國立東華大學

教學計劃表　Syllabus

課程名稱(中文) Course Name in Chinese	文化理論			學年/學期 Academic Year/Semester		113/2
課程名稱(英文) Course Name in English	Theories of Culture					
科目代碼 Course Code	ERAC53600	系級 Department & Year	碩士	開課單位 Course-Offering Department		族群關係與文化學系
修別 Type	必修 Required	學分數/時間 Credit(s)/Hour(s)		3.0/3.0		
授課教師 Instructor	/林徐達/賴淑娟					
先修課程 Prerequisite						

課程描述　Course Description

本課程在前半學期——人類學的文化理論部分——由林徐達老師負責。在這部分本課程採取「以一位人類學家作為代表的人類學理論」作為上課教材和形式。這些人類學家和理論再現了現代和當代人類學理論的發展軌跡和關注的議題。這個理論都有助於同學們在各自論文研究上對於研究主題的思考和書寫修辭上的訓練。

在人類學文化理論的上課形式上，有兩項教學目標，分別對應兩項上課要求：

一、我不採取「要求同學們分組導讀本內容」，了解一位作者的書寫內容是最基本的訓練，但這並不是研究生在閱讀訓練的目標。閱讀讀本的過程中必須經常提醒自己：1.作者提出的問題的重點是什麼？2.這個問題如何出現？3.為什麼重要？因此在閱讀過程裡，你們才會不斷依序訓練這些能力：歸納作者論述重點；作者的思維背景如何產生；理解讀本在講什麼。換言之，研究生必須在理解作者讀本內容的前提下，提出自己的看法。想像一個場景：你在一場研討會上擔任一篇論文的評論人，你的任務是摘要出作者的內容，然後幫助這位發表人整理出他的重點接著予以評論。沒有人會期待你重複說明這篇論文的內容；大家期待的是你對於這篇文章的看法。

每週上課前我會在「詮釋鬼打牆」網頁上公布隔天要討論的讀本三個問題，每位同學必須挑選其中一個問題在課堂上回答。研究所的課程不是期待上課老師告訴同學們這本書在講什麼？而是這本書沒講的部分是什麼？（隱喻、修辭技法、當時學派鬥爭、作者的企圖、性格和學術軼事、日後造成的影響。）授課過程中，因此我們不會介紹讀本內容；我預設各位同學已經熟知讀本內容。所以，每週上課的起手式會是：「好！這本書作者在講什麼？」（然後請同學們一一回應），接著「好，第一個問題哪位同學回應？」

二、我會每週透過這些讀本問題的示範，幫助同學「如何提出一個好問題」？這些問題會展現：1.你的問題是什麼？（所以你必須橫跨讀本的內容，找出共同的問題）；2. 問題如何出現？（所以你必須從各個讀本中找出文本來支持你的論點同時間接證明了你有唸讀本）；3. 這些問題如何形塑出一個新的議題？（所以你需要消化讀本內容，然後從這些特定議題的內容裡提出你的辯證思維）

期中作業就是依據這六週的讀本，提供一道1,000字的綜合性問題，然後依照你設計的這個問題進行20分鐘的口頭報告。

嚴禁任何違反學術倫理的行為：抄襲、作弊、不正確引用、ChatGPT文字照貼、ChatGPT/Google瞎掰。請注意：使用ChatGPT是為了幫助你表現更好思考更加周延，而不是讓你變得懶惰。所以你的付出還是一樣的，不是因為有了ChatGPT而讓你可以減少付出。我鼓勵同學們之間彼此討論深刻化作者和自己的論點。

Anthropological Cultural Theory Section (This English syllabus has been translated by ChatGPT and further refined by the course instructor.)

The cultural theory segment of anthropology is led by Professor Hsuta Lin. This section adopts the approach of focusing on "a single anthropologist as a representative of anthropological theory" as its course material and pedagogical format. These selected anthropologists and their theories reflect the developmental trajectories and central concerns of modern and contemporary anthropological thought. The theoretical frameworks presented aim to assist students in refining their research topics and rhetorical strategies in academic writing.

The teaching methodology for this segment of the course is designed to achieve two pedagogical objectives, each corresponding to a specific class requirement:

1. Understanding Through Critical Engagement

Rather than employing the common practice of assigning student-led group presentations on the course readings, this course emphasizes an alternative approach. While understanding an author's writing is a fundamental skill, it is not the ultimate goal of graduate-level training in reading. During the reading process, students are expected to continually ask themselves the following questions:

  1.   What are the key issues the author raises?
  2.   How do these issues emerge?
  3.   Why are they significant?

This process fosters essential skills, including summarizing the author's key arguments, contextualizing the author's intellectual background, and comprehending the broader implications of the text. In other words, graduate students must go beyond understanding the material to articulate their own perspectives.

Imagine this scenario: You are serving as a discussant for a conference paper. Your task is not to reiterate the content of the paper but to distill its key points and provide constructive critiques. Similarly, this course prioritizes your ability to engage critically with the material.

Each week, I will post three discussion questions on the course webpage, "Interpretation as a Labyrinth." Students must select one question to answer during class. Graduate-level courses are not designed for instructors to explain "what the book is about." Instead, they challenge students to explore "what the book leaves unsaid" (e.g., its metaphors, rhetorical techniques, the intellectual debates of its time, the author's intentions, character, academic anecdotes, and subsequent influence).

Consequently, we will not review the content of the readings in class; I will assume all students are already familiar with the material. Weekly sessions will typically begin with the question, "Alright, what is this book about?" (followed by student responses), and then proceed to, "Who would like to address the first question?"

2. Developing the Art of Questioning

Through weekly discussion questions, I aim to demonstrate how to craft a well-formulated question. Effective questions require:

  1.   Identifying the central issue (requiring cross-referencing content from multiple readings to find shared concerns).
  2.   Exploring how the issue emerges (supported by evidence from the texts, demonstrating comprehension).
  3.   Constructing new perspectives shaped by these questions (which involves digesting the material and presenting a dialectical argument based on the specific themes).

Midterm Assignment

The midterm assignment is to craft a 1,000-word integrated question based on the readings from the first six weeks. Students will then deliver a 20-minute oral presentation addressing this question.

Academic Integrity and Use of AI

Any violations of academic integrity—plagiarism, cheating, improper citation, or blindly copying text generated by ChatGPT or Google—are strictly prohibited. Note: Tools like ChatGPT should be used to enhance your critical thinking and enrich your arguments, not to reduce effort. Your intellectual engagement and input remain essential.

Lastly, I encourage students to engage in collaborative discussions to deepen their understanding of the authors' arguments and to refine their own.

課程目標　Course Objectives

透過閱讀各學者的原初論說,從而瞭解文化理論的重要內容與歷史變化。

	系專業能力 Basic Learning Outcomes	課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	具備人文社會科學知識與族群研究之能力。Provide knowledge skills for work in social science, the humanities, and ethnic studies.	●
B	具備族群議題分析、批判、解決之能力。Cultivate the ability to analyze, think critically, and solve problems relating to ethnic issues.	●
C	具備文化資料蒐集、分析與統整的能力。Develop the ability to gather, sort, and analyze cultural data.	○
D	具備多元族群視野與跨文化溝通的能力。Cultivate multicultural perspectives and cross-cultural communication skills.	●

圖示說明Illustration：● 高度相關 Highly correlated ○中度相關 Moderately correlated

授 課 進 度 表 Teaching Schedule & Content

週次Week	內容 Subject/Topics	備註Remarks
1	第一週2025.2. 21/22 上課形式、目標、作業要求	
2	第二週 2025.2.28/3.1 二二八放假不上課	
3	第三週 2025.3.7/8 Malinowski 的在地者觀點，到Geertz的地方知識 讀本：Malinowski《南海舡人》〈緒論〉、Geertz《地方知識》第三章〈從土著觀點〉、Clifford and Marcus eds《文化書寫》〈尋常之地的田野工作〉	
4	第四週 2025.3.14/15 Evans-Pritchard的殖民主義田園詩民族誌 讀本：Evans-Pritchard《努爾人》、《書寫文化》〈從他的帳篷門口〉	
5	第五週 2025.3.21/22 Gupta and Ferguson / James Clifford 擺脫人類學區域實踐的田野實踐 讀本：Gupta and Ferguson《人類學定位》第一章〈學科與實踐〉、《路徑》第三章〈空間實踐〉、George Marcus《Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography》	
6	第六週 2025.3.28/29 Claude Lévi-Strauss的種族主義、神話結構主義（與藝術評論） 讀本： Lévi-Strauss《廣闊的視野》第一章〈種族與文化〉、第二章〈人類學家與人類身分〉、第廿一章〈紐約，一九四一年〉 Geertz《文化的詮釋》第十三章《野性的智慧：評李維史陀》、《燭幽之光》〈多樣性的用途〉 Clifford《文化的困境》第十章〈藝術與文化收藏〉	
7	第七週 2025.4.4/5 清明節連假 不上課 （繳交期中作業：問題設計）	
8	第八週2025.4.11/12 Clifford Geertz的詮釋人類學：不要再亂深描了 讀本：《文化的詮釋》第一章〈深描〉（不要亂找台灣人類學家寫的其他文章，沒一個寫的是正確的）、第十五章〈深度劇碼（鬥雞）〉 《書寫文化》〈赫爾墨斯的困境〉 期中作業口頭報告	
9	第九週 期中考週 2025.4.18/19 James Clifford 人類學寫實主義：混雜本真性與複數的小寫歷史 讀本：《文化的困境》第十二章〈梅斯皮的身分〉、《路徑》第一章〈在文化間旅行〉、《復返》第一章〈諸歷史之間〉 期中作業口頭報告	
10		
11		
12		

13		
14		
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16		
17		
18	期末考試週 Final Exam	

教 學 策 略 Teaching Strategies

☐ 課堂講授 Lecture ☐ 分組討論Group Discussion ☐ 參觀實習 Field Trip

☐ 其他Miscellaneous:

教 學 創 新 自 評 Teaching Self-Evaluation

創新教學(Innovative Teaching)

☐ 問題導向學習(PBL) ☐ 團體合作學習(TBL) ☐ 解決導向學習(SBL)

☐ 翻轉教室 Flipped Classroom ☐ 磨課師 Moocs

社會責任(Social Responsibility)

☐ 在地實踐Community Practice ☐ 產學合作 Industy-Academia Cooperation

跨域合作(Transdisciplinary Projects)

☐ 跨界教學Transdisciplinary Teaching ☐ 跨院系教學Inter-collegiate Teaching

☐ 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

學期成績計算及多元評量方式 Grading & Assessments

配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績 General Performance									
期中考成績 Midterm Exam	50%			✓					
期末考成績 Final Exam									
作業成績 Homework and/or Assignments									
其他 Miscellaneous (＿＿＿＿)									

評量方式補充說明
Grading & Assessments Supplemental instructions

教科書與參考書目（書名、作者、書局、代理商、說明）
Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)

課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址)
Teaching Aids & Teacher's Website(Including online teaching information. Personal website can be listed here.)

其他補充說明 (Supplemental instructions)