

上海交通大学

海外学者 通识教育核心课程选课手册 (2017·夏)



教务处

2017.3

说 明

为拓展上海交通大学通识教育课程的多元与视野，持续提升我校的教学水平与质量，不断推进我校人才培养工作的进步与发展，为有助于“学在交大”目标之实现，我们特于 2017 年夏季学期组织了 12 门海外学者开设的通识教育核心课程，供同学们选修。

请参照本手册的课程和任课教师介绍以及行课安排，根据情况踊跃选修。本手册仅供参考，具体信息以选课网为准。

请多多提出宝贵意见和建议。

教务处

2017.3

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课 程 介 绍

1945 年以来的世界

The World Since 1945

课程代码：HI929

学 时：32

学 分：2

授课语言：中英文双语

开课院系：国际与公共事务学院

授课教师：夏亚峰

教师简介

夏亚峰教授 2003 年获马里兰大学现代外交史博士学位。2011 年 9 月至 2012 年 5 月任美国威尔逊国际学者中心高级研究员 (Fellow, Woodrow Wilson International Center for Scholars,)、2010 年 6-8 月任威尔逊国际学者中心公共政策学者 (Public Policy Scholar)。现任纽约长岛大学 (Long Island University)东亚史和外交史终身教授 (正教授)、华东师范大学冷战国际史研究中心兼职教授、华东师大-威尔逊中心冷战工作室主任、暨南大学冷战国际史研究中心主任。他于 2006 年 9 月出版英文学术专著 *Negotiating with the Enemy: U.S. - China Talks during the Cold War, 1949-1972* [与敌人谈判：1949—1972 年间的中美冷战谈判]。该书出版以来，受到西方学术界的好评。在过去的数年里，他在美国、加拿大、英国以及中国大陆史学核心刊物上还发表有关冷战研究论文 30 多篇,其中包括 10 多篇在 SSCI 和 A&HCI 来源期刊发表。此外，他还长期担任美国人文社科在线外交国际关系专栏 (H-Diplo)书评编辑，经常组织对西方出版的涉及 20 世纪中国外交新著的圆桌书评讨论会，邀请国际知名学者撰写书评并编辑出版。他于 1995-1998 年任中华人民共和国驻美国大使馆二等秘书。2012 年 2 月，他与美国前驻华大使芮效俭 (Stapleton Roy)、前驻上海总领事史伯明 (Douglas Spelman)一起，参与制作纪念尼克松总统访华的电视专题片：《改变世界的一周》。2010 年获长岛大学最高研究奖。

课程教学大纲

<div>*课程简介 (Description)</div>	本课程作为一门面向全校本科生的通识核心课程，旨在探究 1945 年以来世界发展的总体脉络、影响世界格局和国际秩序塑造的主要因素以及不同的学术观点。课程将对 1945 年以来发生的重大历史事件展开重点讨论，从 1945 年八月日本遭受原子弹袭击，到今天世界高科技的发展进步。讨论的主题将包含：冷战、殖民主义、非殖民化和民族独立解放运动、国际经济与多元文化、后冷战时期国际冲突的特点、从环境、科技的视角看人类与世界关系的变化。通过探讨目前世界范围的重大事件、危机、社会运动的历史根源，学生将对世界的多元文化和社会有更为深入的了解，从而能够更加清晰地认知当今的世界和中国所扮演的国际角色及其影响。											
<div>*课程简介 (Description)</div>	<p>This course offers an overview of the history of world since 1945. It intends to promote an awareness of the striking diversity of views that both characterize and shape that world. It is designed as a general education class and requires no “expertise” in the study of history or historical methods. Its goal is to help students understand how historical events in the post-1945 period shaped the contemporary world in foundational ways.</p> <p>From multiple perspectives, we will look at major issues in the post-1945 world from the dropping of the atomic bombs on Japan in August 1945, to the complex, high-tech, evolving world of today. Topics includes the Cold War, colonialism, decolonization, and the struggle for national independence; the international economy and different cultures; the nature of international conflict in the post-Cold War world; and the changing nature of humans’ relationship to the world around them (in both environmental and technological terms). By investigating the historical antecedents of current events, crises, and movements throughout the world, students will gain an appreciation of other societies and cultures, so that they would be able to understand their own country and its role in world affairs better.</p>											
教学大纲（Course Syllabus）												
<div>*学习目标 (Learning Outcomes)</div>	<div>1 . Understand the importance of global historical events for the political, social, economic, and cultural state of the world today;</div> <div>2. Understand the truly global nature of the Cold War, decolonization, and globalization;</div> <div>3. Recognize and critically evaluate alternative viewpoints on past events;</div> <div>4. Construct a scholarly argument and defend it using evidence, both in written and oral form;</div> <div>5. Express themselves clearly, articulately, and correctly in written and oral work</div>											
<div>*教学内容、进 度安排及要求</div>	<table><tr><td>教学内容</td><td>学时</td><td>教学方式</td><td>作业及要求</td><td>基本要求</td><td>考查方式</td></tr></table>						教学内容	学时	教学方式	作业及要求	基本要求	考查方式
教学内容	学时	教学方式	作业及要求	基本要求	考查方式							

(Class Schedule&Req uirements)	Introduction & Organization ; Part I: The Cold War: Toward Soviet- American Confrontation	4	专家主讲	Readings: Text, 1-26; Sources, 1-6	Reading s: Text, 27-76; Sources, 7-52	提问、讨 论
	The Cold War: A Tenuous Accommodation ; The Cold War Comes to a Close	4	专家主讲	Readings: Text, 147- 190; Sources, 129-172	Reading s: Text, 297-336; Sources, 269-312	提问、讨 论
	The Third World: First Tremors in Asia	4	专家主讲	Readings: Text, 111- 146; Sources, 91- 128		提问、讨 论
	The Third-World Hopes at High Tide Divergent Paths in the Third World;	4	专家主讲	Readings: Text, 239- 296; Sources, 231-275	Reading s: Text, 383- 434; Sources, 349-398	提问、讨 论
	<u>Part III: The Global Economic Issues :</u> The International Economy: Out of the Ruins; Abundance and Discontent in the Developed World	4	专家主讲	Readings: Text, 77- 110; Sources, 52- 89	Reading s: Text, 191-238; Sources, 173-222	提问、讨 论
	Global Markets: One System, Three Centers	4	专家主 讲、学 生主题 发言	Readings: Text, 337- 382; Sources, 313-348		提问、讨 论、学生 英文发言
	Globalization Ascendant: The 1990s and Beyond	4	专家主 讲、学 生主题 发言	Readings: Text, 435- 470; Sources, 399-438		提问、讨 论、学生 英文发言
	Teaching of	4	专家主	Sources,	提交课	提问、讨

	September 11 th The Rise of China and America's Response		讲、学 生主题 发言	439-484	程作业	论、学生 英文发言
*考核方式 (Grading)	Attendance & participation: 30%; Presentation: 30%; Reaction Paper: 40%					
*教材或参考资 料(Textbooks & Other Materials)	Michael Hunt, <i>The World Transformed: 1945 to the Present</i> (Oxford University Press, 2014) == "Text" on Syllabus ISBN 978-0-19-937234-8 <i>The World Transformed: 1945 to the Present—A Documentary Reader</i> (Oxford University Press, 2015, 2 nd ed.) == "Sources" on the Syllabus ISBN 978-0-19-937103-7					

犹太人的历史

The History of Jews

课程代码: HI930

学 时: 32

学 分: 2

授课语言: 英语

开课院系: 外国语学院

授课教师: Professor Klaus Hoed 克拉乌斯·赫德尔教授

教师简介

主要研究领域: 19 世纪欧洲史; 种族与歧视史; 反犹主义与伊斯兰幽惧症; 身份研究

学术论文发表: 6 部专著, 150 多篇文章

学术所获表彰奖励: Austrian Science Fund 的多项奖金; 由奥地利联邦科学研究部颁发的卡尔·冯·弗格松奖励; 富布莱特学者

I have studied and graduated from the University of Graz/Austria. The topic of my dissertation was the migration of eastern European Jews to New York. In the course of my academic life I have published six monographs (the seventh is in print, seven anthologies and around 150 articles (around 30 of them have been published in peer reviewed journals in English).

I have spent around five years abroad (particularly in the U.S., in Israel and France), have received a Fulbright Scholarship (for New York), various excellent grants from the Austrian Science Fund, was a scholar at various European research institutions, have taught in the U.S., in Germany, Switzerland, and Israel and have been teaching Jewish history at the University of Graz for the

last twenty years.

At the University of Graz I have established the Center for Jewish Studies (and was its executive director for seven years) and am in the process of establishing Israel Studies.

I am the editor of the journal “transversal. Journal for Jewish Studies” (see <https://www.degruyter.com/view/j/tra.2016.14.issue-1/issue-files/tra.2016.14.issue-1.xml>) and the editor of a book series.

This upcoming fall semester I have been invited by the University of Minnesota (USA) to serve as visiting professor in Jewish Studies.

课程教学大纲

*课程简介 (Description)	为什么很多诺贝尔奖获得者是犹太人？为什么以色列人与穆斯林有这样或那样的冲突？为什么上海成为犹太难民的避难所？自中世纪以降，直至以色列国的建立，犹太人生活中心集中在欧洲。如果了解当代犹太人的许多特点，了解他们与阿拉伯人的诸多冲突，我们必须追溯犹太人在欧洲的发展史。此课程将为学生介绍犹太人在欧洲的流散历史，通过讲解与问答的方式，帮助学生了解反犹主义历史，犹太人的地理分布，犹太人的职业结构，犹太教的发展，犹太大屠杀，以及以色列国的建立。
*课程简介 (Description)	<p>The center of Jewish life from the early Middle Ages until the establishment of the state of Israel was Europe. Many characteristics of present-day Jewry can only be understood by a basic knowledge of the historical developments of European Jewry. Among these aspects are, for example, the high rate of Nobel prize winners among Jews or issues concerning the conflicts between Israel and Arab/Muslim countries or Jews and Palestinians. The role of Shanghai as a destination of Jewish refugees in the 20th century can also be comprehended only by a knowledge of anti-Semitic policies in Europe.</p> <p>Shedding light onto these historical processes provides not only an understanding of the past, but helps to grasp the complexities of Jewish life in the present as well.</p> <p>In consideration of the importance of a basic knowledge of Jewish history,</p>

	<p>the course will provide students with an overview of the major developments within the history of Jews mainly during their diaspora in Europe. This overview will enable students to answer questions relating, for instance, to the history of anti-Semitism, the reason for the geographical distribution of Jews as well as their specific occupational structure, or the development of Judaism until the Holocaust and the establishment of Israel.</p> <p>The themes that I will teach include the Jews in antiquity in order to sketch the beginning of Judaism, the routes of the Jewish diaspora, the Golden Age of Jews on the Iberian Peninsula, the crusades and the first climax of anti-Jewish persecutions, the migration of Jews from the German lands to eastern Europe, different spiritual developments within Eastern European Jewry (messianic movements of Sabbati Zvi and Jacob Frank; the emergence of Hasidism), the emergence of Court Jews and the repeated expulsion of Jews from large parts of Western and central Europe, the Jewish Enlightenment (Haskalah), the emergence of different Jewish denominations, the rise of modern anti-Semitism, the involvement of Jews in modern arts, science, and culture, and the migration to the United States. Finally, I will give an overview of the Shoah and the history of Israel.</p> <p>History, as I understand it, consists not so much of facts and occurrences, but of developments that in some way or the other affect our lives in the present. In this respect I am intent on teaching the major processes of Jewish history that still shape Judaism and the various life worlds of today' s Jews. This approach will allow students to feel familiar even with that part of Jewish history that will not be touched upon in the course.</p>
教学大纲 (Course Syllabus)	

*学习目标 (Learning Outcomes)	1. 帮助学生讨论关于犹太人的话题 Students will acquire sufficient knowledge in order to feel confident to talk about Jewish topics 2. 帮助学生了解当今犹太人 Students will understand present-day complexities in Jewish life worlds 3. 帮助学生了解中东冲突的原因 Students will receive an understanding of the Middle East conflicts 4. 帮助学生了解关于犹太大屠杀及以色列国建立的历史 Students will become familiar with important topics in the western world, such as the Holocaust or the legitimacy of Israel					
*教学内容、进度安排及要求 (Class Schedule & Requirements)	教学内容 Teaching Contents	学时 Hours	教学方式 methodology	作业及要求 homework	基本要求 Basic requirements	考查方式 Ways of test
	犹太教源起；流散路线及原因 Jews in antiquity and the routes of the Jewish diaspora	4	授课与讨论 Teaching and discussion	阅读相关材料 Reading of assigned texts	没有 none	参与讨论 participation in the discussion
	犹太黄金期；十字军东征与反犹太迫害 Golden Age of Jews on the Iberian Peninsula, the crusades and the first climax of anti-Jewish persecutions	4	Teaching and discussion	Reading of assigned texts	none	participation in the discussion
	犹太人从德国到东欧；东欧犹太人概略 the migration of Jews from the German lands to eastern Europe and the	4	Teaching and discussion	Reading of assigned texts	none	participation in the discussion

	different spiritual developments within Eastern European Jewry (messianic movements of Sabbati Zvi and Jacob Frank; the emergence of Hasidism),					
	西欧与中欧的反犹主义；犹太启蒙运动 the emergence of Court Jews and the repeated expulsion of Jews from large parts of Western and central Europe, the Jewish Enlightenment (Haskalah)	4	Teaching and discussion	Reading of assigned texts	none	participation in the discussion
	各种犹太教分支：现代反犹太义 the emergence of	4	Teaching and discussion	Reading of assigned texts	none	participation in the discussion

	different Jewish denominations, the rise of modern anti- Semitism					
	当代犹太人的艺术 与科学； 移民美利坚 the involvement of Jews in modern arts, science, and culture, and the migration to the United States.	4	Teaching and discussion	Reading of assigned texts	none	participation in the discussion
	电影《浩劫》 (1985) 赏析 overview of the Shoah 1	4	Teaching and discussion	Reading of assigned texts	none	participation in the discussion
	以色列国建立始 末 overview of the history of Israel	4	Teaching and discussion	Reading of assigned texts	none	participation in the discussion
*考核方式 (Grading)	参与讨论；论文 Contributions to the discussion and a writing sample					
*教材或参考资 料(Textbooks & Other Materials)	提供复印材料及文章 I will scan textbooks and articles and provide them as copies					

材料与环境

Materials and the Environment

课程代码: MT907

学 时: 32

学 分: 2

授课语言: 中文

开课院系: 材料科学与工程学院

授课教师: 张葵

教师简介

张葵教授的主要研究方向为透射电子显微学和低维功能材料。通过高分辨率透射电子显微镜 (TEM) 和电子能量损失谱 (EELS) 技术研究了 Al-Mn 准晶、高温超导、高 k 电介质多层膜的原子尺度结构特征, 她采用电沉积方法成功地制备了 CuNi、COPT、硒化镉、铅和 Sb 的纳米线。近年来, 张葵教授在生物物理领域进行趋磁细菌内小磁体和重组人铁蛋白的研究, 并着力开展材料与环境邻域的研究。

已发表学术著作或论文 50 余篇, 参加国际会议并作邀请报告 30 余次, 其研究成果获得法国材料与冶金学会最佳科学摄影奖。张葵教授目前担任美国国家标准局、约翰霍普金斯大学、洛斯阿拉莫国家实验室、美国国家高磁场试验、加拿大麦克马斯特大学、中国科学院, 北京大学, 上海交通大学和北京科技大学担任客座教授。曾荣获中国自然科学基金委员会“海外杰出青年”、中国科学院“海外杰出青年”和“国际知名学者”等称号, 并于 2016 年翻译了材料领域泰斗剑桥大学 Michael F. Ashby 教授的著作《材料与环境》。

课程教学大纲

<p>*课程简介 (Description)</p>	<p>材料的使用与环境密切相关，材料的设计、制造、使用越来越需要考虑可持续发展这一重要因素。任何产品要经历原材料提取、产品制造加工并运输到使用部门，最后还需考虑废旧材料回收或填埋。在这些过程中，都会产生能源消耗和环境污染，正确选择使用材料有助于最大限度地减少对环境的危害。社会中的每个人都应当关注环境对材料使用的影响，建立合理使用材料、保护地球环境的理念，关注材料对环境的影响。</p> <p>本课程紧跟材料与环境领域研究的新进展，讲授相应的研究方法、软件和详实的数据，通过大量应用实例，帮助学生掌握材料与环境的内在关联和优选方法。通过本课程的学习，使学生了解材料领域的众多热点问题：从人类发展史到原材料资源，从材料的生命周期到可持续性发展，从新兴能源的开发到废物回收的成本等等；使学生掌握“材料生态审计方法”和“材料节能优选法”等思路、方法和软件；通过丰富详实的案例帮助学生深入思考材料资源、材料寿命周期、材料可持续性、材料选择策略等重大国计民生问题；提高学生在各领域的综合分析能力和全局视野。</p>
<p>*课程简介 (Description)</p>	<p>The use of materials is closely related to the environment. The design, manufacture and application of materials are more and more important in current society. Any products will go through raw material extraction, product manufacturing and transportation before use. At the end of their life, the waste materials should be considered for recycling or landfill. In these processes, energy consumption and environmental pollution will occur. The correct selection of materials will help to minimize the harm to the environment. Everyone in the society should pay attention to the influence of the environment on the use of the material. The concept of rational using of materials and protecting the earth's environment should be established in whole society.</p> <p>This course follows the new development of the research on the field of materials and environment. The research methods, software and detailed data will be taught. A large number of practical examples will be used to help students master the inherent relationship between materials and the environment. Through this course, students will study the history of human development and the resources of raw materials, the life cycle of materials and sustainable development, the development of new energy sources and the cost of waste recycling, etc. The "material ecological audit method" and "energy-saving optimization method" and other ideas, methods and software will be taught. Material resources, material life cycle, material sustainability, material selection strategy and other major issues of national economy and people's livelihood will be analyzed and discussed.</p>

教学大纲 (Course Syllabus)						
*学习目标 (Learning Outcomes)	<p>1. 建立对材料资源、材料寿命周期、材料选择策略等重要问题的理念，能从可持续发展与环境保护角度思考材料与人类文明的发展；</p> <p>2. 认识丰富多彩的材料世界，通过专用软件初步了解不同材料的结构、特性，及与资源和环境管关联；</p> <p>3. 初步认知一种以环保为宗旨的材料优选及其加工成型的新途径，能从资源利用与环境保护角度分析现有产品的优缺点，并提出改进意见。</p> <p>4. 建立环境保护、可持续发展的理念和社会责任感，培养反向思维、创新思维的能力，学会从不同角度看问题。</p>					
*教学内容、进度安排及要求 (Class Schedule&Requirements)	教学内容	学时	教学方式	作业及要求	基本要求	考查方式
	概述与资源 (从材料发展史的角度, 阐述人类对不可再生材料的依赖以及自然资源的有限分布和世界各国对“战略物资”的重视程度)	2	课堂讲授+讨论		认识材料与人类文明的关联, 建立新的材料观	分组讨论
	自然资源的消耗缘由及其定量评估 (首先阐述现代化社会的各种“指数型”发展是自然资源迅速消费的根源。为防患于未然, 我们需要对资源的储量、基数和寿命给予科学的定义, 从而引入自然资源消耗速率的定量评估方法)	2	课堂讲授+讨论		从资源角度认识材料发展; 掌握自然资源消耗速率的定量评估方法	作业
	废材料——变一个棘手的问题为再生资源 (在阐述种种决定产品使用寿命的因素后, 分析产品包装的必要性和非必要性、并探讨回收处理的各种可能性以及回收使用方法)	2	课堂讲授+讨论		建立材料的全周期概念, 从环境保护角度认识材料研发过程	分组讨论
	产品材料生命周期的生态审计法 (Life Cycle Assessment, LCA) (生命	8	课堂讲授+讨论+上机试验		掌握产品生命周期评估理念和方 法; 掌握材	试验报告

	<p>周期评估是系统化定量描述产品生命周期中的各种资源、能源消耗和环境排放并评价其环境影响的国际标准方法，即 ISO14040 系列。LCA 被认为是 21 世纪最有潜力的、面向新产品的环境管理工具和预防性环境保护手段，其应用在发达国家已经覆盖了整个工业社会，涉及到工业产品及生产工艺的设计、环境政策制定、废弃物管理等各方面，成为许多国家制定工业发展战略的首选工具。本章除了介绍各种 LCA 理论、方法和实例外，还将引入剑桥教育软件公司 Granta 所编写的简化 LCA 和生态审计软件程序，并引导学生们具体使用。）</p>				料分析软件 Granta 基本模块的使用。	
	<p>环保材料的优选（首先阐述材料优选的策略和原理，然后介绍优选标准、材料指数和材料性能图表、替代比例方程式以及如何使用折衷法解决目标冲突，然后引导学生们利用软件工具进行新材料的设计和优选）</p>	8	课堂讲授+课程设计		理解材料优选的策略和原理；在 Granta 软件平台上完成材料优选。	课程设计
	<p>可再生能源发电系统对材料的依赖（介绍并分析各种可再生能源的发电原理、使用现状以及优缺点，并从建立发电站对材料使用数量和全球材料供应市场的能力之比较的角度来预测全球的用电和供电能力）</p>	4	课堂讲授+讨论		从核电材料拓展开来，认识可再生能源系统与材料的关联	分组讨论
	<p>新型环保材料的研发途</p>	4	课堂讲授+讨		了解环保材料，建立材	分组讨论

	<p>径(新型环保材料的研发可以从不同角度考虑,比如替代稀缺的战略物资、提高可再生能源发电系统的生产效率以及设计节能型产品的使用等。)</p> <p>描绘未来的大图像(首先质疑 GDP 是否代表一个国家的真正财富,并阐述能源、碳排放和 GDP 之间的关系,然后分析当今世界所面临的资源匮乏之威胁种种,并尝试提出变威胁为机遇的种种设想。)</p>		论		料研发过程的环保理念	
		2	课堂讲授+讨论		从人类社会 发展、资源 利用、环境 保护等角度 梳理、建立 正确的材料 观	分析 报告
*考核方式 (Grading)	平时成绩 30% + 作业 30% + 大作业 40%					
*教材或参考资料 (Textbooks & Other Materials)	<ol style="list-style-type: none"> 1. 材料与环境-节能优选法, Michael F. Ashby 著, 张葵译, 上海交通大学出版社, 2016 年 6 月第 1 版, 书号: ISBN978-7-313-14831-5/TB 2. 迷人的材料, Mark Miodownik 著, 赖盈满译, 北京联合出版社, 2015 年 9 月第 1 版, 书号: ISBN 978-7-5502-5761-0 					

西方古代文学

Literary Tradition in Western Antiquity

课程代码：CL920

学 时：32

学 分：2

授课语言：中英文双语

开课院系：人文学院

授课教师：刘皓明

教师简介

刘皓明，美国耶鲁大学比较文学博士，现任瓦萨大学亚洲研究与中日文系终身教授。研究领域包括西方古典文学，含古希腊语和拉丁语文学；德国浪漫派诗歌，尤其专攻诗人荷尔德林；现代英语与德语诗歌；文学理论以及中国现代文学。

最近出版《贺拉修〈赞歌集〉汇笺》（北京，即出），《里尔克〈杜伊诺哀歌〉述评》（上海，2017），《小批评集》（南京：2011）《荷尔德林后期诗歌》三卷（上海：2009）英文学术论文包括美国诗人庞德研究，德国阐释学哲学家伽达默尔研究等。

以上中外文出版物中有些得到国外相关学术刊物专文高度评论和赞赏。

曾兼任南京大学外国语学院德语系特聘研究员，南京师范大学文学院特聘教授，并曾在中国许多大学做过学术讲座，上海交通大学之外，还包括北京大学，复旦大学，北京师范大学，华东师范大学，中国社会科学院等机构。

课程教学大纲

<p>*课程简介 (Description)</p>	<p>这门课以发展和传承的视角考察古代西方文学的起源和发展，通过精心选择的阅读文本，对西方文学乃至文化的起源和早期成就进行分析和梳理，既力图展现其传统的一贯性和内在脉络，也考察各种体裁、语言背景、作者和时代所包含的差异。指定阅读文本从圣经的《创世纪》开始，依据现代圣经学的成果揭示《创世纪》的成文过程、叙事方式和对后世文学的深远影响；在这之后引入荷马史诗《奥德修记》，介绍古希腊史诗的生成与定型过程，体裁的特点与风格特征，在此之后分别阅读古希腊抒情诗、古希腊悲剧、柏拉图对话，此后转入古罗马文学，阅读和分析维吉尔史诗与圣奥古斯丁《忏悔录》。一个学期下来，学生将从整体上和细节上理解西方文学是如何从希伯来和希腊两个源头出发，通过史诗的传承、柏拉图的超验哲学，汇总于基督教的拉丁文学的。学生将不仅对古代西方文学史有一个比较全面的了解，而且会对西方神话、宗教、哲学有相当深入的涉猎。作为一门通识课，预期学生将由此对西方文明的来源有个比较全面深入的了解，并将被启发对比中西文明的差异。此课面向对西方古代文学和文化乃至西方文明有兴趣的本科生。</p>
<p>*课程简介 (Description)</p>	<p>The course surveys the origins and development of ancient literature in the West from a perspective that focuses on evolution. Carefully selected readings lend themselves to analysis and examination so as to present a picture of continuation and intrinsic interrelations among texts on the one hand and differences resulting from different genres, languages, authors and times on the other. Assigned readings include Genesis, the <i>Odyssey</i>, Greek lyric poetry, Greek tragedies, and Platonic dialogues as well as Vergil and St. Augustine. In reading Genesis, students will be introduced to findings made by modern Biblical criticism as regards text redactions, stylistic features and narratology; in reading Homer, students will be initiated into fundamentals in modern Homeric study including epic conventions, formal and linguistic features, as well as text formations traditionally known as the Homeric question. By the end of the course, students are expected to grasp how apparently diverse origins in Hebrew and Greek worlds converge in the Latin West to form the great literary and intellectual tradition in the Western world. The completion of the course should equip students with a comprehensive and in-depth knowledge of Western literary tradition and prepare them well for entering more specific areas of knowledge and disciplines related to the subject.</p>

教学大纲 (Course Syllabus)						
*学习目标 (Learning Outcomes)	1. 掌握西方古代文学发展的脉络 2. 熟悉主要经典作品的故事情节, 风格特点, 体裁形式, 作者生平 3. 了解各个作者和主要作品的解释历史 4. 对作品内容进行一定程度的理论分析 5. 对这些经典对西方文明的根本性意义有所理解 6. 与中国文明和传统的对比有所意识 7. 能效仿提供的研究文献对作品进行书面分析和讨论					
*教学内容、进度安排及要求 (Class Schedule&Requirements)	教学内容	学时	教学方式	作业及要求	基本要求	考查方式
	《创世纪》Genesis	4		预先阅读指定文本, 指定学生报告 指定参考文献(下同)	熟悉文本, 课堂讨论	期末论文
	《奥德修记》 <i>The Odyssey</i>	4				
	品达与萨福 Pindar and Sappho	4				
	索福克勒斯《俄狄浦斯王》与《安提戈涅》Sophocles: <i>King Oedipus</i> and <i>Antigone</i>	4				
	柏拉图《会饮》Plato, <i>Symposium</i>	4				
	维吉尔《埃涅阿记》Vergi, <i>The Aeneid</i>	4				
	圣奥古斯丁《忏悔录》St. Augustine, <i>The Confessions</i>	4				
	总结: 中西传统比较	4				
*考核方式 (Grading)	考勤 30%, 期末论文 70%					
*教材或参考资料 (Textbooks & Other Materials)	St. Augustine. <i>The Confessions</i> . Trans. R.S. Pine-Coffin. Penguin Classics, 1961. <i>Genesis</i> . trans. & commentary Robert Alter. NY: W.W. Norton, 1997. Homer. <i>The Odyssey</i> . Trans. Robert Fitzgerald. NY: Farrar, Straus & Giroux,					

	<p>1998.</p> <p>Plato. <i>Symposium</i>. Trans. Robin Waterfield. Oxford World Classics, 1994.</p> <p>Sophocles. <i>Antigone, Oedipus the King and Electra</i>. Trans. H.D.F. Kitto. Oxford World Classics, 2008.</p>
	Vergil. <i>The Aeneid</i> . Trans. Robert Fitzgerald. Vintage Classics, 1990.
其它 (More)	将会发给学生短篇的阅读材料和参考文献

隐私保护立法：法律和技术

Privacy Legislation: Law and Technology

课程代码：LA936

学 时：16

学 分：1

授课语言：英语

开课院系：电信学院

授课教师：Hal Abelson, 吴越, 许多奇

教师简介

Harold (Hal) Abelson is Class of 1922 Professor of Electrical Engineering and Computer Science at MIT and a Fellow of the IEEE. He holds an A.B. degree from Princeton University and a Ph.D. degree in mathematics from MIT. In 1992, Abelson was designated as one of MIT's six inaugural MacVicar Faculty Fellows, in recognition of his significant and sustained contributions to teaching and undergraduate education. Abelson was recipient in 1992 of the Bose Award (MIT's School of Engineering teaching award), winner of the 1995 Taylor L. Booth Education Award given by IEEE Computer Society -- cited for his continued contributions to the pedagogy and teaching of introductory computer science -- and of the 2012 ACM Special Interest Group on Computer Science Education Award for Outstanding Contribution to Computer Science Education, and winner of the 2011 ACM Karl Karlstrom Outstanding Educator Award.

课程教学大纲

*课程简介 (Description)	本课程属于工程技术与法学的交叉领域，主要教学内容是隐私保护涉及的技术基础，监管地理位置与跟踪，商业人脸识别，驾驶者的隐私保护的立法等方面。课程目标是帮助互联网政策制定者对于网络空间新技术在法律层面的监管缺失提供系统解决思路，同时如何协调兼顾政府监管和公民隐私保护二者关系的平衡。					
*课程简介 (Description)	This class explores the broad outlines that have distinguished Internet policymaking from approaches to regulating other communications and information media. We pay special attention to the role that intermediary liability limitations have played in the development of the Internet, consider how to define the privacy responsibilities of a variety of Internet platforms, and explore how other legal systems treat platform.					
教学大纲（Course Syllabus）						
*学习目标 (Learning Outcomes)	1. White paper of privacy protection 2. Privacy bill text 3. PowerPoint presentation					
*教学内容、进度安排及要求 (Class Schedule&Requirements)	教学内容	学时	教学方式	作业及要求	基本要求	考查方式
	<u>Class 1: Privacy Law Fundamentals</u>	2	授课+讨论			
	<u>Class 2: Foundations of Internet Policy – Platforms and Privacy Considerations in Always-on in-home listening devices</u>	2	授课+讨论			
	<u>Class 3: Police Geolocation & Tracking</u>	2	授课+讨论			
	<u>Class 4: Legislative</u>	2	授课+讨论			

	<u>Drafting</u>					
	<u>Class 5: Predictive Policing</u>	2	授课+讨论			
	<u>Class 6: Commercial Face Recognition</u>	2	授课+讨论			
	<u>Class 7: Driver Privacy and Transparency</u>	2	授课+讨论			
	<u>Class 8: “Fake News”</u>	2	授课+讨论			
*考核方式 (Grading)	平时成绩 30%+大作业 70%					
*教材或参考资料 (Textbooks & Other Materials)	<ul style="list-style-type: none"> • The Federal Trade Commission Act, <u>15 U.S.C. § 45</u> • <u>Consumer Data Privacy in a Networked World: A Framework for Protecting Privacy and Promoting Innovation in the Global Digital Economy</u> (The White House, Feb. 2012). For a libertarian critique of this proposal, see <u>“White House Ignores Real Bill of Rights in Call for Privacy Regulation of Internet Businesses.”</u> • The White House, <u>Big Data: Seizing Opportunities, Preserving Values</u> (read pages 58-68, skim the rest) 					

语言和思维

Language and Thought

课程代码: PI922

学 时: 32

学 分: 2

授课语言: 英语

开课院系: 外国语学院

授课教师: Professor Ghil' ad Zuckermann

教师简介

Ghil 'ad Zuckermann 教授 (牛津大学哲学博士, 剑桥大学博士) 是就职于澳大利亚阿德莱德大学。他在由澳大利亚国家卫生和医学研究委员会 (NHMRC) 支持的大型评估语言复兴和心理健康研究项目中, 担任首席研究员。他是畅销书 *Israelit Safa Yafa* (以色列——一个美丽的语言; Oved, 2008) 的作者。他的著作有: 《以色列希伯来语中的语言接触和词法浓缩》 (Palgrave Macmillan, 2003), 《以色列 Tingo 语言》中的三章 (克伦, 2011), 并制作了第一个 Barngarla 土著语言的在线词典 (2016)。他编辑了《Afro-Asiatic 语言学》的热点话题 (2012), 《犹太语言接触》 (2014), 《语言社会学国际期刊》 (2014)。他是复兴派的创始人, 复兴派是一个新的跨领域学科, 探索语言的复兴。他担任多所学校的杰出客座教授, 包括上海外国语大学和剑桥大学, 昆士兰大学, 新加坡国立大学, 上海交通大学、华东师范大学、上海外国语大学、耶路撒冷希伯来大学, 以色列内盖夫的本-古里安大学和迈阿密大学。

课程教学大纲

<p>* 课程简介 (Description)</p>	<p>本课程将分析道德、伦理、审美、认识论、认知、心理和经济福利的语言多样性。随着文化殖民和均质化,将会有越来越多人加入被遗弃的群体。当人们试图恢复他们的文化自主权,激发他们的精神和知识主权,并改善他们的健康和心理健康时,作为最极端例子的语言复兴,变得越来越重要。</p> <p>本课程将向学生介绍复古派,一个新的、先进的跨学科的研究领域。它将探索当前试图恢复的 Barngarla 等澳大利亚土著语言。它将分析来自许多其他语言的例子,如毛利(新西兰),夏威夷(美国)和梵文(印度)的例子</p> <p>This fascinating and multifaceted course will analyze the moral, ethical, aesthetic, epistemological, cognitive, psychological and economic benefits of language diversity. With coca-colonization and homogenization there will be more and more groups added to the forlorn club of the lost-heritage peoples. Language revival, the most extreme case of language learning, will become increasingly relevant as people seek to recover their cultural autonomy, empower their spiritual and intellectual sovereignty, and improve their wellbeing and mental health. There is an urgent need to offer perspicacious comparative insights, for example from the Hebrew revival, which is so far the most successful known linguistic reclamation.</p> <p>The course will introduce students to Revivalistics, a new, cutting-edge trans-disciplinary field of enquiry. It will explore current attempts to reclaim Australian Aboriginal languages such as Barngarla. It will provide examples from many other languages such as Maori (New Zealand), Hawai'i (USA) and Sanskrit (India).</p>
<p>* 课程简介 (Description)</p>	<p>在整个课程中,学生将学习犹太人思想的特点和其独到的见解。课程将通过黑格尔的(费希特的)的辩证法,解释音乐或语言理论的发展。</p> <p>课程会提出一个“另一方面”——“另一方面”(犹太人)的思维方式,而不是黑色和白色(黑与白),正确与错误的心态。分析二分黑与白如何导致跨文化误解。</p> <p>Throughout the course, students will learn about the characteristics of critical (Jewish) thinking and the making of original ideas. The course will provide examples of Hegelian (actually Fichte's) thesis-antithesis-synthesis dialectic, which can explain the development of, for example, music or linguistic theories.</p> <p>The course will champion an 'on the one hand' – 'on the other hand' (Jewish) way of thinking, as opposed to a Black & White (B&W), Right & Wrong mindset. It will demonstrate how a dichotomous B&W approach results in cross-cultural miscommunication, for example misunderstanding British English by failing to recognize Double Language, in which the actual and literal meanings of the statement diverge.</p> <p>The course will also argue the advantages of a trans-disciplinary approach as a way of generating new, hybrid theories.</p>

	It will also characterize what constitutes a good academic thesis and explain how the thesis ought to be Attractive, Scholarly, Clear, Original & Thoughtful (ASCOT).
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教学大纲 (Course Syllabus)

* 学 习 目 标 (Learning Outcomes)	<p>完成本课程后，学生将完成以下目标：</p> <p>批判性思维和分析敏锐的语言复兴。</p> <p>意识到语言的重要性,幸福,知识和精神文化自治和主权。</p> <p>能参与复兴的研究。</p> <p>意识到传统文化的表达方式的问题和知识产权所有者和管理者的语言。</p> <p>拥有语言分析能力来解释和评价历史源材料。</p> <p>进行语言对比。</p> <p>写作涉及语言复兴的，逻辑性强的论文。</p> <p>研究语言复兴的各个方面。</p> <p>After successfully undertaking the course, students will think critically and analyse perspicaciously language revival.</p> <p>be aware of the importance of language for well-being, cultural autonomy and intellectual and spiritual sovereignty.</p> <p>be able to participate in revival efforts in Indigenous, minority and other endangered-heritage communities all over the globe.</p> <p>be aware of issues of traditional cultural expressions and Intellectual Property of owners and custodians of the language.</p> <p>possess linguistic analytical skills to interpret and assess historical source material.</p> <p>draw comparisons between a range of language reclamation movements such as Hebrew, Barngarla Aboriginal Australian language and Hawaiian, and identify common features and points of difference.</p> <p>write a coherent and logically-argued essay involving language reclamation, drawing on a range of perspectives and source material in answer to a question posed.</p> <p>Investigate the ways in which the languages such as Barngarla are being revived, including creative, technological and talknological innovations.</p>
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*教学内容、进度安排及要求 (Class Schedule & Requirements)	Lecture 1 (4 HOURS)	语言复兴:为什么?:道德、伦理和审美理由 语言复兴和功利性，语言复兴的缘由 Language Revival: WHY?: Moral, Ethical and Aesthetic Justifications for Language Revival and Utilitarian Justifications for Language Revival	Relevant material: Zuckermann, Shakuto-Neoh and Quer 2014, Skutnabb-Kangas and Phillipson 1995, Phillipson 2000, Boroditsky and Gaby 2010	
	Lecture 2 (4 HOURS)	语言复兴:为什么?:认识论、认知、心理和经济理由语言复兴 Language Revival: WHY?: Epistemological, Cognitive, Psychological and Economic Justifications for Language Revival	Kovács and Mehler 2009, Keysar et al. 2012, Hallett et al. 2007	
	Lecture 3 (4 HOURS)	语言复兴：如何复兴？作为新型跨学科领域的复兴派 Language Revival: HOW?: Revivalistics as a New Trans-Disciplinary Field of Enquiry	Fishman 1991, 2001	

	Lecture 4 (4 HOURS)	语言和根源：基因组学和复古派的相似之处。Language and DNA: What are the similar processes in Genomics and Revivalistics?, The Stammbaum (Family Tree) Model vs the Congruence Principle: Tree of Life or Network of Life? Cross-Fertilization, Natural Selection and Genetic Mix & Match in Language Revival All Over the Globe	López-García 2005, Chapter 7	Trask 1996,
	Lecture 5 (4 HOURS)	希伯来语：语法 The Case of Hebrew: Grammar	Zuckermann 2009, Walsh 2011	Zuckermann &
	Lecture 6 (4 HOURS)	希伯来语：词汇、语音-语义对应 The Case of Hebrew: Vocabulary, Phono-Semantic Matching	Zuckermann 2004	
	Lecture 7 (4 HOURS)	Barngarla 土著语 The Case of the Barngarla Aboriginal Language (Australia)	Zuckermann and Walsh 2014, Zuckermann and Amery 2015	
	Lecture 8 (4 HOURS)	批判性思维, 创新性, 跨学科和交流 Critical Thinking, Originality, Trans-Disciplinarity and Communication		
*考核方式 (Grading)	<p>Essay 70% 论文 70%</p> <p>Attendance & Contribution (Positive Participation) 30% 出席&课堂参与 30%</p>			
*教材或参考资料 (Textbooks & Other Materials)	<p>Ash, Anna; Hooler, Pauline, Williams, Gary; and Walker, Ken 2011. 'Maam Ngawaala: Biindu Ngaawa Nyanggan Bindaayili. Language Centres: Keeping Language Strong' in John Hobson, Kevin Lowe, Susan Poetsch and Michael Walsh (eds), Re-Awakening languages: Theory & practice in the revitalisation of Australia's Indigenous languages. Sydney: Sydney University Press.</p> <p>Clark, I.D. & Kostanski, 2005, 'Reintroducing Indigenous Placenames – Lessons from Gariwerd, Victoria, Australia, Or, How to address toponymic dispossession in ways that celebrate cultural diversity and inclusiveness', Abstract submitted to 'Names in Time and Space', Twenty Second International Congress of Onomastic Sciences, 28 August – 4 September 2005, Università Di Pisa, Italy.</p> <p>Crystal, David 2000. Language Death. Cambridge, UK: Cambridge University Press.</p> <p>Dalby, Andrew 2003. Language in Danger: The Loss of Linguistic Diversity and the Threat to our Future. New York: Columbia University Press.</p> <p>Fishman, Joshua A. 1980. 'Minority Language Maintenance and the Ethnic Mother Tongue School,' Modern Language Journal, 64 (2): 167-172.</p> <p>Gunstone, Andrew 2008. 'Australian University approaches to Indigenous policy'. Australian Journal of Indigenous Education 37: 103-108.</p> <p>Hagège, Claude 2009. On the Death and Life of Languages. New Haven: Yale University Press.</p> <p>Harlow, Ray 1993. 'Lexical Expansion in Maori'. Journal of the Polynesian Society</p>			

	<p>102.1: 99-107.</p> <p>Hinton, Leanne 1994. <i>Flutes of Fire. Essays on California Indian Languages</i>. Heydey Books, Berkeley.</p> <p>Hinton, Leanne & Ken Hale (eds) 2001. <i>The Green Book of Language Revitalization in Practice</i>. Academic Press, San Diego etc.</p> <p>Hinton, Leanne with Matt Vera and Nancy Steele 2002. <i>How to Keep your Language Alive. A commonsense approach to one-on-one language learning</i>. Heydey Books, Berkeley.</p> <p>Hinton, Leanne and Ahlers, Jocelyn 1999. 'The Issue of "Authenticity" in California Language Restoration'. <i>Anthropology & Education Quarterly</i> (Authenticity and Identity: Lessons from Indigenous Language Education, March 1999) 30.1: 56-67.</p> <p>Hobson, John, Kevin Lowe, Susan Poetsch & Michael Walsh (eds) 2010. <i>Re-Awakening Languages. Theory and practice in the revitalisation of Australia's Indigenous languages</i>. Sydney University Press.</p> <p>Lewis, Geoffrey L. 1999. <i>The Turkish Language Reform: A Catastrophic Success</i>. Oxford: Oxford University Press.</p> <p>McKay, Graham 2007. 'Language maintenance, shift and planning', pp. 101-130 of Gerhard Leitner and Ian Malcolm (eds), <i>The Habitat of Australia's Aboriginal Languages: past, present, and future</i>. Berlin: Mouton de Gruyter.</p> <p>McKay, Graham 2009. 'English and Indigenous languages in the Australian language policy environment', pp. 283-297 of Honglin Chen and Ken Cruickshank (eds), <i>Making a Difference: Challenges for Applied Linguistics</i>. Newcastle upon Tyne: Cambridge Scholars Press.</p> <p>Mühlhäusler, Peter & Richard Damania 2004 <i>Economic Costs and Benefits of Australian Indigenous Languages</i>. http://www.arts.gov.au/indigenous/MILR/publications</p> <p>Ngarritjan-Kessariss, T. & Ford, L. 2007. Tyikim/Blekbala perspectives on language. In G. Leitner & I. Malcolm (eds). <i>The habitat of Australia's Aboriginal languages: Past, present and future</i>. Berlin: Mouton de Gruyter, 355-369.</p> <p>Penfield, Susan D., Angelina Serratos, Benjamin V. Tucker, Amelia Flores, Gilford Harper, John Hill Jr. and Nora Vasquez 2008 <i>Community collaborations: best practices for North American Indigenous language documentation</i>. <i>International Journal of the Sociology of Language</i> 191, 187-202.</p> <p>Proctor, Jo and Gale, Mary-Anne (eds) 1997. <i>Tauondi speaks from the heart: Aboriginal poems from Tauondi College</i>. Port Adelaide : Tauondi College, 1997.</p> <p>Reid, Nicholas 2011. 'English Influence on the Pronunciation of Re-awakened Aboriginal Languages' in John Hobson, Kevin Lowe, Susan Poetsch and Michael Walsh (eds), <i>Re-Awakening languages: Theory & practice in the revitalisation of Australia's Indigenous languages</i>. Sydney: Sydney University Press.</p> <p>Sapir, Edward 1921. <i>Language. An Introduction to the Study of Speech</i>. New York: Harcourt, Brace.</p> <p>Thieberger, Nicholas 1990. 'Language Maintenance: Why Bother?'. <i>Multilingua - Journal of Cross-Cultural and Interlanguage Communication</i> 9.4: 333-358.</p>
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	<p>Truscott, Adriano and Ian Malcolm 2011. 'Closing the Policy-Practice Gap: Making Indigenous Language Policy More than Empty Rhetoric' in John Hobson, Kevin Lowe, Susan Poetsch and Michael Walsh (eds), <i>Re-Awakening languages: Theory & practice in the revitalisation of Australia's Indigenous languages</i>. Sydney: Sydney University Press.</p> <p>Walsh, Michael 2002. 'Language ownership: a key issue for Native Title', in John Henderson and David Nash (eds) <i>Language and Native Title</i>. Canberra: Native Title Research Series, Aboriginal Studies Press, 230-244.</p> <p>Walsh, Michael 2003. 'Raising Babel: language revitalization in NSW, Australia', in Joe Blythe and R. McKenna Brown (eds) <i>Maintaining the Links. Language, Identity and the Land</i>. Proceedings of the Seventh Conference Presented by the Foundation for Endangered Languages. Broome, Western Australia, 22-24 September 2003. Bath: Foundation for Endangered Languages, 113-117.</p> <p>Walsh, Michael 2005. 'Will Indigenous languages survive?', <i>Annual Review of Anthropology</i> 34: 293-315.</p> <p>Walsh, Michael 2007. 'Indigenous languages: Transitions from the past to the present' in Gerhard Leitner and Ian Malcolm (eds.) <i>The Habitat of Australia's Aboriginal Languages: Past, Present and Future</i>. Berlin: Mouton de Gruyter, 79-99.</p> <p>Walsh, Michael 2011. 'Why language revitalization sometimes works' in John Hobson, Kevin Lowe, Susan Poetsch and Michael Walsh (eds), <i>Re-Awakening languages: Theory & practice in the revitalisation of Australia's Indigenous languages</i>. Sydney: Sydney University Press.</p> <p>Walsh, Michael & Troy, Jakelin 2005. 'Languages Off Country? Revitalizing the 'Right' Indigenous Languages in the South East of Australia', in Nigel Crawhall and Nicholas Ostler (eds.) <i>Creating Outsiders: Endangered Languages, Migration and Marginalization</i>. (Proceedings of Ninth Conference of the Foundation for Endangered Languages, Stellenbosch, South Africa, 18-20 November 2005). Bath: Foundation for Endangered Languages, 71-81.</p> <p>Wong, Laiana 1999. 'Authenticity and the Revitalization of Hawaiian'. <i>Anthropology & Education Quarterly</i> (Authenticity and Identity: Lessons from Indigenous Language Education, March 1999) 30.1: 94-115.</p> <p>Zuckermann, Ghil'ad 2004 'Cultural Hybridity: Multisourced Neologization in "Reinvented" Languages and in Languages with "Phono-Logographic" Script'. <i>Languages in Contrast</i> 4.2: 281-318.</p> <p>Zuckermann, Ghil'ad 2009. 'Hybridity versus Revivability: Multiple Causation, Forms and Patterns.' <i>Journal of Language Contact</i>, <i>Varia</i> 2: 40-67.</p> <p>Zuckermann, Ghil'ad & Walsh, Michael 2011. "Stop, Revive, Survive!: Lessons from the Hebrew Revival Applicable to the Reclamation, Maintenance and Empowerment of Aboriginal Languages and Cultures". <i>Australian Journal of Linguistics</i> 31: 111-127. http://www.zuckermann.org/pdf/Revival_Linguistics.pdf Also published as Chapter 28 of <i>Making Sense of Language Readings in Culture and Communication</i> (2012), Second Edition, edited by Susan D. Blum.</p> <p>Zuckermann, Ghil'ad, Shiori Shakuto-Neoh and Giovanni Matteo Quer 2014. 'Native Tongue Title: Proposed Compensation for the Loss of Aboriginal Languages',</p>
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	<p>Australian Aboriginal Studies (AAS) 2014/1: 55-71.</p> <p>Zuckermann, Ghil'ad & Walsh, Michael 2014. "'Our Ancestors Are Happy!': Revivalistics in the Service of Indigenous Wellbeing', pp. 113-119 of Foundation for Endangered Languages XVIII: Indigenous Languages: Value to the Community. Naha, Ryukyuan Island, Okinawa, Japan.</p> <p>Zuckermann, Ghil'ad and Rob Amery 2015. MOOC: Lang101x: Language Revival: Securing the Future of Endangered Languages. https://www.edx.org/course/language-revival-securing-future-adelaide-lang101x http://www.adelaide.edu.au/news/news79582.html http://www.facebook.com/Revivalistics https://blogs.adelaide.edu.au/adelaide/2015/06/23/new-adelaide-mooc-explores-how-to-revive-endangered-languages/</p>
其它 (More)	<p>Ghil'ad Zuckermann 教授 (牛津大学哲学博士,剑桥大学博士)是就职于澳大利亚阿德莱德大学。他在由澳大利亚国家卫生和医学研究委员会(NHMRC)支持的大型评估语言复兴和心理健康研究项目中, 担任首席研究员。他是畅销书 Israelit Safa Yafa(以色列——一个美丽的语言;Oved,2008)的作者。他的著作有:《以色列希伯来语中的语言接触和词法浓缩》(Palgrave Macmillan,2003),《以色列 Tingo 语言》中的三章(克伦,2011), 并制作了第一个 Barngarla 土著语言的在线词典(2016)。他编辑了《Afro-Asiatic 语言学》的热点话题(2012),《犹太语言接触》(2014),《语言社会学国际期刊》(2014)。他是复兴派的创始人,复兴派是一个新的跨领域学科,探索语言的复兴。他担任多所学校的杰出客座教授, 包括上海外国语大学和剑桥大学,昆士兰大学,新加坡国立大学,上海交通大学、华东师范大学、上海外国语大学、耶路撒冷希伯来大学,以色列内盖夫的本-古里安大学和迈阿密大学。</p> <p>Professor Ghil'ad Zuckermann (DPhil Oxford; PhD Cambridge, titular; MA Tel Aviv, summa cum laude) is Chair of Linguistics and Endangered Languages at the University of Adelaide, Australia. He is a chief investigator in a large research project assessing language revival and mental health, funded by Australia's National Health and Medical Research Council (NHMRC). He is the author of the seminal bestseller Israelit Safa Yafa (Israeli – A Beautiful Language; Am Oved, 2008), Language Contact and Lexical Enrichment in Israeli Hebrew (Palgrave Macmillan, 2003), three chapters of the Israeli Tingo (Keren, 2011), Engaging – A Guide to Interacting Respectfully and Reciprocally with Aboriginal and Torres Strait Islander People, and their Arts Practices and Intellectual Property (2015) and the first online Dictionary of the Barngarla Aboriginal Language (2016). He is the editor of Burning Issues in Afro-Asiatic Linguistics (2012), Jewish Language Contact (2014), a special issue of the International Journal of the Sociology of Language, and the co-editor of Endangered Words, Signs of Revival (2014). He is the founder of Revivalistics, a new trans-disciplinary field of enquiry surrounding language reclamation, revitalization and reinvigoration. He has launched, with the Barngarla Aboriginal communities of Eyre Peninsula, South Australia, the reclamation of the Barngarla language. Professor Zuckermann is elected member of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) and the Foundation for Endangered Languages (FEL). He was President of Australex in 2013-2015, Australian Research Council (ARC) Discovery Fellow in 2007-2011, and Gulbenkian Research Fellow at Churchill College</p>

	<p>Cambridge in 2000-2004. He has been Consultant and Expert Witness in (corpus) lexicography and (forensic) linguistics, in court cases all over the globe. He has been Distinguished Visiting Professor at Shanghai International Studies University and taught at the University of Cambridge, University of Queensland, National University of Singapore, Shanghai Jiao Tong University, East China Normal University, Shanghai International Studies University, Hebrew University of Jerusalem, Ben-Gurion University of the Negev and Miami University. He has been Research Fellow at the Weizmann Institute of Science; Tel Aviv University; Rockefeller Foundation's Study and Conference Center, Villa Serbelloni, Bellagio, Italy; Harry Ransom Humanities Research Center, University of Texas at Austin; Israel Institute for Advanced Studies, Hebrew University of Jerusalem; Institute for Advanced Study, La Trobe University; Institute of Linguistics, Shanghai International Studies University; and Kokuritsu Kokugo Kenkyūjo, National Institute for Japanese Language and Linguistics, Tokyo. He has been Denise Skinner Scholar at St Hugh's College Oxford, Scatcherd European Scholar at the University of Oxford, and scholar at the United World College of the Adriatic (Italy). His MOOC (Massive Open Online Course), Language Revival: Securing the Future of Endangered Languages, has attracted more than 7,500 students from more than 150 countries:</p> <p>https://www.edx.org/course/language-revival-securing-future-adelaide-lang101x</p> <p>http://www.adelaide.edu.au/news/news79582.html</p> <p>http://www.facebook.com/ProfessorZuckermann</p>
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欧洲文化遗产保护历程

History of cultural heritage conservation in European countries

课程代码: CL921

学 时: 16

学 分: 1

授课语言: 英语

开课院系: 船舶海洋与建筑工程学院

授课教师: Carla Bartolozzi

教师简介

研究领域: 建筑修复理论与实践, 建筑修复方案设计, 宗教建筑保护与利用, 可持续发展建筑方案。

学术论文发表:

Bartolozzi, Carla; Novelli, Francesco (2014), Castelli canavesani. Temi di restauro e valorizzazione.

Bavera S.; Ventura G.; Bartolozzi C. (2014)

La reversibilità dei compositi fibrorinforzati: test sperimentali. In: ARKOS, vol. 5-6, pp. 61-71. - ISSN 1974-7950

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Worthy Outcomes from a System Advancing the Sharing of CH Data and Stakeholders'

Relations. In: Digital Heritage Progress in Cultural Heritage: Documentation, Preservation, and Protection / Marinos Ioannides et al. © Springer International Publishing Switzerland, pp. 606-616. ISBN 9783319136943

Bartolozzi C. (2011)

Dopo il 1884: completamenti, aggiunte, restauri per il Borgo medievale. In: Il Borgo Medievale. Nuovi studi 120 anni. Bilanci e prospettive / Enrica Pagella. Edizioni Fondazione Torino Musei, TORINO, pp. 83-104. ISBN 9788888103839

Kirilova Kirova T.; Bartolozzi C. (2011)

Prime risultanze del monitoraggio sullo stato del territorio aquilano interessato dal sisma. In: L' Università e la ricerca per l' Abruzzo. Il patrimonio culturale dopo il terremoto del 6 Aprile 2009 / Milano L., Morisi C., Calderini C., Donatelli A. Textus edizioni, L'Aquila, pp. 457-462. ISBN 9788887132809

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Dopo il Concilio Vaticano II: le trasformazioni dello spazio liturgico nelle cattedrali e nelle chiese parrocchiali italiane. In: La Catedral : símbolo del renacer de Europa, Cuenca (ESP), 22-24 septiembre 2008. pp. 35-42

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Adeguamento liturgico: una ricerca a scala territoriale. In: Chiese parrocchiali della Diocesi di Susa. Adeguamenti liturgici e conservazione / NOVELLI F. A CURA DI. CELID, TORINO, pp. 6-11. ISBN 9788876618307

Bartolozzi C. (2008)

Ex caserma Beleno a Venaria Reale (TO): un bene da conservare e valorizzare. In: Architettura in cemento armato. Orientamenti per la conservazione / ROSALBA IENTILE A CURA DI. Franco Angeli, MILANO, pp. 40-46. ISBN 9788846498861

Bartolozzi C. (2008)

Progetti ed esperienze di conservazione e restauro. CELID, TORINO. ISBN 9788876618215 [Disponibilità ristretta]

Bartolozzi C; Bonora V; Coscia C.; Curto R; De Filippis E; Spano' A; Vycpalek M; Zich U (2008)

Proyecto piloto de arquitectura informativa para la tutela del Patrimonio Cultural y para el Desarrollo local. El Sacro Monte de Varallo Sesia en Piemonte (Italy). In: III Congreso International de Patrimonio Cultural y Cooperacion al Desarrollo / GASPAR MUNOZ COSME Y CRISTINA VIDAL LORENZO EDITORES. Editorial UPV, VALENCIA, pp. 173-184. ISBN 9788448248987

Bartolozzi C.; Bonora V.; Coscia C.; Curto R.; De Filippis E.; Spanò A.; Vycpalek M.; Zich U. (2008)

Proyecto piloto de arquitectura informativa para la tutela del Patrimonio Cultural y para el desarrollo local. El Sacro Monte de Varallo Sesia en Piemonte (Italia). In: III Congreso Internacional de Patrimonio Cultural y Cooperacion al Desarrollo, Museo Nacional de Antropologia. Ciudad de Mexico, 5, 6 Y 7 DE MARZO DE 2008. pp. 173-184

课程教学大纲

*课程简介 (Description)	<p>文化遗产保护在欧洲有着悠久的历史,早在文艺复兴时期就有了保护艺术品及历史古迹的萌芽,法国大革命加速了文化遗产保护意识的进一步发展。本课程在对文化遗产这一概念进行解析的基础上,主要阐述欧洲 19 世纪至 20 世纪文化遗产保护及建筑修复的理念与实践,具体包括法国维奥莱-勒-杜克、英国拉斯金、奥地利艺术理论家李格尔等,重点剖析以意大利为代表的现代修复理念的形成与演变,解读博依多、乔万尼、布兰迪等大师的思想。分析并探讨欧洲当代文化遗产保护与利用的成功案例,包括二战重建、灾后重建、新类型的文化遗产等。</p> <p>介绍欧洲修复理念与方法论的同时,引导学生对中国当代文化遗产保护实践进行思考,从技术、社会、经济、文化等角度进行评价。</p>					
教学大纲 (Course Syllabus)						
*学习目标 (Learning Outcomes)	<p>1. 了解欧洲语境下的文化遗产概念及文化遗产保护理念之演变。</p> <p>2. 形成中、西文化比较观:通过对西方文化遗产保护与建筑修复案例进行探讨,提出西方理论之于中国文化遗产保护的借鉴价值与局限性。</p> <p>3. 培养批判性思维:文化遗产价值的评价体系,城市、建筑保护与更新的哲学观。</p>					
*教学内容、 进度安排及 要求(Class Schedule&Re	教学内容	学时	教学方式	作业及要求	基本要求	考查方式
	19 世纪之前的建筑修复与保护	2	面授			
	法国形式主义修复:维	2	面授			

quirements)	奥莱-勒-杜克的理论与实践					
	英国的反修复运动：拉斯金与历史建筑保护协会	2	面授			
	19 世纪重要古迹保护与建筑修复工程	2	面授	中期论文和小组 PPT 汇报		
	意大利现代修复理念的形成 (I)	2	面授			
	意大利现代修复理念的形成 (II)	2	面授			
	欧洲当代文化遗产案例分析 (I)	2	面授			
	欧洲当代文化遗产案例分析 (II)	2	面授	期末论文和小组 PPT 汇报		
*考核方式 (Grading)	平时 40%+论文 60%					

当代国际关系与研究实践

Theories and Empirical Studies of International Relations

课程代码：PU944

学时：32

学分：2

授课语言：中文或双语

开课院系：国际与公共事务学院

授课教师：曹峒

教师科研情况

1. Xun Cao and Hugh Ward: "Transnational Climate Governance Networks and Domestic Regulatory Action." Forthcoming. [International Interactions](#).
2. Xun Cao, Andrew Kleit, and Chuyu Liu: "Why Invest in Wind Energy? Career Incentives and Chinese Renewable Energy Politics." [Energy Policy](#), December 2016.
3. Santiago Lopez-Cariboni and Xun Cao: "Import Competition and Policy Interdependence." [Politics & Society](#), December 2015.
4. Xun Cao and Hugh Ward: "Winning Coalition Size, State Capacity, and Time Horizons: An Application of Modified Selectorate Theory to Environmental Public Goods Provision." [International Studies Quarterly](#), June 2015.
5. Hugh Ward, Xun Cao, and Bumba Mukherjee: "State Capacity and the Environmental Investment Gap in Authoritarian States." [Comparative Political Studies](#), March 2014.
6. Xun Cao and Michael D. Ward: "Do Democracies Attract Investment?" [International Interactions](#), March 2014.
7. Xun Cao, Brian Greenhill, and Aseem Prakash: "Where is the Tipping Point? Bilateral Trade and the Diffusion of Human Rights." [British Journal of Political Science](#), January 2013.

8. Christian Breunig, Xun Cao, and Adam Luedtke: "Global Migration and Political Regime Type: A Democratic Disadvantage." *British Journal of Political Science*, October 2012.
9. Hugh Ward and Xun Cao: "Domestic and International Influences on Green Taxation." *Comparative Political Studies*, September 2012.
10. Xun Cao: "Global Networks and Domestic Policy Convergence: A Network Explanation of Policy Changes." *World Politics*, July 2012.
11. Xun Cao and Aseem Prakash: "Trade Competition and Environmental Regulations: Domestic Political Constraints and Issue Visibility." *Journal of Politics*, January 2012.
12. Xun Cao and Aseem Prakash: "Growing Exports by Signaling Product Quality." *Journal of Policy Analysis and Management*, January 2011.
13. Xun Cao: "Networks as Channels of Policy Diffusion: Explaining Worldwide Changes in Capital Taxation, 1998-2006." *International Studies Quarterly*, September 2010.
14. Xun Cao and Aseem Prakash: "Trade Competition and Domestic Pollution: A Panel Study, 1980-2003." *International Organization*, July 2010.
15. Xun Cao: "Networks of Intergovernmental Organizations and Convergence in Domestic Economic Policies." *International Studies Quarterly*, December 2009.
16. Xun Cao: "Domestic Economic Policies, Political Institutions, and Transnational Portfolio Investments." *Business and Politics*, April 2009.
17. Kristin Bakke, Xun Cao, John O'Loughlin, and Michael Ward: "Social Distance in Bosnia and the North Caucasus Region of Russia." *Nations and Nationalism*, April 2009.
18. Michael Ward, Randolph Siverson, and Xun Cao: "Disputes, Democracies, and Dependencies." *American Journal of Political Science*, July 2007.
19. Xun Cao, Aseem Prakash, and Michael Ward: "Protecting Jobs in the Age of Globalization." *International Studies Quarterly*, June 2007.

课程教学大纲

<p>*课程简介 (Description)</p>	<p>本课程提供关于传统和当代国际关系的理论的概念框架和分析方法的介绍。课程的主要目标是：（a）让学生熟悉用于分析世界政治的理论和概念工具，以及（b）探讨运用不同的理论和概念工具分析理解当代政治经济。它不是单纯描述现实政治的课程，而是使学生能够从分析角度理解这些事件并形成他们对世界政治的独立理解。本课程虽然没有特别的地区重点，但是不同的主题将使用来自世界不同地区的案例：例如，当我们讨论内战和民间武装冲突的话题时，我们将专注于非洲国家。该课程分为三个部分：第一部分介绍学生社会科学研究设计问题的基本概念，以及国际关系理论的基本理论框架，如现实主义，自由</p>
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	<p>主义，和建构主义。我们将讨论诸如强权政治和国际机构和组织的作用等议题。然后，我们继续讨论国际安全和冲突研究的具体议题，包括国家间和国内冲突，恐怖主义和国家失败。在课程的最后几个星期，我们将研究国际政治经济学，涵盖各种议题，如全球化，贸易，环境政治和能源，可持续性发展，外国援助和发展。我期望学生在课前阅读大纲上列出的文献。讲座通常不会重复阅读。相反，讲座将提出其他观点，将想法与课程的其余部分联系起来，并澄清棘手的概念。阅读包括期刊文章，书的章节和教科书的节选。</p>
<p>*课程简介 (Description)</p>	<p>This course offers a survey of traditional and contemporary conceptual frameworks and theoretical approaches for the analysis of international relations. The principal aims of the course are: (a) to familiarize students with theories and conceptual tools used to analyse world politics, and (b) to explore how different theories and conceptual tools speak to contemporary debates and events. It is NOT a course describing current events in world politics, but one that enables students to see these events from an analytical angle and form their own understanding of world politics. This course has NO particular regional focus. But different subjects would use cases from different regions of the world: for example, we are going to be focusing on African countries when we discuss the topic of civil wars and civil armed conflicts. The course is organized into three parts: the first part introduces students to basic concepts of social science research design issues as well as basic paradigms of international relations theories such as realism, liberalism, constructivism, and dependency theory. We are going to discuss topics such as power politics and the role of international institutions and organization. We then move on to specific topics of international security and conflict studies including inter- and intra-state conflicts, terrorism, and state failure. In the final weeks of the</p>

	course, we will study international political economy, covering diverse topics such as the controversies of globalization, trade, politics of environment and energy, sustainability, foreign aid and development. I expect students to read everything listed on the syllabus before class. The lectures will often not duplicate the reading. Instead, the lectures will present other viewpoints, relate ideas to the rest of the course, and clarify tricky concepts. The reading load is not light, but neither is it too heavy. Readings are a combination of journal articles, book chapters, and text books.						
教学大纲（Course Syllabus）请见附件。							
*学习目标 (Learning Outcomes)	1．让学生熟悉用于分析世界政治的理论和概念工具； 2．探讨如何运用不同的理论和概念工具分析理解当代政治经济； 3．了解分析世界政治经济常用的初级量化工具； 4．熟悉使用了解分析世界政治经济常用的数据。						
*教学内容、进度安排及要求 (Class Schedule&Requirements)	教学内容	学时	教学方式	作业及要求	基本要求	考查方式	
	第一周：国际关系基本理论：现实主义和新自由主义学派	8	授课 (lecture)	完成阅读	完成阅读; 参加课堂讨论	课上提问	
	第二周：国际安全与冲突	8	授课 (lecture)	完成阅读	完成阅读; 参加课堂讨论	一次随堂 笔试（周五）	
	第三周：国际政治经济学	8	授课 (lecture)	完成阅读	完成阅读; 参加课堂讨论	一次随堂 笔试（周五）	
	第四周：经济与可持续发展	8	授课 (lecture)	完成阅读	完成阅读; 参加课堂讨论	一次随堂 笔试（周五）	
*考核方式 (Grading)	三次随堂笔试（80%）及 学生考勤及上课表现（20%）。						
*教材或参考资料 (Textbooks & Other Materials)	1. Mingst and Snyder: Essential Readings in World Politics, 2nd edition。授课老师提供 PDF 版：学生无需购买。 2. 相关学术期刊文章（详见教学大纲（Course Syllabus））：授课老师提供 PDF 版：学生无需购买。						

机电系统与生活

Electromechanical systems in our life

课程代码: ME910

学 时: 32

学 分: 2

授课语言: 英语

开课院系: 航空航天学院

授课教师: James.F.Whidborne

教师简介

James Whidborne 教授 1982 在剑桥大学获得工程学士学位, 1987 和 1992 年在曼彻斯特大学分别获得系统工程硕士和博士学位, 1992 年到 1994 年在莱斯特大学做研究员, 1994 年到 2003 年在伦敦国王学院做讲师和资深讲师, 2004 年到 Cranfield 大学任教, 并担任动力学仿真与控制团队负责人。James Whidborne 教授是 IEEE 的资深会员和 IET 的 Chartered Engineer, 并担任了 International Journal of Systems Science、International Journal of Automation and Computing 的编委。当前 James Whidborne 教授主要研究领域为: 先进控制理论及应用、多目标鲁棒控制系统设计、流体控制、飞行控制及制导技术、飞行器控制分配等, 并得到了 BAE、AOS 等公司的资助。

J.F. Whidborne and P. Willis(ed). [Proceedings of the 13th IASTED International Conference on Intelligent Systems and Control](#). ACTA Press, Calgary, Canada. 2011.

J.F. Whidborne and G.P. Liu. [Critical Control Systems: Theory, Design and Applications](#). Research Studies Press, Taunton, U.K. 1993. J.F. Whidborne and N. Amar. [Computing the maximum transient energy growth](#). BIT Numerical Mathematics. 51(2):447-557, 2011.

- J.F. Whidborne. [Discussion: Diesel engine indicated and load torque estimation using a non-linear observer](#). Proc. IMechE, Part D: J. Automobile Eng., 222(4):599-600, 2009.
- J.F. Whidborne and J. McKernan. [On minimizing maximum transient energy growth](#). IEEE Trans. Autom. Control, 52(9):1762-1767, 2007.
- J.F. Whidborne, J. McKernan, and D.-W. Gu. [Kolmogorov-Chaitin complexity of digital controller implementations](#). Int. J. Automation & Comp., 3(3):314-322, 2006.
- J.F. Whidborne, D.-W. Gu, J. Wu, and S. Chen. Optimal controller and filter realisations using finite-precision, floating-point arithmetic. Int. J. Systems Sci., 36(7):405-413, 2005.

课程教学大纲

<p>*课程简介 (Description)</p>	<p>机电系统与人类社会早已经密不可分，不论是在工作还是在生活中，机电系统都得到了广泛的应用，大到各种液压机械、飞机、卫星，小到生活中的洗衣机、吸尘器、复印机等，机电系统充斥着我们的生活，我们的生活水平也因为机电系统得到的很大的提高。</p> <p>课程以生活中的诸多应用实例为研究对象，描绘现代生活重要的组成部分—机电系统的运行模式和工作原理。将机电系统比拟成一个人体，对机电系统进行分解，模块化其组成和功能，建立模块间的关联，了解系统运行原理，从而引导不同知识背景的同学认识机电系统。</p> <p>课程将引入和使用功能强大、易于上手的 Simulink 仿真软件，利用该软件所提供的丰富工具箱功能，从机电系统零部件入手，一步步描述系统的部件组成、搭建各部件之间关联，实现机电模块的相互作用，进而给出整个系统的输入输出关系，让学生掌握基本的仿真软件同时，能够体会机电系统内部的奥妙，并进一步理解生活中常见机电系统的运行原理，激发学生研究兴趣，探索生活中各类机电系统奥秘，认识并理解周围的世界。</p> <p>课程以教学和仿真实验设计为主，通过大量实例，使学生熟练掌握 Simulink 软件，并能够用软件描述系统，分析系统性能，加深对生活中机电系统的认识，具备初步设计简单机电系统的能力。</p>
<p>*课程简介 (Description)</p>	<p>Electromechanical system is related with our society not only in the working places but also in our dairy life. From hydraulic mechanical system, airplane, satellites to washing machine, vacuum cleaner, printer and mobile phone. Electromechanical system are full in our life and greatly improved our life.</p> <p>Taking some electromechanical systems in our life as example, this course will describe the running mode and dynamic principle of ordinary electromechanical systems. Comparing the electromechanical system with our body and decoupling of electromechanical system into many parts, the analysis of its components and function can be conducted, the relation of</p>

	<p>each part with others make the working process of electromechanical system clear. This aim of course is to investigate the secrets of electromechanical system for student with different academic background.</p> <p>The powerful and interface-friendly simulation software- Simulink will introduced. All parts of electromechanical system can be described in mathematical model, the interactions among models can be connected in Simulink, such the relationship of inputs and outputs of a certain electromechanical system is clear. The mechanism of system is reviled. This course lead student to pay attention on the electromechanical system around us, and know how does it work and make our life easier.</p> <p>This course is conducted mainly by teaching with simulation lab. The final results of this subject is that students can master the Simulink, and describe electromechanical system around us, analyze the performance of them and understand it function. The ability to design a simple electromechanical system is obtained.</p>					
教学大纲（Course Syllabus）						
* 学 习 目 标 (Learning Outcomes)	1 . 通过 Simulink 语言描述简单的机电系统 2 . 通过参数改变，分析机电系统的性能 3 . 对生活中的各类机电系统原理有所理解 4 . 对机电系统改善生活的奥秘有了深刻的认识					
*教学内容、 进度安排及 要求 (Class Schedule& Requirement s)	教学内容	学时	教学方式	作业及要求	基 本 要 求	考查方式
	机电系统与生 活举例	4	教学	无		
	机电系统原 理分析	4	教学	无		
	仿真软件介 绍	4	教学和实 验	无		
	机电系统建 模	4	教学和实 验	仿真实验		
	机电系统分 析	4	教学和实 验	仿真实验		
	机电系统仿 真 1	4	教学和实 验	仿真实验		
	机电系统仿 真 2	4	教学和实 验	仿真实验		
	机电系统设 计	4	教学和实 验	课程报告		
*考核方式 (Grading)	出席 20% 实验 30% 报告 50%					

<p>*教材或参考资料 (Textbooks & Other Materials)</p>	<p>教师提供课堂课件</p> <p>R.L. Woods, '<i>Modelling & Simulation of Dynamic Systems</i>' Prentice Hall 1997</p> <p>J.B. Dabney & T.L. Harman, '<i>Mastering Simulink</i>', Prentice Hall 1998</p> <p>W.D. Kelton, '<i>Simulation with Arena</i>', McGraw-Hill 1997</p>
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思维力与创造力

Logical Thinking Capability and Creativity

课程代码：CR901

学 时：32

学 分：2

授课语言：中文

开课院系：机械与动力工程学院

授课教师：吴少海

教师简介

吴少海，博，，1982年毕业于上海复旦大学化学系；1988年获美国普林斯顿大学化学博士；美国麻省理工学院(MIT)博士后。曾任美国 W. R. Grace 华盛顿研究院资深研究员。目前担任美国华盛顿旅美华人科技协会名誉理事长；国际培训和发展联合会（Council for International Training & Development CITD)主席；爱因斯坦（IAESTE，中国）理事长。

课程教学大纲

*课程简介 (Description)	<p>Aiming to cultivate logical thinking capability, critical and original creativity of undergraduate students, it firstly proposes an abstract and visualizable analytical model of “Intentionality structural analysis on consciousness”. Based on the critical analysis on creativity, it systemically discusses on the related issues: what is creativity? What is logical thinking ability? What are the important factors to determine creativity? What is knowledge ? what is intentionality of consciousness? Why do we have intensive desire for knowledge? What are the mental function and utilitarian function? What are the primary thinking and the secondary thinking? Why do we say knowledge is the third party? What is the relationship between the knowledge and creativity? Why do we need to reflect our knowledge and education system? How do we establish clear and reliable logical thinking? How do we salvage our losing creativity? The questioning thinking aims to enlighten students’ logical and</p>
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	critical thinking, reflection capability and original creativity. Based on the philosophical contributions of Husserl, Descartes, Dewey, and et al., it explores the creative application methodology in mechanical design and manufacturing process in a way using new and critical thinking.					
教学大纲（Course Syllabus）						
*学习目标 (Learning Outcomes)	1. 激发学生的创造力，培养学生的创新性思维能力。 2. 基于思维力的矢量模型，思考如何激发创造力。 3. 基于胡塞尔“意识的意向性结构”探讨创造力的内涵。 4. 基于胡塞尔“意识的意向性结构”探讨知识的角色，及其与创造力的关系。 5. 基于“意识的反思性结构”和笛卡尔方法论，探讨创造力就是看见力。 6. 基于杜威的美国实验，讨论创造力就是经验力。 7. 思维力与创造力的应用方法与实践（举例与探讨）。					
*教学内容、 进度安排及 要求(Class Schedule&Re quirements)	教学内容	学时	教学方式	作业及要求	基本要求	考查方式
	思维力和创造力的培养	4	课堂教学和课堂讨论	文献阅读	口头表达	出席+课堂讨论
	什么是创造力？	4	课堂教学和课堂讨论	文献阅读	口头表达	出席+课堂讨论
	创造力就是看见力	4	课堂教学和课堂讨论	文献阅读	口头表达	出席+课堂讨论
	意识的反思性结构与笛卡尔的方法论	4	课堂教学和课堂讨论	文献阅读	口头表达	出席+课堂讨论
	创造力就是看见力（课堂讨论）	4	课堂讨论	撰写报告	分组报告	出席+课堂讨论
	创造力就是经验力-杜威的美国实验	4	课堂教学和课堂讨论	读书笔记	口头表达	出席+课堂讨论
	思维力与创造力的应用方法	4	课堂教学和课堂讨论	应用方法分析	口头表达	出席+课堂讨论
	课程答辩	4	分组报告	课程报告 Word 文档	PPT	课程答辩
*考核方式 (Grading)	出席（20%）+课堂讨论（40%）+课程大作业（40%）					
*教材或参考资料 (Textbooks & Other Materials)	1. 吴少海，创造力与精英教育系列讲座，2015 年。 2. 笛卡尔，探求真理的指导原则，商务印书馆，2013 年（第 5 次印刷）。 3. 约翰·杜威，我们如何思维，新华出版社，2014 年（第 4 次印刷）。 4. 胡塞尔，纯粹现象学通论，中国人民大学出版社，2014 年（第 2 次印刷）。 5. 维克多·维拉德-梅欧，胡塞尔，中华书局，2014 年（4 次印刷） 6. 加勒特·汤姆森，笛卡尔，中华书局，2014 年（4 次印刷）。					

	7. 罗伯特.B, 塔利斯, 杜威, 2014 年 (4 次印刷)。
其它 (More)	1. 帕特里夏.奥坦伯德.约翰逊, 海德格尔, 2014 年 (4 次印刷)。 2. 帕特里夏.奥坦伯德.约翰逊, 伽达默尔, 2014 年 (4 次印刷)。

古希腊与现代欧洲

ANCIENT GREECE AND MODERN EUROPE

课程代码: HI931

学 时: 32

学 分: 2

授课语言: 英语

开课院系: 国际交流处

授课教师: DANIEL ORRELLS

教师简介

I studied Classics at undergraduate and postgraduate levels at the University of Cambridge. I taught at the University of Warwick for eleven years, including two years as a Humboldt Fellow at the Humboldt University in Berlin. I joined King's College London in 2015.

My research focuses on the history of the interpretation of classical literature. More specifically, I examine the literary, scholarly and cultural receptions of Greek and Latin literature from the Renaissance to the beginning of the twentieth century. My research specialisms can be grouped under the following headings: Classical literature and literary/critical theory, Modern European literature and classical antiquity, History of gender and sexuality and the ancient world, Classics and Postcolonial literature and theory, Classics and Aesthetics.

I have supervised a range of MA and PhD students on classical literature and classical reception studies. I have given public lectures at museums and schools.

教学大纲

It is impossible to understand European culture without thinking about Ancient Greece. European politics, European literature and European art have all been profoundly shaped by the influence and impact of Ancient Greece. Whether Europeans are falling in love or waging wars in the name of democracy, this

module examines how Ancient Greek ideas have shaped European cultural and political behaviours and attitudes in crucial ways. There is no Europe without Ancient Greece. The events of Greek history and the stories of Greek myth have continuously haunted the European imagination. This module offers the student an advanced introduction into Ancient Greek culture and society and it explores the ways in which Ancient Greece has influenced and moulded what modern Europe is.

The module is 4 weeks in duration with 6 hours of teaching in each week (24 hours in total).

The module encompasses four topics:

1. Politics, Power and Democracy

Ancient Athens is commonly associated with the invention of democratic politics in European history. But what does this mean? What was Athenian democracy and what was its impact on modern politics? The first week of the module explores Ancient Greek ideas about power and political authority and the influence of those ideas on modern notions of the political. We begin by reading Homer's *Iliad*, the story of the Trojan War, a poem about heroes battling for political authority. We then turn to examine what (if anything) was democratic about Ancient Athenian democracy. We finish the first week by thinking about the influence of Athenian democracy in the nineteenth-century British political imagination.

Class 1 (2 hours): Homer's *Iliad*: Epic poetry, the Hero and Political Authority
Class 2 (2 hours): Athenian Democracy or Athenian Demagoguery? Class 3 (2 hours): Ancient Athens and Nineteenth-Century British Politics

2. Tragedy and Modernity

Greek tragedy can be seen in theatres all around the globe. Sophocles' *Antigone* is one of the world's most performed plays. Why does Greek tragedy hold so much power over the modern imagination? How has Greek tragedy helped modern Europeans understand the family and the state? In this second week, we begin by examining Ancient Greek tragedy. We then examine its importance for German philosophers in the nineteenth century, who used tragedy to theorise the nature of the state and the family. We finish this week by reading two French adaptations of Greek tragedy. Both German and French nationalisms in the nineteenth and twentieth centuries were explored and articulated by turning back to Greek tragic myths.

Class 4 (2 hours): Tragedy in Fifth-Century Athens Class 5 (2 hours): Tragedy and German Philosophy Class 6 (2 hours): Tragedy and French Theatre

3. Art and Beauty

To the Ancient Greeks, the body was a thing of beauty and a bearer of meaning. The Greek body beautiful is one of the world's most famous and recognised visual forms of art. But how and why did the Ancient Greeks turn the body into a work of art? And how did the Greek obsession with the beautiful body become so important for the modern cultural imagination? How did modern European art develop as a result of a continuous dialogue with Ancient Greek sculpture? This week explores these crucial questions about European art.

Class 7 (2 hours): The Ancient Greek Sculpted Body Class 8 (2 hours): Eighteenth-Century European Neoclassicism Class 9 (2 hours): The Nude in Modern European Art

4. Desire and the Body

The Ancient Greeks were continually an object of desire and admiration through the history of modern European culture, as the first three weeks of this module explores. But the Ancient Greeks' own desires were also a troubling problem for the modern European imagination. Socrates, for instance, the philosopher and Plato's famous teacher, was attracted to boys. The fact that Ancient Greek culture seemed to sanction loving relationships between males made Greece seem very foreign to modern Europeans, just as they admired and turned to Greece as a model to copy in politics, literature and art. This final week turns to the issue of Ancient Greek love. It forced modern European intellectuals to question the relationship between Ancient Greek and modern European culture, dominated as the latter was by Christianity which forbade sexual relationships between men.

Class 10 (2 hours): Ancient Greek Love and Plato's Symposium Class 11 (2 hours): The Victorians and Greek Ethics Class 12 (2 hours): Sigmund Freud the Myth of Oedipus

Aims and Objectives

The module aims to: to present an overview of Ancient Greek literary culture and art in the Archaic and Classical periods ; to explore some of the distinctive characteristics of Greek literary culture and its social institutions ; to introduce students to a range of different types of Greek literature and their impact on the modern European imagination ; to encourage students to consider the degrees

of continuity and difference between Ancient Greek culture and modern European beliefs and practices.

By the end of the module students should have: developed the ability to engage with Greek literary texts in English translation ; learnt a list of important Greek words crucial for understanding Greek literary culture ; gained a knowledge of some of the major cultural and social concerns and interests of the Greeks ; acquired a sense of the changes and developments in Greek literary culture and society over time ; developed an understanding of how modern European culture has emerged and progressed through continuous dialogue with Greek culture and society.

Introductory Bibliography

Barker, Elton and Joel Christensen (2013) *Homer: A Beginner's Guide* (London: Oneworld Publications)

Cartledge, P. (2016) *Democracy: A Life* (Oxford: Oxford University Press)

Orrells, Daniel (2015) *Sex: Antiquity and its Legacy* (New York: Oxford University Press)

Leonard, Miriam (2016) *Tragic Modernities* (Cambridge: Harvard University Press)

Potts, Alex (1994) *Flesh and the Ideal: Winckelmann and the Origins of Art History* (New Haven: Yale University Press)

Turner, Frank (2009) *The Greek Heritage Victorian Britain* (New Haven: Yale University Press)

语言与大脑

Introduction to Language and Brain

课程代码: EN909

学 时: 48

学 分: 3

授课语言: 英语

开课院系: 外国语学院

授课教师: Yang Zhang 张扬

教师简介

张扬, 五家美国专业协会会员, 美国国家科学基金 (NSF)、加拿大社会科学及人文研究理事会 (SSHRC)、英国医学研究理事会 (MRC) 基金评审, 和 28 家国际专业 SCI/SSCI 期刊审稿人。与多校有国际合作项目, 提供技术指导, 包括 University of Washington, Simon Fraser University, 东京电机大学, 西安交通大学, 北京师范大学, 上海交通大学, 华南师范大学。

2007-2009 东京电机大学先端工学研究所访问教授

2008- 2010 美国明尼苏达大学脑成像研究奖 (Brain Imaging Research Award)

2009-2010 美国明尼苏达大学校长杰出导师奖 (President' s Distinguished Mentor)

2010-2013 美国明尼苏达大学医学院儿科系自闭症研究奖 (Autism Initiative Award)

2011 发展科学杂志 (Developmental Science) 年度青年学者研究奖 (Early Career Researcher Prize)

2012 美国 Capita 基金会 (Capita Foundation) 研究奖

2016-2018 美国明尼苏达大学重大挑战探索研究项目国际合作专项奖 (Grand Challenges Exploratory Research Grant Award)。

授课人在听觉神经科学、语言学习的大脑可塑性理论及儿童语言发展研究方面有独创性

建树。主持或参与的研究团队获得十多项研究基金，包括美国国家科学基金、美国国立卫生研究院、日本文部科学省、加拿大社会及人文科学研究理事会和中国教育部，社会科学基金和自然科学基金的项目。2011 年获发展科学杂志年度唯一的青年学者奖。担任认知神经科学学会、美国声学协会等五家专业协会会员及美国国家科学基金、英国医学研究理事会和 25 家国际期刊审稿专家。在国际学术期刊和会议上发表 60 多篇文章，并受邀在巴黎，西雅图，北京，东京等地的会议作上专题报告。2007-2009 年受邀在东京电机大学先端科学研究所作短期访问教授。五年间共指导了 22 名硕士（3 名在读），6 名博士（3 名在读），和 1 名博士后。

课程教学大纲

* 课程简介 (Description)	“语言与大脑”基于语言以及与之相关的文化、思维、认知心理，结合神经科学等领域的前沿发现，深入浅出地介绍人类语言交流的神经学原理、以及语言与大脑如何相互影响。本课程旨在：1) 介绍语言、交流、文化、认知以及神经科学之间的相互关系；2) 有关语言学习、言语交流困难的神经科学前沿发现；3) 介绍本领域当前的热点话题。语言是交流是人类生活和社会交流的核心，而先天或后天的语言缺陷和沟通障碍深刻影响个人的生活质量以及人际之间的社会关系。本课程首先介绍语言学、人类学、心理学、哲学、人际交流以及认知神经科学的基本概念。授课重点在于言语，语言，听觉和认知所必需的生理结构和功能关系，同时也讲述其他相关领域的重要思想和发现。在此基础上，将探索一系列热点话题，如语言学习和习得的神经基础、言语感知的神经机制、概念表征机制、语言与认知的关系、语言学习对大脑的影响等。
* 课程简介 (Description)	This course is designed to provide students with an overview of the brain bases of language. Its goals include (1) to weave together basic concepts regarding the relationships among language, communication, culture, cognition, and neuroscience; (2) to introduce findings from the study of brain and language; and (3) to present topics of special interest in this field. Language exists in the human mind and is at the core of human communication, while communication disorders profoundly affect social relations among people, and have their neurological and biological base in the brain. The course will begin with introductory lectures discussing basic issues in linguistics, anthropology, cultural psychology, philosophy, human communication and cognitive neuroscience. Emphasis is on structural and functional relationships necessary for speech, language, hearing, and cognition. Ideas and findings from various disciplines will be brought together. Then a wide range of topics will be explored, including: the neural bases of (first and second) language acquisition, of speech perception, and of conceptual representations; the relationship between language and cognition; the impacts of language learning on brain; aphasia (acquired language impairments); reading and alexia (acquired reading impairments); the neural bases of written language; developmental dyslexia, etc.
教学大纲 (Course Syllabus)	

<p>* 学 习 目 标 (Learning Outcomes)</p>	<p>本课程的培养目标是帮助学生能够：</p> <ol style="list-style-type: none"> 1. 理解语言、交流、文化以及神经科学之间的重要联系； 2. 理解大脑和语言行为之间的相关关系，包括正确描述与听说读写和使用手势语言相关的大脑活动区域和脑功能组织。 3. 解释语言交流障碍和疾病的神经学基础。 <p>At the conclusion of this course, students will be able to：</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the important links between language, human communication, cognition, cultural psychology, and cognitive neuroscience. 2. Demonstrate understanding of basic brain/behavior correlates; describe functional organization of brain activity during language behaviors, etc. 3. Explain the neurological basis for common pathologies in neurogenic communication disorders across the life-span. 					
<p>*教学内容、进度安排及要求 (Class Schedule&Requirements)</p>	教学内容	学时	教学方式	作业及要求	基本要求	考查方式
	Language, Cognition, and Culture	6	Lectures	Reading	attendance; In-class activities	Exam 1
	Reading, Listening and Speaking; the Nature of the Problem	6	Lectures	Reading	attendance; In-class activities	quizzes
	Systematicity, the Brain, and Language	6	Lectures	Reading	attendance; In-class activities	quizzes
	The Brain and Nervous System: Anatomy and Physiology	6	Lectures	Readings	attendance; In-class activities	quizzes
	Functional Organization of the Brain	6	Lectures	Reading	attendance; In-class activities	quizzes
	Language Acquisition and Brain	3	Lectures	Reading	attendance; In-class activities	Exam 2
	Second Language Learning	3	Lectures	Reading	attendance; In-class activities	quizzes

	and Brain					
	Autism	3	Lectures	Reading	attendance; In-class activities	quizzes
	Aphasia	3	Lectures	Reading	attendance; In-class activities	quizzes
	Developmental Dyslexia	3	Lectures	Reading	attendance; In-class activities	Exam 3
	Student Project	3	Student Presentation	Reading	attendance; In-class activities	Final project presentation
* 考核方式 (Grading)	3 exams: 60% 12 quizzes: 20% 1 project presentation: 20%					
*教材或参考资料 (Textbooks & Other Materials)	Bhatnagar, S. (2012). Neuroscience for the Study of Communicative Disorders, 4 rd Edition Revised. Lippincott Williams & Wilkins. David Kemmerer. (2015). <i>Cognitive Neuroscience of Language</i> . Psychology Press. (1 st Edition)					
其它 (More)	<u>Class Time:</u> 60% lecture, 40% demos, exercises, and discussion					
备注 (Notes)	补充信息, 参见英文版教学大纲和课程网站 http://zhanglab.wikidot.com/neuroscience					

海外学者通识教育核心课程开课信息汇总表（2017 夏）

序号	课程名称	课程代码	学时	学分	任课教师	职称	拟使用教材	院系	模块： 2015 级 及以前	模块： 2016 级 及以后	行课安排
1	1945 年以来的世界	HI929	32	2	夏亚峰	教授	Michael Hunt, The World Transformed: 1945 to the Present (Oxford University Press, 2014) == “Text” on Syllabus ISBN 978-0-19-937234-8 The World Transformed: 1945 to the Present—A Documentary Reader (Oxford University Press, 2015, 2nd ed.) == “Sources” on the Syllabus ISBN 978-0-19-937103-7	国务学院	人文学科	人文学科	第 19-21 周。周一第 1-4 节，周三第 1-4 节，周五第 1-4 节。中院 409
2	犹太人的历史	HI930	32	2	Klaus Hoedl	教授	复印材料及文献	外语	人文学科	人文学科	第 19-21 周。周一第 7-10 节，周三第 7-10 节，周五第 7-10 节。下院 413
3	材料与环境	MT907	32	2	张葵	教授	材料与环境-节能优选法，Michael F. Ashby 著，张葵译，上海交通大学出版社，2016 年 6 月第 1 版，书号：ISBN 978-7-313-14831-5/TB	材料	自然科学与工程	工程科学与技术	第 20-22 周。周一第 7-10 节，周三第 7-10 节，周五第 7-10 节。材料 F 楼 308 室

4	西方古代文学	CL920	32	2	刘皓明	教授		人文	人文学科	人文学科	第 19-22 周。周一第 7-10 节，周三第 7-10 节。上院 210
5	隐私保护立法：法律和技术	LA936	16	1	Hal Abelson	教授	参考资料	电信	社会科学	社会科学	第 19-20 周。周二第 7-10 节，周四第 7-10 节。下院 413
6	语言和思维	PI922	32	2	Ghil'ad Zuckermann	教授	Clark, I.D. & Kostanski, 2005, 'Reintroducing Indigenous Placenames – Lessons from Gariwerd, Victoria, Australia, Or, How to address toponymic dispossession in ways that celebrate cultural diversity and inclusiveness', Abstract submitted to 'Names in Time and Space', Twenty Second International Congress of Onomastic Sciences, 28 August – 4 September 2005, Università Di Pisa, Italy.	外语	人文学科	人文学科	第 19-22 周。周二第 7-10 节，周五第 7-10 节。下院 512
7	欧洲文化遗产保护历程	CL921	16	1	Carla Bartolozzi	教授		船建	人文学科	人文学科	第 20-21 周。周二第 7-10 节，周四第 7-10 节。下院 106
8	当代国际关系与研究实践	PU944	32	2	曹岫	副教授	"Mingst and Snyder: Essential Readings in World Politics, 2nd edition" (ER, henceforth) 等	国务学院	社会科学	社会科学	第 19-22 周。周一第 7-10 节，周三第 7-10 节。下院 108

9	机电系统与生 活	ME91 0	32	2	James.F. Whidbo rne	教授	自编	航空	自然科 学与工 程技术	工程 科学 与技 术	第 19-20 周。周一 第 1-4 节，周二第 1-4 节，周三第 1-4 节，周四第 1-4 节，周五第 1-4 节。下院 512
10	思维力与创造 力	CR901	32	2	吴少海	研究员	创造力与精英教育系列演讲	机动	人文学 科	人文 学科	第 19-22 周。周二 第 1-4 节，周四第 1-4 节。下院 106
11	古希腊与现代 欧洲	HI931	32	2	DANIEL ORRELLS	副教授		国际 交流 处	社会科 学	社会 科学	第 19-22 周。周一 第 1-4 节，周三第 1-4 节。上院 102
12	语言与大脑	EN909	48	3	张扬	副教授	•Bhatnagar, S. (2012). Neuroscience for the Study of Communicative Disorders, 4rd Edition Revised. Lippincott Williams & Wilkins.	外语	人文学 科	人文 学科	第 19-22 周。周一 第 1-4 节，周二第 1-4 节，周四第 1-4 节。下院 210