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教育與社會變遷

Education and Social Change

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課外指導時間：週四下午 1:00 - 3:00

教學目標：

本學期的「教育與社會變遷」課程將著重在兩大方向主題。其一、我們將探討「教育社會學」的核心主題。本課程將系統性地介紹相關經典著作或重要實證研究，藉以幫助我們了解：教育是否有助於減緩社會不平等、改善窮學生與弱勢的處境(樂觀派的觀點)?抑或社會階層化與不平等是如何透過教育而一再地被複製(批判派的觀點)?其二、我們將著重思考「教育與社會、國家發展」之間的關係。本課程將納入「時間」此一向度，思考教育的本質，功能與意義，如何隨著歷史時間的演進而不同。另檢視家庭背景、階級與性別對於個人教育成就的影響，在過去幾十年以來如何演變。本課程亦將納入「空間」的向度，以宏觀/全球視角，比較不同國家與社會的教育制度，分流與階層樣貌。

由於國內的文獻有諸多限制與不足，無法讓學生在短時間內清楚了解教育社會學的重要理論、觀點與分析框架。本課程將以閱讀國外的英文文獻為主，亦藉此盼望能累積學生的英文閱讀與文獻整合能力。然而在課堂中，我們將鼓勵學生自由發言、思考國內與教育有關的課題，誠實檢討將國外文獻與西方理論「套用」在台灣的適切性。

本門課志在協助未來有意願念研究所(不論是否與社會學相關)、甚至有志出國深造的學生，期盼能提供他們紮實、有用的訓練，完成一份有品質的 term paper，以利日後能順利接軌考取國內外知名研究所。對於大學畢業後未打算繼續深造的學生而言，本課程盼能打開他們的視野，訓練其邏輯思考、寫作、文獻統整等基礎能力，以利日後在職場上能有突出的表現。

授課方式：

「教育與社會變遷」主要以教師授課為主，影片/紀錄片播放為輔。非常鼓勵學生於課堂中提問、主動發言、參與討論，讓課程「活潑」起來。倘若學生對於講課的內容有疑慮，歡迎理性的提出挑戰、質疑。此外，本課程亦將介紹一些國內外知名的教育研究與數據庫，鼓勵學生多加利用。

課程要求：

❖ 每週心得 (memo)

- 請針對每週的指定閱讀寫一份 memo。心得不必太長，但也不能短到只有兩三句（或兩三行）。
- 內容：<1> 本週的指定閱讀所提供的主要觀點與旨趣為何？ <2> 或許你無暇把整篇文章看完，沒關係。但從指定閱讀裡（以及本週課堂內容），有哪些部分另你特別印象深刻？ <3> 透過本週的閱讀與課程，有哪些議題是你未來希望能多了解的？
- 請於每週上完課之後的三天內繳交。若提早在上課前繳交，可額外加分。
- 學生不必花過多時間在撰寫 memo 上，這只是一個過程，目的在訓練學生養成規律閱讀與完成作業的好習慣。

❖ 期中口頭報告（個人報告或小組報告皆 ok，人數不可超過 3 人）

- 時間：4/25
- 每一人/組將有 15-20 分鐘的口頭報告時間，報告以下兩部分內容：<1> 期末報告的規劃與構想(term paper proposal)；<2> 找一篇你有興趣的教育文獻（中英皆可，含書籍、學術期刊、有深度的報導與網路文章。不可使用「爛」七八糟、水準低俗的新聞報導），描述台灣當今重要的教育課題或現象，並嘗試與本課程旨趣連結。
- 小組人數愈多，評分與要求愈嚴。人數愈少，要求相對寬鬆。
- 請務必於本週報告之前，即 4/18（含）以前，主動找授課老師討論 term paper proposal 的方向。

❖ 期末口頭/書面報告(term paper)

- 口頭報告：6/13
- 書面繳交：6/20（若事先與授課老師溝通，經同意可調整）
- 內容：請針對一個有興趣的研究主題，擬定研究問題(puzzle)，執行經驗研究（質化、量化皆可）或寫一篇文獻回顧。

其他基本規範：

1. 準時並全程上課，準時應考，準時繳交作業。
2. 若對這一門課的教學方式、內容、或自己的期末成績有所疑慮(尤其是曠課嚴重、或作業嚴重遲交者)，務必要在期中考成績公布的當週以前(第十週以前)，親自跟授課老師商討可能補救措施，愈時不後。
3. 無故遲交作業者：該作業最高以原配分的 70%計算，並以紙本繳交(禁止以 email 檔案傳送)。情節嚴重者直接 0 分計算。若有正當理由而無法準時繳交，須事前通知授課老師，或於請假後返校當天提出具體事證。
4. 除討論外，請勿於上課時間和鄰座同學攀談。
5. 上課不可用手機、筆電、或任何電子產品來從事與上課無關的活動（包含上社交網站、收發訊息、閱讀新聞、打電玩、作其他課的作業等）。若有以上行為，將會影響課堂表現分數，當天則視同缺課。
6. 嚴禁考試作弊、嚴禁作業抄襲。此包含：部分或全部地抄寫他人作業，以及不當地上網剪貼資料。若有此情形，將會嚴格依校規&系規處理。

成績評定(得依情況微幅調整):

每週心得 (10 次, 每次 3 分):	30%
期中口頭報告:	15%
期末口頭報告:	15%
期末書面報告:	30%
整體表現:	<u>10%</u>
	100%

參考書目：學術期刊，文章與書籍章節。可於數位學苑 2.0 下載

週 次	進 度 內 容
一 2/18~2/22	課程介紹 **請於一週內繳交簡短自我介紹
二 2/25~3/1	從社會學的視角來看教育 指定閱讀: <1> Coleman (1992) Some Points on Choice in Education <2> Downey & Gibbs (2010) How Schools Really Matter 延伸閱讀: Kerckhoff, Alan et al. 2001. "Education, Cognitive Skills, and Labor Force Outcomes." <i>Sociology of Education</i> 74: 1-24. Downey, Douglas B. et al.. 2004. "Are Schools the Great Equalizer? Cognitive Inequality during the Summer Months and the School Year." <i>American Sociological Review</i> 69: 613-35. **請於課後三天內(週日)繳交本週心得
三 3/4~3/8	教育作為一種社會制度-功能論的觀點 指定閱讀: Ballantine & Spade (2009) Understanding Education Through Sociological Theory (pp. 13-20) 延伸閱讀: Parsons, Talcott. 1959. "The School Class as a Social System." <i>Harvard Educational Review</i> 29: 297-318. Meyer, John. 1977. "The Effects of Education as an Institution." <i>American Journal of Sociology</i> 83: 549-573. Meyer, John et al. 1992. "World Expansion of Mass Education, 1870-1980." <i>Sociology of Education</i> 65: 128-49. **請於課後三天內(週日)繳交本週心得
四 3/11~3/15	教育作為不平等的再製-衝突論的觀點 指定閱讀: <1> Ballantine & Spade (2009) Understanding Education Through Sociological Theory (pp. 20-27) <2> Ballantine & Hammack (2012) The Informal System and the "Hidden Curriculum"

	<p>延伸閱讀:</p> <p>Raftery, Adrian and Michael Hout. 1993. "Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75." <i>Sociology of Education</i> 66: 41-62.</p> <p>Lucas, Samuel. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." <i>American Journal of Sociology</i> 106: 1642-90.</p> <p>Bowles, Samuel and Herbert Gintis. 2002. "Schooling in Capitalist America Revisited." <i>Sociology of Education</i> 75: 1-18.</p> <p>**請於課後三天內(週日)繳交本週心得</p>
<p>五 3/18~3/22</p>	<p>教育階層化的成因: 家庭、階級、(文化)資本與「態度」</p> <p>指定閱讀: Farkas et al. (1990) Cultural Resources and School Success: Gender, Ethnicity, and Poverty Groups within an Urban School District. <2> Lareau (2015) 為何社會階級影響家長參與學校教育?</p> <p>延伸閱讀:</p> <p>DiMaggio, Paul. 1982. "Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students." <i>American Sociological Review</i> 47: 189-201.</p> <p>Coleman, James. 1987. "Families and Schools." <i>Educational Researcher</i> 16: 32-38.</p> <p>Jack, Anthony. 2016. "(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University." <i>Sociology of Education</i> 89: 1-19.</p> <p>**請於課後三天內(週日)繳交本週心得</p>
<p>六 3/25~3/29</p>	<p>教育階層化的成因: 性別的「優勢」</p> <p>指定閱讀: Buchmann & DiPrete (2006) The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement</p> <p>延伸閱讀:</p> <p>Mickelson, Roslyn. 1989. "Why Does Jane Read and Write so Well? The Anomaly of Women's Achievement." <i>Sociology of Education</i> 62: 47-63.</p> <p>Buchmann, Claudia et al. 2008. "Gender Inequalities in Education." <i>Annual Review of Sociology</i> 34: 319-37.</p> <p>Charles, Maria and Karen Bradley. 2009. "Indulging Our Gendered Selves? Sex Segregation by Field of Study in 44 Countries." <i>American Journal of Sociology</i> 114: 924-76.</p> <p>**請於課後三天內(週日)繳交本週心得</p>
<p>七 4/1~4/5</p>	<p>教育階層化的跨國差異: 制度性因素的探討</p> <p>指定閱讀: Buchmann & Dalton (2002) Interpersonal Influences and Educational Aspirations in 12 Countries: The Importance of Institutional Context</p> <p>延伸閱讀:</p> <p>Kerckhoff, Alan. 1995. "Institutional Arrangements and Stratification</p>

	<p>Processes in Industrial Societies." <i>Annual Review of Sociology</i> 21: 323-47. Breen, Richard and Marlis Buchmann. 2002. "Institutional Variation and the Position of Young People: A Comparative Perspective." <i>The Annals of the American Academy of Political and Social Science</i> 580: 288-305.</p> <p>**請於課後三天內(週日)繳交本週心得</p>
<p>八 4/8~4/12</p>	<p>4/9(二)補假 (107 年 10 月 27 日校慶)</p>
<p>九 4/15~4/19</p>	<p>期中考週: 播放紀錄片 指定閱讀: 無 **請於本週以前, 主動找授課老師討論 term paper proposal 的方向。</p>
<p>十 4/22~4/26</p>	<p>**期中口頭報告 指定閱讀: 無 **請於報告日的 24 小時以前, 將報告投影片或綱要寄給授課老師。</p>
<p>十一 4/29~5/3</p>	<p>教育階層化的跨國差異: 學校分流與篩選路徑 指定閱讀: Rosenbaum (2001) Pathways into Work: Short- and Long-Term Effects of Personal and Institutional Ties 延伸閱讀: Turner, Ralph. 1960. "Sponsored and Contested Mobility and the School System." <i>American Sociological Review</i> 25: 855-66. Allmendinger, Jutta. 1989. "Educational Systems and Labor Market Outcomes." <i>European Sociological Review</i> 5: 231-50. Van de Werfhorst, Herman and Jonathan Mijs. 2010. "Achievement Inequality and the Institutional Structure of Educational Systems: A Comparative Perspective." <i>Annual Review of Sociology</i> 36: 407-28. Montt, Guillermo. 2011. "Cross-national Differences in Educational Achievement Inequality." <i>Sociology of Education</i> 84: 49-68. Chmielewski, Anna. 2014. "An International Comparison of Achievement Inequality in Within- and Between-School Tracking Systems." <i>American Journal of Education</i> 120: 293-324. Chmielewski, Anna and Sean Reardon. 2016. "Patterns of Cross-National Variation in the Association Between Income and Academic Achievement." <i>AERA Open</i> 2: 1-27.</p> <p>**請於課後三天內(週日)繳交本週心得</p>
<p>十二 5/6~5/10</p>	<p>教育階層化的跨國差異: 學校分流與篩選路徑 (續) 指定閱讀: Mijs (2016) Stratified Failure: Educational Stratification and Students' Attributions of Their Mathematics Performance in 24 Countries 延伸閱讀: (同上週)</p>

	**請於課後三天內(週日)繳交本週心得
十三 5/13~5/17	<p>教育階層化的跨國差異：國家經濟地位與工業化程度</p> <p>指定閱讀: Park (2008) Home Literacy Environments and Children's Reading Performance: A Comparative Study of 25 Countries</p> <p>延伸閱讀:</p> <p>Buchmann, Claudia and Emily Hannum. 2000. "Education and Stratification in Developing Countries: A Review of Theories and Research." <i>Annual Review of Sociology</i> 27: 77-102.</p> <p>Baker, David and Brian Goesling. 2002. "Socioeconomic Status, School Quality, and National Economic Development: A Cross-National Analysis of the "Heyneman-Loxley Effect" on Mathematics and Science Achievement." <i>Comparative Education Review</i> 46: 291-312.</p> <p>Chudgar, Amita and Thomas Luschei. 2009. "National Income, Income Inequality, and the Importance of Schools: A Hierarchical Cross-National Comparison." <i>American Educational Research Journal</i> 46: 626-58.</p> <p>Chiu, Ming Ming. 2010. "Effects of Inequality, Family and School on Mathematics Achievement: Country and Student Differences." <i>Social Forces</i> 88: 1645-76.</p> <p>**請於課後三天內(週日)繳交本週心得</p>
十四 5/20~5/24	<p>教育與國家的社經發展</p> <p>指定閱讀: Hannum & Buchmann (2005) Global Educational Expansion and Socio-Economic Development: An Assessment of Findings from the Social Sciences</p> <p>延伸閱讀:</p> <p>Walters, Pamela and Richard Rubinson. 1983. "Educational Expansion and Economic Output in the United States, 1890-1969: A Production Function Analysis." <i>American Sociological Review</i> 48: 480-93.</p> <p>Sanders, Jimmy. 1992. "Short- and Long-term Macroeconomic Returns to Higher Education." <i>Sociology of Education</i> 65: 21-36.</p> <p>**請於課後三天內(週日)繳交本週心得</p>
十五 5/27~5/31	<p>教育的全球化、殖民化與意識形態</p> <p>指定閱讀: Cohen et al. (2006) Educating All Children: A Global Agenda</p> <p>延伸閱讀:</p> <p>Foster, Stuart and Jason Nicholls. 2005. "America in World War II: An Analysis of History Textbooks from England, Japan, Sweden, and the United States." <i>Journal of Curriculum and Supervision</i> 20: 214-33.</p> <p>Schofer, Evan and John Meyer. 2005. "The Worldwide Expansion of Higher Education in the Twentieth Century." <i>American Sociological Review</i> 70: 898-920.</p> <p>Garnier, Maurice and Mark Schafer. 2006. "Educational Model and Expansion of Enrollments in Sub-Saharan Africa." <i>Sociology of Education</i> 79: 153-75.</p>

	<p>Spring, Joel. 2008. "Research on globalization and education." <i>Review of Educational Research</i> 78: 330–63.</p> <p>**請於課後三天內(週日)繳交本週心得</p>
<p>十六 6/3~6/7</p>	<p>教育研究的新興議題</p> <p>指定閱讀: Ma et al. (2018) National Income, Political Freedom, and Investments in R&D and Education: A Comparative Analysis of the Second Digital Divide Among 15-Year-Old Students</p> <p>延伸閱讀:</p> <p>Attewell, Paul. 2001. "The First and Second Digital Divides." <i>Sociology of Education</i> 74: 252–59.</p> <p>Fuchs, Thomas and Ludger Wossmann. 2004. "Computers and Student Learning: Bivariate and Multivariate Evidence on the Availability and Use of Computers at Home and at School." <i>Brussels Economic Review</i> 47: 359–86.</p> <p>Paino, Maria and Linda Renzulli. 2012. "Digital Dimension of Cultural Capital: The (In)Visible Advantages for Students Who Exhibit Computer Skills." <i>Sociology of Education</i> 86: 124-38.</p> <p>**請於課後三天內(週日)繳交本週心得</p>
<p>十七 6/10~6/14</p>	<p>**期末口頭報告</p> <p>指定閱讀: 無</p> <p>**請於報告日的 24 小時以前，將報告投影片或綱要寄給授課老師。</p>
<p>十八 6/17~6/21</p>	<p>期末考週: 不上課，請於 6/20 當天或以前繳交完整書面報告</p>