

106 學年度第二學期外文系文討課程教師及上課

時間如下，12/5-12/29 受理系內申請

文討課程名稱	教師	一	二	三	四	五	授課大綱
文討：英文句法學	江丕賢	3,4					請至 106 上期 開課明細查詢
文討：東亞飲食文化與書寫	吳凱琳			6,7			請至 105 下期 開課明細查詢
文討：飲食、文化、與文學	張雅惠	8,9					請至 104 上期 開課明細查詢
文討：同志兒童與青少年文學	Mieke Desmet		8,9				請至 104 下期 開課明細查詢
文討：非裔美國文學黑人男性特質的探討	蔡佳蓉			5,6			請至 104 下期 開課明細查詢
文討：國際關係與口譯	彭貴絹	1,2					請至 104 下期 開課明細查詢
文討：口譯概論與技巧	彭貴絹				3,4,B		請至 106 上期 開課明細查詢
文討：文化與翻譯	童元方		6,7				請至 106 上期 開課明細查詢
文討：翻譯工作坊	童元方				7,8		請至 106 上期 開課明細查詢
文討：翻譯史	童元方					3,4	新開文討 授課大綱請見下
文討：美國與黑奴遺魂	Nicholas Sumares	8,9					新開文討 授課大綱請見下

文討錄取名單預計 1/8 公告系網站，系辦將予人工加選

翻譯史 History of Translation

DESCRIPTION

This course is an introduction to the history of translation in China and foreign countries. The focus is on the translation between Chinese and English. Topics include major historical events that have influenced translation activities, the most prominent translators, and the historical relevance and impact of the translated texts.

TOPICS COVERED

1. Translation of Buddhist Sutra
2. Translation and Selection
3. Translation of Western Books in the Late Qing
4. Translation of the Bible
5. Translation and the May-fourth Movement
6. Individual Translators
7. Sinologists and Translation of Chinese Classics
8. Translation policies in the period of Cultural Revolution

Course Objectives (I expect the students to achieve the following objectives by the end of the course):

- Upon completion of the course, students should understand
- the historical development of translation in China
 - the role of important translators in history
 - the role of translation in cultural exchange and dissemination of knowledge, and
 - the impact of translation policy made on culture

Grading Policy:

Class participation 10%
Presentation and Discussion 20%
Term Paper 70%

美國與黑奴遺魂 **America and the Specter of Slavery**

Course Description:

As far back as 1845, Lucius C. Matlock, in a review of Frederick Douglass's *Narrative of a Life*, argued that slavery had "become the prolific theme of much that is profound in argument, sublime in poetry, and thrilling in narrative." Indeed, the specter of slavery has had much influence and impact on American arts, politics, and thought from prior to the American Civil War through to today's Black Lives Matter movement.

This seminar aims to trace how slavery has haunted much of American Literature. Taking a chronological approach, students will read African American folktales and slavery narratives prior to the American Civil War, all the way to American postmodern fiction dealing with slavery. Students will also watch American films commenting on the influence of slavery on black and white Americans' today.

Students will be exposed to both black and white American authors, playwrights, and filmmakers, and the often problematic (influenced by slavery) representations created or commented upon by either side. Characters such as Uncle Tom in *Uncle Tom's Cabin* and Mammy in *Gone with the Wind* will be discussed critically. Modernist rural white Southern writers' short stories (William Faulkner, Flannery O'Connor, Eudora Welty) dealing with black characters will also be analyzed. In addition, the urban black modernist writers of the North (Richard Wright, Ralph Ellison, James Baldwin) shall also be explored.

Students will watch and comment on films such as Spike Lee's *Do The Right Thing* and *Bamboozled*, Jordan Peele's *Get Out*, Quentin Tarantino's *Django Unchained*, and Ezra Edelman's documentary *O.J. Simpson: Made in America* from the perspective of slavery. The seminar will conclude with two late twentieth-century texts — August Wilson's play *The Piano Lesson* and Toni Morrison's novel *Beloved*. Two works wherein the figurative ghosts of slavery becomes literal ones.

Course Objectives (I expect the students to achieve the following objectives by the end of the course):

1. Have a better understanding of the history of slavery and its impact on American literature.
2. Be aware of the problems of representation of black Americans in literature and how black authors, playwrights, and filmmakers have attempted to counter this.

3. Be introduced to and have a basic working knowledge of the ideas inherent in critical race theory.
4. Be able to apply these ideas to the problems of race and representation in Taiwan.
5. High levels of English language proficiency in listening, reading, speaking, and writing.
6. Academic writing skill in research.

Grading Policy:

Research Paper: 30%

Research Paper Presentation: 10%

Weekly Journals: 20%

Participation and attendance: 10%

Presentation on one week's topic: 20%

Student lead discussion: 10%