

東海大學 108 學年度第一學期課程教學綱要 教育社會學 (Sociology of Education) 課程綱要

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上課時間：每週五下午 678 節；上課地點：SS312-2

I. 課程簡介：

各派學者對教育社會學內容定位差異甚大，較全盤地觀照，應至少包括下列幾項主題：(一) 何謂「教育社會學」？並包含其意義、研究主題與學科的發展歷史；(二) 教育社會學理論，納入各重要的學派、代表人物的學說與貢獻的介紹；(三) 教育與社會的關係，如教育階層化、教育與經濟、教育與政治，也該分析教育機會均等的問題；(四) 教育場域中的社會學分析，包括教師與學生的角色、課程與教學活動、班級與學校等；(五) 其他專題論述，如教育與權力、國家與教育、市場與教育、教育的在地化與全球化等。

大致上，前四項是早期相關著作的基本架構與主軸；而第五項內容之著作或研究，則以新一代教育社會學研究者為主。本學期的課程將以涵蓋上述主題為目標，儘可能詳實的介紹教育社會學的意涵、理論、研究方法、與現有的研究成果。尤其，對各項理論與臺灣之實證研究結果，其間或衝突或一致的現象，將深入討論。

此外，教育「社會學」最寶貴的觀點，即在於有系統地深入探討教育現象與教育體系背後的社會結構力量。如此，教育社會學方能引導我們從一個較寬廣的角度，對諸多教育相關問題進行思考。學期最後，將引導同學擬出一有研究意義並可執行之研究計劃。

II. 上課討論主題內容(如有其他建議，請交換意見)

1. 建議選購教科書

Arum, Richard, Irene R. Beattie, and Karly Ford. 2015. **The Structure of Schooling: Readings in the Sociology of Education**. Sage Press.

Ballantine, Jeanne H. and Joan Z. Spade. 2001. **Schools and Society: A Sociological Approach to Education**. Sage Press.

2. 各週進度與相關文獻

Week 1 (9/13) No Class: Moon's Festival

Week 2 (9/20) Introduction: Course Description and General Information

Week 3 (9/27) What is Sociology of Education

Flesch, Rudolf. 1955, Chap 1, A letter to Johnny's Mother, In **Why Johnny Can't Read? And What You Can Do About It?**

何萬順等，2013，我國大學英語畢業門檻政策之檢討。《教育政策論壇》，16(3)：1-30。

Ballantine, Jeanne H. "What is Sociology of Education" Pp.1-4 in **Schools and Society: A Sociological Approach to Education**, edited by Jeanne H. Ballantine and Joan Z. Spade. Sage Press.

分享一：關心的議題；半頁

Week 4 (10/4) Master Scholars of Sociology of Education and Their Thoughts

Ballantine, Jeanne H. "Getting Started: Understanding Education Through Sociological Theory" Pp.13-31 in **Schools and Society: A Sociological Approach to Education**.

譚光鼎、王麗雲(編)，2006，**教育社會學：人物與思想**。臺北：高等教育出版。

分享二：議題的限縮、觀點的應用與對話的對象；一頁

Week 5 (10/11) No Class: National Day

Week 6 (10/18) Status Attainment and Social Mobility

Blau, Peter M. and Otis D. Duncan. "The Process of Stratification." Pp. 35-45 in **The Structure of Schooling: Readings in the Sociology of Education**.

許嘉猷，1984，**社會階層化與社會流動**，第十章，頁 195-234。

路徑分析的基本概念與計算方式（上課講義）

Knottnerus, J. David. 1987. "Status Attainment Research and Its Image of Society." **American Sociological Review** 52:113-121.

Week 7 (10/25) 教育與發展

羊憶蓉，1994，**教育與國家發展：臺灣經驗**。第一、第二章，頁 3-71。

劉正，2011，教育發展、升學與社會流動，收錄於章英華主編**中華民國發展史**第七章，頁 211-239。臺北：中央研究院社會學研究所。

Schultz, Theodore. "Investment in Human Capital." Pp. 46-55 in **The Structure of Schooling: Readings in the Sociology of Education.**

Liu, Jeng and Arthur Sakamoto. 2002. "The Role of Schooling in Taiwan's Labor Market: Human Capital, Screening, or Credentialism?" **Taiwanese Journal of Sociology** 29: 1-56.

Week 8 (11/1) No Class: Tunghai University's Birthday

Week 9 (11/8) 教育改革專題 I

陳建州、劉正，2004，論多元入學方案之教育機會均等性。**教育研究集刊** 50(4)：115-146。

葉高華，2018，大學多元入學是否有利「家境好」的學生？**臺灣社會學刊** 64：171-195。

李家同 <https://www.thenewslens.com/article/14641>

陳婉琪 <https://twstreetcorner.org/2015/04/01/chenwanchi-5/>

李瑞中 <https://www.thenewslens.com/article/120556>

另請各自蒐尋正反雙方的辯論，上課交換討論

Week 10 (11/15) 教育改革專題 II

黃光國等，2003，**教改萬言書全文：終結教改亂象，追求優質教育**。2006年6月30日，取自 <http://www.pnews.com.tw/educhg01.htm>。

蘇峰山，2003，想像中的亂象：讀黃光國教授「終結教改亂象追求優質教育」一文有感。**教育社會學通訊** 48：3-14。

劉正，2006，補習在臺灣的變遷、效能與階層化。**教育研究集刊** 52(4)：1-34。

劉正，2018，臺灣補習班的發展模式與城鄉差異。**社會科學前沿** 7(11)：1752-1759。

劉正、楊承祥、許湘翎，2018，能力分班、補習與學習成效的關聯：從地域特徵與學校屬性談起。**教育與多元文化研究** 17：41-79。

Week 11 (11/22) 教師的養成

王士肯、劉正，2008，大學生對教育品質的評價及其影響因素：以教育相關科系為例。**研究台灣** 4：81-118。

王士肯、劉正，2011，教育相關科系學生的社經背景、就讀動機與生涯轉換。**臺東大學教育學報** 22(2)：75-100。

江淑真，2015，年紀有差嗎？來自30歲左右研究生們進入教師一職之省思。**高雄師大學報**，38：69-91。

Week 12 (11/29) 教師的處境

翟本瑞，2004，臺灣教育體系中近親繁殖的影響。《教育與社會研究》7：1-38。

徐聖堯、楊靜利，2004，國小教師之供給量與需求量推估。《教育與社會研究》7：99-118。

陳展宇、劉正，2019，代理代課教師製造甘願的形塑經驗。《臺灣教育社會學研究》19(1)：43-89。

Week 13 (12/6) 教育與不平等的延續

黃毅志，1992，結構變遷與地位取得之關係：以教育擴充為例。《中國社會學刊》16：89-105。

Reftery, Adrian E. and Michael Hout. 1993. "Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75." **Sociology of Education** 66: 41-62.

Lucas, Samuel. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." **American Journal of Sociology** 106: 1642-90.

Week 14 (12/13) Human, Cultural, and Social Capital

Coleman, James and Thomas Hoffer. "Schools, Families, and Communities." Pp. 69-77 in **The Structure of Schooling: Readings in the Sociology of Education**.

林宛蓉、劉正，2014，社會資本對升學機會、類型與管道的影響。《教育與多元文化研究》，10：1-35。

Morgan, Stephen and Aage Sorensen. 1999. "A Test of Coleman's Social Capital Explanation of School Effects." **ASR** 64: 661-681.

Carbonaro, William J. 1999. "Comment on Morgan and Sorensen: Opening the Debate on Closure and Schooling Outcomes." **ASR** 64: 682-686.

Hallinan, Maureen T. and Warren N. Kubitschek. 1999. "Comment on Morgan and Sorensen: Conceptualizing and Measuring School Social Networks." **ASR** 64: 687-693.

Week 15 (12/20) 性別的教育社會學分析

性別的教育社會學分析（上課講義）

Buchmann, Claudia, Thomas Diprete, and Anne McDaniel. 2007. "Gender Inequalities

in Education.” **ISERP Working Paper 07-15.**

Liu, Jeng, Jian-Jhou Chen. 2009. “The Equalization Pattern and Process of Gender Educational Inequality in Taiwan: Some Evidence for the Threshold Hypothesis.” **Journal of US-China Public Administration**, 6(5): 52-61.

Chen, Jian-Jhou and Jeng Liu. 2017. “Under-valued Human Capital? Returns to Education of Immigrant Foreign Brides in Taiwan.” **Journal of Comparative Family Studies**, 48(4): 349-363.

Week 16 (12/27) Classroom Interaction

Metz, Mary. “Classroom Interaction: Principled Conflict.” Pp.372-381 in **The Structure of Schooling: Readings in the Sociology of Education.**

MacPhail, Teresa. 2019. “Are You Assigning Too Much Reading? Or Just Too Much Boring Reading?” **The Chronical of Higher Education**, 1/27/2019.

Bunge, Nancy. 2018. “Students Evaluating Teachers Doesn’t Just Hurt Teachers. It Hurts Students.” **The Chronical of Higher Education**, 11/27/2018.

Week 17 (1/3) Students Presentation

分享四：研究計畫綱要：討論的議題、對話的對象、初步的文獻回顧；10頁為度

Week 18 (1/10) Evaluation

修改分享四內容，繳交期末報告

III. Study Required Outside of Class

1. Students are required to read the reading(s) which will be discussed in each class.
2. Students are required to collect data for their comparison of societies.

IV. Evaluation

1. Students are expected to participate activity in class, and express their opinions on topics being discussed. Differences of opinion often lead to greater understanding even if our individual views are different from others. All students will make an oral presentation related to a topic in the course content.

2. Class Attendance and Participation 40%; Class Presentation 30%; Final Report 30%.

V. Respect

Please engage respectfully with me and your classmates. Beyond basic matters of civility (raising your hand, not interrupting others when they are speaking), this means respectfully intellectual engagement: considering others' perspectives in addition to offering yours, and directly engaging others' comments (which involves listening carefully to what others said, so that you can build on, praise, or critique on other comments).

VI. Electronics

Electronics are distracting. Use of electronic devices is prohibited; violations will not be excused. As for phones, unless you tell me before class that there is an emergency and you need to respond to a call, please keep them out of sight during class. I also recommend you keep them in a bag. If it is in your pocket, you might be tempted to sneak your phone out during class.

VII. Office Hours

Monday and Friday, 11:00-12:00. Students who make use of office hours tend to do better in class. You can also contact me to schedule a time to meet if you cannot make my regular office hours.

VIII. Notice

Plagiarism, in any and all of its forms, will not be tolerated. Please be especially careful in your use of material acquired on the Internet. Any student found to have plagiarized the work of others will be dealt with appropriately. Plagiarism should be avoided by correctly citing other authors' ideas. Details can be found at the following websites:

<https://www.mendeley.com/guides/apa-citation-guide> (for APA reference format)

<http://guides.libraries.psu.edu/apaquickguide/intext> (for APA in-text citation format)

<http://www.riosalado.edu/library/tutorials/Pages/avoidingPlagiarism.aspx> (on how to avoid plagiarism)