

## 國立臺灣師範大學課程要

### 一、課程基本資料 (任課教師不可異動部分，同一課程名稱此部分應相同)

課程代碼		課程名稱	愛爾蘭日常文化專題研究	
英文名稱	Special Topics on Irish Everyday Culture			
全/半年	半年	必/選修	選修	
學分數	3	每週授課時數	3	
開課系級	歐文碩			
先修課程	無			
課程簡介	<p>This class is designed to familiarize students with the lifestyle represented in modern Irish literature in terms of the five major aspects (i.e., the food, clothing, architecture, transportation, and festivals), and to submerge students into a thematically-relevant (higher degree of verisimilitude) environment intended to recreate the hands-on experience of that lifestyle with the knowledge of the modern Irish literary works chosen to discuss in the class. Understandably the class is a combination of classroom learning and the acquisition of practical experience. In a post-Covid era when the opportunities of international cultural exchange are largely dwindled to be kept at a minimum possible level, it's highly urgent to create an environment for students to verify what they have learned in the class in light of actual emerging experiences. In addition to classroom lectures, guest speakers will tour students through the five aspects of Irish lifestyle in the form of a field trip study, and students will be required to do a feedback presentation on the basis of the classroom lectures and the practical experiences.</p>			
<b>課程目標</b>		<b>對應系所核心能力</b>		
1	The constant communication between the acquired knowledge and the practical experience is the basic requirement in the development of learning.	■1-1		
2	The application of classroom knowledge to practical experience helps students to be familiar with future challenges. A video presentation is required for the class.	■2-1 ■2-3		
3	The mode of philosophical and ethical inquiry in a simulated international context is the way to develop capacities for independent judgment, critical thinking, and ethical reasoning.	■3-1 ■3-2		

4	The goal of this course is the ultimate concern with the other literature and culture (or, the literature and culture of the other) through the speculative mode of thinking.	■4-2
---	---	------

## 二、教學大綱 (任課教師可異動部分)

<b>授課教師</b>	梁孫傑
<b>教學進度與主題 (可說明每週進度)</b>	
Tentative Schedule	
1. Orientation Meeting	
FOOD	
2. Samuel Beckett: <i>Waiting for Godot</i>	
3. Peter Scholliers: Food, Drink and Identity (2001)	
4. Seamus Heaney: "Blackberry Picking," "Digging," Jacques Derrida, "Eating Well"	
Mini-presentations	
CLOTHING	
5. George Bernard Shaw: <i>Pygmalion</i>	
6. Field Trip: 法羅時尚設計公司 Guest Speaker: Katir Dente	
7. Oscar Wilde: "The Philosophy of Dress" Ann L. Hollander: <i>Sex and Suits: The Evolution of Modern Dress</i> Mini-presentations	
ARCHITECTURE	
8. Flann O' Brien: <i>The Third Policeman</i>	
9. Lasansky D. Medina and Brian McLaren. <i>Architecture and Tourism</i> (2004)	
10. Seamus Heaney: "Scaffolding" Miodrag Mitrasinovic: <i>Travel, Space, Architecture</i> Mini-presentations	
TRANSPORATION	
11. James Joyce: "The Wandering Rocks" in <i>Ulysses</i>	
12. Stephen J. Page, ed. <i>Transport and Tourism</i> (2009)	
13. Laura McVeigh: <i>Under the Silent Stars</i> David Monagan: <i>Jaywalking with the Irish</i>	
FESTIVAL	
14. Claire Keegan: <i>Walk the Blue Fields</i>	
15. Field Trip: 三草工作室 Guest Speaker: 龔于堯	
16. Emma Donoghue: <i>The Wonder</i>	

Alessandro Falassi: *Time Out of Time: Essays on the Festival*

EXHIBITION OF ACHIEVEMENTS

17. The Exhibition
18. Recapitulation

教學方法

方式	說明
<input checked="" type="checkbox"/> 講述法	The instructor will conduct mostly interactive lectures.
<input checked="" type="checkbox"/> 討論法	Questions will be prepared for the students to discuss.
<input checked="" type="checkbox"/> 問題解決教學	Problems will be assigned to students who work as a team to solve them.
<input checked="" type="checkbox"/> 合作學習	Students will be teamed up to do oral presentations.
<input type="checkbox"/> 實驗/實作	
<input checked="" type="checkbox"/> 實地考察、參訪	Five field trips will be integrated into the teaching process.
<input checked="" type="checkbox"/> 媒體融入教學	Students are required to do a short video, and upload it to YouTube.
<input checked="" type="checkbox"/> 專題研究	Students are required to develop the solution to their assigned problem into a research project.
<input type="checkbox"/> 其他：	

評量方法

方式	百分比	說明
<input type="checkbox"/> 作業	10%	Response paper
<input type="checkbox"/> 期中考		
<input type="checkbox"/> 期末考		
<input checked="" type="checkbox"/> 課堂討論參與	20%	Students' contribution to the class discussion
<input checked="" type="checkbox"/> 出席	10%	Being present in the class means to share opinions with the participants

<input checked="" type="checkbox"/> 報告	20%	Oral presentation
<input checked="" type="checkbox"/> 成果展覽	40%	The achievement presentation is modelled on the Bloomsday Festival
<input checked="" type="checkbox"/> 專題		
<input type="checkbox"/> 其他：		
<p style="text-align: center;"><b>參考書目</b></p>		<p>Cronin, Michael and Barbara O' Connor, eds. <i>Irish Tourism: Image, Culture and Identity</i>. Clevedon: Channel View Publications, 2003.</p> <p>Falassi, Alessandro. <i>Time Out of Time: Essays on the Festival</i>. New Mexico: University of New Mexico Press, 1987.</p> <p>Kiberd, Declan. <i>Inventing Ireland</i>. London: Vintage, 1996</p> <p>Kiberd, Declan. <i>Irish Classics</i>. London: Granta Books, 2000.</p> <p>Maher, Iomaire, eds. <i>Tickling the Palate: Gastronomy in Irish Literature and Culture</i>. New York: Peter Lang, 2014.</p> <p>Mitrasinovic, Miodrag. <i>Travel, Space, Architecture: Design and the Built Environment</i>. New York: Routledge, 2016.</p> <p>O' Brien, Eugene. <i>Seamus Heaney: Searches for Answers</i>. London: Pluto Press, 2003.</p> <p>Pilny, Ondrej and Clare Wallace, eds. <i>Global Ireland</i>. Prague: Litteraria Pragensia, 2005.</p>