**Modern and Contemporary Western Literary Theory课程教学大纲（2020版）**

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| 课程基本信息（Course Information） |
| 课程代码(Course Code） | FL3353 | \*学时(Credit Hours) | 32 | \*学分（Credits） | 2 |
| \*课程名称(Course Name) | （中文） |
| （英文）Modern and Contemporary Western Literary Theory |
| 课程类型 (Course Type) | Core course |
| 授课对象（Target Audience） | 3rd-year undergraduates |
| 授课语言 (Language of Instruction) | 可选项为：全中文、全外文、双语 English |
| \*开课院系（School） | School of Foreign Languages |
| 先修课程（Prerequisite） | None | 后续课程(post） | None |
| \*课程负责人（Instructor） | Laurent Milesi | 课程网址(Course Webpage) |  |
| \*课程简介（中文）（Description） | （中文300-500字，含课程性质、主要教学内容、课程教学目标等） |
| \*课程简介（英文）（Description） | （英文300-500字）The aim of this course is to study several influential modern and contemporary Western literary theories and pair them with texts illustrating – but also sometimes critiquing and even parodying – them. This course is aimed at students with an interest in more abstract, theoretical, conceptual thinking, including on more recent, ongoing issues (such as humans’ relation to technology), who want to see how these can be applied and read in various literary productions and contexts from different epochs.The following is an example of the wide range and flexibility of material offered on the course. Literary/critical theories and their applications or illustrations will include, but may change/not be limited to from year to year:- Psychoanalysis: a choice between Freudian and Lacanian psychoanalysis: for e.g. Freud’s ’The Uncanny’ and Hoffmann’s ‘The Sandman’; Lacan’s ‘Seminar on “The Purloined Letter” and Poe’s ‘The Purloined Letter’- Feminism & Queer Theory: 1 theoretical text from Anglo-American feminism (Elaine Showalter) compared with a French feminist text (Hélène Cixous), alongside a reading of Charlotte Perkins Gilman’s ‘The Yellow Wallpaper’ or selected passages from Virginia Woolf’s *Orlando*; presentation of queer theory based on Eve Kosofsky Sedgwick’s *Epistemology of the Closet* (selection)- Deconstruction: a presentation of Derridean deconstruction alongside ‘applied deconstruction’ to a chosen literary text; for e.g. J. Hillis Miller’s reading of Henry James’s ‘The Figure in the Carpet’- Postmodernism: a brief introduction to various conceptions of postmodernism, followed by a reading of John Barth’s ‘The Literature of Exhaustion’ & ‘The Literature of Replenishment’ alongside ‘Lost in the Funhouse’- (Post)Colonialism: a parallel reading of Homi Bhabha’s *The Location of Culture* (selection\_ and extracts from Toni Morrison’s *Beloved* or Salman Rushdie’s *Midnight Children* or *Shame*- Intertextuality, Rewriting and Adaptation: a short presentation of theories of intertextuality and adaptation, followed by the examination of one textual pairing among the following: Daniel Defoe’s *Robinson Crusoe* and J. M. Coetzee’s *Foe*; Charlotte Brontë’s *Jane Eyre* and Jean Rhys’s *Wide Sargasso Sea*; Shakespeare’s *The Tempest* and John Fowles’s *The Collector*, Edgar Allan Poe’s ‘The Purloined Letter’ and Jorge Luis Borges’s ‘The Garden of Forking Paths’ (etc.)- Parody and/of Theory: Roland Barthes’s critical essay ‘The Death of the Author’ and passages from Gilbert Adair’s novel *The Death of the Author* (also on deconstruction and Paul de Man)- Posthumanism/Transhumanism: N. Katherine Hayles’s *How We Became Posthuman* (introduction) or Hans *Moravec’s Mind Children: The Future of Robot and Human Intelligence* (selection) alongside Ian McEwan’s *Machines Like Me* or any other similar literary text |
| 课程目标与内容（Course objectives and contents） |
| \*课程目标 (Course Objectives) | 1. To expose students to a variety of influential modern and contemporary Western literary/critical theories and develop their conceptual abilities;

让学生接触各种有影响力的现代和当代西方文学/批评理论，提升概念能力；(B1, B4)1. To enable students to use and read these theories as they are illustrated or adapted in various literary productions and contexts;

使学生能够在各种文学作品和语境中使用这些理论；(B1, B2)3. Whenever appropriate, to use the literary text to revise or critique a given, relevant theory, thus showing some independent thinking in relation to these existing critical-theoretical perspectives.培养学生利用文学文本来修改或批评给定的相关理论的能力，提升学生与现有批评理论观点相关的独立思考能力。(C1, C3) |
| \*教学内容进度安排及对应课程目标 (Class Schedule & Requirements & Course Objectives) | 章节 | 教学内容（要点） | 学时 | 教学形式 | 作业及考核要求 | 课程思政融入点 | 对应课程目标 |
| 示例： |
| 第一章 | 实践：绘图实践 | 6 | 图板练习 | 1 次测绘 2 次 A3 图；掌握绘制工程图 | 通过绘图实践培养学生一丝不苟、认真严谨的工作作风 | 1，2 |
|  |  |  |  | Common weekly task: to read carefully the relevant text(s) before class  |  |  |
| 1 | Psychoanalysis | 4 | Lecture & seminar | Main concepts in Freudian and Lacanian psychoanalysis; application to a literary text |  | 1, 2 |
| 2 | Feminism & Queer Theory | 4 | Lecture & seminar | Comparative introduction to Anglo-American and French feminisms; brief presentation of queer theory |  | 1, 2 |
| 3 | Deconstruction | 4 | Lecture & seminar | Derridean and Anglo-American ‘applied’ deconstruction |  | 1, 2 |
| 4 | Postmodernism | 4 | Lecture & seminar | Opposition between Modernism and postmodernism; various theories of the postmodern |  | 1, 2 |
| 5 | Postcolonialism | 4 | Lecture & seminar | Major ideas in postcolonial studies |  | 1, 2 |
| 6 | Intertextuality, Rewriting & Adaptation | 4 | Lecture & seminar | Intertextuality vs. literary influence, and examples of rewriting/adaptation |  | 1, 2, 3 |
| 7 | Parody and/of Theory | 4 | Lecture & seminar | Critique of theories (e.g. ‘deconstruction of deconstruction’) |  | 1, 2, 3 |
| 8 | Posthumanism/Transhumanism | 4 | Lecture & seminar | Posthumanism versus transhumanist agendas; critique of humanism |  | 1, 2 |
| 注1：建议按照教学周周学时编排。注2：相应章节的课程思政融入点根据实际情况填写。 |
| \*考核方式 (Grading) | 示例：（1）Final course essay: 100% |
| \*教材或参考资料 (Textbooks & Other Materials) | （必含信息：教材名称，作者，出版社，出版年份，版次，书号）Texts and selected extracts, both from literary theories and literary texts, will be made available as a Reader assembled from self-compiled PDF files |
| 其它（More） |  |
| 备注（Notes） |  |
| 备注说明： 1．带\*内容为必填项。  2．课程简介字数为300-500字；课程大纲以表述清楚教学安排为宜，字数不限。 |