound study in the field of applied linguistics.

[上課內容]

- Draft of writing up proposals
- Critique of published studies
- Pilot testing of enrolled students' own research ideas

551885001 統計與實驗設計(選) 3 學分 英碩博/語碩博 3 小時

[課程目標]

This course is a research-oriented course which focuses on the use of quantitative research methods in (a) data analyses; and (b) experimental studies. The content is designed for graduate students so as to help them integrate quantitative research methods into language-related studies. Students will learn and practice research skills including analytical skills, statistical skills, writing skills, and presentation skills.

[上課內容]

- Developing skills for two main directions of research designs: quantitative data analyses and experimental data analyses
- Identifying variables in different studies and using suitable statistical measures to analyze data
- Introduction to the use of SPSS
- Learning how to receive research-related comments and respond to questions asked during or after the presentation

551903001 文化與語言教學專題(選) 3 學分 碩/博 3 小時

[課程目標]

This course is designed to train teachers to understand the interaction between culture and foreign/ second language teaching and learning.

[上課內容]

- The role of “culture” in foreign/ second language teaching
- Research and principles applicable to culture and foreign/second language teaching and learning
- The relation between culture values and language use
- The development of socio-cultural awareness and intercultural communication skills
- Textbook selection and evaluation based on culture-related issues

551789001 社會語言學與語言教學(選) 3 學分 英碩博/語碩博 3 小時

[課程目標]

This course is intended to introduce the sociolinguistic aspect of language teaching and learning which involves linguistic, social, cultural, and psychological factors in communication. Under the sociolinguistic

premise that function is as important as form, it is the acquisition of communicative competence, not just linguistic competence, that is the goal of language teaching and learning.

[上課內容]

- Linguistic variation in geographical, situational, social, and cultural contexts
- Sociopragmatic strategies applied in verbal communication
- Interactional sociolinguistic approach of discourse analysis
- Speech acts as social actions
- Sociology of language
- Pedagogical applications

551754001 篇章語法與語言教學(選) 3 學分 英碩博/語碩博 3 小時

[課程目標]

This course is to introduce students to the study of discourse analysis and its application to English teaching.

[上課內容]

- A general review of discourse studies is the focus of the class in the first few weeks, which characterizes the nature of discourse analysis and relationships between sentence structure and discourse grammar.
- Follow-up topics on discourse analysis are coherence, discourse structure, information distribution and topic continuity.
- Finally, traditional grammatical issues concerning the use of conjunctions, subordination and tense-aspect are reexamined from the discourse perspective.

55179001 語料庫語言學與語言教學(選) 3 學分 英碩博/語碩博 3 小時

[課程目標]

This course is designed for graduate students so as to introduce them to the theories and practices of corpus linguistics, as well as the applications of corpus linguistics to TESOL. The skills acquired in this course can prepare students for linguistic research or language related research. The skills taught include the ability to make use of functions in concordancers effectively and to create one's own corpora if necessary. Students are expected to learn to collect corpora data, create a small corpus, run and analyze corpora data according to different research topics.

[上課內容]

- The basis of corpus linguistics
- Applications of corpus linguistics to TESOL
- Workshops relating to the application of corpus linguistic tools

551770001 構詞學與語言教學(選) 3 學分 英碩博 3 小時

[課程目標]

The course is devoted to the study of the structure of English words and of the forms of English words, including most common base forms and morphological rules by which alternate forms are derived. Students may expect to achieve substantial enrichment of their vocabulary while learning about etymology, semantic change, and abstract rules of English word formation. Besides, this course aims to familiarize students with central issues in the area of teaching English vocabulary and to provide them with some suggested solutions.

[上課內容]

- Vocabulary teaching method
- The word analysis method
- The history of English and sources of English vocabulary
- Changing meanings of words

551771001 英語文測驗與評量(選) 3 學分 英碩博 3 小時

[課程目標]

This course aims to acquaint students with the theory of language testing and assessment as well as the general principles of test construction.

[上課內容]

In this introductory class, students are encouraged to participate in class discussion where they learn how to put theory and principles into actual practice. Some tentative topics to be covered include:

- The role of testing and assessment in the English curriculum
- The desirable qualities of tests
- Principles and practice of test construction
- Alternative assessments.

551887001 質化研究方法(選) 3 學分 英碩博/華碩博 3 小時

[課程目標]

This course aims for graduate students to understand basics of qualitative research methods so as to conduct/write a qualitative research project.

[上課內容]

- Qualitative research designs
- Designing a qualitative study
- Data collection and analysis
- Writing up a qualitative research report
- Research ethics

551833001 英語教學實務專題 (選) 3 學分 英碩/大/語碩 3 小時

[課程目標]

This class aims to enable students to become reflective practitioners by theorizing from their own practical teaching experiences and by critically reflecting upon theory and practice in TESOL. Students are required to do teaching practice in class and in secondary schools.

[上課內容]

- How to plan a lesson
- How to develop an activity/task
- How to teach skills and strategies
- How to provide feedback
- How to manage a class
- How to design a test

551897001 對比語言學與語言教學 (選) 3 學分 英碩博/語碩博/華碩博 3 小時

[課程目標]

The major goal of this course is to help students increase the awareness of different aspects of two languages and cultures, and to obtain a general picture of the similarities and differences between Mandarin Chinese and English, through the contrastive approach. Having this kind of knowledge, one can be more aware of the difficulties among EFL/CFL learners and translators, and can explain the reason why second language learners and apprentice translators of the same language background make certain similar errors. Hence one can put more effort on dealing with these difficulties observed in second language teaching and learning, as well as in translation. Furthermore, students will become more aware of their own language and culture facts, and will be led to the pursuing of a profound understanding of their native language and culture. This, in turn, will contribute greatly to the understanding of human cognition knowledge per se.

[上課內容]

- Introduction of the general aspects of contrastive linguistics
- The contrastive analysis of Mandarin Chinese and English with respect to their typology, phonology, morphology, syntax, semantics, pragmatics, and culture.
- Application to TESOL

英國語文學系 專業師資

姓名	職稱	專長	最高學歷
徐嘉慧	教授	言談分析、語言手勢與認知	國立臺灣師範大學語言學博士
賴惠玲	教授	認知語意學、構式語法、詞彙語意學、隱喻轉喻、語法化	美國德州大學奧斯汀分校語言學博士
余明忠	教授	應用語言學、學術科技英文寫作、研究方法	美國哈佛大學教育學系博士
陳音頤	教授	十九及二十世紀英國文學、通俗文學、女性和城市文學	英國Sussex大學英(國)語(文)學系博士
姜翠芬	教授	比較文學、現代西方戲劇	美國華盛頓州華盛頓大學比較文學研究所博士
楊麗敏	教授	現代詩、現代/後現代文學批評、都市文學與文化	英國伯明罕大學英(國)語(文)學系博士
薩文蕙	教授	語音學、心理語言學、語言習得	國立臺灣師範大學英(國)語(文)學系博士
張卯慧	副教授	句法學、構詞學、語料庫語言學、口譯	美國夏威夷州立大學語言學系博士
尤雪瑛	副教授	語用學、篇章分析、英文讀寫、教材教法、測驗與評量	國立臺灣師範大學英(國)語(文)學系博士
羅狼仁	副教授	文學與電影、英語演講/會話、互動劇、科幻和奇幻文學	國立臺灣大學外國語文學系博士
招靜琪	副教授	數位教學之語言文化議題、語言學習者之個人概念	美國印第安納大學語文教育學系博士
林質心	副教授	史賓塞專題、中古及文藝復興時期之寓言文學、宗教文學	美國紐約大學英美語文學系博士
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邱彥彬	副教授	班雅民研究、傳科研究、生命政治研究、阿岡本研究	國立臺灣大學外國語文學系博士
趙順良	副教授	歐洲浪漫與現代主義、比較藝術、美學、精神分析	英國倫敦大學學院比較文學研究所博士
黃怡萍	副教授	質性研究、教師專業發展、英語授課	美國印第安納大學課程與教學博士
劉怡君	副教授	英語教學、第二外語寫作(對比修辭、學術寫作、認知寫作)、電腦輔助教學	美國普渡大學英語教學博士

姓名	職稱	專長	最高學歷
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許立欣	副教授	狄瑾蓀詩人、十九世紀英美文學、 跨大西洋文學研究	英國愛丁堡大學英美文學系博士
柯瑞強	副教授	十九世紀美國文學、福克納專題	加拿大多倫多大學英(國)語(文) 學系博士
吳易道	副教授	十八世紀與浪漫時期英國文學	英國劍橋大學英國文學博士
施堂模	助理教授	文藝復興、二十世紀美國詩、莎士 比亞、文藝創作	英國里茲大學英(國)語(文)學系 博士
吳敏華	助理教授	中英筆譯、文學翻譯、翻譯研究、 翻譯理論、勃朗蒂研究	法國巴黎索邦大學英美語文學研 究所博士