

99 年人文教育革新中綱計畫  
子計畫三 人文領域人才培育國際交流計畫

補助類型—海外專題研習類

全球化脈絡下美國多重公民身分的論述與實踐：  
至加州柏克萊大學社會變遷研究所的研習訪問計畫  
期末成果報告

- 指導暨補助單位：教育部
- 指導單位：教育部顧問室人文領域人才培育國際交流計畫辦公室
- 執行單位：大同大學通識教育中心
- 計畫主持人：陳淑敏助理教授
- 執行日期：99 年 7 月 1 日至 99 年 12 月 31 日

中華民國 99 年 10 月 31 日

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## 計畫摘要

本計畫為「全球化脈絡下美國多重公民身分的論述與實踐：至加州柏克萊大學社會變遷研究所的研習訪問計畫」，有關本計畫研習成果之說明，主要涉及學術議題相關研習成果、社會變遷研究所專題會議成果與討論與台灣、大陸與國際學生之焦點座談小組會議成果與討論、奧克蘭市議員訪談等方面。分項說明如下：

### 一、認識國際公約對於文化參與權利的確認與宣導

當前在國際人權上重要的宣言和公約，分別為「公民與政治權利國際公約 (International Covenant on Civil and Political Rights)」及「經濟社會文化權利國際公約 (International Covenant on Economic, Social and Cultural Rights)」。事實上中華民國已於 1967 年由駐聯合國常任代表劉鍇便曾代表政府簽署這 2 項公約，但後因 1971 年台灣退出聯合國，使得此二公約在我國的進展有所延宕，直至 2009 年 5 月 14 日由馬英九總統以「批准書」的形式簽署此二項公約，這為台灣正式將此二公約的精神融入國內法制歷程並與世界人權價值正式接軌的重要階段。在此次研習課程中，亦針對此二公約的各項精神與內涵進行探討，有助於我瞭解此二公約的形成背景與價值，除了前者以典型的公民和政治權利建立相關國際共識之外，配合本計畫主題，後者在文化議題上亦多有著墨，例如在公約第 15 條便指出：每個個體都有「文化參與 (take part in cultural life)」的權利，而且也指出國家應該致力於文化和科學範疇的進展。

### 二、開展全球化議題對於個別國家的發展影響的視野

過去探討全球化的時候，比較侷限於資訊科技和跨國集團企業的運作，或者對於人類實體或虛擬互動交往上所造成的影響。但此研習課程中進一步突顯未來全球化發展趨勢下的新興議題或形式，包括區域經濟組織的影響、全球政治運作的興起、國際組織力量的勃興，在在都提醒著全球化在未來的變遷只會更加激烈並且擴散的情勢。我國在兩岸關係的影響下，能否突破政治上的限制，設法突破重圍，重返或者擴大政治層次的全球國際參與，在全球化發展脈絡下，其影響和衝擊愈加明顯。未來無論在理論論述或者實務參與方面，都需要賦予更多的關注與行動，而在大學校院之內，如何凸顯「軟實力 (soft power)」發展層次和人力素質，更有相當的職責。

### 三、瞭解美國政治公民參與的文化脈絡與群體權利之實踐

在此次訪問過程中，對於美國的政治公民參與有幾方面的認識，包括美國投票率的低迷，對其擴大民主政治中的公民參與有所衝擊，此可能與公民投票機制的不友善有關，而目前也正視此課題，逐步由投票形式、投票意願、投票規劃等途徑來著手改革，希望可以增進其公民投票率。其次是，移民者的政治參與，美國由於長期為大量移民移入之社會，存在不同國別的移民，不同移民群體對於是否參與主流社會、哪方面的參與或者參與的程度等，皆有不同的考

量和選擇，根據訪問社會變遷研究所副所長便指出，以中國移民為例，其比較偏向於經濟移民，主要為了更佳的經濟生活條件而移入美國，或者為了開放自由的政治體制而移入美國，但是，其仍有大量聚集居住的情況，因此，在政治參與方面較不積極，亦即形成經濟積極但政治冷漠的公民特質。

#### **四、釐清台灣、大陸與國際學生海外學習經驗的認知與反思**

透過研究者多場次和跨國性的訪談歷程，應可形成的比較脈絡有二，其一是國際學生至台灣學習的經驗與反思，此部分，可以做為我國高等校院進行國際學生招募與輔導的參酌；其二是我國學生至美國短期學習經驗的討論，此部分，可以作為國內在增進我國大學生參與跨界教育活動上，應該如何開展與規劃之參考依據。

#### **五、瞭解華人政治領袖的挑戰與因應策略**

Jean Quan 市議員為中國籍移民，但其家族移民至美國的時間已經超過百年，其從 Oakland 市的社區服務、地方學校參與為參與政治的起點。我的訪談重點在於瞭解其作為一個華人的市民代表，如何鼓舞華人公民的政治參與，以及其所遭遇的困難。

#### **六、小結**

藉由教育部教育部顧問室所策劃之人文社會科學教育計畫，提供機會讓我在計畫申請之初，即深入思考具有前瞻性和創新性的研究課題；在計畫申請中，規劃與研擬至訪問國家與機構的研習和研究重點；以及訪問研習完成之後，結構性地整理自己在學術研究經驗與視野上的進展，獲益良多。這樣的計畫屬性對於年輕學者具有實質鼓舞作用，值得後續繼續辦理。

**中文關鍵字：**公民身分、全球化、多元文化、人權、政治參與、社會變遷

**英文關鍵字：**Citizenship, Globalization, Multiculturalism, Human Rights, Political Participation, Social Movements

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## 壹、出國人員的學經歷說明

申請人為大同大學通識教育中心助理教授，申請人於 2002 年至 2009 年期間服務於國立台灣師範大學，擔任助理研究員乙職，亦曾任該校師資培育與就業輔導處地方教育輔導組長；也曾於 2009 年擔任四部會（教育部、外交部、經濟部、國科會）之「華語文及台灣獎學金」計畫辦公室執行秘書。

個人研究旨趣與專長為全球化議題、公民素養、多元文化及高等教育，共計執行教育政策領域之民意調查案將近十件，並參與中央部會相關政策研究及教育推動專案超過十項。曾赴美國、德國、澳門、中國大陸等地多次參與國際學術研討會發表論文，亦曾於 2007 年參加德國 IEA 組織所辦之公民教育專題研習工作坊，另有專書論文、期刊論文二十餘篇。摘列如後：

### 一、TSSCI 類期刊文章

1. 陳淑敏 (2009)。全球化脈絡下公民身分之圖像：以我國社區大學課程為例。**教育學刊**，第 34 期，69-107 頁。
2. 陳淑敏 (2009)。跨越界線：晚期現代社會中公民身分領域界定之探討。**中央研究院政治與社會哲學評論**，第 29 期，95-134 頁。
3. 陳淑敏 (第一作者)、廖遠光、張澄清 (2008)。少子化趨勢與教育改革之民意調查研究。**教育政策論壇**，第 11 卷第 3 期，1-31 頁。
4. 潘慧玲、王麗雲、簡茂發、孫志麟、張素貞、張錫勳、陳順和、陳淑敏、蔡濱如 (2004)。國民中小學教師教學專業能力指標之發展。**當代教育研究**，12(4)，頁 129-168 頁。

### 二、近年發表的國際專書論文

1. Amy Shumin Chen(first author), & Wei-ni Wang(2009). From education to grassroots learning: Towards a civil society through community colleges in Taiwan. In R. L. Raby, & E. J. Valeau(eds.). *Community College Models, Globalization and Higher Education Reform*. California, Northridge: Springer Publishers. (3 Peer-reviewed)

### 三、近三年參與的國際會議論文

1. Amy Shumin Chen(2010)。 *Study on Stratification of College Graduate's Backgrounds and Competences in One Year Graduation: The Analysis of Structural Equation Modeling*. Paper presented at the 54rd Comparative International Education Society. Chicago, Illinois.

2. Amy Shumin Chen(2010) ◦ *The Role of the University on International Engagement: A Case Study of Promoting International Students to Study in Taiwan*. Paper presented at the 54rd Comparative International Education Society. Chicago, Illinois.
3. Amy Shumin Chen(2009) ◦ *Study on graduates' learning experiences and occupational stratification: One year after graduation from Colleges*. Paper presented at the 53rd Comparative International Education Society. South Carolina: Charleston.
4. Amy Shumin Chen(2009). *Majority's Sights on the Other: Survey on the of Community Citizens' Awareness on Interaction with Southeast Immigrants in Taiwan*. Paper presented at The 7th Hawaii International Conference on Education. Honolulu, Hawaii.
5. Amy Shumin Chen(2008) ◦ *Empowering towards a civil society: A grassroots learning approach through community colleges in Taiwan*. Paper presented at The 7th Hawaii International Conference on Education. Honolulu, Hawaii.
6. Amy Shumin Chen(2007) ◦ *Perspectives on adult learning and Citizenship: the critical turn in lifelong learning*. Paper presented at the International Symposium on Quality Education Quality Education Conference, Macau.
7. Amy Shumin CHEN(2007). *Adult Citizenship under the Context of Globalization: Curriculum Content Analysis on the Community Colleges of Taiwan*. Paper presented at The 51st Annual Conference of the Comparative and International Education Society. Maryland, USA.

#### 四、國科會專題研究計畫

1. 陳淑敏 (主持)(2010)。全球化脈絡下大學生發展全球公民身分之研究：指標建構、問卷調查與深度訪談的實徵探討。執行期限為 2010.8.1 至 2012.7.31。(國科會專題研究計畫)
2. 陳淑敏 (主持)、陳柏熹 (共同主持)(2009)。大學生畢業一年後背景變項與職場能力之階層化現象探究：結構方程模式分析。行政院國家科學委員會，計畫編號：98-2410-H-003-063。執行期限為 2009.8.1 至 2010.7.31。(國科會專題研究計畫)
3. 陳淑敏 (主持)、彭森明 (共同主持)(2008)。大學生背景變項、學習歷程與畢業後第一年職業階層位置之探究。行政院國家科學委員會，計畫編號：97-2410-H-003-063。執行期限為 2007.4.1 至 2011.3.31。(國科會專題研究計畫)
4. 劉美慧 (主持)、陳淑敏 (共同主持)(2007)。IEA 國際公民教育與素養調查研究。行政院國家科學委員會，計畫編號：ICCS2009(4/4)(99-2522-S-003-001)執行期限為 2007.4.1 至 2009.7.31。(國科會專題研究計畫)

## 五、學術社群參與及相關榮譽

1. 中華民國教育學術團體聯合年會木鐸獎 (2009.11)
2. 台灣教育社會學學會：學術合作組長 (2008 年 8 月～迄今)
3. 中華民國社區教育學會：理事 (2010 年 2 月～迄今)
4. 台北縣鶯歌陶藝文化觀光發展協會：顧問 (2008 年 2 月～迄今)
5. 社區研究學刊：編輯委員 (2010 年 8 月起～迄今)
6. 中華民國師範教育學會：推廣服務組長 (2004 年至 2005 年)
7. 《中等教育季刊》副總編輯 (2008 年 1 月至 2008 年 7 月)
8. 師資培育與就業輔導處電子報總編輯 (2007 年 8 月至 2008 年 7 月)



## 貳、計畫目標（計畫實際行程、項目與交流單位或人員）

鑑於海外研習機會之珍貴，共計報名兩門和我的研習計畫直接相關的課程，包括由柏克萊大學地理學研究所的 Robert Acker 教授，以及和平與衝突研究所的 Kirk Boyd 教授所開設的課程，課程名稱分別是【全球化 (Globalization)，研習時間為每週二至週四的 9:00~11:30】和【人權與全球政治 (Human Rights and Global Politics)，研習時間為每週一至週四的 12:00~14:00】，課程實施期間為 2010 年 7 月 6 日至 2010 年 8 月 13 日（詳如附件 2），參與研習課程之詳細課程綱要，詳如附件 8、附件 9。除了研習課程之外，配合相關的會議、訪談、拜會等活動，本計畫實際行程項目與內容之說明如下：

表 1 計畫執行內容行程表

月 / 日	接洽工作對象	接洽工作內容
7.1~7.2	旅途時間及住宿安排	台北桃園國際機場至舊金山國際機場 確認住宿事宜
7.5	<ul style="list-style-type: none"> <li>● 柏克萊大學社會變遷研究所之訪問研究報到 The Institute for the Study of Social Change, University of California, Berkeley</li> <li>● 全球化之研習課程報到 Department of Geography, University of California, Berkeley.</li> <li>● 人權議題之研習課程報到 Peace and Conflict Studies, University of California, Berkeley</li> </ul>	
7.6	<ul style="list-style-type: none"> <li>● 訪問學者研習會議 Visiting Scholars and Postdoc Affairs, University of California, Berkeley</li> </ul>	
進行訪問研究行程		
7.9	✓	與社會變遷研究所副研究員 Deborah Freedman Lustig 博士進行研討會議，研討議題為：少數群體的公民權益與教育機會
7.16	✓	與社會變遷研究所研究訓練計畫督導 David Minkus 博士進行研討會議，研討主題為：全球化情勢下的公民界定議題
7.23	✓	與社會變遷研究所所長 Martin Sanchez-Jankowski 及副研究員 Christine Trsot 進行研討會議，研討主題為：全球化脈絡下大學生發展全球公民身分之界定與變遷
7.30	✓	與社會變遷研究所副研究員 Deborah Freedman Lustig 博士進行研討會議，研討議題為：大學生生涯目標階層化議題

表 1 計畫執行內容行程表

月 / 日	接洽工作對象	接洽工作內容
8.6	✓ 與社會變遷研究所副研究員副研究員 Christine Trsot 進行研討會議，研討主題為：擴大政治公民參與的途徑：以投票率為評估依據	
8.20	✓ 與社會變遷研究所所長 Martin Sanchez-Jankowski 進行研討會議，研究主題為：社會科學研究方法論的質性與量化研究取徑之比較	
8.27	✓ 出席 The ISSC Friday Social Meeting 與社會變遷研究所的 Fred Gey 分享多元文化研究經驗	
<b>參與研習課程行程</b>		
7.6~8.12	<p>✓ 人權議題研習</p> <p>A. 研習議題內容，詳如附件 8 所示</p> <p>B. 7.19 期中測驗</p> <p>C. 8.11 繳交期末報告，報告題目為：Struggle for Multicultural Citizenship: Inquiry in Indigenous Elementary Schools' Principals and Teachers Experiences in Taiwan</p> <p>✓ 全球化議題研習</p> <p>A. 研習議題內容，詳如附件 9 所示</p> <p>B. 7.22 期中測驗</p> <p>C. 8.12 發表期末報告，報告題目為：全球化論述與公民身分之流變</p>	
<b>實施焦點座談與個案訪談行程</b>		
8.3	台灣與中國大學生跨界學習經驗焦點座談會議	<p>台灣學生</p> <p>台大會計系：杜昭毅</p> <p>政大英文系：陳姿岑、陳怡蕙</p> <p>政大經濟系：程襄涵</p> <p>大陸學生</p> <p>南京財經大學人資系：JinYuan Chou。南京財經大學工商系：Lifei Zhang。</p>
8.12	SENAGAL 大學生跨界學習經驗個案訪談	<p>SENAGAL (塞內加爾) 學生</p> <p>Niang Massata</p>
8.12	台灣大學生跨界學習經驗焦點座談會議	<p>台大農經系：王思澄</p> <p>台大農經系：謝惠宇</p>
8.21	SYRIA 大學生跨界學習經驗	SYRIA (敘利亞) 學生

表 1 計畫執行內容行程表

月 / 日	接洽工作對象	接洽工作內容
	驗個案訪談	Khalid Ali
8.29	MEXICO 大學生跨界學習 經驗個案訪談	MEXICO (墨西哥) 學生 Claudia Mendez
拜會奧克蘭市議員行程		
8.25	OAKLAND CITY 市議員 Jean Quan 有關 CHINA TOWN 華人政治參與的訪 談	拜會 OAKLAND CITY 市議員 Jean Quan , 訪談議題為：華人在美國的政治參與現況及 未來發展趨勢
8.31~ 9.1	返程時間	舊金山國際機場至台北桃園國際機場

## 肆、執行成果分析

本計畫為「全球化脈絡下美國多重公民身分的論述與實踐：至加州柏克萊大學社會變遷研究所的研習訪問計畫」，有關本計畫研習成果之說明，主要涉及學術議題相關研習成果、社會變遷研究所專題會議成果與討論與台灣、大陸與國際學生之焦點座談小組會議成果與討論、奧克蘭市議員訪談等四方面，說明如次。

### 一、學術議題相關研習成果

#### (一) 人權研習議題成果與討論

##### 1. 課程宗旨

探討二次世界大戰之後，在人權方面所產生的革命、發展與轉變。同時也關注各項國際人權機制，如人道主義的干涉、國際刑事審判、美國的外交政策、移民和經濟權利等面向，探究在國家、全球行動者以及個人層次上，有關人權主義的思想、與人權有關的法律和維護人權的制度等，該如何建構與調整的問題。

概括而言，在西方歷史和政治脈絡中，從 1628 年英國議會向國王查理一世提出「權利請願書」、1679 和 1689 年英國議會先後通過「人身保護法案」和「權利法案」、1776 年北美大陸會議通過「獨立宣言」，乃至於 1789 年法國國民議會通過「人權和公民權宣言」，這些都標誌著受上層政治結構所壓迫的民眾，力求爭取生存權利、改善勞動條件等意志，貫穿西方政治發展的歷史，更直接地說，是為爭取公民身分的艱辛歷程。聯合國在 1948 年宣布《世界人權宣言 (Universal Declaration of Human Rights)》，旨揭第一條為「人人生而自由，在尊嚴和權利上一律平等。他們賦有理性和良心，並應以兄弟關係的精神相對待。」及第二條「人人有資格享受本宣言所載的一切權利和自由，不分種族、膚色、性別、語言、宗教、政治或其他見解、國籍或社會出身、財產、出生或其他身分等任何區別。並且不得因一人所屬的國家或領土的政治的、行政的或者國際的地位之不同而有所區別，無論該領土是獨立領土、托管領土、非自治領土或者處於其他任何主權受限制的情況之下」。

##### 2. 研習成果

此次研習課程之人權課程的系列性學習，主要掌握的理念與實務之成果，分述如下：

- (1) 國際公約對於文化參與權利的確認與宣導：當前在國際人權上重要的宣言和公約，分別為「公民與政治權利國際公約 (International Covenant on Civil and Political Rights)」及「經濟社會文化權利國際公約 (International Covenant on Economic, Social and Cultural Rights)」。

實上中華民國已於1967年由駐聯合國常任代表劉鍇便曾代表政府簽署這2項公約，但後因1971年台灣退出聯合國，使得此二公約在我國的進展有所延宕，直至2009年5月14日由馬英九總統以「批准書」的形式簽署此二項公約，這為台灣正式將此二公約的精神融入國內法制歷程並與世界人權價值正式接軌的重要階段。在此次研習課程中，亦針對此二公約的各項精神與內涵進行探討，有助於我瞭解此二公約的形成背景與價值，除了前者以典型的公民和政治權利建立相關國際共識之外，配合本此計畫主題，後者在文化議題上亦多有著墨，例如在公約第15條便指出：每個個體都有「文化參與(take part in cultural life)」的權利，而且也指出國家應該致力於文化和科學範疇的進展。

- (2) 世界人權宣言的世紀進展：我所參與的人權課程講者為教授 Kirk Boyd 目前亦整著手一項前瞻性的計畫，名稱為「2048 Project: Humanity Written Agreement to Live Together」，此計畫以2048命名係有鑑於1948年為「世界人權宣言」公布年，至2048年正巧為百年，因此，希望從前瞻的角度匯聚各國的共識，展望世界人權宣言的新興內涵或要點，該計畫除了延續既有各項人權自由之外，另有嶄新的權利之倡議，如環境權(Environment)，內涵為：每個人都應擁有乾淨且健康的環境，包括安全飲用水，對於物種和棲息地的維護，且無論公私部門都應該關注於此。文化權(Culture)，內涵為：每人都有文化認同的權利，語言與傳統的使用權，皆須摒除文化歧視，而學校可以實施針對特定的語言和文化歷史之教育；醫療自決(Medical Decisions)，確保個體身心的整合，擁有身體自主權，並對於人工生殖、生物複製的相關決定之權利等。
- (3) 超過半世紀的世界人權宣言而言，此人權架構的修正或補述既維護原有的人權之普世價值，也重新檢視未來對於人類社會重大的人權議題，並開展出具全球視野及永續發展的人權走向，馬英九總統在2010年國慶大典上，公開表示將在總統府籌組《人權諮詢委員會》，係國內人權議題納入體制運作的具體施為，日後國內在推展人權的落實與規劃之際，不但須著力於固有人權議題的實踐，亦需著眼於未來（特別是全球化後）的人權發展方向。
- (4) 有關區域性的人權宣言：本次人權議題的研習中，也讓我有機會進一步認識目前全球各大洲在發展各洲域之內的人權公約，已取得相當的成果。包括歐洲的人權公約、非洲的人權公約、美洲的人權公約與阿拉伯人權公約等，而台灣地處亞洲，目前為止，亞洲雖然有各種次級區域組織的發展，但有關亞洲人權公約的形成和討論，則仍付諸闕如，此或許與亞洲幅員廣大且涉及的政權、宗教、人權、文化等，各國的理念與規劃落差甚大有關，而無法克竟其功，甚為可惜。雖是如此，

以我國在人權的進展上，無論是言論自由、媒體自由、免於匱乏的自由…等，皆可謂為亞洲的典範，這方面其實相當值得透過政府力量或非政府組織的投入，增進我國對於亞洲人權議題的貢獻與能見度，此亦符合目前政府政策上積極提振國際合作和參與的施政目標。

## (二) 全球化研習議題成果與討論

### 1. 課程宗旨

這門課主要在討論在過去 50 年以來改變世界的經濟和政治因素，以及當經濟力量釋放之後，對於政治、社會造成的結果以及可能產生的機會與危機。授課內容會著重於多元資料的閱讀，並著重於對全球化具有爭議和挑戰的問題之講授與評析。

### 2. 研習成果

- (1) 補充以地理區域為分析架構的全球化論述：本次課程講者為 Robert Acker 因開課系所為地理研究所，因此，對於開展了我由地理取徑重新認識全球化議題的經驗，此課程從大航海時代的進程、工業革命乃至於資訊科技的帶動下，使得全球化逐步發展而成，並進而影響政治、經濟、金融、社會、人口、遷徙、民主等，在這個課程中，特別值得提及的是，Acker 教授提供諸多反思性的研討課程，並且進行課堂報告，這些課題包括：
- A. 中國全球化激化的要素，如中國大陸的高等教育、新企業聯盟形式、迪士尼傳媒、網際網路的收益、網路的政治資金爭取；
  - B. 全球性的投資，如 G20、日本投資的轉變、地域投資的崛起、全球貨幣的可能性、歐盟的金融管理組織；
  - C. 貿易的變遷，如區域性的結盟、貿易財政、職缺流動、中國的產業、棉花交易等；
  - D. 遷徙和人口的變化，菲律賓移民對祖國的大量匯款、美國的移民概況、美國高等教育和學生留學、加州地區的人口變遷等；
  - E. 政治全球化的課題：政治腐敗的議題、國家安全受到外來勢力的影響；
  - F. 國際約定和機構：東京議定書、軍事議題、國際制裁、海洋協議、海盜猖獗等。
  - G. 國家學的研究：中國 Google 事件、美國印度核武協議、日本經濟泡沫化、非洲的成功經驗、亞洲分離運動、中國深海武力的興起。

H. 以及，其他跨國的非營利組織之運作等。

- (2) 全球化議題對於個別國家的發展日益關鍵：過去探討全球化的時候，比較侷限於資訊科技和跨國集團企業的運作，或者對於人類實體或虛擬互動交往上所造成的影響。但此研習課程中進一步突顯未來全球化發展趨勢下的新興議題或形式，包括區域經濟組織的影響、全球政治運作的興起、國際組織力量的勃興，在在都提醒著全球化在未來的變遷只會更加激烈並且擴散的情勢。我國在兩岸關係的影響下，能否突破政治上的限制，設法突破重圍，重返或者擴大政治層次的全球國際參與，在全球化發展脈絡下，其影響和衝擊愈加明顯。未來無論在理論論述或者實務參與方面，都需要賦予更多的關注與行動，而在大學校院之內，如何凸顯「軟實力 (soft power)」發展層次和人力素質，更有相當的職責。

綜合上述研習課程與專題研習會議的進修，對我在實務、觀點與方法論等層面上之提昇，具有實效。首先在實務層面上，有關對於全球化與政經社結構關係的深入剖析，以及在全球化背景下人權發展之脈絡有更為清楚的瞭解，這對於我繼續進行「全球公民身分」議題研究或教授「社會變遷」、「全球化與公民素養」等課程，提供厚實的思維和參照基礎。

其次，在觀點層面上，全球化脈絡下的多重公民身分的探討，不只關切公民在政治面向的權利和義務，而是進一步及於人權、經濟正義、環境正義等議題有所關聯，這些課程與專案研習有利於我從不同面向的正義原則，進行後續探討。

## 二、社會變遷研究所專題會議成果與討論

### (一) 政治公民參與議題

在此次訪問過程中，對於美國的政治公民參與有幾方面的認識，包括美國投票率的低迷，對其擴大民主政治中的公民參與有所衝擊，此可能與公民投票機制的友善有關，而目前也正視此課題，逐步由投票形式、投票意願、投票規劃等途徑來著手改革，希望可以增進其公民投票率。其次是，移民者的政治參與，美國由於長期為大量移民移入之社會，存在不同國別的移民，不同移民群體對於是否參與主流社會、哪方面的參與或者參與的程度等，皆有不同的考量和選擇，根據訪問社會變遷研究所副所長便指出，以中國移民為例，其比較偏向於經濟移民，主要為了更佳的經濟生活條件而移入美國，或者為了開放自由的政治體制而移入美國，但是，其仍有大量聚集居住的情況，因此，在政治參與方面較不積極，亦即形成經濟積極但政治冷漠的公民特質。

## **(二) 研究方法議題**

在方法論層面，該研究所亦相當注重方法論 (methodology) 的判斷與應用，故而特別探討社會概念分類架構的衡量基準，這個議題對於我在進行多重公民身分的劃分與界定上，引導我進一步思考未來若進行我國多重公民身分議題相關調查研究時，能更精準及詳實地掌握社會概念分類與實踐之間的關係和方法運用。此次與社會變遷研究所所長會議的主要探討方面，係有關於我後續執行國科會兩年計畫的相關細節，主要探討如何透過明確的理論基礎，如自由主義、公民共和主義、全球化理論等，確立全球公民身分的概念界定，此外談及不同的研究取徑對於個別研究課題的適用原則。可見此研究所對於研究方法的多元應用，以能依據最適切的研究方法來回應不同的研究主題，並且維持良好的研究信度、效度等，也較能收研究的實效。

## **(三) 弱勢或邊緣群體的社會權利議題**

本次亦和該所副研究員 Deborah Freedman Lustig 與 David Minkus 等多次會議，其中，Lustig 博士主要的研究是有關青少年懷孕及輟學的研究，對於社會弱勢或特殊群體的需求，具有相當多的洞見，本次會談過程亦針對我進行中的原住民國民小學之訪談原始資料，進行意見的交換，對於我由多元文化公民權 (multicultural citizenship) 來理解我國原住民族認同與文化教育中的優點與缺失，有很大的支持作用。另外，亦和 Minkus 博士商討有關社會階層化研究的統計分析策略，針對我已著手處理的大學生生涯目標階層化之研究成果，探討較為適切的統計分析策略和針對結果的分析觀點。

## **三、台灣、大陸與國際學生之焦點座談小組會議成果與討論**

透過研究者多場次和跨國性的訪談歷程，應可形成的比較脈絡有二，其一是國際學生至台灣學習的經驗與反思，此部分，可以做為我國高等校院進行國際學生招募與輔導的參酌；其二是我國學生至美國短期學習經驗的討論，此部分，可以作為國內在增進我國大學生參與跨界教育活動上，應該如何開展與規劃之參考依據。而訪談歷程中所輔以的第三國學生之經驗，如新幾內亞、摩洛哥、墨西哥學生之經驗，則有助於延展本文所觸及的研究與反思視野。綜言之，希望能對於跨界教育之型態和形式，有更深刻的瞭解與反省，以利對於大學生參與跨界教育的歷程與挑戰有所認識，並能提出我國高等校院推動跨界教育之相關政策建議，因訪談原始稿資料甚多，目前正整理中，日後將進行研討會報告或投稿處理。

## **四、奧克蘭市議題 Jean Quan 訪談成果與討論**

Jean Quan 市議員為中國籍移民，但其家族移民至美國的時間已經超過百年，其從 Oakland 市的社區服務、地方學校參與為參與政治的起點。我的



訪談重點在於瞭解其作為一個華人的市民代表，如何鼓舞華人公民的政治參與，以及其所遭遇的困難。Quan 市議員表示，其服務的理念中仍舊秉持諸多的華人認同和文化訴求，並且透過各種節慶活動等提供華人表達自我族群認同及文化參與的機會，此不但與其個人政治影響力的延續有關，亦對華人文化認同的建立和延續具有正面的作用。

## 伍、研習相關結論與發現

本計畫為「全球化脈絡下美國多重公民身分的論述與實踐：至加州柏克萊大學社會變遷研究所的研習訪問計畫」，有關本計畫的創新性與跨領域屬性，主要環繞於全球化脈絡下個體的公民身分之流變與複雜情形。主要結論與發現如下：

### 一、將公民身分視為個體權利之構成並且在社會制度內實施

傳統政治哲學理論對於公民身分 (citizenship) 的討論，主要聚焦在，為了發展健全的國家民主政治體制或者促進成熟的公民社會環境與文化，而衍生出國家所期待培植的公民 (citizens)，其所應具備的各種相關的知識、能力、德行之系列性的討論。事實上，對於公民身分議題關注的再度興起，主要緣於探討影響個別國家中的發展民主運作體制之因素究竟為何有關。對此，在 1960 年至 1970 年代之間，最有系統地論述公民資格的專作，以美國社會學家 Marshall (Thomas H. Marshall, 1893-1981) 所著《公民資格與社會階級 (Citizenship and Social Class)》(Marshall, 1950) 為代表。公民身分的本質就是：保證把所有人都當作完整的和平等的社會成員，而加以對待，馬歇爾在書中強調公民身分即是權利權利 (right) 的觀念。

馬歇爾依這三個權利範疇來界定公民身分的發展和內涵，這也就是一般稱之為「消極的」或「隱私的」公民身分 (passive or private citizenship)。因為這些權利強調被動的權利取得，卻不責求參與公共生活的義務。這種公民身分即是權利的概念在美國高等法院的判例中有著最好的說明，其中將公民身分界定為「可以具備有權利之權利」(the right to have rights) (Kymlicka, 2003)。承上，自 80 年代以降，一方面因不滿於美國雷根總統和英國柴契爾政府所主張的新保守主義政治；另一方面，也不贊同於古典自由主義、新自由主義或平等自由主義的思維，轉而思考是否能夠重新釐清國家之內公民的責任和義務，建構有利於公民參與機制的政治過程並追求公民共和主義所崇尚的公民美德，甚至，認為公民生活的心靈特質 (character) 與核心價值 (core values)，往往是民主自由的國家所賴以發展的根基。此波對於公民身分的反省，旨在期盼恢復傳統的社群價值，並對放任式的自由主義或將投票視為政治參與的唯一途徑，提出強而有力的反省和糾正。從政策思維及學者論述的變遷，可以看到一個重要的事實就是，個體公民身分的內涵、思維或者政策舉措，如何界定和實踐，總須要考量社會環境的現實，才能發展出切合於社會脈絡的公民身分並持續地豐富其蘊義。由此可知，公民身分最初也是最基本的界定是以權利為基礎的，這也是我們一般接受的公民身分理念。

## 二、公民身分的範疇漸從個體擴及群體、從權利主張延伸至強調德性、責任與正義

以個人主義為核心的極端自由主義者往往主張道德相對論，甚至認為不應在德行上有什麼特定的主張。當自由主義者開始論述公民美德的重要，並提出了系列的公民美德，這種趨勢很明顯地修正了極端自由主義者強調價值中性的論點。進一步言之，新的自由主義者試圖以提倡公民實質的美德來補足長期爭取權利和程序民主的努力。

做為公民既享有權利，也應負起責任，這個主張在全球角度來思考公民身分時，亦持續受到重視。全球治理委員會（Commission on Global Governance）宣揚全球公民倫理的理念，研議出權利觀點之外的責任與美德，如考量個體行動對於他人之安全與福祉的影響、促進不同群體之間的平等（如性別、族群），以及保護未來世代的利益。對於此一發展脈絡如何與傳統自由主義所宣揚的個體權利相互連結上，Dagger（1997:5）則以廣義的分析架構，將公民身分概念粹煉出三種元素，分別是自主性、美德、權利。其表示，此三者應被視為互補的，而非處於緊張關係中。其論證如下，首先，因為自主性係個體的基本權利，也就是基於每個人皆是具自主性的存在者，因此，個體與個體之間的道德皆為平等亦可獲得確立。這種相互尊重的德性便獲得開展，進而形成了我享有我的權利，亦必須容許你享有你的權利。據此，當自由主義標舉對個體權利之捍衛時，亦應該接受「尊重社群中所有成員權利」的道德責任；相對地，當共和主義強調公民美德時，亦無須因要求個體對社群的奉獻而忽視其權利、權益亦所在，這樣的論證邏輯下，某種程度上可將自主性、美德和權利等元素加以接合。

## 三、公民身分的視野已由個別國家疆域提昇至全球關懷

在全球化脈絡下公民身分的建構和實踐，已不再侷限於固定的國家疆界，而是在民族國家的發展基礎上，納入世界公民的思維。Heater（1990: 23）明確指出，全球化脈絡下的政治公民乃兼具兩種屬性的，其一為傳統的民族國家取徑，表述個體在特定的國家之內履行其權利和義務，稱之為國家公民；其二為具有世界／普同主義思維的取徑，旨在回應於全球化世界的境況，故而亦需發展全球公民（cosmopolitan citizen）的資質。兩種公民身分有不同的指向目標，前者，所指的公民仍依附於國家認同，公民養成的目標，訴諸於國家意識與愛國主義，追求團結的國族及國族的壯大；後者，則是強調個體對全球價值的認同應超越於國家認同，公民養成的目標，訴諸於個體對他人和全球議題的同情與瞭解，追求世界議題之間的彼此合作和關懷。

在傳統的公民權益考量上，除了以個體主義之自由論為基礎的「公民政治權」，以及從群體權利或多元文化主義出發的「經濟、社會與文化權（economic, social and culture rights）之外，尚須擴及以生態倫理或永續發展為基礎的「團結權」或「發展權」等多重面向，該文指出了公民身分權利的

轉向和重整。事實上，公民權（civil rights）的內涵業受到某些修正。如：在維持或追求個體公民政治權，或不同族裔、群體的經濟、社會與文化之權利外，給予人們更多的義務而不是權利；易言之，如何讓人們能夠深切肯認自己做為在全球化脈絡下的公民身分之界定與實踐，此係無可迴避的課題。

整體而言，從全球化脈絡下社會變遷之形成變化、表徵與現象、以及所引發的危機或效應之探討，我們可以看到個體主動地（或被迫地）關涉至全球化的演變歷程。而據此，傳統以民族國家為疆界所界定的公民身分觀點，不再能夠將個體真實生活的經驗、行動及認同等，加以統攝或包含。復因全球化脈絡下個體的公民身分超越了國際覺醒，而是朝了理解和實踐世界中每個個體在公平的、永續的和正義世界生活中，應有的權利和責任，而這當中也牽涉了協商性質的認同與有效的全球連結之實踐。即在於促成對於反思和挑戰個體與群體所依循的社會、經濟和政治中的差異及不公；而全球化脈絡下個體的公民身分與人權、社會正義、公民教育、永續發展和全球化議題等密切相關；且對於多樣性的尊重應擴及種族、性別、階級、性取向、才能、文化、宗教等差異，此行動結果無論在全球或在地層次，皆具有正面作用，此亦發突顯出探討全球化脈絡下公民身分議題之創新性及其跨領域的學術研究屬性。

### 參考文獻

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## 陸、心得、檢討與反思

此次研習訪問的執行績效良好，亦有數項心得，分享如後：

- 一、藉由教育部顧問室所策劃之人文社會科學教育計畫，提供機會讓我在計畫申請之初，即深入思考具有前瞻性和創新性的研究課題；在計畫申請中，規劃與研擬至訪問國家與機構的研習和研究重點；以及訪問研習完成之後，結構性地整理自己在學術研究經驗與視野上的進展，獲益良多。這樣的計畫屬性對於年輕學者具有實質鼓舞作用，值得後續繼續辦理。
- 二、出國研習之前，我已經安排好訪問研究的接待單位、也已經確認研習的課程，因此，在抵達柏克萊大學之後，即可展開相關的訪談、會議和研習事宜，行前準備甚為充分，有助確保抵達之後的訪問研習工作之展開。
- 三、由於我在停留時程中，仍發現有其他相關值得深入的課題，故也特別增列學生訪談與奧克蘭市議員的拜會等工作項目，已獲得某些重要的研究成果；但，工作項目及行程較為繁忙，若能夠略加彈性地延長停留時程，則可以較為充裕的時間，進行多次的訪談或資料蒐集，將更臻完善。
- 四、跨國的交流、研習、座談、訪談及會議，最大的挑戰是在於，當針對特定議題與不同國別的學術人員，進行分享或交換觀點之時，由於不同國家或社會脈絡的差異，使得對於議題的關注重點與主張，有所不同。例如，雖然我以多元文化理論為基礎，進行相關的討論與交換意見，但，對於美國學者而言，其關切的是：美國的社會在多元文化的進展上，並不那麼理想，對於其可供參照的價值，仍有所保留。又或，探討公民實踐的參與投票議題時，美國對於台灣能夠確保投票的便利性及相對較高的投票率，感到相當肯定，此一見解與國內認為投票率仍不夠高的評價，有所差異；此外，處及教育機會和品質議題之際，美國學者對於台灣的高等教育受教機會之普及，亦相當稱許。可見，相關現象或議題之討論上，由於不同的社會脈絡或文化價值。此方面對於研究者的挑戰是，必須對於背景脈絡和文化思維有較高的敏銳度，才能從中去蕪存菁，做出適切的判斷和選擇。

當然，此方面亦有賴於與研習訪問單位之間，在會談之間進行更多的溝通，例如當我和社會變遷研究所的相關研究同仁談及「全球公民身分」的背景脈絡時，其對於台灣因為不屬於聯合國會員，而在國際參與受到相當多的限制，連帶造成國內對於國際形勢的非營利機構或組織、國際貿易聯盟、區域合作、邦交國之間的往來等較為缺乏的情形其認識較為缺乏。這個方面研究者不但是探討與瞭解其見解的訪問者，同時，也是傳遞我國發展情境與背景的解說者。這樣的經驗與收穫，雖非單純地學術性質，但對於發展與他國學

術機構之間的交往上，具有增進瞭解的積極意義。

##### 五、學術理論與研習地區的選擇性之反思

「多重公民身分」為本次計畫的核心概念，此公民身分的發展背景與多元文化具有密切相關，但在訪問研習過程中，我所接觸的學者，總是不忘提醒我說：「妳至柏克萊大學（Bay Area），來作這個議題研究，相當正確，因這裡的確很多元（diverse）；不過，並非美國所有的地區或城市都是如此，有些地方是非常地白人為主的。」這樣的提醒，對於我重新理解西方脈絡下所倡議的多重公民身分或多元文化主義，有更多實務的參照。也提醒我在處理學術理論以解釋（或批判）我國發展經驗之際，應該更加地細膩地思考理論的適用性，此亦可回應至我的研究方法論之相關知能上，可謂是額外的收穫。

## 柒、相關應用與後續合作

在計畫完成後，為了能夠延續計畫的成果並擴大應用價值，仍有數項相關之應用與合作的延續，說明如下：

- 一、課程實施方面：研究者將於 2010 年 9 月開設課程之一即為《全球化與公民素養》與《當代多元文化議題探討》，此課程業經大同大學三級三審的課程委員會審核通過，並且如期於本學期(2010.9)開設，研究者的研究成果和心得，能即刻回饋於課程教學的應用與知識的傳播。
- 二、研究專案方面：本次訪問研習的成果能夠日期回饋至我於 2010.8 至 2010.7 期間所執行的國科會計畫：：「全球化脈絡下大學生發展全球公民身分之研究：指標建構、問卷調查與深度訪談的實徵探討」，建立良好的計畫實施基礎。
- 三、發表中、英文學術研究論文：依計畫項目與行程內容、研習結果將可發表出相關論文主題，如美國對於全球化脈絡下社會變遷的主要觀點和政策、美國對於人權和全球政治論述關聯性之分析，或美國對多重公民身分議題未來變遷趨勢之觀察等。透過論文的發表將可更廣泛地分享與傳播本計畫的研習成果。
- 四、未來合作展望方面：海外研習期間除了進行個人的研習之外，亦多方瞭解和發展國內或相關研究人員持續到訪的機會，若建立穩定且持續的學術互動模式或機制，將有利於豐富國內相關學術研究工作者多元的國際視野與合作經驗。

## 附件2 研究者於柏克萊大學的研習課程清單

### ● 研習課程 1：全球化

#### GEOGRAPHY

Control Number	Course Number	Section	Day-Hour	Room	Course Title	Unit Credit	Instructor	Session Dates
40505	P 4	001 LEC	TUWTh 2-430P	145 MCCONE	World Peoples and Cultural Environments	4		07/00-08/13/10
Summer Fees: UC Undergraduate \$1,108.00, UC Graduate \$1,040.00, Visiting \$1,280.00								
Note: Also: CUFFEY, K								
40510	P N20	001 LEC	TUWTh 9-1130A	145 MCCONE	Globalization	3	ACKER, R L	07/00-08/13/10
Summer Fees: UC Undergraduate \$870.00, UC Graduate \$1,230.00, Visiting \$000.00								
Summer Fees: UC Undergraduate \$1,108.00, UC Graduate \$1,040.00, Visiting \$1,280.00								
40520	P 40	001 LEC	TUWTh 2-430P	145 MCCONE	Introduction to Earth System Science	4	WANKET, J A	05/24-07/02/10
Summer Fees: UC Undergraduate \$1,108.00, UC Graduate \$1,040.00, Visiting \$1,280.00								
40525	P 70AG	001 LEC	TUWTh 1130-2P	145 MCCONE	The Urban Experience	3		05/24-07/02/10
Summer Fees: UC Undergraduate \$870.00, UC Graduate \$1,230.00, Visiting \$000.00								
Note: SATISFIES AMERICAN CULTURES REQUIREMENT;								
40530	P 130	001 LEC	TUWTh 9-1130A	145 MCCONE	Natural Resources and Population	4	MCCINTOCK, N C	05/24-07/02/10

28/59


### ● 研習課程二：人權與全球政治

#### PEACE AND CONFLICT STUDIES

Control Number	Course Number	Section	Day-Hour	Room	Course Title	Unit Credit	Instructor	Session Dates
71805	P 10	001 LEC	TUWTh 12-230P	220 WHEELER	Introduction to Peace and Conflict Studies	4	GIOVANNINI, F	00/21-08/13/10
Summer Fees: UC Undergraduate \$1,108.00, UC Graduate \$1,040.00, Visiting \$1,280.00								
71810	S 10	101 DIS			Introduction to Peace and Conflict Studies			00/21-08/13/10
71815	S 10	102 DIS			Introduction to Peace and Conflict Studies			00/21-08/13/10
71835	P 120	001 LEC	MTuWTh 10-12P	110 WHEELER	International Human Rights	4	SHACKFORD-BRADLEY	05/24-07/02/10
Summer Fees: UC Undergraduate \$1,108.00, UC Graduate \$1,040.00, Visiting \$1,280.00								
71840	P 127	001 LEC	MTuWTh 12-2P	122 WHEELER	Human Rights and Global Politics	4	DRABBLE, J	07/00-08/13/10
Summer Fees: UC Undergraduate \$1,108.00, UC Graduate \$1,040.00, Visiting \$1,280.00								
71850	P 150	001 WOR	MTWTF 8-5P	20 WHEELER	Conflict Resolution Intensive Training	3	ROY, B	07/20-08/13/10
Summer Fees: UC Undergraduate \$870.00, UC Graduate \$1,230.00, Visiting \$000.00								
71855	P 104A	001 LEC	TUWThF 3-5P	123 WHEELER	Introduction to Nonviolence	3	AZEVEDO, A	05/24-07/02/10
Summer Fees: UC Undergraduate \$870.00, UC Graduate \$1,230.00, Visiting \$000.00								
71880	P 104B	001 LEC	TUWThF 3-5P	205 DWINELLE	Nonviolence Today	3	THE STAFF	07/00-08/13/10
Summer Fees: UC Undergraduate \$870.00, UC Graduate \$1,230.00, Visiting \$000.00								

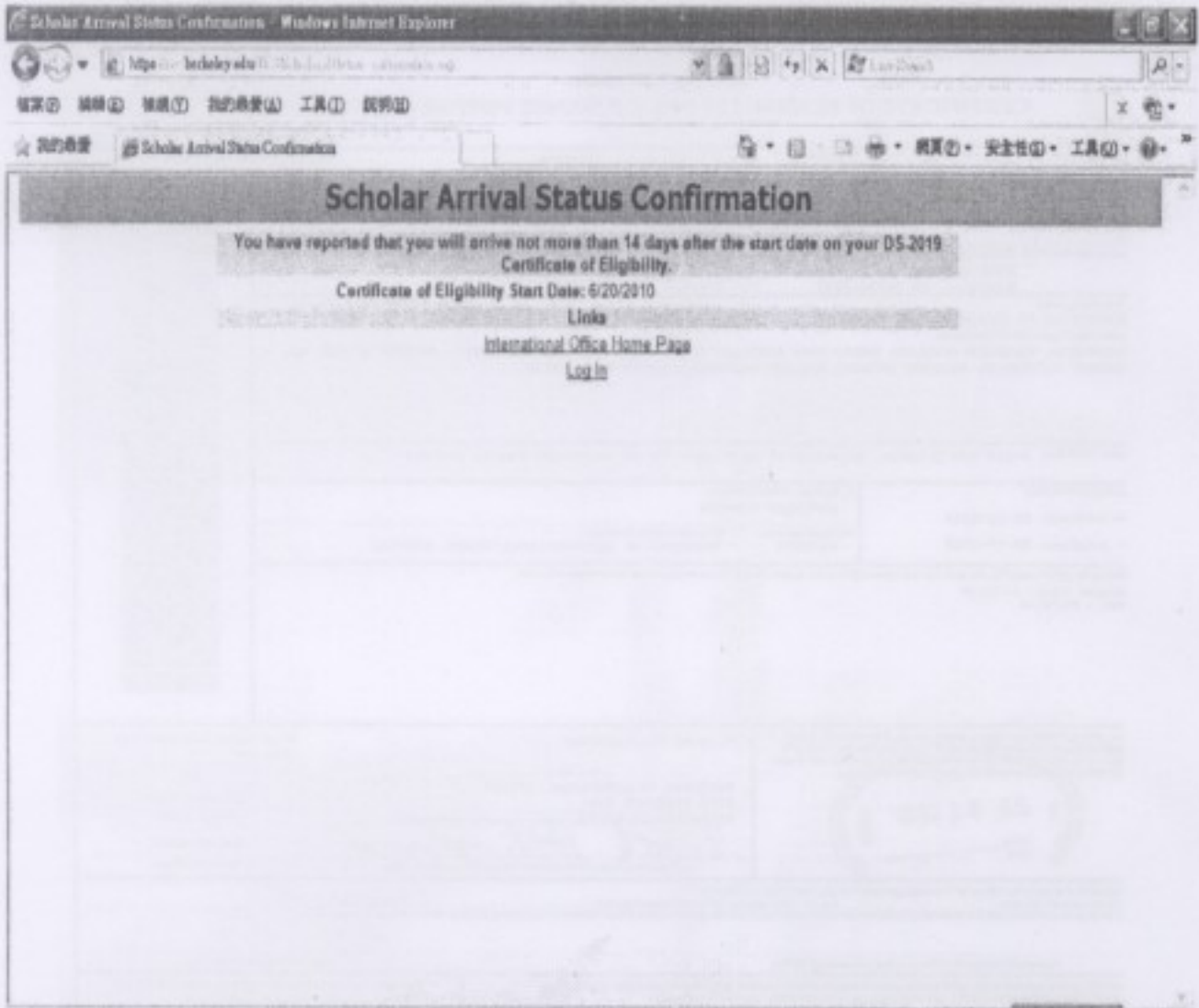


附件3 柏克萊大學J-1訪問學者證明書

U.S. Department of State				OMB APPROVAL NO. 1545-0047	
CERTIFICATE OF ELIGIBILITY FOR EXCHANGE VISITOR (J-1) STATUS				EXPIRES 03-31-2011	
				INITIATED/ISSUED THIS DATE	
				This Page 2	
Family Name: Chen		First Name: Shu Min		Gender: FEMALE	
Date of Birth (mm-dd-yyyy): 11-16-1973		City of Birth: TAINAN		Country of Birth: TAIWAN	
Age: 37		Legal Permanent Resident Country: TAIWAN		Exchange Visitor Program Number: P-1-00332	
Institution Name: Institute for the Study of Social Change 1299 Piedmont Berkeley, CA 94720-2321		Position: UNIVERSITY TEACHING STAFF INCLUDING RESEARCHERS			
Program Sponsor: University of California at Berkeley		Exchange Visitor Program Number: P-1-00332			
Exchange Visitor Category: PROFESSOR; RESEARCH SCHOLAR; SHORT-TERM SCHOLAR; SPECIALIST; STUDENT ASSOCIATE; STUDENT BACHELOR; STUDENT DOCTORATE; STUDENT INTRAM; STUDENT MASTERS; STUDENT NON-DEGREE					
Type of this form: Begin new program; accompanied by number (0) of immediate family members.					
Pass Dates Filled: 06-20-2010 09-15-2010		Exchange Visitor Category: RESEARCH SCHOLAR Subject Field Code: 30-2001			
During the period covered by this form, the total estimated financial support for U.S. life to be provided in the exchange visitor by: Sponsor: \$4,400.00 Self: \$4,400.00		Subject Field Code Remarks: Research in International/Global Studies			
U.S. DEPARTMENT OF STATE: SEAL OR CERTIFICATION BY RESPONSIBLE OFFICER OR ALTERNATE RESPONSIBLE OFFICER THAT A NOTIFICATION (UPON REQUEST) HAS BEEN PROVIDED TO THE U.S. DEPARTMENT OF STATE.		V. Scott Hollingshead Name of Official Preparing Form: Berkeley International Office 1299 Piedmont Ave. Berkeley, CA 94720 <i>V. Scott Hollingshead</i> Signature of Responsible Officer or Alternate Responsible Officer		Alternate Responsible Officer: Title: 310-643-4749 Telephone Number: 05-07-2010 Date (mm-dd-yyyy)	
Signature of Responsible Officer or Alternate Responsible Officer		Date (mm-dd-yyyy) of Signature			
ELIMINARY ENDORSEMENT OF CONSULAR OR IMMIGRATION OFFICER REGARDING SECTION 1(b) OF THE IMMIGRATION AND NATIONALITY ACT AND PL. 90-6. AS AMENDED. (See how this is done on page 2.) Exchange Visitor in the above program: <input type="checkbox"/> Not subject to the two-year residence requirement. <input checked="" type="checkbox"/> Subject to two-year residence requirement based on: A. <input checked="" type="checkbox"/> Government financing and/or B. <input type="checkbox"/> The Exchange Visitor Skills List and/or C. <input type="checkbox"/> PL. 90-6. Kevin J. Rosier Consular Officer <i>Kevin J. Rosier</i> Signature of Consular or Immigration Officer		ALL ISSUED PARTICIPANTS GO HOME AND ALL ALIEN VISITORS SPONSORED BY PASSIVELY ARE SUBJECT TO THE TWO-YEAR HOME RESIDENCE REQUIREMENT. Title: Date (mm-dd-yyyy):		TRAVEL VALIDATION BY RESPONSIBLE OFFICER (Maximum validation period is 1 year) EXCEPT: Maximum validation period is up to 6 months for Short-term Scholars and 4 months for Career Livestock and Summer Work Travel. (1) Exchange Visitor is in good standing at the present time. 07-07-2010 Date (mm-dd-yyyy) <i>Tracy R. Byrd</i> Signature of Responsible Officer or Alternate Responsible Officer (2) Exchange Visitor is in good standing at the present time. Date (mm-dd-yyyy): Signature of Responsible Officer or Alternate Responsible Officer	
THE U.S. DEPARTMENT OF STATE RESERVES THE RIGHT TO MAKE FINAL DETERMINATION REGARDING THIS EXCHANGE VISITOR CERTIFICATION. I have read and agree with the statement in Item 2 on page 2 of this document.		Signature of Applicant: CHEN, SHUMIN		Date (mm-dd-yyyy): 06-30-10	

附件4 柏克萊大學抵達證明信函

舊金山大學國際中心 2019 年 6 月 20 日



附件6 柏克萊大學訪問學者與博士後研究辦公室建立訪問學者證號

New Window | Help | Customize Page |

Work Location	Job Information	Payroll	Salary Plan	Compensation
Shumin Chen		CWR	ID: 012272309	Empl Red #: 0
Job Information <span style="float: right;">Find First 1 of 1 Last</span>				
Effective Date:	07/06/2010	Effective Sequence:	0	Job Indicator: Primary Job
Action:	Add CWR	Reason:	Visiting Scholar	Current
*Job Code:	N3298	CWR_Visiting Scholar	Begin Date:	07/06/2010
Supervisor ID:	010134717	Martin Sanchez-Jankowski	Empl Duration:	W-End Date
*Regular/Temporary:	Reg		Appointment End Date:	09/15/2010
Appt Type:			<input checked="" type="radio"/> Fixed	<input type="radio"/> Variable
Work Period:			*Full/Part:	Part-Time
Union Code	99	Non Represented	*Empl Rel Code:	E-Other-NC
Pay Schedule		Time Code	FTE:	0.010000
FLSA Status	X	EEO Class	N	Leave Code

Job Data    Employment Data    Earnings Distribution

Save   Return to Search   Previous tab   Next tab

Update/Display   Include

ork Location | Job Information | Payroll | Salary Plan | Compensation



## Visiting Scholar and Postdoc Affairs, UC Berkeley

### Postdoc and Visiting Scholar Orientation

AT UC BERKELEY'S INTERNATIONAL HOUSE

The Visiting Scholar and Postdoc Affairs (VSPA) Program is pleased to present an information meeting targeted to new postdocs and visiting scholars. The orientation will be offered once a month from 9 am to 12 noon at the International House located on campus at the intersection Piedmont Avenue and Bancroft Way.

Because enrollment for the orientation is required, please e-mail [vspa@berkeley.edu](mailto:vspa@berkeley.edu) with your name, department, telephone number, and e-mail address where you can be contacted. Also, please indicate if you are a new postdoc or a visiting scholar.

#### Welcome to Berkeley!

For easy reference, here's the schedule:

Tuesday, November 10, 2009  
Thursday, December 3, 2009  
Thursday, January 14, 2010  
Thursday, February 4, 2010  
Thursday, March 4, 2010  
Thursday, April 1, 2010  
Thursday, May 13, 2010  
Thursday, June 3, 2010  
Thursday, July 1, 2010  
Thursday, August 5, 2010  
Thursday, September 2, 2010  
Thursday, October 7, 2010  
Thursday, November 4, 2010  
Thursday, December 2, 2010

During the orientation, the following topics will be discussed:

Introduction to University of California (UC) System  
Facts and Statistics About Postdocs  
    UC Berkeley  
    UC System  
    U.S.A.  
Research Mission at UC Berkeley  
Visiting Scholar and Postdoc Affairs Program Office  
Berkeley Postdoctoral Association  
Academic Personnel Manual Section (APM) 390  
    Definition of a Postdoc  
    Policy Governing Terms and Conditions of Postdocs  
Types of Postdoctoral Scholars  
    Employee (3252)  
    Fellow (3253)  
    Paid Direct (3254)  
What's the difference?  
Letter of Appointment (for Postdocs)  
    name of faculty mentor  
    dates of appointments

- APM 390
  - compensation level
  - job code
  - health and welfare benefits
  - proof to work in U.S.
- Postdoc Benefits
  - health insurance
  - dental
  - vision
  - accidental death and dismemberment
  - elective short term life insurance
  - workers compensation
  - University Health Services
- Other Postdoc Benefits
  - Time Off (formerly vacation)
  - Sick Leave
  - Childbearing Leave
  - Holidays
- Other Postdoc Policies
  - Annual Reviews
  - Lay Offs
  - Grievances
- Postdoc and Visiting Scholar Campus Services
  - Air Bears (wireless Internet connection)
  - AC Transit Discounts
  - BART Information
  - Bike Registration
  - Cal Net ID
  - Cal 1 Photo ID Card
  - Campus Shuttles
  - Housing
  - Library Resources
  - Office of International Students and Scholars (visas)
  - Parking
  - Recreational Facilities
  - Special Equipment (plot printers)
  - Working in the Labs and Your Safety
- UC Berkeley Special Offices
  - Office of the Ombudsman for Postdocs and Students
  - Title IX Compliance Office
  - Equity Standards and Compliance
  - Gender and Equity Resource Center
- UC and UC Berkeley Policy Statements
  - complaints about sexual harassment or racial discrimination
  - non-discrimination statement
  - policy on substance abuse
  - smoke free policy
  - whistle blower policy

# **Getting Started: A Quick Guide for Visiting Scholars and Visiting Student Researchers**

It's as easy as 1-2-3.

Please identify yourself with one of the registration scenarios below and follow the instructions listed. Please note that the \$200 University Services Fee is valid for only one year of service.

If this is your **INITIAL APPOINTMENT** (or returning after a break in service):  
**FOLLOW STEPS 1 THROUGH 5.**

If you are **CONTINUING** your current appointment past the one-year anniversary of your last payment of the University Services Fee:  
**FOLLOW STEP 2 ONLY.**

If you are **CONTINUING** your appointment and the duration of your new appointment term falls within a year of your last payment of the University Services Fee:  
**NO ACTION IS NEEDED.**

If you are **CONTINUING** your appointment and the duration of your new appointment term continues past the one-year anniversary of your last payment of the University Services Fee:  
**WAIT UNTIL THE ANNIVERSARY DATE AND FOLLOW STEP 2 ONLY.**

## **STEP 1**

### **Registering as a Visiting Scholar or Student Researcher**

You may register as a UC Berkeley Visiting Scholar or Student Researcher by:

- 1) Visiting your sponsoring department and obtaining your 9-digit Cal Net numerical identity (HRMS Non-Employee number) from your sponsoring department's administrative contact.
- 2) While you are at your department, make sure that you sign an original copy of the Patent Acknowledgement Form and have it witnessed by a UC employee. At this point, the department can choose to e-mail or fax a copy of the Patent Acknowledgement Form. However, the VSPA Program must eventually receive an original of it.

NOTE: If you are extending your appointment and have previously signed an original Patent Acknowledge Form, you may skip this requirement and continue on to the next requirement.

## STEP 2

### Paying the \$200 University Services Fee

A \$200 annual fee is required for all visiting scholars and visiting student researchers.

#### If fee is to be paid by the affiliate:

The affiliate goes to the VSPA website and selects the "University Services Fee" link to make an electronic payment. Please note that a credit card or ATM debit card with a Visa, MasterCard or American Express logo on it will be needed to make a payment. In addition, the affiliate will need a non-activated 9-digit Cal Net numerical identity (HRMS Non-Employee number) to make an electronic payment. This number is available from the sponsoring department.

To use e-Pay, go to [https://vspa.chance.berkeley.edu/epay\\_post.cfm](https://vspa.chance.berkeley.edu/epay_post.cfm).

#### If the fee is to be paid by the sponsoring unit:

- a. The sponsoring department prepares an Interdepartmental Order Form with appropriate departmental chart string. The form should indicate the name and non-activated 9-digit Cal Net numerical identity (HRMS Non-Employee number) of the affiliate and include the chart string to be debited. The VSPA Program will debit the account \$200 for each scholar listed. E-mail the completed form to [vspa@berkeley.edu](mailto:vspa@berkeley.edu) or fax it to 510.642.3328.

OR

- b. The sponsoring department pays the University Services Fee via e-Pay using a departmental *Blu Card*.

To use e-Pay, go to [https://vspa.chance.berkeley.edu/epay\\_post.cfm](https://vspa.chance.berkeley.edu/epay_post.cfm).

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## STEP 3

### Activating Your CalNet ID Number

After you have paid the University Services Fee, contact your sponsoring department the next business day to obtain your registration token. This is a numerical code. To obtain this, you will also need to contact your sponsoring department's Cal Net Deputy. For a list of deputies, go <https://calnet.berkeley.edu/services/deputies.html>.

Once you have your CalNet numerical identity and registration token, go to <http://net-auth.berkeley.edu/cgi-bin/krbreg>. As you activate your CalNet numerical identity with the registration token, you will need to create a passphrase in order to complete the activation of your CalNet ID. Once this is completed, you will be able to obtain all virtual services, such as e-mail, parking, wireless internet access, etc.

**SPECIAL NOTE:** The only services not available are library borrowing privileges and access to the Library's electronic databases. The Library requires an in-person registration with the Cal 1 ID Card, which is not available until 72 hours later. (See Cal 1 Photo ID below).

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## **STEP 4**

### **Obtaining Your Cal 1 Photo ID**

The VSPA Program must have received both the payment of the University Services Fee and the Patent Acknowledgement in order to activate your appointment. When both of these requirements have been received, there is a 72 hour waiting period. After this time period, go to the Cal 1 Card Office at 110 Cesar Chavez Center, Lower Sproul. The office is open from Monday to Friday, 9am to 5pm. Please be prepared to present identification with a photograph, e.g., driver's license or passport.

For more information, visit the Cal 1 Card Office website at: <http://cal1card.berkeley.edu/>

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## **STEP 5**

### **Setting Up Your CalMail E-Mail Account**

Once you have activated your CalNet ID:

- 1) Go to <http://bilink.berkeley.edu>. On the top left hand side of the page under "Set up your account," click on "e-mail." You will be led to a series of web pages that will eventually require you to enter your CalNet numerical identity and passphrase. Follow the instructions to set up your email account.
- b) Inform the VSPA Program at [vspa@berkeley.edu](mailto:vspa@berkeley.edu) of your new CalMail e-mail address. As part of the registration process, you are required to report your CalMail e-mail address.

**Welcome to Berkeley!**



### **Visiting Scholars and Postdoc Affairs (VSPA) and Berkeley Postdoc Association (BPA)**

VSPA: <https://vspa.berkeley.edu/> 44 Barrows Hall, 510.643.9681, Monday – Friday, 10:00 AM – 3:00 PM

BPA: <http://postdoc.berkeley.edu/>

The Visiting Scholar and Postdoc Affairs Program and the Berkeley Postdoc Association offer an information meeting for new postdocs. The New Postdoc Orientation (NPO) is offered on the first Wednesday of each month from 9:00 AM to 12:00 noon at the International House. Because enrollment for the NPO is required, please e-mail [vspa@berkeley.edu](mailto:vspa@berkeley.edu) with your name, department, telephone number, and e-mail address. A schedule of meetings can be found at <https://vspa.berkeley.edu/npo.html>.

The Berkeley Postdoc Association fosters interactions between postdocs and other researchers, for the purpose of enhancing career and professional development at UC Berkeley by organizing social and professional activities. If you are interested in participating in the BPA, please send an e-mail to: [MajorDomo@listink.berkeley.edu](mailto:MajorDomo@listink.berkeley.edu) with the words: subscribe postdocnet <youremailaddress>. You will receive information and announcements that facilitate communication and networking.

### **Housing Office and Services**

<http://www.housing.berkeley.edu/housing/> 2610 Channing Way, Monday – Friday, 10:00 AM – 4:00 PM

Cal Rentals – 510.642.3644. Postdocs are eligible to use UC Berkeley's faculty/staff housing services. For a small fee, Cal Rentals provides housing counseling and access to a comprehensive listing of rentals available in Berkeley and the surrounding communities.

Family Housing – 510.642.4109. When there are no students on the waiting list, postdocs with children can get limited assignments in Student Family Housing. Please contact your HR representative if you need verification of your appointment in order to apply for Student Family Housing before your start date.

### **Parking & Transportation**

<http://pt.berkeley.edu/> 2150 Kittredge Street, 510.643.7701, Monday – Friday, 7:30 AM – 4:00 PM

To obtain a parking pass or discounted BART or bus tickets, please visit Parking & Transportation with your Cal 1 Card. Employees can purchase annual parking and transit passes pre-tax through the Wageworks program. Please note that it takes approximately one week for your employment record to upload to the Wageworks program. If you need to arrange for parking before your employment start date, please contact your HR representative, who can provide you with an employment verification letter to take to Parking & Transportation.

### **Bank Account**

You can open a bank account with your passport if you do not have a Social Security number. Check with the bank for specific supporting documentation requirements. We suggest going to the banks in close proximity to campus, as they are familiar with international scholars and can better assist you (e.g., Bank of America, Wells Fargo, Chase, Patelco Credit Union).

### **Social Security Number**

Downtown Berkeley Social Security Office, 2045 Allston Way, Monday – Friday, 9:00 AM – 4:30 PM. To locate other offices, see <https://s04a90.ssa.gov/apps6z/FOLO/fo001.jsp>.

If you don't have a Social Security number, you will need to apply for one. Newly arrived J-scholars must wait at least two weeks from the date they complete their arrival notification before applying for a Social Security number, as it takes ten business days for your information to download from SEVIS to the Social Security database.

### **Driver's License and State Identity Card (DL/ID)**

[www.dmv.ca.gov](http://www.dmv.ca.gov) Oakland offices at 5300 Claremont Avenue (near Telegraph) or 501 85th Avenue; El Cerrito office at 6400 Manila Avenue (near San Pablo and Moesser Lane). For appointments, call 800.777.0133.

International scholars can apply for a California Driver's License. If you are not planning to drive, the DMV can also issue a California Identity Card (ID) with your photo, which can be used as identification for cashing checks, proving your age, etc. International scholars should wait at least 30 days after arrival in the U.S. before applying for a driver's

## 附件8 柏克萊大學人權議題 (Human Rights) 研習課程綱要

INTERNATIONAL HUMAN RIGHTS  
PEACE AND CONFLICT STUDIES 127  
DR. J. KIRK BOYD  
SUMMMER 2010

### Description of Course:

While international human rights are inherent for every human being regardless of country, sex, wealth, race, and other differences, their realization is an evolutionary process. Much of the evolution of human rights can be seen through documents. This course will survey the philosophical basis for human rights, the incorporation of human rights into documents, and the creation of institutions to gradually make these documents enforceable in courts of law.

We will follow this evolutionary path for human rights through the perspective of human rights leaders, both governmental and nongovernmental, as they have acted to create human rights documents, often in response to a horrific events such as World Wars I and II, and genocide in Rwanda. Today there is an emerging trend towards the enforcement of human rights, including economic and social rights, as one of many paths to international security that complements military preparedness.

As our guides through the course, we will use a textbook, *International Human Rights Law, an Introduction*, by Weissbrodt, and de la Vega, and a book that I recently published, *2048: Humanities Agreement to Live Together -- the international movement for enforceable human rights*. We will also use a website, [www.2048.berkeley.edu](http://www.2048.berkeley.edu) which is the home for the 2048 Project at the UC Berkeley, Boalt Hall School of Law. In addition, each student is required to bring in 3 newspaper, blog entries, or magazine articles that they feel raise issues of significance to our class.

Using our written materials and classroom discussion, we will learn about important human rights developments, and the operation of existing international human rights institutions such as the Human Rights Council and the committees implementing the human rights Covenants. In addition, we will also work together as part of the Berkeley 2048 Project to write an International Bill of Human Rights that can be enforceable in the courts of all countries.

### Participation and Grading

We are working together in this course, both through classroom discussion which is interactive, and through a joint effort to draft a new human rights document. Participation, therefore, is essential to the success of the course. To this end, a seating chart is used in class so that, in the spirit of Socratic tradition, people can be called on to respond, and they are also free to comment on the comments of others. While we may question authority, will never personally attack each other.

Considerable work goes into preparation for class, including the preparation of the instructor. In recognition of this effort, classroom attendance is mandatory. Students may only have three unexcused absences during the course, after that their grade will be lowered by half a grade for each class missed.

Participation in class constitutes 25% of the grade. The remaining 75% is divided between a midterm and a paper. The midterm constitutes 25% and will be a combination of multiple choice and essay. The final constitutes 50% and is a 15 page paper – not more or less. The paper is expected to be a serious piece of writing that reflects in depth research evident through the use of footnotes.

Students may choose any topic discussed in class, provided that it fits within the International Convention on Human Rights that we are drafting together. The paper may address a general topic concerning the breadth of the Conventions, such as the philosophical basis for them, or the paper may address a particular article such as free speech, or even an issue within a particular article. Thoroughness and high quality are the benchmark.

All papers will be posted on the 2048 website. In this way, students will not only learn about how existing documents were drafted, and their current application, but will also, in a genuine way, be participating in the drafting of new human rights documents. Students may continue to be involved with the development of the documents in the years ahead, but if not, at the very least they will be able to look back at the documents as something that they worked on in this course.

### **Week 1      What are Human Rights?**

July 6, 2010 Introduction/Class discussions: What are human rights? We will outline the course and discuss paper requirements.

July 7, 2010, 2048: *Humanities Agreement to Live Together* Introduction and Chapter 1, Please bring a newspaper article or magazine article to aid our discussion. 20

July 8, 2010, 2048: *Humanities Agreement to Live Together*, Chapters 2 and 3

### **Week 2      Evolution of the Modern Human Rights Movement**

July 12, 2010, Weissbrodt, *International Human Rights*, Part A, Pgs. 1-13; 2048: *Humanities Agreement to Live Together* Chapter 4.

July 13, 2010, Weissbrodt, *International Human Rights*, Part B, History of Human Rights, Pgs. 14-26; 2048: *Humanities Agreement to Live Together* Chapter 5;

2048 Website: *International Covenant on Civil and Political Rights*. 2048 Website: *International Convention on Human Rights*.

July 14, 2010; Weissbrodt, *International Human Rights*, UN Procedures pgs. 251-270

July 15, 2010, Weissbrodt, *International Human Rights*, UN Procedures pgs. 270-292, 2048: *Humanities Agreement to Live Together* Chapters 6 and 7. 2048 Website: *International Covenant on Economic, Social and Cultural Rights*

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### Week 3 Continuing Evolution of Human Rights Documents

July 19, 2010, Weissbrodt, *International Human Rights*, Regional Institutions and Procedures, European Convention on Human Rights, pgs 311-325; 2048: *Humanities Agreement to Live Together* Chapter 8 and 9. Website, *European Convention on Human Rights*

夏休前, African Convention human rights, national states with education  
**DRAFT OUTLINE FOR FINAL PAPER DUE**

July 20, 2010, Weissbrodt, *International Human Rights*, Regional Institutions and Procedures, "Mechanisms for the Americas", pgs 325- 333; 2048 Website: *Inter-American Convention on Human Rights*, Weissbrodt, *International Human Rights* "African Mechanisms" pgs 334-341; 2048 Website: *African Convention on Human Rights*, 2048: *Humanities Agreement to Live Together* Chapter 10.

July 21, 2010, Weissbrodt, *International Human Rights*, "International Criminal Procedures" pgs 296-310;

July 22, 2010 MIDTERM EXAM July 14 / July 15

### Week 4 Particular Human Rights

July 26, 2010, Weissbrodt, *International Human Rights*, Particular Rights, Slavery, Torture pgs 42-58; Genocide, War Crimes, Terrorism, pgs 222-242; 2048: *Humanities Agreement to Live Together* Chapter 11.

July 27, 2010, Weissbrodt, *International Human Rights*, Particular Rights, Slavery, Torture pgs 42-58; Genocide, War Crimes, Terrorism, pgs 222-242; 2048: *Humanities Agreement to Live Together* Chapter 12.

July 28, 2010, Weissbrodt, *International Human Rights*, Particular Rights, Self-Determination, Equality and Nondiscrimination, Life, pgs 29-41; 2048: *Humanities Agreement to Live Together* Chapter 13. 2048 Website Re-read *International Convention on Human Rights*.

July 29, 2010, Weissbrodt, *International Human Rights*, Particular Rights, Property, Religion, Expression, Assembly pgs 91-119; *2048: Humanities Agreement to Live Together* Chapter 14.

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**DRAFT, BUT COMPLETE 15 PAGES, PAPER DUE**

**Week 5 Particular Human Rights Continued**

August 2, 2010, Weissbrodt, *International Human Rights*, Particular Rights, Economic, Social and Cultural Rights, work, food, health, social security, pgs 120-150; *2048: Humanities Agreement to Live Together* Chapter 15.

August 3, 2010, Weissbrodt, *International Human Rights*, Particular Rights, Economic, Social and Cultural Rights, clothing, housing, water, pgs 150-168;

August 4, 2010, Weissbrodt, *International Human Rights*, Particular Rights, Economic, Social and Cultural Rights, education, culture pgs 169-188;

August 5, 2010, Weissbrodt, *International Human Rights*, Particular Rights, Healthy Environment, pgs 189-196;

**Week 6 Drafting the Future of Human Rights**

August 9, 2010, Weissbrodt, *International Human Rights*, Right to Peace, pgs 203-211;

August 10, 2010, Weissbrodt, *International Human Rights*, National Institutions and Procedures, pgs 342-348;

August 11, 2010, Weissbrodt, *International Human Rights*, World Conferences, pgs 293-295;

August 12, 2010, Weissbrodt, *International Human Rights*, Conclusion, pgs 365-369.

**FINAL PAPERS DUE**

## 附件9 柏克萊大學全球化議題 (Globalization) 研習課程綱要

**Geography 20N: Globalization**  
**Robert Acker, Lecturer**  
**Summer term 2010**

This course is about the transnational forces that are creating the main economic and political structures of the twenty-first century. We will discuss the historical and technical underpinnings of this new world system, the economic forces it has unleashed, its political and cultural consequences, and the opportunities and dangers it has created.

Your grade will be determined as follows: there will be a total of 1000 points available. There will be a takehome midterm worth 200 points or 20 percent of the grade, a research project worth 350 points or 35 percent of the grade (abstract, 50 points; oral presentation, 100 points; written report, 200 points), and a final exam worth 450 points or 45 percent of the grade. Finally, I may add up to 30 points to your grade at my discretion to reflect your class participation.

The course materials are contained in a three-volume reader, which can be purchased at Copy Edge, 2121 University Avenue (three doors down from Ace Hardware). My office is 591 McCone, and I'll be there between 12:30 and 1:45 daily. Lastly, I've created a Google group called 150Geo20, on which I'll post copies of the syllabus, lecture notes and other course materials. Joining this group is a mandatory part of the course. My e-mail address is [bobswhirled@gmail.com](mailto:bobswhirled@gmail.com). If you're signed up for this course, please send me an e-mail, and I'll invite you to join the group.

### LECTURE SCHEDULE AND READER INDEX

#### READER VOLUME 1

**Tuesday, July 6. Lecture 1: Globalization in historical perspective**

Reader 1.1: *Global Transformations*, pp. 1-10

Reader 1.2: Gunder-Frank, *Dependence and Underdevelopment*, ch. 1

Reader 1.3: Ferguson, "Sinking Globalization"

Reader 1.4: Graph of the demographic transition

**Wednesday, July 7. Lecture 2: Globalization and infrastructure**

Reader 2.1: "Selected Economic Aspects of Transportation Geography"

Reader 2.2: "Freight Pain"

Reader 2.3: Dholakia, "E-Commerce and the Transformation of Marketing"

Reader 2.4: Keohane, "Power and Interdependence in the Information Age"

**Thursday, July 8. Lecture 3: The globalization of ideas**

Reader 3.1: Schumpeter, *Capitalism, Socialism and Democracy*, Ch. VII

Reader 3.2: McKnight, "Creative Destruction as Usual"

Reader 3.3: Dicken, *Global Shift*, ch. 3

Reader 3.4: *Education, Globalization and Social Change*, ch. 22

Reader 3.5: "Journey through the Secret History"

Reader 3.6: Persaud, "The Knowledge Gap"

**Tuesday, July 13. Lecture 4: Strategies for development**

Reader 4.1: "Communications Innovation and Destruction in Japan"

Reader 4.2: "Fixing What Really Ails Japan"

Reader 4.3: *The Political Economy of Policy Reform*, pp. 26-28

Reader 4.4: The 2008 Corruption Perceptions Index

Reader 4.5: *The Lexus and the Olive Tree*, chs. 8 and 9

Reader 4.6: Woods, "The Globalizers"

- Reader 4.7: "The Evolving Role of the World Bank"  
 Reader 4.8: "Saving the World Bank"

**Wednesday, July 14. Lecture 5: Multinational enterprises and investment**

- Reader 5.1: *Global Shift*, ch. 4  
 Reader 5.2: *Global Transformations*, pp. 247-249

**Thursday, July 15. Lecture 6: International trade and trade regulation**

- Reader 6.1: *Principles of Political Economy*, ch. 7  
 Reader 6.2: "The End of Free Trade?"  
 Reader 6.3: "The U. S. Trade Deficit: A Dangerous Obsession"  
 Reader 6.4: "Competitiveness: A Dangerous Obsession"  
 Reader 6.5: "Offshoring: The Next Industrial Revolution?"  
 Reader 6.6: "The Outsourcing Bogeyman"  
 Reader 6.7: *Global Political Economy*, ch. 4  
 Reader 6.8: Jackson, *The World Trade Organization*, chs. 2, 4  
 Reader 6.9: "From GATT to the WTO"

**Tuesday, July 20 Lecture 7: Globalization, exchange rates and interest rates**

- Reader 7.1: *International Finance*, pp. 6-27  
 Reader 7.2: "Shifting Patterns of Global Finance"  
 Reader 7.3: "The Structure of Finance"  
 Reader 7.4: Steiglitz, *Globalization and its Discontents*, chs. 8 and 9  
 Reader 7.5: *The IMF and Argentina*

**READER VOLUME 2**

**Wednesday, July 21. Lecture 8: International regulation of capital flows**

- Reader 8.1: "The Global Financial System"  
 Reader 8.2: *Capital Rules*  
 Reader 8.3: "A World Central Bank?"  
 Reader 8.4: "A New Bretton Woods"  
 Reader 8.5: Articles on the Greek debacle

Takehome midterm distributed in class; due by 5 pm Friday, July 23, in Room 591.

**Thursday, July 22. Lecture 9: Globalization, population and immigration**

- Reader 9.1: Longman, "The Global Baby Bust"  
 Reader 9.2: Eberstadt, "Power and Population in Asia"  
 Reader 9.3: Bhagwati, *In Defense of Globalization*, chs. 10 and 14  
 Reader 9.4: Simon, *The Economic Consequences of Immigration*, ch. 14

**Tuesday, July 27. Lecture 10: Globalization, Convergence and Divergence**

- Reader 10.1: "Spreading the Wealth"  
 Reader 10.2: "Globalization's Missing Middle"  
 Reader 10.3: "A New Deal For Globalization"  
 Reader 10.4: "Workers and the World Economy"  
 Reader 10.5: *Has Globalization Gone Too Far?*  
 Reader 10.6: *Globaphobia*, chs. 3 and 4  
 Reader 10.7: *Backwaters of Global Prosperity*, ch. 1  
 Reader 10.8: Sen, *Development as Freedom*, ch. 7  
 Reader 10.9: Woods, *The Globalizers*, ch. 6

**Wednesday, July 28. Lecture 11: The Westphalian and post-Westphalian eras**

- Reader 11.1: *Global Transformations*, pp. 32-49

- Reader 11.2: "Will the Nation-State Survive Globalization?"
- Reader 11.3: "The Changing Role of Nation-States"
- Reader 11.4: "An Illusion for Our Time"
- Reader 11.5: "Power Shift"
- Reader 11.6: *The League of Nations*
- Reader 11.7: Kyoto Protocol
- Reader 11.8: "The Geopolitics of Energy"
- Reader 11.9: "Germany Cuts Despite Pressure to Spend"

### READER VOLUME 3

#### Thursday, July 29. Lecture 12: Regionalism

- Reader 12.1: *Global Shift*, pp. 187-204
- Reader 12.2: Ravenhill, *Global Political Economy*, ch. 5
- Reader 12.3: "The End of Europe?"
- Reader 12.4: "A High-Risk Trade Policy"
- Reader 12.5: "Regionalism and the WTO"
- Reader 12.6: "Global Markets and NAFTA"
- Reader 12.7: "The Political Economy of NAFTA"
- Reader 12.8: "Foreign capital and open regionalism"

#### Tuesday, August 3 Lecture 13: Country studies: China, India and America

- Reader 13.1: "China Takes Off"
- Reader 13.2: "The Myth of Asia's Miracle"
- Reader 13.3: "The Myth Behind China's Miracle"
- Reader 13.4: *The Elephant and the Dragon*
- Reader 13.5: *India, Issues in Development*
- Reader 13.6: Ikenberry, "The Rise of China and the Future of the West"
- Reader 13.7: Friedman, *The Lexus and the Olive Tree*, ch. 17
- Reader 13.8: Zakaria, "The Future of American Power"

#### Wednesday, August 4 Lecture 14: Democracy, authoritarianism and globalization

- Reader 14.1: Fukuyama, *The End of History and the Last Man*, ch. 4
- Reader 14.2: Diamond, "The Globalization of Democracy"
- Reader 14.3: Diamond, "The Democratic Rollback"
- Reader 14.4: Gat, "The Return of Authoritarian Great Powers"

#### Thursday, August 5 Lecture 15: State and globalization

- Reader 15.1: Ohmae, *The Borderless World*, chs. 11-12
- Reader 15.2: Luttwak, "Theory and Practice of Geo-Economics"
- Reader 15.3: "Why a global language?"
- Reader 15.4: "The Hinglish Hegemony"
- Reader 15.5: "Culture Imperiled or Enriched?"
- Reader 15.6: Watson, "China's Big Mac Attack"
- Reader 15.7: Franck, "Are Human Rights Universal?"

#### Tuesday, August 10: Research presentations: The economics of globalization

#### Wednesday, August 11: Research presentations: Politics and globalization

#### Thursday, August 12: Final exam



**Geography 20N: Globalization**  
**Robert Acker, Lecturer**  
**Summer term 2010**

### **Research Projects**

The research project is worth a total of 350 points or 35 percent of the course grade. There are three components to the project: a 200-word abstract, to be submitted by e-mail by noon on Monday, August 9, worth 50 points; a five minute oral presentation, worth 100 points; and a written report, worth 200 points.

The project will be chosen from the list below on a first-come, first-served basis. Here's how it will work: send me your top three choices by e-mail, and I'll write back either to confirm you've got your first choice, or, if that's already claimed, to let you know if you've got your second or third choice. If all three have been taken, I'll let you know that and the process will be repeated. I'll also update the still-available list on a daily basis on the 20N150 website.

#### **I. The elements of globalization. Presentations: Tuesday, August 10.**

##### **A. The globalization of ideas**

**1. Higher education in China.** China has the world's fastest-growing tertiary educational system. How many students are now enrolled, and what is enrollment projected to be? How are teacher cadres recruited at such a fast rate? Note: check with the Chinese consulate.

**2. News Corporation.** News Corporation is a multinational enterprise that owns media outlets in the US (including HarperCollins Publishers, Fox News, the New York Post and the Wall Street Journal), the UK (including the Times of London, the Sun and News of the World), Australia (dozens of magazines and newspapers) and a satellite TV network (Star TV). Most of its holdings are acquisitions of already-existing media (e.g., Wall Street Journal, Times of London). Is there evidence that the points of view expressed in these media converge after acquisition, and if so, how strong is this effect?

**3. Disney.** Believe it or not, there's an even larger media company than News Corporation, namely the Walt Disney company. What are the main Disney holdings? Is there evidence that Disney outlets tend to express similar points of view? What percentage of Disney activity (in terms of revenue, employment and assets held) takes place outside the US?

**4. Monetizing the Web.** Over the past decade, it's become clear that the audience for old media (newspapers, magazines like Newsweek, broadcast TV networks) has been contracting, while the audience for new media (online news, satellite and cable TV) has been growing. As ad revenues for old media contract, the product degrades (news bureaus closing, for example) and the audience shrinks further. On the other hand, it has been difficult to get subscriber revenue for online news. What solutions to this problem have been proposed?

**5. Embraer and Bombardier.** The usual pattern in mature industries is consolidation over time. Thus, in the US, Douglas and Curtiss-Wright went out of business or were acquired, and there is now only one major US aircraft manufacturer, Boeing. There is only one major European manufacturer, Airbus. Yet, there have been two major recent entrants in aircraft manufacture, Embraer of Brazil and Bombardier Aerospace of Canada. How did they manage to buck the trend?

**6. Political fundraising on the Internet.** Use the 2008 election as a case study in how the Internet has changed the nature of political fundraising and volunteer recruiting.

## **B. Multinational investments**

**1. The G-20.** There was little agreement on international financial regulation at the April 2009 G-20 meeting. Have the prospects for regulation increased since then?

**2. Cayman Islands.** The Cayman Islands has managed to attract a disproportionately large number of transnational investment corporations. Why is this?

**3. Ireland and Iceland.** Why were Ireland and Iceland particularly hard hit by the 2008 financial crisis?

**4. Japan, the one-way mirror.** Japan has traditionally exported much more than it imported, and sent much more investment abroad than it has received from abroad. To what extent has that pattern changed in the past 15 years and why?

**5. Regional investment centers: Mexico and Central America.** Thailand has become a net exporter of capital with respect to less developed Southeast Asia countries, Cambodia, Laos and Myanmar. Find out whether the same thing is true of the relationship between Mexico on the one hand and Guatemala, Honduras and other Central American and Caribbean countries on the other.

**6. Keynes' universal currency.** At the 1944 Bretton Woods meeting, John Maynard Keynes proposed the introduction of a single world currency. What was his stated basis for this proposal, and what became of it?

**7. End of the first Bretton Woods arrangement.** What problems led the United States to abandon the fixed dollar to gold conversion ratio in the early 1970s? To what extent did the end of the dollar peg solve these problems?

**8. European Central Bank and the Federal Reserve.** Compare the actions of the European Central Bank and the Federal Reserve in response to the 2008-2009 financial crisis. How and why did their actions resemble each other and differ from each other?

## **C. Trade**

**1. Doha breakdown.** What was the final EU offer on agricultural tariffs and subsidies in July 2008, and why was it rejected by India and China?

**2. Trade finance.** The 2009 G-20 meeting created a large fund to enable trade finance to continue in the face of the financial crisis. Who has made use of this fund?

**3. Inshoring.** How many jobs are sent into the US from other countries? Which countries send them and what sort of jobs are they?

**4. Colombian and Korean Free Trade Agreements.** When were these agreements negotiated and what do they provide? What is the current status of these agreements? Note: check with the Office of the US Special Trade Representative.

**5. Chinese tires.** In 2009, special tariffs were levied on tire imports from China. What was the stated reason for this? What was the argument that the tariff imposition was legitimate under the WTO?

**6. Cotton case.** Several years ago, Brazil brought a case against the US before the WTO, having to do with US subsidization of its domestic cotton producers. This case has recently been resolved. Describe the resolution. Does this case have ramifications for other subsidized commodities? Note: see the WTO website.

#### **D. Immigration and demography**

**1.** According to the most recent projection, when will the Earth's population reach its maximum size and what will the size be? What will happen thereafter? How is the projection constructed? Check with the UN Population Division.

**2. Philippine remittances.** The Philippines receives a very large amount of remittances from Filipinas abroad. What is the current amount of remittances received, in absolute terms, as a percentage of GDP and as a percentage of incoming foreign exchange, and what has been the trend over time? Why do Filipinas provide most of this money?

**3. US migration profile.** Over the course of the past decade, how many people have migrated to the United States, what are their countries of origin and what was the type of visa they obtained? How many have become naturalized? How has the financial crisis affected migration volumes?

**4. US tertiary education and students from abroad.** How many students from abroad are enrolled in degree programs in the United States? Where do they come from and what do they study? How many remain in the US after receiving their degree?

**5. Bay Area population profile.** Provide a demographic profile of the Bay Area from the point of view of immigration. How many first-generation immigrants are there? How many second-generation immigrants? How does the Bay Area population differ from that of the US in its age profile and gender balance)?

**6. Immigration reform bill.** What are the provisions of the Administration's immigration reform bill? How does it differ from the McCain-Kennedy bill of 2005?

### **II. The politics of globalization. Presentations: Wednesday, August 11.**

#### **E. State and globalization**

**1. Positive changes in CPI scores.** Compare the CPI scores of 1999 with those presented in the reader. Which five countries have shown the largest upward movement in rank? What do these five countries have in common?

**2. Negative changes in CPI scores.** Compare the CPI scores of 1999 with those presented in the reader. Which five countries have shown the largest downward movement in rank? What do these five countries have in common?

**3. Dubai ports controversy.** In 2006, there was a proposal that a Dubai-based corporation take over operational control of a number of US ports. The deal was blocked by Congress. What arguments were presented to support the idea that the deal represented a national security risk? What arguments were presented that it didn't?

#### **F. International agreements and institutions**

**1. Kyoto Treaty.** There were two main funds-transfer provisions in the Kyoto Treaty, one providing that Annex 1 countries that produce more emissions than their treaty obligations permit could buy emission allowances from countries producing fewer emissions than permitted, and the other providing that surplus emitters can pay more pollution reduction in non-Annex 1

countries. How much money is potentially involved and how much has actually been transferred?

**2. Copenhagen and Bonn meetings.** What proposals were made at Copenhagen by which parties? Was there any agreement going forward? What proposals were made at Bonn? What is the current status of climate negotiations?

**3. Montreal protocol.** The 1987 Montreal Protocol on chloro-fluoro-carbon emissions (CFCs were degrading upper-atmosphere ozone) has successfully resulted in reducing CFCs. Why did the Montreal Protocol succeed where Kyoto and Copenhagen did not?

**4. UN military procedure.** How is it determined how many troops will constitute a UN military force, which countries will provide troops, who the field commander will be, who the field commander will report to, what weapons will be used, what the rules of engagement are and what the budget will be?

**5. International boycotts: Myanmar.** The alternative to military force is the economic weapon. What sanctions are in place against the current regime in Myanmar? When were they put in place? What effect have the sanctions had?

**6. International sanctions: Saddam Hussein regime.** Another example of using the economic sanctions tool was the UN effort against the Saddam Hussein regime. What sanctions were put in place? How were they modified over time? What effect did they have?

**7. International sanctions: Sudan.** A third example is found in the Sudan. What sanctions are in place against the current regime? When were they put in place? What effect did they have?

**8. Law of the Sea Treaty.** The Law of the Sea Treaty was negotiated over 30 years ago. Has it been modified since it was first negotiated? The treaty has not been ratified by the US Senate. What is the problem?

**9. Piracy.** Are the naval efforts of various countries against Somali pirates coordinated, and if so how? What about pirates in the Malay Straits?

## **G. Country studies**

**1. Google in China.** How widespread is Internet use in China (how many users and hours many hours per week on average)? What is it that China wants Google to do? What are the likely consequences of Google's refusal?

**2. US-Indian nuclear agreement.** What are the main provisions of the US-India nuclear Agreement? What argument is made that this agreement violates the Nuclear Non-Proliferation Treaty? What other arguments against the treaty have been made? What arguments have been made in favor of it?

**3. Japan tries to cope.** The Japanese economy has been low-growth or slow-growth since 1990. What policies has the Japanese government instituted to deal with this problem, and what have been the results?

**4. Philippine update.** In lecture, I claim that the Philippines missed out on the huge economic period known as the East Asian Miracle because of corruption followed by political instability after the corrupt regime was overthrown in 1986. This brings the story up to 1992. How have the last 18 years affected the Philippines?

**5. African success stories.** Sub-Saharan Africa is usually described as the world's poorest and slowest-growing region, but this is painting with a broad brush. There are over 40 countries in sub-Saharan Africa, and some are doing better than others. Which five countries have reported the highest growth rate over the past 15 years, and what do they have in common?

**6. Asian separatist movements.** Consider the separatist movements in southern Thailand, the southern Philippines and Xinjiang (Chinese Turkestan). What do these movements have in common? Are there any signs that they are in communication with each other or share a common ideology?

**7. Chinese deep-water capabilities.** Although China was a great naval power before 1440, it has long since lost the military ability to project power beyond the Asian mainland. However, China has recently begun to develop its navy and air force. Summarize Chinese present and future capabilities.

**8. Failed states.** What is daily life in Somalia like? How is business conducted, products distributed and so forth? Or has economic life lapsed back into microregions?

#### **H. Regionalism**

**1. MERCOSUR widening and deepening.** The original members of MERCOSUR were Argentina, Brazil, Chile and Uruguay. Have new members been admitted and/or are there plans to admit new members? Where does MERCOSUR stand on the five-step model? Are there plans to deepen it?

**2. China and Vietnam.** China and Vietnam have been rivals for centuries, with the most recent armed conflict having taken place in 1979. Yet Vietnam, along with the rest of ASEAN, is now economically integrating with China. What is the current relationship between the two countries?

#### **I. Non-governmental actors**

**1. Jihadi websites.** How many are there, and how many daily hits do they get? Is there a clear distinction marking off these websites from others, and is there a range within the field of jihadi websites?

**2. Profile of a major NGO.** Choose one of the major international NGOs, Amnesty, Oxfam, or the World Wildlife Fund. In which countries does it operate? What is its annual budget? How many employees does it have, and how many volunteers? What are its objectives and what tactics does it use?

附件10 柏克萊大學社會變遷研究所研習議題

(一) 多元文化社會之公民身分探討：緣起與肯認

*Citizenship in the multicultural society: Origins and Recognitions*

The following figures illustrate some of my preliminary research findings. While at the ISSC this coming year, I plan to dig deeper and explore the discourses and explanations of citizenship. My research concerns the social change and social movements which transfer and impact both the collective and individual life aspects, such as people's rights, cultural identities, economic conditions, and self lifestyles. For this reason, I will focus on the issues of the origins and assertions of citizenship and, moreover, I will reflect on the possibility and responsibility of citizenships required for social progress, justice and common good in local and global dimensions.

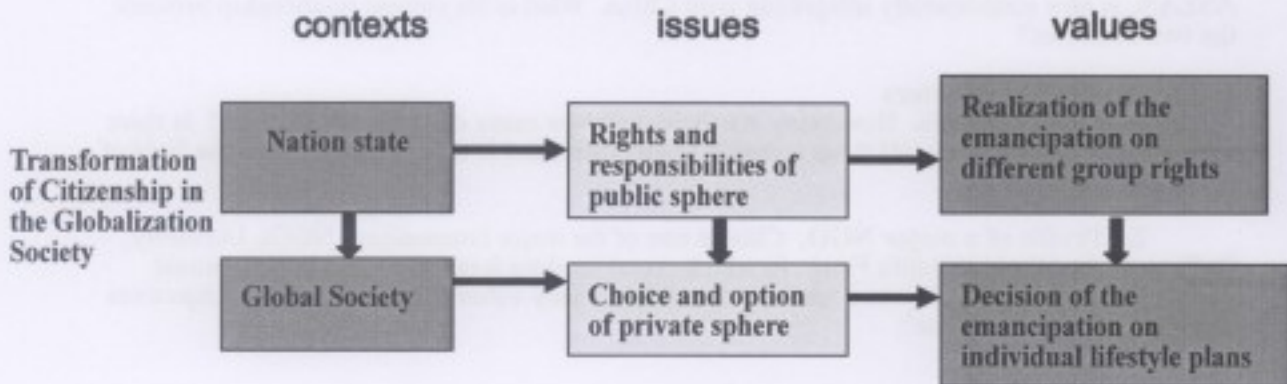


Figure 1: The transformation Route of citizenship in the Multicultural Society

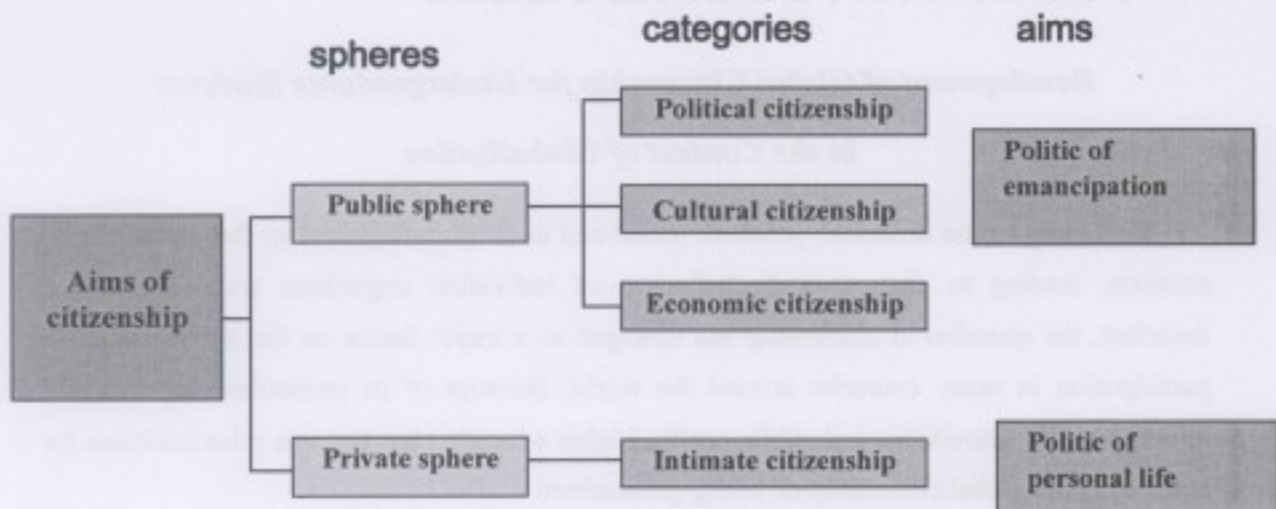


Figure 2: The dual aims of citizenships in the multicultural society

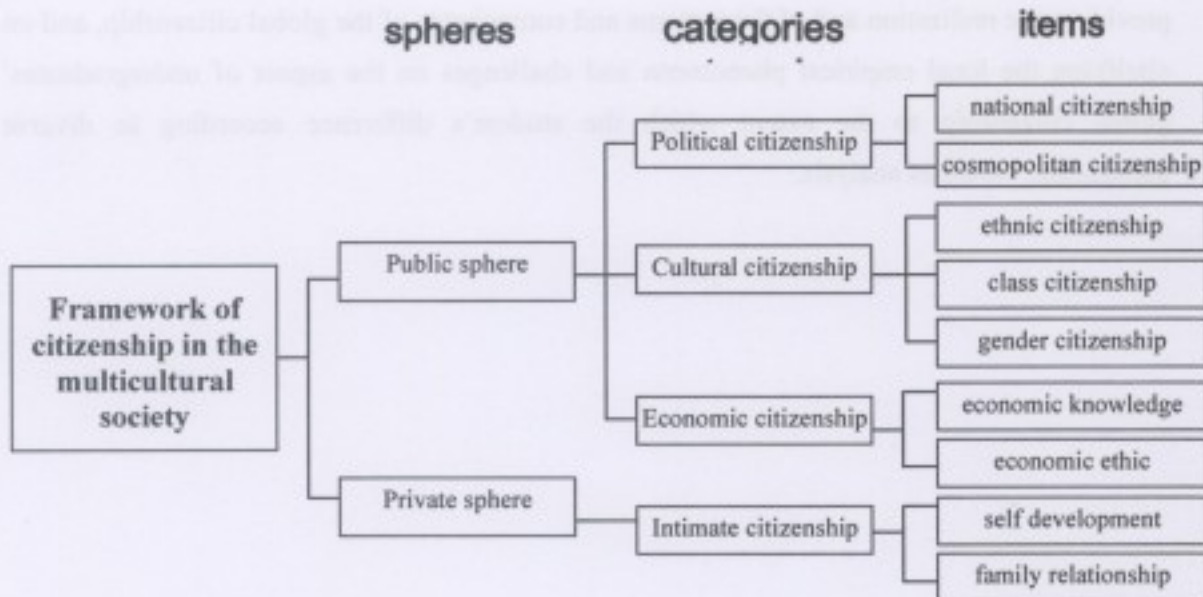


Figure 3: The framework of citizenships in the multicultural society

## (二) 全球化脈絡下大學生全球公民身分議題探討

### *Development of Global Citizenship for Undergraduate Students in the Context of Globalization*

Regarding to the dramatic, political, social and cultural movements in the globalization contexts, leading to changes and challenges of individual cognitions and experiences; therefore, the question of citizenship has emerged as a major theme on the agenda of civic participation in many countries around the world. Because of its particular purposes and missions on the knowledge and public profits, higher education has become pilot institutes for cultivating the global citizenship of young generations.

This research focused on the development of global citizenship for undergraduate students under the context of globalization and the researcher will conduct a series of empirical approaches to investigate the knowledge and understanding, value and attitude, skills and actions of tertiary education students. This inquiry will contribute to both on providing the realization and of the patterns and components of the global citizenship, and on clarifying the local empirical phenomena and challenges on the aspect of undergraduates' global citizenship to the extent which the student's difference according to diverse background variables analysis.



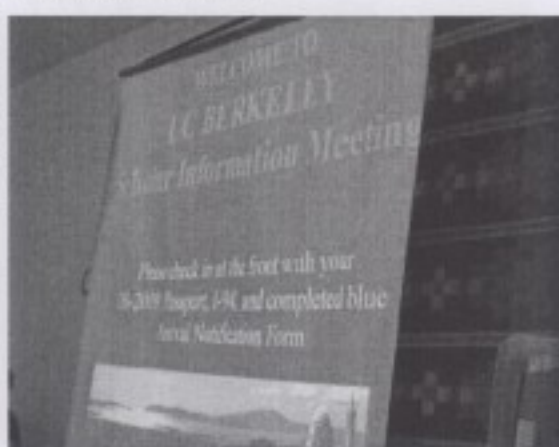
## 附件11 影像集錦

### 舊金山辦理中國文藝活動



與 Deborah Freedman Lustig 訪談後合影

### 訪問學者研習會議



出席訪問學者研習工作坊



與 Christine Trsot 會議後合影



研習課程同學合影



與 Martin Sanchez-Jankowski 會議後合影



與敘利亞籍學生 Khalid Ali 合影



與墨西哥學生 Claudia Mendez(右二)



奧克蘭市議會前(訪談 Jean Quan)



與塞內加爾學生 Niang Massata 合影



台灣與大陸學生訪談時學生填答場景

