

## 课程详述

### COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	<b>课程名称 Course Title</b>	西方文学与思想名篇讲读：人类与非人类世界专题 Western Literary and Critical Writings: The Human and the Nonhuman
2.	<b>授课院系 Originating Department</b>	社会科学中心 Center for Social Sciences
3.	<b>课程编号 Course Code</b>	SS048
4.	<b>课程学分 Credit Value</b>	2
5.	<b>课程类别 Course Type</b>	通识选修课程 General Education (GE) Elective Courses
6.	<b>授课学期 Semester</b>	春季 Spring
7.	<b>授课语言 Teaching Language</b>	英文 English
8.	<b>授课教师、所属学系、联系方式 (如属团队授课, 请列明其他授课教师) Instructor(s), Affiliation &amp; Contact (For team teaching, please list all instructors)</b>	周星月 Xingyue ZHOU 人文社科荣誉学会 Society of Fellows in the Liberal Arts 联系方式 Contact: zhouxy3@mail.sustech.edu.cn
9.	<b>实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact</b>	无 NA
10.	<b>选课人数限额(可不填) Maximum Enrolment (Optional)</b>	

11. 授课方式 Delivery Method	讲授	习题/辅导/讨论	实验/实习	其它(请具体注明)	总学时
	Lectures	Tutorials	Lab/Practical	Other (Please specify)	Total
学时数 Credit Hours	32				32

12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	无 NA
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	无 NA
14. 其它要求修读本课程的学系 Cross-listing Dept.	无 NA

### 教学大纲及教学日历 SYLLABUS

#### 15. 教学目标 Course Objectives

本课程以“人类与非人类世界”为主题，串联起西方从古至今在文采和思辨性上俱佳、背景丰富且影响深远的名短篇。本课程的设计基于三个目的：1) 引导学生细读西方人文经典原文，所选篇目难度和篇幅适当，适合用以提高学生的英文感受力和文本分析力；2) 作为文学史和思想史上的名篇，每篇文本又都可以小窥大，各自代表着一段重要的历史思想、文化主题、或文学风格，适合用以为学生提供西方人文发展的通识教育；3) 全课篇目围绕着一个核心的主题，有重点地带领学生进行思辨。通过西方从古至今的“人类与非人类世界”主题，可以展现西方伦理学的基础和近代变迁，人与动物的界限如何定义了人类社会又如何被挑战，历史上科学与人文思想的不断对话，不同的生态或社会视角如何不断地理解和反思人在世界中的地位。这些话题都可以启发学生对世界的观察、对人之为人的意识、省视人文与科学的关系、和更智慧地面对当下的环境问题。

Through the theme “The Human and the Nonhuman,” this course selects a cluster of influential Western literary and/or critical writings. This course has three objectives: 1) guide students to do close reading on important writings in English. The selected texts are appropriate in length and level of difficulty for non-native students to enhance their literary sensibility and textual analytical skills; 2) each selected text, as a famous piece or excerpt from the history of Western literature, is representative of its larger historical, cultural, or literary context, and suitable for the undergraduate general education in western humanities; 3) all the selected texts are around a focal theme to guide students into a critical topic. Through “The Human and the Nonhuman” throughout Western history, we will discuss the foundation of Western ethics and its modern change, how the separation from animals has defined the human society and how the defined boundaries have been challenged in recent discourses, how sciences and humanities have constantly dialogued with each other, how we think of our position in the world from different ecological or social perspectives, etc. These topics would inspire students to observe the larger world, reflect on the human existence, engage humanities with science, and face our contemporary environmental mutation.

#### 16. 预达学习成果 Learning Outcomes

本课程预期让学生掌握以下技能和知识：

- ◆ 对英文文本的文学性或思辨性有基本的分析
- ◆ 掌握基本的英文分析性写作方式
- ◆ 用英文作简短报告
- ◆ 了解重要的西方人文作品
- ◆ 训练一定的自主思辨能力

Upon successful completion, students will be able to:

- ◆ Acquire basic analytical skills toward English literary and critical writings
- ◆ Grasp basic skills of academic critical writing in English
- ◆ Give brief presentation in English
- ◆ Grasp important works in Western humanities
- ◆ Strengthen their self-reliant and critical thinking

17. 课程内容及教学日历（如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）

**Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)**

**Lecture 1: Introducing the Class (2-credit hours)**

- ◆ Course introduction
- ◆ Course planning, reading list, and overview of assignments

What you can expect to learn from this course? Why do we focus on the relationship between the human and the nonhuman? Why is it important? I will explain the designed learning objectives and the logic of the selected readings. I will ask them warming-up questions to start thinking about our theme of this term. I will then give a short overview of the significance of the human-nonhuman distinction and its relevant debates.

\* Each of the following lectures will be organized around a central piece of limited length. On the class I will first ask students to present on the text of the week that they have chosen in the first lecture and ask their own critical questions, then we will discuss and analyze textual details together. Along the way I will introduce both the historical, cultural, and philosophical background of the work/author, and the critical views toward the topic of human-nonhuman relations under discussion.

**Lecture 2: Aristotle, *Nicomachean Ethics* (Ch.1; excerpt) (2-credit hours)**

- ◆ Aristotle
- ◆ Ancient Greek ethics
- ◆ Modern philosophical views

Key topic: how Western politics and ethics are founded on the definition of human from animals.

**Lecture 3: Ovid, *Metamorphoses* (Ch.15; excerpt) (2-credit hours)**

- ◆ Ancient Greek and Roman mythology
- ◆ Ovid
- ◆ Metamorphosis as a theme

Key topics: the underlying worldview in the stories of metamorphosis; the ecology of change; the primal connection between human and nonhuman.

**Lecture 4: Animal Souls (2-credit hours)**

- ◆ Montaigne, *Essays* II, 12
- ◆ Descartes, "Letter to the Marquess of Newcastle, 23 Nov. 1646"
- ◆ Animal vs. machine

Key topics: the historical debate of the question - does animal have the soul? Science and philosophy in the 16<sup>th</sup>-century Europe; the split of Western philosophy.

**Lecture 5: The Houyhnhnmsland (2-credit hours)**

- ◆ Jonathan Swift, *Gulliver's Travels* (Ch.4; excerpt)
- ◆ Social satirical writing
- ◆ Critique of language

Key topics: early utopic writing; what if the role of human and animal was inverted?; is the Houyhnhnms' society a better one?

**Lecture 6: Rousseau, *Second Discourse* (excerpt) (2-credit hours)**

- ◆ Degeneration of human society
- ◆ Compassion

Key topics: the origin and the foundations of inequality among men; the distinction between human and beasts according to Rousseau; how to look at the degeneration narrative of human society present in both Rousseau and Swift?

**Lecture 7: Kleist, “On the Marionette Theatre” (2-credit hours)**

- ◆ Human vs. machine
- ◆ Modern resonances
- ◆ The unconscious

Key topic: what if we are ourselves half human half puppet, guided by unconscious mechanism?

**Lecture 8: Emerson, “Nature” (excerpt) (2-credit hours)**

- ◆ Transcendentalism
- ◆ Divinity and nature
- ◆ The transparent eyeball

Key topic: the relationship between the human’s synthetic vision and the divine nature; can the human be divine?

**Lecture 9: Guest lecture (2-credit hours)**

- ◆ The influence of Darwin
- ◆ The animal-human analogy in Western and Eastern literatures

**Lecture 10: Carl Sagan, “The Abstraction of Beasts” (2-credit hours)**

- ◆ Animal language
- ◆ Animal sentience and intelligence

Key topic: how the early human-animal relation is revised? Re-envision the kinship in the long evolution.

**Lecture 11: J. M. Coetzee, *The Lives of Animals* (excerpt) (2-credit hours)**

- ◆ Animal rights
- ◆ Philosophers and animals

Key topic: the ethics of eating animals.

**Lecture 12: *Upstream Color* (film screening) (2-credit hours)**

- ◆ Death and metamorphosis
- ◆ Cinema and ecology

**Lecture 13: Eduardo Kohn, *How Forests Think* (excerpt) (2-credit hours)**

- ◆ Plant language
- ◆ Rhizomes and neurons
- ◆ Amazonian multinaturalism and perspectivism

Key topics: plant sentience?; the philosophy of plasticity and interconnectedness; the ethics of multinatural world views.

**Lecture 14: Ursula K. Le Guin, “Mazes” (2-credit hours)**

- ◆ Lab ethics
- ◆ Alien communication
- ◆ Through the perspective of the other

Key topics: how to communicate and sympathize with other species?; how possible or impossible it is?

**Lecture 15: Donna Haraway, “A Cyborg Manifesto” (excerpt) (2-credit hours)**

- ◆ Cyborg
- ◆ Feminism

Key topics: the contemporary challenges to traditional humanist thinking and eurocentric/anthropocentric values; what is posthumanism?

**Lecture 16: Conclusion (2-credit hours)**

- ◆ Timothy Morton, “Critical Thinking” (Intro to *The Ecological Thought*, excerpt)
- ◆ Ecocriticism in the Anthropocene
- ◆ Microbiome and co-existence

Key topics: how to think the hyperobjects and the microorganisms?; how to look at ourselves as ecological beings?

18. 教材及其它参考资料 Textbook and Supplementary Readings

This course will not use regular textbook. Readings will be selected from the following books:

Aristotle. *Nicomachean Ethics*. Ed. Roger Crisp. Cambridge: Cambridge UP, 2004.  
 Ovid. *Metamorphoses (Oxford World's Classics)*. Trans. A. D. Melville. Oxford: Oxford UP, 1998.  
 Michel de Montaigne. *The Complete Essays (Penguin Classics)*. Trans. M. A. Screech. London: Penguin Books, 1987.  
 René Descartes. "Letter to the Marquess of Newcastle." In Stuart M. Shieber, ed. *The Turing Test: Verbal Behavior as the Hallmark of Intelligence*. Cambridge, MA: MIT Press, 2004, pp. 35.  
 Jonathan Swift. *Gulliver's Travels (Norton Critical Edition)*. Ed. Albert J. Rivero. New York & London: W. W. Norton & Company, 1996.  
 Jean-Jacques Rousseau. *The Major Political Writings of Jean-Jacques Rousseau: The Two Discourses and The Social Contract*. Trans. John T. Scott. Chicago: University of Chicago Press, 2012.  
 Heinrich von Kleist. "On the Marionette Theatre." Trans. Thomas G. Neumiller. *The Drama Review* 16:3 (Sep., 1972), pp. 22-26.  
 Ralph Waldo Emerson. *Nature and Selected Essays (Penguin Classics)*. New York: Penguin Books, 2003.  
 Carl Sagan. "The Abstractions of Beasts." *Dragons of Eden: Speculations on the Evolution of Human Intelligence*. New York: Ballantine Books, 1977.  
 Eduardo Kohn. *How Forests Think: Toward an Anthropology beyond the Human*. Berkeley, Los Angeles & London: University of California Press, 2013.  
 Ursula K. Le Guin. "Mazes." *The Unreal and the Real: The Selected Short Stories of Ursula K. Le Guin*. New York: Saga Press, 2016.  
 Donna Haraway. "A Cyborg Manifesto." *Manifestly Haraway*. Minneapolis: University of Minnesota Press, 2016.  
 Timothy Morton, "Introduction: Critical Thinking," *The Ecological Thought*. Cambridge, MA: Harvard University Press, 2010.

Film: Shane Carruth, *Upstream Color* (2013).

### 课程评估 ASSESSMENT

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance				
课堂表现 Class Performance		20%		
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments				
期中考试 Mid-Term Test				
期中报告 Mid-Term Presentation		20%		
期末考试 Final Exam				
期末报告 Final Presentation		60%		
其它（可根据需要 改写以上评估方 式） Others (The above may be modified as necessary)				

### 20. 记分方式 GRADING SYSTEM



- A. 十三级等级制 Letter Grading  
 B. 二级记分制（通过/不通过） Pass/Fail Grading

课程审批 REVIEW AND APPROVAL

21.

本课程设置已经过以下责任人/委员会审议通过

This Course has been approved by the following person or committee of authority

所列英文文献无敏感信息，同意开课。

2018-10-23

