

教育部顧問室  
新興議題及專業教育改革中程綱要計畫  
新移民與多元文化計畫  
【東南亞制度與文化之教學發展】

97 學年度計畫成果報告書

執行單位：淡江大學東南亞研究所

計畫主持人：林欽明

計畫執行期程：中華民國 97 年 8 月 1 日至 98 年 8 月 31 日

日期：中華民國 98 年 8 月 31 日

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計畫人員資料表

中文姓名	林若雱	英文姓名	Lin Juo-Yu Joyce	
出生年月日	1954年6月19日	性別	女	
主要學歷				
畢業學校	國別	主修學門系所	學位	起迄年月
台灣大學	中華民國	政治學系	學士	1977/09 至 1980/06
台灣大學	中華民國	政治學研究所	碩士	1984/09 至 1987/06
台灣大學	中華民國	政治學研究所	博士	1987/09 至 1995/02
與本計畫主題相關之授課經歷				
系所	課程名稱	職稱	起迄年月	
通識學門	東南亞國情	副教授	1996/9~2009~	
通識學門	東南亞電影藝術賞析	副教授	2004/9~2009~	
東南亞所	東南亞政治發展與民主化	副教授	1996/9~2009~	
東南亞所	東南亞政治-新馬菲印汶	副教授	2008/9~2009/1	
東南亞所	東南亞政治-越東寮泰緬	副教授	2009/2~2009/6	
通識學門	東南亞文化	副教授	2004/9~2009~	

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主要學術著作與得獎紀錄（包括：期刊論文、專書及專書論文、研討會論文等。請特別就過去對本計畫主題之教學研究成果提出說明）

以下著作是從過去東南亞政治發展與民主化相關教學而提出的研究成果，探討的領域包括東南亞國家的政治文化、東南亞國家與民間社會的探討、東南亞民主轉型與國際社會的接觸及影響、東南亞政治發展與民主化過程所遭遇的問題等。

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2. 林若雱，2007年6月，「島嶼國家傳奇:台灣、東協與南太平洋的關係」，台灣與南太平洋學術研討會。國立台灣大學社科院，台北，台灣國際研究學會主辦。
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4. 林若雱，2007年3月，東協與美、中兩大國安全合作探討（1967~2007）：安全概念之演化，TKU/ American University annual conference Security Architecture among the US and East Asia。
5. 林若雱，2006年11月，「東亞新秩序-和平與共同發展，建立東亞合作體系與韓中兩國的作用」，國際研討會。
6. 林若雱，2006年11月，「東協共同體與東亞安全：建構主義的觀點」，第十屆世界新格局與兩岸關係學術研討會：協商與合作的展望，頁61-94。

7. 林若雱，2006年11月，「東協共同體與東亞安全：建構主義的觀點」，中興大學全球戰略與和平研究中心「第四屆全球戰略與台海安全學術研討會」。
8. 林若雱，2005年10月，中央研究院主辦，「東南亞新民主轉型典範：國家、政治社會與民間社會之連結 (Linkage)－菲律賓、新加坡、印尼、馬來西亞案例研究」，中央研究院《東南亞的新民主》。
9. *Juo-yu Lin*, 2005, "Triangular Relations among China, ASEAN and Taiwan" present at conference on U.S. Taiwan Policy and the Dynamics of the Taipei-Beijing-Washington Triangle-Prospects for Democracy and Peace, Washington, DC: America University January 28-31, 2005.
10. *Juo-yu Lin*, 2004, "Is Southeast Asia a Historical Region? -- Historical Perspective "the 18th International Association of Historians of Asia (IAHA)" Academia Sinica: Taipei, Nankang, 2004. 12.6-10.
11. *Juo-yu Lin*, 2004, "The Implications of Taiwan's Go South Policy", Taiwan-India 2nd Round Table Conference—IIR & IDSA, 2004. 10. 27-28
12. *Juo-yu Lin*, 2004 "The East Asian Alternatives: Strategic Competition between the US and China Related to AC FTA", Tamkang University
13. *Juo-yu Lin*, 2004. "Is Southeast Asia a Historical Region? -- Historical Perspective", the 18th International Association of Historians of Asia (IAHA), Academia Sinica: Taipei, Nankang, 12.6-10.
14. *Juo-yu Lin*, "The Implications of Taiwan's Go South Policy", Taiwan-India 2<sup>nd</sup> Round Table Conference—IIR & IDSA, 2004. 10. 27-28
15. *Juo-yu Lin*, Nov.27- Dec.1, 2003, "ASEAN+1- ASEAN-China Free Trade Area ( ACFTA ) and Its Impact on the US Strategic Interest in the East Asia ", The Brookings Institution 2002-2003 CNAPS working paper presented at 1<sup>st</sup> APISA conference, Oriental Hotel organized by National University of Singapore (NUS), Singapore: 1st APISA Conference Asian Political & International Studies Association.
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Prospects in Asia Security and Development in the East Asian Region? Taipei: the Asia Foundation.

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18. *Juo-yu Lin*, May 16, 2003, "The Balance Sheet of Democratization in Taiwan", presented at Taiwan Studies Program Asian Studies Center. Heathrow, London: Oxford University

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1. 林若雱，2007年12月，§ APEC 時事論壇 § 『四十而不惑』：東協組織的重要里程碑？「APEC 時事論壇—第三屆東亞高峰會專家座談會」，中華台北 APEC 研究中心，頁 33-45，2007年12月出版。
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3. 林若雱，2007年6月夏季號，中國崛起對韓國的意義與影響，頁 113-146，台北，台灣國際研究學會出版。
4. 林若雱，2007年3月春季號，中國與印度的安全關係（1989~2006），台灣國際研究學會出版。
5. 林若雱，2006年12月，東協方式與東協安全體建構之連結（linkage）—以柬埔寨問題為例，台南，國立成功大學政治學系出版。
6. 林若雱（詹滿容合著），2006年6月，菲律賓、印尼、馬來西亞與新加坡的民主轉型：國家、民間社會與政治社會，收錄於亞太研究論壇第三十二期『專題研究：東南亞的民主轉型』，台北，中央研究院亞太區域研究專題中心。
7. *Lin, Juo-yu*, 2007, "The Taiwan Factor in Sino-ASEAN Relations  
"Asian Culture: The Asian Society in Singapore, pp 1-25 (June 2007)
8. *Lin, Juo-yu*, 2005, "The East Asian Alternatives: Strategic Competition between the US and China Related to AC FTA".  
Tamkang Journal of International Affairs Vol.VIII No. IV, April, 2005
9. *Lin, Juo-yu* 2004, " 'Go South' means more than business",

Taiwan Journal, Vol.XXI No.38 October 1, 2004

10. **Lin, Juo-yu** 2003, Co-author with Catharin Dalpino, "China and Southeast Asia : the Difference of a Decade", edited at Brookings Northeast Asia Survey ( 2002-2003 ), Washington, DC: the Brookings Institution, pp 77-90 2003.
11. **Lin, Juo-yu** 2002, "A Structural Analysis of the 1999 Malaysian General Election: Changing Voting Preference of Ethnic Chinese and Malay Groups and Party", Taipei: Tamkang Journal of International Affairs, Vol. VI, No. III Spring, 2002

#### 專書及專書論文

1. 林若雱，2008. 7. 25，「東協共同體與東亞安全：建構主義的觀點」，載於戴萬欽主編，2007年台灣與世界關係，淡大國際研究院出版。
2. 林若雱，2007，「中國在東亞高峰會的角色」，刊載於遠景叢書。
3. 林若雱（詹滿容合著），2006年6月出版，中央研究院主辦，「東南亞新民主轉型典範：國家、政治社會與民間社會之連結 (Linkage)－菲律賓、新加坡、印尼、馬來西亞案例研究」，第一章，收錄於中央研究院《東南亞的新民主》專書。
4. 林若雱，2006年6月，「地緣政治與中共對東南亞之外交戰略」，（與陳鴻瑜、黃奎博、陳佩修合著），收錄於中華歐亞基金會〈地緣政治與中共外交戰略〉（本書經「政治學專書出版聯合審查委員會」審查通過）專書第三章，台北：大屯出版社。
5. 林若雱，2006年1月出版，台灣國際研究學會主辦，「了解崛起中的中國」研討會論文集，第三章，收錄於《了解崛起中的中國專書》。
6. 林若雱，「台灣在東亞區域整合的危機與挑戰」，收錄於第五屆兩岸遠景論壇：「東亞區域整合與兩岸關係」研討會論文集，2005年11月，頁101-130。
7. **Juo-yu Lin**, co-author with Catharin Dalpino, 2003, China and Southeast Asia: The Difference of a Decade, CNAPS survey paper (2002-2003), Washington, DC: the Brookings Institution., pp 77-90

2003,

計畫人員暨師資基本資料表

中文姓名	蔡青龍	英文姓名	Ching-Lung Tsay	
出生年月日	36年12月3日	性別	男	
主要學歷				
畢業學校	國別	主修學門 系所	學位	起迄年月
國立台灣大學	中華民國	經濟學系	學士	1966年9月 -1971年6月
Brown University	美國	人口學系	M.A.; Ph.D.	1974年9月 -1980年6月
與本計畫主題相關之授課經歷				
系所	課程名稱	職稱	起迄年月	
通識學門	東南亞國情	教授	2005/1-2008/1 (共6學期)	
通識學門	東西政經發展	教授	2005/1-2008/6 (共4學期)	
東南亞研究所	東南亞婚姻移民	教授	2005/9-2008/6 (共3學期)	
東南亞研究所	東南亞人力	教授	2005/1-2009/6	

	資源發展		(共 4 學期)
東南亞研究所	東南亞勞工 與台灣發展	教授	2006/2-2006/6; 2008/2-2008/6
東南亞研究所	東南亞勞動 情勢(一)及 (二)	教授	2007/8-2008/1; 2008/2-2008/6

主要學術著作與得獎紀錄（包括：期刊論文、專書及專書論文、研討會論文等。請特別就過去對本計畫主題之教學研究成果提出說明）

以下幾篇著作是從過去與東南亞的人口、經濟與社會文化相關教學而提出的研究成果，探討的領域包括東南亞與其他國家的人力資源發展、東南亞人口與勞工移動、人口變遷對勞動力供給的影響、東南亞人力發展過程所遭遇的問題等等。

#### Major Publications since 2003:

Pan-long Tsai and **Ching-lung Tsay** (2008), “Outward Foreign Direct Investment and Inward International Labour Migration: Substitutes or Complements?” *International Economic Journal* 22(1): 127-139

**Ching-lung Tsay** (2007). “Recognizing Workers’ Interests in Taiwanese Labour Importation Policy.” Pp. 155-177 (Ch. 5) in *Studies on Foreign Workers in Taiwan (in Chinese)*, ed. Joan Lo. Taipei: Institute of Economics, Academia Sinica

Pan-long Tsai and **Ching-lung Tsay** (2004), “Foreign Direct Investment and International Labour Migration in Economic Development: Indonesia, Malaysia, Philippines and Thailand.” pp: 94-136 (Ch. 4) in *International Migration in Southeast Asia*, eds. Aris Ananta and Evi N. Arifin. Singapore: Institute of Southeast Asian Studies.

**Ching-lung Tsay** (2004). “Marriage Migration of Women from China and Southeast Asia to Taiwan.” Pp. 173-191 (Ch. 7) in



*(Un)tying the Knot: Ideal and Reality in Asian Marriage*, eds. Gavin W. Jones and Kamalini Ramdas. Asian Research Institute, National University of Singapore.

**Ching-Lung Tsay** (2003), "Below-Replacement Fertility and Prospects for Labour Force Growth in Taiwan." *Journal of Population Research* 20(1): 67-87. Canberra: Australian Population Association and Australian National University.

**Ching-lung Tsay** (2003), "International Labor Migration and Foreign Direct Investment in East Asian Development: Taiwan as Compared with Japan," pp.131-168 (Ch.6) in *Trade, Investment and International Labor Migration in APEC Member Economies* (edited by Yasuko Hayase), Chiba, Japan: Institute of Developing Economies, JETRO.

**Ching-lung Tsay** (2003), "Taiwan: Significance, Characteristics and Policies on Return Skilled Migration," pp:112-135 (Ch.5) in *Return Migration in the Asia Pacific* (edited by Robyn Iredale, Fei Guo and Santi Rozario). Cheltenham, U.K. and Northampton, MA, USA: Edward Elgar.

Pan-long Tsai and **Ching-lung Tsay** (2003), "Trade Policy, Economic Growth and Poverty Reduction in Taiwan," pp: 131-153 (Ch.7) in *Trade Policy, Growth and Poverty in Asian Developing Countries* (edited by Kishor Sharma), London and New York: Routledge.

**Ching-lung Tsay** and Ji-Ping Li (2003), "Return Migration and Reversal of Brain Drain to Taiwan: An Analysis of the 1990 Census Data," pp: 273-292 (Ch.15) in *Migration in the Asia Pacific: Population, Settlement and Citizenship Issues* (edited by Robyn Iredale, Charles Hawksley and Stephen Castles), Cheltenham, U.K. and Northampton, MA, USA: Edward Elgar.

中文姓名	林欽明	英文姓名	Chin-Ming Lin	
主要學歷（依最高學歷填寫）				
畢業學校	國別	主修學門系所	學位	起迄年月
威斯康辛大學 麥迪遜校區	美國	經濟學	博士	1983/08-1992/05
現職或相關之經歷（由最近工作經驗依序往前追溯）				
服務機關	服務部門	職稱	起迄年月	
淡江大學	亞洲研究所	助理教授	2000/08-	
台灣經濟研究院	APEC 研究中心	副研究員	1997/09-2000/07	
中央研究院	歐美研究所	助研究員	1992/08-1997-08	
主要著作（僅新移民與多元文化相關之著作）				
（包括：期刊論文、專書及專書論文、研討會論文、技術報告及其他等）				
1. 林欽明。2002。〈台灣在東南亞與中國文化及社會交流所扮演的角色。〉”Taiwan's Role in Social and Cultural Exchange Between China and ASEAN.”柯麗莎、劉宏 (Melissa G. Curley and Hong Liu)主編，《中國與東南亞：社會文化之互動及其變遷》(China and Southeast Asia: Changing Socio-Cultural Interactions) (香港：香港大學亞洲研究中心)，頁 151-58。				
2. 林欽明。2003。〈柔能克剛：探討女性在東南亞少數原住民所扮演的角色。〉發表於「2003 台灣的東南亞區域研究年度研討會」，4月 25-26 日，台北：中央研究院亞太區域研究專題中心。				
3. 林欽明。2003。〈地方知識的發覺與呈現：東亞發展過程裡一個有待重塑的面向。〉發表於「世界新格局和兩岸關係研討會」，12月 17-18 日，上海：上海國際問題研究所。				

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5. 林欽明。2006。〈市場整合 vs. 制度整合：大湄公河次區域對東協自由貿易區的影響。〉發表於「2006 年台灣的東南亞區域研究年度研討會」，4 月 27-28 日，台南：成功大學。
6. 林欽明。2006。〈東南亞在亞太經濟合作所居地位：課堂上的對話。〉發表於「東南亞多元文化與通識教育課程規劃研討會」，6 月 16 日 a，育達商職、技術學院。
7. Lin, Chin-Ming. 2007. "Migration, Gender and Development: A Preliminary Assessment of the Philippines' Exports of Female Migrant Workers to Taiwan." Paper presented at the 2007 IAFFE Annual Conference, Bangkok, Thailand, June 29-July 1, 2007.
8. Lin, Chin-Ming. 2008. "Beyond Standard Aid and Development: Gender Aspect of Foreign Aid to Indonesia." Paper presented at the International Conference on "International Political Economy of East Asia: A Multicultural Perspective," Tamkang University, September 26-28.

## 二、計畫摘要 (500 字)

本計畫為第二年之整合型教學計畫，有三位成員參加，可大別為三組課群，包括總論、人力發展以及政治發展，在研究所共開設六門課程。課程設計的基本理念從制度學派的主張出發，循歷史的脈絡，來探討東南亞區域的社會與文化之各個層面。著重特定的社會價值，從制度面來探究東南亞攸關貧窮與不均各主要發展議題、人力資源、勞動市場，以及各國的政治發展。三組課群彼此緊密結合，一方面與其他東南亞研究相關領域環環相扣，一方面亦自成一體，可發展為獨立學程。

### 三、96-97 學年度實際開設課程資料表

#### (一) 96 年度上學期—越南文化與語言

##### 第一部分：課程基本資料

課程名稱	越南文化與語言	開課學年度/學期	96/1
課程開設院系所/必修或選修/選修	共同科	(兼通識者請加註)	
授課教師	何金蘭	開課時段(請填寫起迄時間)	96 年 9/17-97 年 1/11 每周一 10 點至 12 點
課程學分	2	選修人數/修畢人數/平均分數	29/29/83.7
課程大綱(300 字內)			
<p>以越南語發音系統：字母、聲調、音素作為課程的入門學習，再進一步以日常生活的交談、會話做為越南語言之教學，並同時講解介紹越南社會、文化之不同層面，多方了解越南新娘及其子女可能遇到的問題，尋找有助益之解決辦法。</p>			
授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)			

第一週	越南語發音系統：字母、聲調
第二週	越南語發音系統：音素
第三週	初次會面，自我介紹
第四週	國籍、語言
第五週	職業、年齡
第六週	數字、星期、時間
第七週	季節、氣候
第八週	交通工具
第九週	旅途中
第十週	期中考試週
第十一週	旅館內
第十二週	詢問道路
第十三週	銀行兌換
第十四週	探訪友人
第十五週	餐廳、食物
第十六週	購物需知
第十七週	郵局內
第十八週	期末考試週

使用越南語初級課本

授課教師推薦給選修本門課程學生的其他閱讀品

1. 《越南：巨變的二十年》顧長永著，2007
2. 《越南：風姿綽約的東方巴黎》李昱宏著 2005
3. 《越南行》郭恆著 2005

## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是創新課程

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

1. 教學環境—屬共同科，學生多元，對授課內容的興趣高
2. 教學方法—文字的電腦輸入較困難，故多倚賴手寫並掃描的方式。教師以生動的方式介紹原生地文化與語言，並輔以校外教學，成效不錯
3. 吸引學生選修原因—異國的文化，加上越南與我的歷史淵源
4. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)
2. 課堂紀錄與實際回饋舉例—
3. 其他，請依據課程特質自行增列學生反應分析—利用校外教學的機會，徵詢學生的反應，一般都蠻認同本課程

四、本課程有無發展教材？若有，請敘述其形式及內容。

有。以老師赴越南蒐集的當地文物資料為主。

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

全屬本計畫補助

六、授課教師發展本門課程所獲得的最大效益為何？

大部分的同學在學習及認識過程中都十分積極有興趣，尤其原先以為是另外一種面貌的同學們。在語言的學習上，拼音及發音是稍微難些，需要多加努力；因此，文化的吸收比語言學習迅速很多

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

繼續開設，並期望從一個學期擴大為兩個學期前後連貫的課。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。



## (二) 96 學年度下學期—越南文化與語言

### 第一部分：課程基本資料

課程名稱	越南文化與語言	開課學年度/學期	96/2
課程開設院系所/必修或選修/選修	共同科	(兼通識者請加註)	
授課教師	何金蘭	開課時段(請填寫起迄時間)	97 年 2/25-6/13 每周一 10 點至 12 點
課程學分	2	選修人數/修畢人數/平均分數	33/33/85.6
課程大綱(300 字內)			
<p>以越南語發音系統：字母、聲調、音素作為課程的入門學習，再進一步以日常生活的交談、會話做為越南語言之教學，並同時講解介紹越南社會、文化之不同層面，多方了解越南新娘及其子女可能遇到的問題，尋找有助益之解決辦法。</p>			
授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)			
第一週	越南語發音系統：字母、聲調		
第二週	越南語發音系統：音素		
第三週	初次會面，自我介紹		
第四週	國籍、語言		
第五週	職業、年齡		
第六週	數字、星期、時間		
第七週	季節、氣候		
第八週	交通工具		
第九週	旅途中		
第十週	期中考試週		

第十一週	旅館內
第十二週	詢問道路
第十三週	銀行兌換
第十四週	探訪友人
第十五週	餐廳、食物
第十六週	購物需知
第十七週	郵局內
第十八週	期末考試週
使用越南語初級課本	

授課教師推薦給選修本門課程學生的其他閱讀品

1. 《越南：巨變的二十年》顧長永著，2007
2. 《越南：風姿綽約的東方巴黎》李昱宏著 2005
3. 《越南行》郭恆著 2005

## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是創新課程

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

1. 教學環境—屬共同科，學生多元，對授課內容的興趣高
2. 教學方法—文字的電腦輸入較困難，故多倚賴手寫並掃描的方式。教師以生動的方式介紹原生地文化與語言，並輔以校外教學，成效不錯
3. 吸引學生選修原因—異國的文化，加上越南與我的歷史淵源
4. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)
2. 課堂紀錄與實際回饋舉例—
3. 其他，請依據課程特質自行增列學生反應分析—在課堂上以及校外教學理與學生口頭互動，並未做紀錄

四、本課程有無發展教材？若有，請敘述其形式及內容。

有。以老師赴越南蒐集的當地文物資料為主。

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

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七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

繼續開設，並期望從一個學期擴大為兩個學期前後連貫的課。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。

### (三) 96 學年度上學期—印尼/馬來文化與語言

#### 第一部分：課程基本資料

課程名稱	印尼/馬來文化與語言	開課學年度/學期	96/1
課程開設院系所/必修或選修/選修	共同科 (兼通識者請加註)		
授課教師	林若於	開課時段(請填寫起迄時間)	96年9/17-97年1/11 每周一15點至17點
課程學分	2	選修人數/修畢人數/平均分數	21/21/87.7
課程大綱(300字內)			
<p>全球化與在地化之爭辯下，東南亞伊斯蘭回教國家的處境相當艱難。在地緣政治上，印尼與馬來西亞是台灣鄰近國家，且台灣內部原住民來自於南島語系。南島民族地理上分佈範圍非常廣泛，從台灣到菲律賓、婆羅洲、印尼、馬來西亞、中南半島及太平洋、印度洋整個區域，東起南美洲西岸的復活島，西到非洲東岸的馬達加斯加島，北到台灣，南到紐西蘭為止的廣大區域，都是南島民族的居住地，宛如蟠居世界一周全線幾三分之二的距離。</p> <p>近年來台灣內部不乏來自於印尼與馬來西亞的族群，包括東南亞新娘、勞工與看護工。在相同的南島語系背景下，本課程計畫對於歷史、血緣、文化背景相同的「印、馬文化與語言」，相信頗具研究價值。</p>			
授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)			
<p>一、印馬文化與語言概論</p> <p>二、南島語系傳奇初探</p> <p>三、伊斯蘭回教歷史 (六世紀到十六世紀)</p> <p>四、歐洲人與印尼、馬來西亞</p> <p>五、殖民之影響：荷蘭與印尼</p> <p>六、殖民之影響：英國與馬來西亞</p> <p>七、蘇丹王國的傳統王室</p> <p>八、印度教的發展：峇里島</p> <p>九、專題演講</p> <p>十、馬來人的藝術與節慶</p>			

十一、印尼人的藝術與節慶

十二、印尼的建國過程

十三、馬來西亞的建國過程

十四、二次世界大戰後的印尼與馬來西亞

十五、總結

指定及參考書籍

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2. Bellwood, Peter. Man's Conquest of the Pacific, 1978.
3. Boxer, C.R. The Dutch Seaborne Empire: 1600~1800.
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9. 林媽利 (從 DNA 的研究看台灣原住民的來源) 《馬偕紀念醫院》頁 245
10. 山海家園 (南太平洋原住民文化特展) 《台灣史前博物館出版》2005: 頁 8.
11. 潘英, 1998, 台灣原住民族的歷史源流) 《台原出版社》: 頁 130.
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13. 李壬癸 (台灣南島民族的遷移歷史) 《常民文化出版》1997: 頁 24.
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授課教師推薦給選修本門課程學生的其他閱讀品

## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是創新課程

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

5. 教學環境—屬共同科，學生多元，對授課內容的興趣高

6. 教學方法—以學生參與討論之熱誠，為重要之評量標準，期中報告為學生學習成效之依據

7. 吸引學生選修原因—

8. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)

2. 課堂紀錄與實際回饋舉例—

4. 其他，請依據課程特質自行增列學生反應分析—在課堂上以及校外教學理與學生口頭互動，並未做紀錄

四、本課程有無發展教材？若有，請敘述其形式及內容。

有。在授課資料方面，國內在此一方面的教材十分缺乏，除了本所前任馬來文授課教授，梁廷基教授所著作的兩本書，實難找到完整的教材。

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

全屬本計畫補助

六、授課教師發展本門課程所獲得的最大效益為何？

如同學習每一個語言一樣，他所面對到的是一個陌生的文字，印尼馬來文的雖然用英文拼字，但發音卻有所差異，同學如何能夠發出正確發音，則是更需去努力的。

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

繼續開設，並期望從一個學期擴大為兩個學期前後連貫的課。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。



#### (四) 96 學年度下學期一印尼/馬來文化與語言

##### 第一部分：課程基本資料

課程名稱	印尼/馬來文化與語言	開課學年度/學期	96/2
課程開設院系所/必修或選修/選修	共同科 (兼通識者請加註)		
授課教師	林若雱	開課時段(請填寫起迄時間)	96年9/17-97年1/11 每周一15點至17點
課程學分	2	選修人數/修畢人數/平均分數	35/35/85.9
課程大綱(300字內)			
<p>全球化與在地化之爭辯下，東南亞伊斯蘭回教國家的處境相當艱難。在地緣政治上，印尼與馬來西亞是台灣鄰近國家，且台灣內部原住民來自於南島語系。南島民族地理上分佈範圍非常廣泛，從台灣到菲律賓、婆羅洲、印尼、馬來西亞、中南半島及太平洋、印度洋整個區域，東起南美洲西岸的復活島，西到非洲東岸的馬達加斯加島，北到台灣，南到紐西蘭為止的廣大區域，都是南島民族的居住地，宛如蟠居世界一周全線幾三分之二的距離。</p> <p>近年來台灣內部不乏來自於印尼與馬來西亞的族群，包括東南亞新娘、勞工與看護工。在相同的南島語系背景下，本課程計畫對於歷史、血緣、文化背景相同的「印、馬文化與語言」，相信頗具研究價值。</p>			
授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)			
<ol style="list-style-type: none"><li>一、印馬文化與語言概論</li><li>二、南島語系傳奇初探</li><li>三、伊斯蘭回教歷史 (六世紀到十六世紀)</li><li>四、歐洲人與印尼、馬來西亞</li><li>五、殖民之影響：荷蘭與印尼</li><li>六、殖民之影響：英國與馬來西亞</li><li>七、蘇丹王國的傳統王室</li><li>八、印度教的發展：峇里島</li><li>九、專題演講</li><li>十、馬來人的藝術與節慶</li></ol>			

十一、印尼人的藝術與節慶

十二、印尼的建國過程

十三、馬來西亞的建國過程

十四、二次世界大戰後的印尼與馬來西亞

十五、總結

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授課教師推薦給選修本門課程學生的其他閱讀品

## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是創新課程

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

9. 教學環境—屬共同科，學生多元，對授課內容的興趣高

10. 教學方法—以學生參與討論之熱誠，為重要之評量標準，期中報告為學生學習成效之依據

11. 吸引學生選修原因—

12. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)

2. 課堂紀錄與實際回饋舉例—

5. 其他，請依據課程特質自行增列學生反應分析—在課堂上以及校外教學理與學生口頭互動，並未做紀錄

四、本課程有無發展教材？若有，請敘述其形式及內容。

有。在授課資料方面，國內在此一方面的教材十分缺乏，除了本所前任馬來文授課教授，梁廷基教授所著作的兩本書，實難找到完整的教材。

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

全屬本計畫補助

六、授課教師發展本門課程所獲得的最大效益為何？

如同學習每一個語言一樣，他所面對到的是一個陌生的文字，印尼馬來文的雖然用英文拼字，但發音卻有所差異，同學如何能夠發出正確發音，則是更需去努力的。

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

繼續開設，並期望從一個學期擴大為兩個學期前後連貫的課。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。

(五) 96 學年度上學期—東南亞勞動情勢(一)

第一部分：課程基本資料

課程名稱	東南亞勞動情勢(一)	開課學年度/學期	96/一
課程開設院系所/必修或選修		(兼通識者請加註)	
授課教師	蔡青龍	開課時段(請填寫起迄時間)	96年9/19-97年1/16 每周三9點至12點
課程學分	3	選修人數/修畢人數/平均分數	10/8/85
課程大綱(300字內)			
<p>台灣的新移民(包括東南亞勞工與配偶)絕大多數都是為了經濟因素而來,亦即台灣的就業機會與工作報酬遠高於其原生社會。在台灣的情況為我們所已知的條件下,當務之急在於瞭解新移民移出地之勞動情勢,包括勞動供給面的人力資源發展、以及勞動需求面的就業特徵與趨勢。本課程旨在訓練碩士班研究生分析東南亞人力資源發展的能力,以期確實掌握事實狀況,並藉以培訓相關研究人才。</p>			
授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)			
<p>每週進度與教材安排</p> <p>第一週 課程內容說明</p> <p>第二週 人力資源之概念與衡量</p> <p>Eberstadt, Nicholas, 2001. "The Population Implosion," <i>Foreign Policy</i> No. 123. pp. 42-53. Academic Research Library. (<a href="http://www.foreignpolicy.com">www.foreignpolicy.com</a>)</p> <p>Mason, Andrew, 2001. <i>Population Change and Economic Development in East Asia: Challenges Met, Opportunities Seized</i>. Stanford, California, U.S.A.: Stanford University Press.</p> <p>Yeoh, Brenda S.A., Wolfgang Lutz, Vipin Prachuabmoh and Evi Nurvidya Arifin (eds), 2003. <i>Fertility Decline in Asia: Trends, Implications and Futures</i> (special issue of <i>Journal of Population Research</i> 20(1): 1-142.</p> <p>第三週 人力資源的衡量與研究</p> <p>Feeney, Griffith and Andrew Mason, 2001. "Population in East Asia," pp.61-95 in Andrew Mason(ed.) <i>Population Change and Economic Development in East Asia: Challenges Met, Opportunities Seized</i>. Stanford, California, U.S.A.: Stanford University Press.</p> <p>McDonald, Peter and Rebecca Kippen, 2001. "Labor supply prospects in 16 developed</p>			

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## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？  
是。

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

### 5. 教學環境—

本課程之內容為新移民原生社會之勞動情勢，重點在於東南亞之人力資源發展，在教學環境上，課程安排學生接觸進而瞭解在台東南亞勞工及移入配偶，成功引導學生透過新移民已掌握其母國之人口變遷與勞動力發展概況，並印證課堂文獻討論內容。但限於教育部計畫規定，師生均無法取得經費前往新移民之原生社會，體會實際狀況，並取得第一手資料，誠屬美中不足之憾。

### 6. 教學方法—

教學方法採用學術文獻探討，與實際向新移民取得資料分析並重的方式進行，並引導學生就相關議題進行互動是論述辯證，一方面培養學生對東南亞勞動情勢議題的興趣，一方面增進對相關學理與現況的認識與瞭解。

### 7. 吸引學生選修原因—

本課程限定研究所碩士班學生修習，所以修課人數有限。

### 8. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)

全體修課學生均能於期中提出個人之學其研究構想與計畫，經過口頭報告及師生討論後，加以修改而發展為學期報告，並於期末按時繳交書面報告，圓滿達到課堂要求。學生課程結束後，接受學校所設計之教學滿意度調查，顯示對於本課程的滿意度極高。

### 2. 課堂紀錄與實際回饋舉例—

課堂出席及發言討論與回答問題的次數，顯著提升。

### 4. 其他，請依據課程特質自行增列學生反應分析—

數名學生於課程結束後，繼續自我修習相關領域書籍，並以此為未來論文方向。

四、本課程有無發展教材？若有，請敘述其形式及內容。

有，東南亞人力資源發展入門專書

內容大綱：

第一部份 緒論

第一章 人力資源的內涵

第二章 東南亞人力發展概況

第三章 人力資源發展的未來

第二部份 人口變遷

第四章 人口規模與組成

第五章 生育與人口成長

第六章 國際移民

第七章 人口高齡化

第八章 人口政策

第三部份 勞動力發展

第九章 勞動力大小與組成

第十章 勞動(力)參與

第十一章 勞動力的品質

第十二章 勞動力的結構

第十三章 失業人口

第十四章 人力運用與人力政策

第四部份 展望

第十五章 勞動力成長趨緩

第十六章 人力資源國際化

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

教育部顧問室新移民與多元文化教學發展計畫，只有小部分補助，助益非常有限。也沒有其他計畫合作或支援，大部分要靠個人盡力而為。

六、授課教師發展本門課程所獲得的最大效益為何？

著手規劃及進行東南亞人力資源發展之專書撰寫。

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

是，(1)完成教材出版(2)持續提高學生興趣，撰寫碩士論文，並修改為期刊論文。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。

(六) 96 學年度下學期—東南亞勞動情勢(二)

第一部分：課程基本資料

課程名稱	東南亞勞動情勢(二)	開課學年度/學期	96/二
課程開設院系所/必修或選修		(兼通識者請加註)	
授課教師	蔡青龍	開課時段(請填寫起迄時間)	97年2/19-6/17 每周二9點至12點
課程學分	3	選修人數/修畢人數 /平均分數	13/13/87
課程大綱(300字內)			
<p>台灣的新移民(包括東南亞勞工與配偶)絕大多數都是為了經濟因素而來,亦即台灣的就業機會與工作報酬遠高於其原生社會。在台灣的情況為我們所已知的條件下,當務之急在於瞭解新移民移出地之勞動情勢,包括勞動供給面的人力資源發展、以及勞動需求面的就業特徵與趨勢。本課程旨在訓練碩士班研究生分析東南亞人力資源發展的能力,以期確實掌握事實狀況,並藉以培訓相關研究人才。</p>			
授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)			
<p>每週進度與教材安排</p> <p>第一週 課程內容說明</p> <p>第二週 勞動市場研究</p> <p>Eberstadt, Nicholas, 2001. "The Population Implosion," <i>Foreign Policy</i> No. 123. pp. 42-53. Academic Research Library. (<a href="http://www.foreignpolicy.com">www.foreignpolicy.com</a>)</p> <p>Mason, Andrew, 2001. <i>Population Change and Economic Development in East Asia: Challenges Met, Opportunities Seized</i>. Stanford, California, U.S.A.: Stanford University Press.</p> <p>Yeoh, Brenda S.A., Wolfgang Lutz, Vipan Prachuabmoh and Evi Nurvidya Arifin (eds), 2003. <i>Fertility Decline in Asia: Trends, Implications and Futures</i> (special issue of <i>Journal of Population Research</i> 20(1): 1-142.</p> <p>第三週 經濟發展與勞動市場</p>			

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第四週 勞動市場結構

第五週 勞動市場結構(續)

Feeney, Griffith and Andrew Mason, 2001. "Population in East Asia," pp.61-95 in Andrew Mason(ed.) *Population Change and Economic Development in East Asia: Challenges Met, Opportunities Seized.* Stanford, California, U.S.A.: Stanford University Press.

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第六週 分割勞動市場

Feeney, Griffith and Andrew Mason, 2001. "Population in East Asia," pp.61-95 in Andrew Mason(ed.) *Population Change and Economic Development in East Asia: Challenges Met, Opportunities Seized.* Stanford, California, U.S.A.: Stanford University Press.

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第七週 就業結構

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第九週 人力資本與就業

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第十週 期中考試週

第十一週 越南之勞動情勢

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## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是。

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

### 9. 教學環境—

本課程之內容為新移民原生社會之勞動情勢的延續課程，重點仍在於東南亞之人力資源發展，在教學環境上，課程安排學生接觸並瞭解在台東南亞勞工及移入配偶，成功引導學生透過新移民已掌握其母國之人口變遷與勞動力發展概況，並印證課堂文獻討論內容。但限於教育部計畫規定，師生均無法取得經費前往新移民之原生社會，體會實際狀況，並取得第一手資料，誠屬美中不足之憾。

### 10. 教學方法—

教學方法採用學術文獻探討，與實際向新移民取得資料分析並重的方式進行，並引導學生就相關議題進行互動是論述辯證，一方面培養學生對東南亞勞動情勢議題的興趣，一方面增進對相關學理與現況的認識與瞭解。

### 11. 吸引學生選修原因—

本課程限定研究所碩士班學生修習，所以修課人數有限。

### 12. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)

全體修課學生均能於期中提出個人之學其研究構想與計畫，經過口頭報告及師生討論後，加以修改而發展為學期報告，並於期末按時繳交書面報告，圓滿達到課堂要求。學生課程結束後，接受學校所設計之教學滿意度調查，顯示對於本課程的滿意度極高。

### 5. 課堂紀錄與實際回饋舉例—

課堂出席及發言討論熱烈，學習氣氛良好。

### 6. 其他，請依據課程特質自行增列學生反應分析—

數名學生於課程結束後，繼續自我修習相關領域書籍，並以此為未來論文方向。

四、本課程有無發展教材？若有，請敘述其形式及內容。

有，東南亞人力資源發展入門專書

內容大綱：

第一部份 緒論

- 第十五章 人力資源的內涵
- 第十六章 東南亞人力發展概況
- 第十七章 人力資源發展的未來

第二部份 人口變遷

- 第十八章 人口規模與組成
- 第十九章 生育與人口成長
- 第二十章 國際移民
- 第二十一章 人口高齡化
- 第二十二章 人口政策

第三部份 勞動力發展

- 第二十三章 勞動力大小與組成
- 第二十四章 勞動(力)參與
- 第二十五章 勞動力的品質
- 第二十六章 勞動力的結構
- 第二十七章 失業人口
- 第二十八章 人力運用與人力政策

第四部份 展望

- 第十五章 勞動力成長趨緩
- 第十六章 人力資源國際化

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

教育部顧問室新移民與多元文化教學發展計畫，只有小部分補助，助益非常有限。也沒有其他計畫合作或支援，大部分要靠個人盡力而為。

六、授課教師發展本門課程所獲得的最大效益為何？

著手規劃及進行東南亞人力資源發展之專書撰寫。

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

是，(1)完成教材出版(2)持續提高學生興趣，撰寫碩士論文，並修改為期刊論文。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。

(七) 97 學年度上學期—東南亞人力資源發展

課程名稱	東南亞人力資源發展	開課學年度/學期	97/一
課程開設院系所/必修或選修		(兼通識者請加註)	
授課教師	蔡青龍	開課時段(請填寫起迄時間)	97年9/8-98年1/5 每周一13點至16點
課程學分	3	選修人數/修畢人數/平均分數	9/9/88

課程大綱(300字內)

台灣的新移民(包括東南亞勞工與移入配偶)絕大多數都是為了經濟因素而來,亦即台灣的就業機會與工作報酬遠高於其原生社會。在台灣的情況為我們所已知的條件下,當務之急在於瞭解新移民移出地之勞動情勢,包括勞動供給面的人力資源發展、以及勞動需求面的就業特徵與趨勢。本計劃的第二組課群即依此事實而設計,包括第一學期的「東南亞人力資源發展」與第二學期的「東南亞勞動市場」兩科。上學期的「東南亞人力資源發展」課程旨在訓練碩士班研究生分析東南亞人力資源發展的能力,以期確實掌握事實狀況,並藉以培訓相關研究人才。

授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)

每週進度與教材安排

- 第一週 課程內容說明
- 第二週 人力資源之概念與衡量

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授課教師推薦給選修本門課程學生的其他閱讀品

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## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是。

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

### 13. 教學環境—

本課程之內容為新移民原生社會之人力資源，重點在於東南亞之人力資源發展，在教學環境上，課程安排學生接觸進而瞭解在台東南亞勞工及移入配偶，成功引導學生透過新移民已掌握其母國之人口變遷與勞動力發展概況，並印證課堂文獻討論內容。但限於教育部計畫規定，師生均無法取得經費前往新移民之原生社會，體會實際狀況，並取得第一手資料，誠屬美中不足之憾。

### 14. 教學方法—

教學方法採用學術文獻探討，與實際向新移民取得資料分析並重的方式進行，並引導學生就相關議題進行互動是論述辯證，一方面培養學生對東南亞人力資源發展議題的興趣，一方面增進對相關學理與現況的認識與瞭解。

### 15. 吸引學生選修原因—

本課程限定研究所碩士班學生修習，所以修課人數有限。

### 16. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)

全體修課學生均能於期中提出個人之學其研究構想與計畫，經過口頭報告及師生討論後，加以修改而發展為學期報告，並於期末按時繳交書面報告，圓滿達到課堂要求。學生課程結束後，接受學校所設計之教學滿意度調查，顯示對於本課程的滿意度極高。

### 7. 課堂紀錄與實際回饋舉例—

課堂出席及發言討論與回答問題的次數良好。

### 8. 其他，請依據課程特質自行增列學生反應分析—

數名學生於課程結束後，繼續自我修習相關領域書籍，並按此撰寫論文大綱，通過所內審查。

四、本課程有無發展教材？若有，請敘述其形式及內容。

有，東南亞人力資源發展入門專書

內容大綱：

第一部份 緒論

- 第二十九章 人力資源的內涵
- 第三十章 東南亞人力發展概況
- 第三十一章 人力資源發展的未來

第二部份 人口變遷

- 第三十二章 人口規模與組成
- 第三十三章 生育與人口成長
- 第三十四章 國際移民
- 第三十五章 人口高齡化
- 第三十六章 人口政策

第三部份 勞動力發展

- 第三十七章 勞動力大小與組成
- 第三十八章 勞動(力)參與
- 第三十九章 勞動力的品質
- 第四十章 勞動力的結構
- 第四十一章 失業人口
- 第四十二章 人力運用與人力政策

第四部份 展望

- 第十五章 勞動力成長趨緩
- 第十六章 人力資源國際化

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

教育部顧問室新移民與多元文化教學發展計畫，只有小部分補助，助益非常有限。也沒有其他計畫合作或支援，大部分要靠個人盡力而為。

六、授課教師發展本門課程所獲得的最大效益為何？

著手規劃及進行東南亞人力資源發展之專書撰寫。

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

是，(1)完成教材出版(2)持續提高學生興趣，撰寫碩士論文，並修改為期刊論文。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。



(八) 97 學年度下學期—東南亞勞動市場

第一部分：課程基本資料

課程名稱	東南亞勞動市場	開課學年度/學期	97/二
課程開設院系所/必修或選修		(兼通識者請加註)	
授課教師	蔡青龍	開課時段(請填寫起迄時間)	98年2/19-6/18 每周一14點至17點
課程學分	3	選修人數/修畢人數/平均分數	5/5/85
課程大綱(300字內)			
<p>台灣的新移民(包括東南亞勞工與移入配偶)絕大多數都是為了經濟因素而來，亦即台灣的就業機會與工作報酬遠高於其原生社會。在台灣的情況為我們所已知的條件下，當務之急在於瞭解新移民移出地之勞動情勢，包括勞動供給面的人力資源發展、以及勞動需求面的就業特徵與趨勢。本計劃的第二組課群即依此事實而設計，包括第一學期的「東南亞人力資源發展」與第二學期的「東南亞勞動市場」兩科。下學期的「東南亞勞動市場」課程旨在訓練碩士班研究生分析東南亞勞動市場機制、就業特徵、勞動力(結構)轉型、以及勞動所得與貧窮等議題的能力，以期確實掌握事實狀況，並藉以培訓相關研究人才。</p>			
授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)			
<p>每週進度與教材安排</p> <p>第一週 課程內容說明</p> <p>第二週 勞動供給與需求之概念與衡量</p> <p>Eberstadt, Nicholas, 2001. "The Population Implosion," <i>Foreign Policy</i> No. 123. pp. 42-53. Academic Research Library. (<a href="http://www.foreignpolicy.com">www.foreignpolicy.com</a>)</p> <p>Mason, Andrew, 2001. <i>Population Change and Economic Development in East Asia: Challenges Met, Opportunities Seized</i>. Stanford, California, U.S.A.: Stanford University Press.</p> <p>Yeoh, Brenda S.A., Wolfgang Lutz, Vipin Prachuabmoh and Evi Nurvidya Arifin (eds), 2003. <i>Fertility Decline in Asia: Trends, Implications and Futures</i> (special issue of <i>Journal of Population Research</i> 20(1): 1-142.</p> <p>第三週 勞動市場之運作</p> <p>Feeney, Griffith and Andrew Mason, 2001. "Population in East Asia," pp.61-95 in Andrew Mason(ed.) <i>Population Change and Economic Development in East Asia: Challenges Met, Opportunities Seized</i>. Stanford, California, U.S.A.: Stanford University Press.</p> <p>McDonald, Peter and Rebecca Kippen, 2001. "Labor supply prospects in 16 developed</p>			

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## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是。

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

### 17. 教學環境—

本課程之內容為新移民原生社會之人力資源的延續課程，重點仍在於東南亞之人力資源發展，在教學環境上，課程安排學生接觸並瞭解在台東南亞勞工及移入配偶，成功引導學生透過新移民已掌握其母國之人口變遷與勞動力發展概況，並印證課堂文獻討論內容。但限於教育部計畫規定，師生均無法取得經費前往新移民之原生社會，體會實際狀況，並取得第一手資料，誠屬美中不足之憾。

### 18. 教學方法—

教學方法採用學術文獻探討，與實際向新移民取得資料分析並重的方式進行，並引導學生就相關議題進行互動是論述辯證，一方面培養學生對東南亞勞動情勢議題的興趣，一方面增進對相關學理與現況的認識與瞭解。

### 19. 吸引學生選修原因—

本課程限定研究所碩士班學生修習，所以修課人數有限。

### 20. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)

全體修課學生均能於期中提出個人之學其研究構想與計畫，經過口頭報告及師生討論後，加以修改而發展為學期報告，並於期末按時繳交書面報告，圓滿達到課堂要求。學生課程結束後，接受學校所設計之教學滿意度調查，顯示對於本課程的滿意度極高。

### 9. 課堂紀錄與實際回饋舉例—

課堂出席及發言討論熱烈，學習氣氛良好。

### 10. 其他，請依據課程特質自行增列學生反應分析—

數名學生於課程結束後，繼續自我修習相關領域書籍，並以此為未來論文方向。

四、本課程有無發展教材？若有，請敘述其形式及內容。

有，東南亞人力資源發展入門專書

內容大綱：

第一部份 緒論

第四十三章 人力資源的內涵

第四十四章 東南亞人力發展概況

第四十五章 人力資源發展的未來

第二部份 人口變遷

第四十六章 人口規模與組成

第四十七章 生育與人口成長

第四十八章 國際移民

第四十九章 人口高齡化

第五十章 人口政策

第三部份 勞動力發展

第五十一章 勞動力大小與組成

第五十二章 勞動(力)參與

第五十三章 勞動力的品質

第五十四章 勞動力的結構

第五十五章 失業人口

第五十六章 人力運用與人力政策

第四部份 展望

第十五章 勞動力成長趨緩

第十六章 人力資源國際化

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

教育部顧問室新移民與多元文化教學發展計畫，只有小部分補助，助益非常有限。也沒有其他計畫合作或支援，大部分要靠個人盡力而為。

六、授課教師發展本門課程所獲得的最大效益為何？

著手規劃及進行東南亞人力資源發展之專書撰寫。

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

是，(1)完成教材出版(2)持續提高學生興趣，撰寫碩士論文，並修改為期刊論文。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。

(九) 96 學年度上學期—東南亞發展議題

第一部分：課程基本資料

課程名稱	東南亞發展議題	開課學年度/學期	96/1
課程開設院系所/必修或選修 共同 科/選修		(兼通識者請加註)	
授課教師	林欽明	開課時段(請填寫起迄 時間)	96 年 9/17-97 年 1/11 每周二 13 點至 16 點
課程學分	3	選修人數/修畢人數/平 均分數	5/5/85
課程大綱(300 字內)			
<p>本課程為東南亞發展議題的介紹，檢視各個層面的挑戰，包括貧窮的消除、農村發展、人口政策、環境管理、健康照護(HIV/AIDS)，以及都市化等問題。我們將比較區域裡自越南而至印尼等不同國家的經驗，從每一週對成功與爭議性個案的探討，讓學生能對相關發展政策有一全盤的了解。我們也將探討國際組織以及地方社會在促進發展所扮演的角色，包括國際金融機構，亞銀、聯合國、USAID 以及世界銀行等國際援助機構，以及地方的非政府組織(NGOs)。最後將探討亞齊(Aceh)的案例，包括其分離運動和南亞海嘯所受影響。本課程從東南亞的經驗以找出該地區所面臨的發展挑戰，並希望提供對整體發展問題的了解途徑。</p>			
授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)			

## 第一部分 簡介

### 第一週 什麼是發展？

#### 指定閱讀：

Sen, Amartya (1999). *Development as Freedom* (New York: Knopf), pp. 3-53. HD 75.S455 1999

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Easterly, William R. (2001). *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics* (Cambridge, MA: MIT Press), pp. 26-69. HD 59.72.P6E17 2002 (TKU).

Rapley, John. 2002. *Understanding Development: Theory and Practice in the Third World. 2<sup>nd</sup> ed.* (Boulder; London: Lynne Rienner Publishers). Chaps. 5, 6 & 7, pp. 113-82. HC 59.7.R272 1996 (TKU)

#### 建議閱讀：

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### 第二週 東南亞發展模式

#### 指定閱讀：

Chang, Ha-Joon (2006). *East Asian Development Experience: The Miracle, the Crisis and the Future* (London: Zed Books), Chap. 1, 13-62. HC 460.5.C43 2006 (TKU) (指定參考)

Rigg, Jonathon. 2003. *Southeast Asia: The Human Landscape of Modernisation and Development. 2<sup>nd</sup> ed.* (London: Routledge), Chaps. 1 & 2. DS 521.62.R542 2003 (TKU). (指定參考)

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Pennsylvania State University Press), pp. 237-276.

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安場 保吉 (1990)。〈東アジア經濟の台頭—テイクオフは可能か。〉《大阪大学経済学》，四〇卷一・二号，九月号。収録さら安場 保吉，《東南アジアの經濟發展》(ミネルヴァ書房，2002)，181-204。552.38 /8369 (TKU)

Chang, Ha-Joon (2006). *East Asian Development Experience: The Miracle, the Crisis and the Future* (London: Zed Books), other chaps. HC 460.5.C43 2006 (TKU) (指定参考)

Chang, Ha-Joon (2002). *Kicking Away the Ladder: Development Strategy in Historical Perspective*. London : Anthem. HF 1359.C439 2002 (TKU)

Jomo K.S. with Chen Yun Chung *et al.* (1997). *Southeast Asia's Misunderstood Miracle: Industrial Policy and Economic Development in Thailand, Malaysia and Indonesia*. Boulder, Colo. : Westview Press.

Rodan, Hewison and Robison (2006), Chap. 1 and two of the following six chaps, 2-7.

Stiglitz, Joseph E. (2001). "From Miracle to Crisis to Recovery: Lessons from Four Decades of East Asian Experience." In Joseph E. Stiglitz and Shahid Yusuf, eds., *Rethinking the East Asia Miracle* (Oxford University Press), 509-25. HC 460.5 .R48 2001 (TKU)

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Syed Farid Alatas (1993). "Theoretical Perspectives on the Role of State Elites in Southeast Asian Development." *Contemporary Southeast Asia*, 14(4), March, 368-95.

\*個案探討：探討東南亞某一國家的發展型態，尤其注意其自 1945 年以來的成功或失敗經驗

第三週 當前東南亞發展所遭遇的挑戰：歧異與治理

指定閱讀：

Rigg, Jonathon. 2003. *Southeast Asia: The Human Landscape of Modernisation and Development*. 2<sup>nd</sup> ed. (London: Routledge), Chap. 3. DS 521.62.R542 2003 (TKU) (指定參考)

Cartier, Carolyn L. and Jessica Rothenberg-Aalami (2000). "Gender and Development." In Leinbach and Ulack, eds., *Southeast Asia: Diversity and Development* (New York: Prentice Hall), 274-302. HT 395.A85S67 2000 (TKU)

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Taylor, Philip (2004). "Introduction: Social Inequality in a Socialist State." In Philip Taylor, ed., *Social Inequality in Vietnam and the Challenges to Reform* (Singapore: Institute of Southeast Asian Studies), 1-40. HN 700.5.A8V534 2003 (TKU)

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123-42。552.38 /8369-1 (TKU)

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個案探討：依據 Khan and Jomo，舉出兩個東南亞國家以比較其尋租(rent-seeking)的型態。

## 第二部分 各層面的挑戰 / 議題

### 第四週 消除貧窮：衡量與政策

#### 指定閱讀：

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British Columbia) (<http://www.iar.ubc.ca/centres/csear/SSN/TOC.htm>), Chap. 1, pp. 1-34, Chap. 7, pp. 235-45.

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(<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/0,,contentMDK:20194762~pagePK:148956~piPK:216618~theSitePK:336992,00.html>), Chaps. 1-3, p. 15-93; Voices of the Poor Studies on Vietnam, Thailand.

Baulch, Bob and John Hoddinott (2000). "Economic Mobility and Poverty in Developing Countries." *Journal of Developing Studies*, 36(6), 1-24.

\*個案探討：分析兩個國家在貧窮政策上的成敗經驗，包括其所採取的貧窮措施。

#### 第五週 農村發展

指定閱讀：

Rigg, Jonathon (2003). *Southeast Asia: The Human Landscape of Modernisation and Development. 2<sup>nd</sup> ed.* (London: Routledge), Chap. 5 & 7. DS 521.62.R542 2003 (TKU). (指定參考)

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Hayami, Yujiro and Masao Kickkuchi (2000). *A Rice Village Saga: Three Decades of Green Revolution in the Philippines* (Basingstoke: Macmillan).

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\*個案探討：討論菲律賓農村發展所面臨的挑戰。

#### 第六週 人口政策與教育

指定閱讀：

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Chia Lin Sien (2003). *Southeast Asia Transformed: A Geography of Change* (Singapore: Institute of Southeast Asian Studies), Chap. 3.

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\*個案探討：討論寮國所遭遇的教育問題。

第七週 發展所遭遇的環境問題（學期報告題目提交截止）

指定閱讀：

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#### 第八週 公共衛生與 HIV/AIDS

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### 第三部分 個體 / 總體角色與政策

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第十二週 未來趨勢與挑戰

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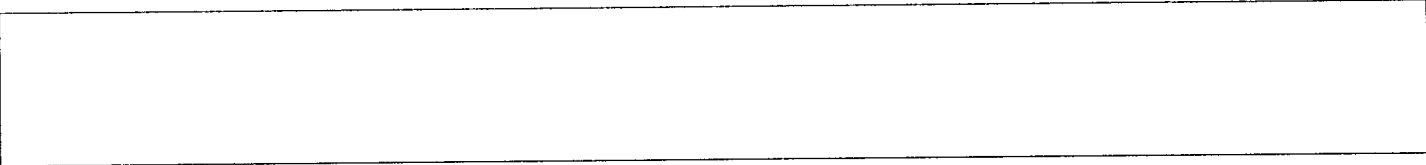
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- Tan, Gerald. 2000. *ASEAN Economic Development and Cooperation*. 2<sup>nd</sup> ed. Singapore: Times Academic Press (對東南亞各國發展問題以及區域合作議題有淺顯的探討，尤其是第二版新增關於金融危機的論述，頗值參考)。
- Todaro, Michael P. 2000. *Economic Development*. 7th ed. Reading, Mass.: Addison-Wesley Publishing Co. (TKU: HD 82.T552 2000) (頗受好評的經濟發展教科書，文字洗鍊而詳實，是一極力推薦的跨領域讀物)
- Bolnick, Bruce R. 1996. "Economic Principles: A Refresher." In *Study Guide and Workbook to Accompany Economic of Development* by Malcolm Gillis et al., 4<sup>th</sup> ed. (New York: W.W. Norton), 1-12.



## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是創新課程。與原課程相較，增加了較多的實務應用，讓學生有更多的實體經驗。

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

1. 教學環境—學生多元，接受度有差異，不過興趣都還蠻高昂
2. 教學方法—主要採課堂師生討論的方式，情況還頗熱烈
3. 吸引學生選修原因—與實務較相切
4. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)
2. 課堂紀錄與實際回饋舉例—
11. 其他，請依據課程特質自行增列學生反應分析—因學生人數不多，從課堂上的互動即可獲得學生的回饋，一般還多能接受本課程進行的方式。

四、本課程有無發展教材？若有，請敘述其形式及內容。

有。以課程裡的指定與建議閱讀文獻為主要依據，章節安排也大致如課程的排列。

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

全屬本計畫補助

六、授課教師發展本門課程所獲得的最大效益為何？

以議題導向的方式進行教學，教師本人對實務的了解增益不少。

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

繼續開設，由於教材資料極多，師生的獲益均匪淺。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。

與其他計畫內的課程有良好的搭配，故蠻適合發展成一獨立學群。

## (十) 97 學年度上學期—東南亞發展議題

### 第一部分：課程基本資料

課程名稱	東南亞發展議題	開課學年度/學期	97/1
課程開設院系所/必修或選修	共同科/選修	(兼通識者請加註)	
授課教師	林欽明	開課時段(請填寫起迄時間)	97 年 9/15-1/9 每周二 13 點至 16 點
課程學分	3	選修人數/修畢人數/平均分數	5/4/85.5

#### 課程大綱(300 字內)

本課程為東南亞發展議題的介紹，檢視各個層面的挑戰，包括貧窮的消除、農村發展、人口政策、環境管理、健康照護(HIV/AIDS)，以及都市化等問題。我們將比較區域裡自越南而至印尼等不同國家的經驗，從每一週對成功與爭議性個案的探討，讓學生能對相關發展政策有一全盤的了解。我們也將探討國際組織以及地方社會在促進發展所扮演的角色，包括國際金融機構，亞銀、聯合國、USAID 以及世界銀行等國際援助機構，以及地方的非政府組織(NGOs)。最後將探討亞齊(Aceh)的案例，包括其分離運動和南亞海嘯所受影響。本課程從東南亞的經驗以找出該地區所面臨的發展挑戰，並希望提供對整體發展問題的了解途徑。

授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)

#### 第一部分 簡介

##### 第一週 什麼是發展？

指定閱讀：

Sen, Amartya (1999). *Development as Freedom* (New York: Knopf), Introduction, Chaps. 1-2, pp. 3-53. HD 75.S455 1999 (TKU) [沈恩(Amartya Sen)著；劉楚俊譯 (2001)。《經濟發展與自由。》臺北：先覺出版公司。550.1874 /83 (TKU)]

Easterly, William R. (2001). *The Elusive Quest for Growth: Economists' Adventures and*



*Misadventures in the Topics* (Cambridge, MA: MIT Press), Chaps. 2-3, pp. 26-69. HD 59.72.P6E17 2002 (TKU).

Rapley, John. 2002. *Understanding Development: Theory and Practice in the Third World*. 2<sup>nd</sup> ed. (Boulder; London: Lynne Rienner Publishers), Chaps. 5, 6 & 7, pp. 113-82. HC 59.7.R272 1996 (TKU)

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### 第三部分 個體 / 總體角色與政策

#### 第十週 國際金融機構、救助者與國際 NGOs

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建議閱讀：

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Leinbach, Thomas R. and Richard Ulack. 1999. *Southeast Asia: Diversity and Development*. Prentice Hall. HT 395.A85S67 2000 (TKU) (從地理、歷史、文化、社會與經濟來探究區域裡各國發展之差異)

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## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是創新課程。與原課程相較，增加了較多的實務應用，讓學生有更多的實體經驗。

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

5. 教學環境—學生多元，接受度有差異，不過興趣都還蠻高昂

6. 教學方法—主要採課堂師生討論的方式，情況還頗熱烈

7. 吸引學生選修原因—與實務較相切

8. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)

2. 課堂紀錄與實際回饋舉例—

12. 其他，請依據課程特質自行增列學生反應分析—因學生人數不多，從課堂上的互動即可獲得學生的回饋，一般還多能接受本課程進行的方式。

四、本課程有無發展教材？若有，請敘述其形式及內容。

有。以課程裡的指定與建議閱讀文獻為主要依據，章節安排也大致如課程的排列。

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

全屬本計畫補助

六、授課教師發展本門課程所獲得的最大效益為何？

以議題導向的方式進行教學，教師本人對實務的了解增益不少。

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。

繼續開設，由於教材資料極多，師生的獲益均匪淺。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。

與其他計畫內的課程有良好的搭配，故蠻適合發展成一獨立學群。

(十一) 97 學年度下學期—東南亞制度與文化

第一部分：課程基本資料

課程名稱	東南亞制度與文化	開課學年度/學期	97/2
課程開設院系所/必修或選修 共同科/選修	(兼通識者請加註)		
授課教師	林欽明	開課時段(請填寫起迄時間)	97 年 9/15-1/9 每周四 15 點至 17 點
課程學分	2	選修人數/修畢人數/平均分數	4/4/81.3

課程大綱(300 字內)

從東南亞區域面對全球化的衝擊，探討性別、族群以及階級如何維繫與文化的連結關係。特別從政治、經濟以及社會的制度，來了解東南亞區域現代化的過程，以及文化制度所扮演的角色。透過對諸如宗教、資訊、法律、社會習俗等各種文化媒介之關係的探究，以了解其地方、國家乃至全球各層級的現實狀況。同時，更從各種社會、政治、經濟乃至環境的空間，來了解東南亞的文化特性，讓學生能體會區域研究裡各種知識的不確定性、模糊以及侷限之處。最後，希望以此課程讓學生了解本所在東南亞區域研究關於環境、性別、移民以及族群之特定的觀點。

授課進度及使用教材(請填寫每周課程進度、授課教師、特約講員、課堂教材安排等)

第一部分 文化的現代化

第一週 全球化與文化

指定閱讀：

Billig, Michael S. (2000). "Institutions and Culture: Neo-Weberian Economic Anthropology." *Journal of Economic Issues*, 34(4), December, 771-88.

Seo, Yongseok (2006). "East Asian Response to the Globalization of Culture: Perceptual Change and Cultural Policy." In Jim Dator, Dick Pratt and Yongseok Seo, eds., *Fairness, Globalization, and Public Institutions: East Asia and Beyond* (Honolulu: University of Hawaii Press), 319-35.

Mittelman, James H (2000). "Globalization: Captors and Captive." *Third World Quarterly*, 21(6), December, 917-29 (Bibliography).

建議閱讀：

陳振烜(2005)。《信任與文化：人性化過程與文化產業發展》。臺北市：理得。541.29 /8773 (TKU)

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"Globalization, Culture and the Fate of Nations." Chap. 7 in *Global Transformations: Politics, Economics and Culture* (Stanford, Calif.: Stanford University Press), 327-75. D 32.G46 1999 (TKU). [赫爾德(David Held)等著；沈宗瑞等譯(2001)。《全球化大轉變：全球化對政治、經濟與文化的衝擊。》臺北市：韋伯文化事業出版社。570.15 /8335 93 (TKU)]。

Lal, Deepak (2003). "Asia and Western Dominance: Retrospect and prospect." *Journal of the Asia Pacific Economy*, 8(3), October, 283-99.

Mari Pangestu (2001). "The Social Impact of Globalisation in Southeast Asia." Technical Paper No. 187, OECD Development Centre, December (<http://www.oecd.org/dev/publication/tp1a.htm>).

Othman, Norani and Clive S. Kessler (2000). "Capturing Globalization: Prospects and Projects." *Third World Quarterly*, 21(6), December, 1013-26.

Pieterse, Jan Nederveen (2006). "Oriental Globalization." *Theory, Culture & Society*, 23(2/3), March-May, 411-13.

Riain, Sean O. (2000). "The Flexible Developmental State: Globalization, Information Technology, and the 'Celtic Tiger'." *Politics & Society*, 28(2), June, 157-93.

#### 第二週 民主改革與發展

指定閱讀：

Compton, Robert W., Jr. (2000). "The Cultural Origins of Asian Democracy." Chap. 2 in *East Asian Democratization: Impact of Globalization, Culture and Economy*. Westport: Praeger Publishers. 電子書(TKU) (<http://info.lib.tku.edu.tw/ebook/redirect.asp?bibid=687608>)

Lal, Deepak (1999). "Culture, Democracy and Development: The Impact of Formal and Informal Institutions on Development." Prepared for delivery at the IMF Conference on Second Generation Reforms, November 8-9 (<http://www.imf.org/external/pubs/ft/seminar/1999/reforms/lal.htm>).

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建議閱讀：

高明士主編(2003)。《東亞文化圈的形成與發展：政治法制篇》。臺北市：國立臺灣大學歷史學系。730.107 /8354 (TKU)

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Case, William (2001). "Malaysia's Resilient Pseudodemocracy." *Journal of Democracy*, 12(1), 43-57 ([http://muse.jhu.edu/journals/journal\\_of\\_democracy/v012/12.1case.html](http://muse.jhu.edu/journals/journal_of_democracy/v012/12.1case.html)).

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Means, Gordon P. (1996). "Soft Authoritarianism in Malaysia and Singapore." *Journal of Democracy*, 7(4), 103-17 ([http://muse.jhu.edu/journals/journal\\_of\\_democracy/v007/7.4means.html](http://muse.jhu.edu/journals/journal_of_democracy/v007/7.4means.html)).

\*探討個案：討論印尼地方分權的進展與衝擊。

第三週 傳統、文化與現代化

指定閱讀：

Yamauchi, Futoshi (2003). "Why Do Schooling Returns Differ So Much? Observations and Puzzles from Thailand and the Philippines." ADB Research Paper, January (<http://www.kier.kyoto-u.ac.jp/~ariga/download/ADB12002/education3.pdf>).

Lim, William S.W. (1999). "Development and Culture in Singapore and Beyond." *SOJOURN: Journal of Social Issues in Southeast Asia*, 14(1), April, 249-60.

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\*探討個案：探究新加坡/印尼對外人財產的管制規定。

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#### 第四部份 全球/地區與地域/空間

##### 第十一週 東亞區域的定位

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\*探討個案：討論印尼之危機紓解計畫的成敗。

第十四週 制度經濟

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授課教師推薦給選修本門課程學生的其他閱讀品

## 第二部分：課程分析及效益

一、本課程是否屬於創新課程？如否，其與原有課程差異為何？與原有課程整合程度如何？納入新移民與多元文化議題以後作了什麼改變？

是創新課程。與原有課程相較，從不同的層面(制度等)對東南亞文化做一新的詮釋。

二、本課程開設成功或失敗之原因分析(每項分析 300 字為限)

1. 教學環境—學生多元，接受度有差異，不過興趣都還蠻高昂
2. 教學方法—主要採課堂師生討論的方式，情況還頗熱烈
3. 吸引學生選修原因—也許是新開課程之故
4. 其他，請依據課程特質自行增列原因分析—

三、修課學生對本門課程的反應(每項分析 300 字為限，並以測量工具及結果匯整為附件)

1. 使用測量工具與結果說明—(例：問卷、評量表或其他富有評值佐證價值者之測量工具)

2. 課堂紀錄與實際回饋舉例—

13. 其他，請依據課程特質自行增列學生反應分析—因學生人數不多，從課堂上的互動即可獲得學生的回饋，一般還多能接受本課程進行的方式。

四、本課程有無發展教材？若有，請敘述其形式及內容。

有。以課程裡的指定與建議閱讀文獻為主要依據，與前一課程相結合。

五、本門課程及教材成果是否全屬教育部新移民與多元文化教學發展計畫補助產出？如本課程含有與其他計畫合作或支援成果，請詳述其支援方式、共同合作成果及其與本課程計畫之關連。

全屬本計畫補助

六、授課教師發展本門課程所獲得的最大效益為何？  
新的角度、新的詮釋，對教師有莫大的助益。

七、本門課程於計畫結束後是否仍持續開設？若持續開設，請授課教師提出對本門課程的預期效益；若不開設，請說明原因並提出建議。  
繼續開設，由於教材資料極多，師生的獲益均匪淺。

八、重大突破—其他計畫重大發展，請依計畫特質補充之。  
與其他計畫內的課程有良好的搭配，故蠻適合發展成一獨立學群。

### 三、96-97 學年度開設課程自評表

說明：請課程授課教師依自評問題答案符合程度由最低分 1 分至最高分 10 分填選，若有無法填寫之情況，請另外附加說明。

課程名稱 (含學年/ 學期及 授課 教師) 自評問題	96 年度上學期—越南 文化與語言	96 學年度下學期—越 南文化與語言	96 學年度上學期—印 尼馬來文化與語言	96 學年度下學期—印尼 馬來文化與語言	96 學年度上學期—東 南亞勞動情勢(一)	96 學年度下學期—東 南亞勞動情勢(二)	96 學年度上學期—東 南亞人力資源發展	96 學年度下學期—東 南亞勞動市場	96 學年度上學期—東 南亞發展議題	97 學年度上學期—東 南亞發展議題	97 學年度下學期—東 南亞制度與文化
01. 授課教師 開設本課程是 否獲得提升教 學的機會	9	9	8	8	9	9	9	9	9	9	7
02. 是否藉由 課程的機會， 整理出不錯的 教案與教科書	9	9	9	9	9	9	9	9	9	9	8
03. 選修本門 課程學生反應 是否熱烈？	7	7	7	7	8	8	8	8	8	8	7
04. 是否幫助 修習課程的學 生，找到大學 專題、碩博士 論文選材；或 有助於完成專 題、論文	6	6	6	5	8	8	8	8	8	8	8
05. 參與本計 畫是否有增加 計畫系所向外 接計畫與合作 的優勢？	8	8	7	7	8	8	8	8	8	8	9
06. 是否對院	5	5	6	6	6	6	6	6	7	7	7

內實驗、研究與教學的整體環境有所提升											
07. 院系所內行政資源是否充分配合	6	6	7	7	8	8	8	8	7	7	8
08. 校方支持程度是否足夠？	9	9	9	9	9	9	9	9	9	9	9
09. 課程是否引起校內其他教師迴響	6	6	5	5	7	7	7	7	7	7	7
10. 課程是否開發相關資料庫或教材	9	9	9	9	9	9	9	9	9	9	9
項目平均得分	7.4	7.4	6.3	6.3	8.1	8.1	8.1	8.1	8.1	8.1	7.9

其他附加說明：

#### 四、96-97 年度因執行計畫辦理活動一覽表

活動總表—請以 96-97 學年辦理活動總數、活動總人數填寫(單位：場/次)

活動類型	96 學年度上	96 學年度下	97 學年度上	97 學年度下
工作坊 (參與人數)	0 (0 人)	1 (23 人)	1 (6 人)	1 (10 人)
座談、研討會 (參與人數)	0	0	1 (57 人)	0
讀書會 (參與人數)	0	0	0	0
專題演講 (參與人數)	0	0	8 (648 人)	2 (203 人)
其他 (參與人數)	0	0	0	0
小計	0	1	10	3

(參與人數)	(0 人)	(23 人)	(711 人)	(213 人)
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(一) 工作坊—自計畫期程開始，共 3 場，參與人數共 6 名。

1. 於課程開授時段(規劃於課程每周進度內)舉辦，共 0 場，參與人數共 0 名。

活動名稱/主題	
活動日期	
主要講員	
活動內容及目的	內容— 目的—
參與對象	
參與人數	
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

2. 於課程開授時段之外舉辦，共 3 場，參與人數共 39 名。

活動名稱/主題	資料蒐集與論文格式工作坊
活動日期	97 年 3 月 19 日
主要講員	林欽明
活動內容及目的	內容—討論資料的蒐集 目的—協助課程的進行
參與對象	老師與學生
參與人數	男性 18 名，女性 5 名，共 23 名
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	東南亞制度與文化教學教材蒐集工作坊
活動日期	97 年 10 月 6 日
主要講員	張君松、武妍麗等
活動內容及目的	內容—討論教材的蒐集與教科書撰寫的可能途徑

的	目的—為教科書撰寫計畫做會商
參與對象	老師與學生
參與人數	男性 3 名，女性 3 名，共 6 名
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	東南亞制度與文化教學教學檢討工作坊
活動日期	98 年 3 月 4 日
主要講員	林若雱、蔡青龍等
活動內容及目的	內容—討論教學的問題與網頁資料的佈置 目的—教學的檢討
參與對象	老師與學生
參與人數	男性 6 名，女性 4 名，共 10 名
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

(二)座談、研討會—自計畫期程開始，共 1 場，參與人數共 57 名。

1.於課程開授時段(規劃於課程每周進度內)舉辦，共 0 場，參與人數共 0 名。

活動名稱/主題	
活動日期	
主要講員	
活動內容及目的	內容— 目的—
參與對象	
參與人數	
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

2.於課程開授時段之外舉辦，共 1 場，參與人數共 57 名。

活動名稱/主題	從多元文化看東亞國際政治經濟國際研討會
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活動日期	97年9月26-28日
主要講員	Rong-I Wu, Sunait Chutintaranond, Hurng Yu Chen, Juo-yu Lin, Shamsul AB, Chan Kim Lin, Rahimah Abdul Aziz, Songok Han Thornton, Tao (Sherry) Kong, Yuanzhi Kong, Juan José Ramírez Bonilla, Liao Shaolian, Lilis Mulyani, Chin-Ming Lin
活動內容及目的	內容—從多元文化的觀點，邀集海內外學者針對東亞區域或國家的相關問題做一討論，主題主要集中在東南亞。 目的—讓國內外相關學者與學生對東亞最近若干議題的發展有一密集的會談與了解。
參與對象	國內外學者與學生，包括部分社會人士
參與人數	57
其他補充說明	另向其他單位申請補助

(三) 讀書會—自計畫期程開始，共 0 場，參與人數共 0 名。

1. 於課程開授時段(規劃於課程每周進度內)舉辦，共 0 場，參與人數共 0 名。

活動名稱/主題	
活動日期	
主要講員	
活動內容及目的	內容— 目的—
參與對象	
參與人數	
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

2. 於課程開授時段之外舉辦，共 0 場，參與人數共 0 名。

活動名稱/主題	
活動日期	

主要講員	
活動內容及目的	內容— 目的—
參與對象	
參與人數	
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

(四)專題演講—自計畫期程開始，共 10 場，參與人數共 851 名。

1. 於課程開授時段(規劃於課程每周進度內)舉辦，共 10 場，參與人數共 851 名。

活動名稱/主題	直接對外投資與外籍勞工輸入—理論關係與東亞經驗
活動日期	97 年 10 月 15 日(三)
主要講員	蔡攀龍
活動內容及目的	內容—演講 目的—教學與研究
參與對象	師生
參與人數	男性 10 名，女性 7 名，共計 17 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	住在南半球的日子
活動日期	97 年 9 月 22 日(一)
主要講員	周嘉川
活動內容及目的	內容—演講 目的—教學與研究

參與對象	師生
參與人數	男性 8 名，女性 4 名，共計 12 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	Government's Role in Singapore
活動日期	97 年 10 月 6 日(一)
主要講員	羅家德
活動內容及目的	內容—演講 目的—教學與研究
參與對象	師生
參與人數	男性 7 名，女性 4 名，共計 11 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	Popular Culture of Malaysia
活動日期	97 年 10 月 20 日(一)
主要講員	Muhd Shahrumiza Zakaria
活動內容及目的	內容—演講 目的—教學與研究
參與對象	師生
參與人數	男性 81 名，女性 49 名，共計 130 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	東南亞愛滋與其他嚴重疾病之防治
活動日期	97 年 11 月 17 日(一)
主要講員	林理俐
活動內容及目的	內容—演講

	目的—教學與研究
參與對象	師生
參與人數	男性 102 名，女性 70 名，共計 172 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	日台交流の現狀と日台文化試論
活動日期	97 年 12 月 15 日(一)
主要講員	馬場正樹
活動內容及目的	內容—演講 目的—教學與研究
參與對象	師生
參與人數	男性 121 名，女性 81 名，共計 202 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	驚豔泰國，當文化創意遇見觀光旅遊
活動日期	97 年 12 月 24 日(三)
主要講員	溫士凱
活動內容及目的	內容—演講 目的—教學與研究
參與對象	師生
參與人數	男性 44 名，女性 51 名，共計 95 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	Women's status and female labour force in Indonesia
活動日期	98 年 5 月 4 日(一)

主要講員	Paramita Ningrum
活動內容及目的	內容—演講 目的—教學與研究
參與對象	師生
參與人數	男性 4 名，女性 5 名，共計 9 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	破繭 — 當傳統文化遇見時尚創意
活動日期	98 年 6 月 3 日(三)
主要講員	溫士凱
活動內容及目的	內容—演講 目的—教學與研究
參與對象	師生
參與人數	男性 84 名，女性 101 名，共計 194 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

活動名稱/主題	韓國大眾文化 Popular Culture of Korea
活動日期	97 年 12 月 29 日(一)
主要講員	具良根
活動內容及目的	內容—演講 目的—教學與研究
參與對象	師生
參與人數	男性 6 名，女性 3 名，共計 9 名。
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

2. 於課程開授時段之外舉辦，共 0 場，參與人數共 0 名。

活動名稱/ 主題	
活動日期	例：98 年 3 月 23 日(一)
主要講員	
活動內容 及目的	內容—  目的—
參與對象	
參與人數	
其他補充 說明	(是否與其他計畫、課程合作辦理，請說明)

(一) 其他(請依活動類型自定名稱)—自計畫期程開始，共 場，參與人數共 名。

1. 於課程開授時段(規劃於課程每周進度內)舉辦，共 場，參與人數共 名。

活動名稱/ 主題	
活動日期	
主要講員	
活動內容 及目的	內容—  目的—
參與對象	
參與人數	

其他補充說明	(是否與其他計畫、課程合作辦理，請說明)
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2. 於課程開授時段之外舉辦，共 場，參與人數共 名。

活動名稱/ 主題	
活動日期	
主要講員	
活動內容 及目的	內容—  目的—
參與對象	
參與人數	
其他補充說明	(是否與其他計畫、課程合作辦理，請說明)

## 六、兩年期計畫教材發展狀況

教材/案發展總表

編號	發展教材類型	教材名稱	適用課程	參與開發者
01	教科書	東南亞政治發展與民主化	東南亞政治發展	林若雱
02	教科書	東南亞人力資源發展的形態與挑戰	東南亞人力資源發展	蔡青龍
03	教科書	東南亞發展議題	東南亞發展	林欽明
04				
小計	1類	3種	3門	3人

教材、教案、教具發展狀況(一教材一表)



(一)、東南亞政治發展與民主化

教材名稱—東南亞政治發展與民主化	教材類型	教科書
教材研發者	林若雱	
發展構想	因「東南亞政治發展」的課程而來	
教材內容	<p><b>第一部份 簡介</b></p> <p><b>第一章 什麼是政治發展？</b>          首先介紹政治發展的基本概念，包括 Martin Lipset、Samuel Huntington 與 Robert A. Dahl 等學者的民主化與政治發展理論，進而討論新世紀的發展趨勢。</p> <p><b>第二章 政治發展與民主化之關聯</b>          包含東南亞不同國家面臨的不同問題，探索民主政治的先決條件。</p> <p><b>第三章 經濟發展與民主化之關聯</b>          使用政治經濟學的觀點，透視民主與經濟發展之關聯。並探討民主與威權政體是否影響經濟發展。</p> <p><b>第二部份 影響東南亞政治發展的關鍵因素</b></p> <p><b>第四章 政治制度與政黨體系</b>          政府治理能力剖析、官僚威權主義與民主轉型，政府治理，政黨與政治制度，執政透明化與威權統治。</p> <p><b>第五章 國家建立與政體之正當性 (Legitimacy)</b>          國家領導人的政權合法性、國家建立(nation-building)與政府執政之正當性。</p> <p><b>第六章 政治文化與民主鞏固</b>          政治文化與民主鞏固，國家與民間社會的關係。</p> <p><b>第三部份 當前東南亞國家政治發展的前景與困境</b>          以下分爲 A.海、B.陸兩區，分別探討海、陸兩區國家的「東南亞的政治發展」</p> <p><b>A. 民主化的未來：大陸東南亞五國</b></p> <p><b>第七章 前社會主義國家：越東寮(印支三邦)</b>          殖民遺緒對印支三邦政治發展的影響，官僚威權主義與民主轉型之關聯。</p> <p><b>第八章 古老的王國：泰國</b>          歷史上的泰皇角色、泰國的文武關係、政商關係與貪污結構、國家與民間社會的關係，以及泰皇是否將成歷史名</p>	

	<p>詞。</p> <p><b>第九章 軍人執政集團：緬甸</b></p> <p>1962 年之後緬甸尼溫的軍人統治為主要重點，內容包 1988 年以後的國家法律與秩序委員會(State Law and Order Restoration Council, SLORC)，以及 1988 年之後的和平與發展委員會(Peace and Development Council, PDC)，並將置部份重心於少數族群衝突，以及 INGO 角色。</p> <p><b>B. 民主化的未來：島嶼東南亞五國</b></p> <p><b>第十章 總統制國家：印尼與菲律賓</b></p> <p>較早發展人民選舉總統制的菲律賓與 1998 金融風暴後方有直接民選總統的印尼，其民主化發展有何異同？總統制於兩國行使之比較如何。</p> <p><b>第十一章 內閣制國家：新加坡與馬來西亞</b></p> <p>族群政治與新馬，迄今一黨獨大的新加坡有無可能成為真正的民主國家？君主立憲的馬來西亞，仍遵守「馬來至上」(Malay First)？政治文化與民主鞏固，國家與民間社會的關係。</p> <p><b>第十二章 君主專制國家：汶萊</b></p> <p>汶萊的政治體制與中東阿拉伯伊斯蘭君主國家較接近，形成相當獨特的「君主專制」政治體制，未來是否可能朝向民主化？</p> <p><b>第十三章</b></p>
適用對象	大學高年級與研究所碩士班
適用課程	東南亞政治發展、東南亞民主化
後續規劃	擬出版

(二) 東南亞人力資源發展的形態與挑戰

教材名稱—東南亞人力資源發展的形態與挑戰	教材類型	教科書
教材研發者	蔡青龍	
發展構想	因「東南亞人力資源發展」以及「東南亞勞工移動」而來	
教材內容	<p><b>第一部分 緒論</b></p> <p><b>第一章 人力資源的內涵</b> 人力資源的基本理念與定義，包括人口變遷的主要因素，以及勞動力的概念與衡量方法。</p> <p><b>第二章 東南亞人力發展概況</b> 東南亞各主要國家之人口與勞動力發展趨勢和特徵，以及和相關經濟、社會發展政策的關連性。</p> <p><b>第三章 人力資源發展的未來</b> 人力資源在國家發展過程中所扮演的角色，以及人力研究與社會學及經濟學的關係。應用社會科學研究方法探討東南亞國家未來人力資源發展所面臨的困境與挑戰。</p> <p><b>第二部分 人口變遷</b></p> <p><b>第四章 人口規模與組成</b> 人口規模的決定因素與可能影響，人口的性別與年齡組成及其變遷趨勢。</p> <p><b>第五章 生育與人口成長</b> 生育率大幅下降帶來的人口成長趨緩現象，以及未來可能引發的問題。</p> <p><b>第六章 國際移民</b> 國際間因為經濟與非經濟因素所造成的人口移動，特別是婚姻移民的盛行，及其對移出國與移入國人口變遷的影響。</p> <p><b>第七章 人口高齡化</b></p>	

人口高齡化的原因與趨勢，以及其對未來勞動力供給的影響。

#### 第八章 人口政策

與人口變遷相關之經濟、社會發展政策，以及各國主要國家之重大建設計畫。

### 第三部分 勞動力發展

#### 第九章 勞動力大小與組成

勞動力的概念、定義、與衡量方法，各國勞動力的發展趨勢與性別、年齡組成。

#### 第十章 勞動(力)參與

勞動力參與率的水準與變化，兩性年齡組別勞動力參與率的差異，以及按出生世代分的兩性年齡組別勞動力參與率。

#### 第十一章 勞動力的品質

勞動力的教育程度、技術水準、健康狀況，以及其對國家發展的意義與影響。

#### 第十二章 勞動力的結構

勞動力的行業別、職業別、或/和從業身份別的組成，及其對經濟、社會發展的意義與影響。

#### 第十三章 失業人口

就業、失業的意義與衡量，失業人口的數量、組成與變遷趨勢，失業造成的經濟、社會、與健康問題。

#### 第十四章 人力運用與人力政策

不充分就業，或低度運用勞動力的種類與大小，及其對經濟、社會發展的影響。

### 第四部份 展望

#### 第十五章 勞動力成長趨緩

推估由於生育率大幅下降，及其導致人口高齡化所帶來的勞動力成長趨緩現象。

#### 第十六章 人力資源國際化

討論未來白領與藍領勞動力的來源可能趨向

	多元化，所導致的人力資源國際化。
適用對象	大學部高年級以及研究所碩士班
適用課程	東南亞人力資源發展
後續規劃	擬出版

(三) 東南亞發展議題

教材名稱—東南亞發展議題	教材類型	教科書
教材研發者	林欽明	
發展構想	因「東南亞發展議題」以及「東南亞制度與文化」而來	
教材內容	<p><b>第一部分 簡介</b></p> <p><b>第一章 甚麼是發展？</b> 發展的基本概念，包括 Amartya Sen 所強調的自由選擇權，成長與發展理論與學說的沿革，以及對發展之迷思的澄清</p> <p><b>第二章 東南亞發展模式</b> 東南亞各國發展所採之政策，另類的發展模式，新興以及轉型經濟之發展策略與優、弱勢</p> <p><b>第三章 當前東南亞發展所遭遇的挑戰：歧異與治理</b> 發展所造成之城鄉與地區之歧異，性別與發展之議題，政府對社會差異所採行之因應對策</p> <p><b>第二部分 各層面的挑戰 / 議題</b></p> <p><b>第四章 消除貧窮：衡量與政策</b> 闡述賦權(empowerment)的概念，經濟危機對貧窮所產生的衝擊以及各國的因應對策，各國在貧窮之衡量與消除上的經驗</p> <p><b>第五章 農村發展</b> 農村追求現代化所造成之城鄉差異與移動，各國農村發展經驗的檢討，土地等資源分配的不均，生態影響以及農業融資的問題</p> <p><b>第六章 人口政策與教育</b> 人口結構變遷，教育與人力訓練的成效，家庭計劃以及生育保健，轉型經濟人資發展所面臨的問題</p> <p><b>第七章 發展所遭遇的環境問題</b> 資源相關之政治衝突，環境造成之健康與貧窮之問題，永續發展的爭議，環境破壞與文化之保存</p> <p><b>第八章 公共衛生與 HIV/AIDS</b> 各國愛滋防治之成效，愛滋所引起之資源分配的不均，相關之愛滋政策的利弊得失</p>	

	<p>第九章 都市化：從建屋到下水道 城鄉關係之改變與人民之生計，都市之永續人力發展，都市化的進展以及都市貧窮的解決</p> <p>第三部分 個體 / 總體角色與政策</p> <p>第十章 國際金融機構、援助者與 NGOs IMF 在金融危機所扮演的角色，美國等主要國家的援助政策，國際援助社會對援助資源的掌控</p> <p>第十一章 參與性發展、地方 NGOs 和良好治理 發展之參與權與治理之民主化，非政府組織對發展援助的涉入與各國之相關發展計畫 未來趨勢與挑戰</p> <p>另類發展模式的檢討，數位落差的挑戰，貿易網絡的興起與連結，次區域的成長三角之發展等等</p>
適用對象	
適用課程	
後續規劃	(未來是否出版、對外公開，請在此說明)

## 七、核心成員〈計畫主持人、共同主持人〉參與計畫報告、分工情形說明

由各主持人分別針對其所負責的課程做分項的報告之撰寫，再由計畫主持人加以整合。基本上並無共同開課，不過計畫與共同主持人以及各助理每個月都會開工作會報，彼此交換心得與對各個課程的問題與檢討，並互相提供建議。

最後一學期的整合性課程「東南亞制度與文化」是針對本計畫所有其他課程做一總結與延伸性的探討，修課的學生雖然不多，但課堂所討論的結果，以及課程所累積的教材資料，都使計畫參與者有極大收穫。



## 八、計畫網站架設、運用報告

計畫網站的架設開始並不是很順利。本來是請求校方能撥給一獨立的網站空間，不過並未獲准，故只好架設在參與成員的個人網站之下。不過這在網站由助理維護時會涉及老師個人密碼的洩漏(因為老師的個人網頁與其在校內的其他身分登入密碼是一樣的)，尤其當助理必須向他人求教時，很難規範其保守密碼的資料，故後來還是由老師自己維護，也就是由助理處理網頁之後再交由老師掛上去，這實增加了老師甚多的工作(包括網頁的修正以及與計畫其他成員的溝通)。

計畫網站的網址為 <http://mail.tku.edu.tw/113922/sea.htm>，內容包括最新動態、課程進度與內容、以及其他相關資料三部分，由所有成員共同維持與提供資料，並於每個月的工作會報做一檢討。

## 十、專任助理/教學助理使用與執行狀況

計畫助理總表

職稱	數量	工作內容
計畫專任助理	0	
計畫兼任助理	1	協助計畫運行與網站整合
課程教學助理	3	協助教學
其他		(其他一請依職稱自訂)
小計		4

### 助理工作與執行狀況(一人一表)

#### (一)、計畫專任助理

專任助理姓名		性別	
最高學歷		STS 計畫經費補助	<input type="checkbox"/> 是 <input type="checkbox"/> 否
工作內容與狀況			

#### (二)、計畫兼任助理

兼任助理姓名	李涵穎	性別	女
最高學歷	碩士生	STS 計畫經費補助	<input type="checkbox"/> 是 <input checked="" type="checkbox"/> 否
工作內容與狀況	協助計畫的運行與費用核銷，並彙整網站的資料		

#### (三)、課程教學助理

課程教學助理姓名	黃耀寬	性別	男
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最高學歷	碩士生	STS 計畫經費補助	<input type="checkbox"/> 是 <input checked="" type="checkbox"/> 否
協助課程名稱	東南亞政治發展與民主化		
工作內容與狀況	協助教學的資料蒐集與動安排		

課程教學助理姓名	陳躍升	性別	男
最高學歷	碩士生	STS 計畫經費補助	<input type="checkbox"/> 是 <input checked="" type="checkbox"/> 否
協助課程名稱	東南亞人力資源發展、東南亞勞工移動		
工作內容與狀況	協助教學的資料蒐集與動安排		

課程教學助理姓名	蔡孟軒	性別	男
最高學歷	碩士生	STS 計畫經費補助	<input type="checkbox"/> 是 <input checked="" type="checkbox"/> 否
協助課程名稱	東南亞發展議題、東南亞制度與文化		
工作內容與狀況	協助教學的資料蒐集與動安排		

(四)、其他—請依職稱自訂，並延用(三)表格類型

臨時工作學生。這是為何該項經費支用極少的原因。

五、 至於計畫成員的差旅費，主要補助參與教育部計畫舉辦的活動，共十人次。本計畫實際支用了三人次，實在是因每次活動每個參與老師不見得都挪得出時間來之故，而也只有南部舉辦的活動才有可能報銷經費，故真正能用到該項經費的機會也不多。

六、 整體而言，由於本計畫是屬教育部計畫裡較少人參與的「原生社會」領域，故教育部補助的項目與我們的主要需求差異較大，我們需要能讓學生真正到原生社會去做田野，這是教育部不願補助的。其用意當然是要防止浮濫花費的發生，不過就對本校參與的計畫帶來阻礙。我們也數次向總計劃處反應，他們答應會考慮做修正，不過不是在本計畫年度之內就可以達成的。而且，本校在執行 TQM 之下，經費報支管控極為嚴格，一切以擲節開支為重，所以經費的使用就相當保守。

## 十二、執行狀況分析、檢討與修正

- 本計畫的著眼點是新移民其原生社會所呈現的差異或不平情形，包括市場機會的不平等、社會地位/關係的差異，乃至於政治參與機會的不均等等。而這些差異或不平的根源則為制度，所以我們從幾個特定的制度層面來與學生共同探討東南亞社會與文化。
  - 第一個制度層面是發展工具(instruments for development)，從探討東南亞若干團體之社經與政治資源的貧乏，以追究造成其差異現象的主要因素，故安排了「東南亞發展議題」和「東南亞政治發展：新馬印菲汶」、「東南亞的政治發展：越東寮泰緬」等課程。
    - 第二個制度層面是人口/家庭結構，從探討人力結構的變遷與家庭成員的移動，來了解社會制度所導致的差異之因以及其解決的途徑，故設置了「東南亞人力資源發展」、「東南亞勞動市場」研究所課程。
    - 從知識/人權/時空等制度面向，對諸如宗教、資訊、法律、社會習俗等各種文化媒介作一探究，故開設了「東南亞制度與文化」總結性的課程，將本計畫包含的幾個面向連結起來
- 本計畫於上學期安排了一系列的「東亞大眾文化」講座，邀請各國駐台代表來校演講，講者包括：
  - 羅家良(Mr. Stanley Loh), 新加坡駐台北商務辦事處代表
  - 凡妮莎(Ms. Frances Ligalevu), 斐濟駐華貿易暨觀光代表處代表
  - 夏沙若(Mr. Muhd Shahrulmiza Zakaria), 馬來西亞友誼及貿易中心駐華商務處處長
  - 安佩蘭(Executive Director Mrs. Arbhorn Manasvanich), 泰國貿易經濟辦事處代表
  - 史泰朗(Mr. T. P. Seetharam), 印度—台北協會代表
  - 馬場克樹, 日本交流協會台北事務所文化室室長
  - 蘇哈托諾 (Mr. Suhartono), 駐台北印尼經濟貿易代表處代表
  - 柯未名(Cawte, Alice Mary), 澳大利亞商工辦事處代表
  - 具良根, 駐台北韓國代表部代表
- 因為是計畫的第二年，教材的掌握較為確實，課程的進行也較為順暢。雖然課程的準備還是相當費時，但也能感受到更多的收穫。
- 學生在修課上的準備工作還差強人意，課堂上討論的參與也頗積極。

- 校外人士的講座與其他演講使得師生獲益良多。

### 十三、結論與建議

- 許多老師重新規劃課程，以配合計畫的宗旨，並即時使用計畫經費購入所需圖書，師生均獲益良多
- 與本所其他課程的搭配，雖然難期密切無間，但還不致於有所偏廢
- 校外參訪(調查)侷限於國內，較不易反映原生社會的實情，而且有些機構也無法容納過多學生，不過可以多媒設備來彌補
- 教學助理的負擔頗大，尤其是在研究所層次的課程
- 教材的累積速度快而量大，一方面有助於未來教本的編撰，一方面也增加了教師的負擔

### 十四、附錄