



教學計劃表 Syllabus

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|---|---|-----------------------------|---------------------------------|---|
| 課程名稱(中文) Course Name in Chinese | 全球化與地方發展 | | 學年/學期 Academic Year/Semester | 113/2 |
| 課程名稱(英文) Course Name in English | Globalization and Local Development | | | |
| 科目代碼 Course Code | TS_51230 | 系級 Department & Year | 碩士 | 開課單位 Course-Offering Department |
| 臺灣文化學系 | | | | |
| 修別 Type | 選修 Elective | 學分數/時間 Credit(s)/Hour(s) | 3.0/3.0 | |
| 授課教師 Instructor | /張瓊文 | | | |
| 先修課程 Prerequisite | | | | |
| 課程描述 Course Description | | | | |
| <p>The course aims to give students a deeper understanding of regional development through reviewing relevant texts.</p> <p>The course focuses on various issues of development in rural areas under globalisation, with special attention paid to the cases in Taiwan.</p> <p>By doing so, students are expected to be able to reflect critically upon our changing world in economic, social, and cultural dimensions.</p> <p>The course will be run in a seminar form, so students are required to complete the assigned reading in advance and participate in discussion during the course.</p> <p>Besides this, a residential field trip is arranged during the semester.</p> | | | | |
| 課程目標 Course Objectives | | | | |
| <p>This course introduces to dynamics that globalisation impacts on local development and its responses to globalisation. Critical theoretical positions will be provided to look into natures and strategies of regional development under globalisation. Various empirical examples from around the world, Taiwan in particular, will also be offered. The course aims to lead students to have a deeper understanding of regional development though reviewing relevant texts. Concrete objectives are shown as below:</p> <ol style="list-style-type: none"> 1.To understand discourses of development and globalisation in account of the spatial patterns of inequality 2.To connect examples from outside the class to the outcomes above 3.To demonstrate students' analytical skills through the use of information resources and tools in data collection and analysis projects 4.To demonstrate students' writing, speaking and collaborative abilities throughout the group discussion and seminar 5.To use specific aspects of critical thinking in a variety of oral and verbal contexts | | | | |
| 系專業能力 Basic Learning Outcomes | | | | 課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives |
| A | 具備『臺灣學』與『區域研究』的學術能力。Fundamental Knowledge of "Taiwan Studies" and "Regional Studies". | | | ● |
| B | 具備田野調查與文獻材料使用的學術應用。Fundamental Capability of Field Study and Documentary Research. | | | ● |
| C | 運用數位人文技術從事學術研究與應用。Introducing Digital Humanities Techniques into Interdisciplinary Application. | | | ○ |
| 圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated | | | | |

授課進度表 Teaching Schedule & Content

| 週次Week | 內容 Subject/Topics | 備註Remarks |
|--------|-----------------------|-----------|
| 1 | 課程介紹 | |
| 2 | 二二八連假 | |
| 3 | 發展研究概論 | |
| 4 | 發展地理學批判途徑 | |
| 5 | Approaching the rural | |
| 6 | Imaging the rural | |
| 7 | 清明連假 | |
| 8 | Exploiting the rural | |
| 9 | Consuming the rural | |
| 10 | Developing the rural | |
| 11 | Fieldtrip | |
| 12 | 田野調查 | |
| 13 | Performing the rural | |
| 14 | Re-making the rural | |
| 15 | 端午連假 | |
| 16 | 期末報告 | |
| 17 | 調整為田野調查 | |
| 18 | 彈性補充教學 | |

教學策略 Teaching Strategies

- 課堂講授 Lecture
 分組討論 Group Discussion
 參觀實習 Field Trip
 其他 Miscellaneous: Seminar

教學創新自評 Teaching Self-Evaluation

創新教學(Innovative Teaching)

- 問題導向學習(PBL)
 團體合作學習(TBL)
 解決導向學習(SBL)

- 翻轉教室 Flipped Classroom
 磨課師 Moocs

社會責任(Social Responsibility)

- 在地實踐 Community Practice
 產學合作 Industry-Academia Cooperation

跨域合作(Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching
 跨院系教學 Inter-collegiate Teaching

- 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

| 學期成績計算及多元評量方式 Grading & Assessments | | | | | | | | | |
|---|--------------------|--------------------|----------|----------|----------|----------|----------|----------|-----------------|
| 配分項目 Items | 配分比例 Percentage | 多元評量方式 Assessments | | | | | | | |
| | | 測驗 會考 | 實作 觀察 | 口頭 發表 | 專題 研究 | 創作 展演 | 卷宗 評量 | 證照 檢定 | 其他 |
| 平時成績 General Performance | 20% | | | | | | | | 課堂參與 |
| 期中考成績 Midterm Exam | | | | | | | | | |
| 期末考成績 Final Exam | 50% | | | ✓ | ✓ | | | | 口頭報告10%；書面研究40% |
| 作業成績 Homework and/or Assignments | 30% | | | | | | | | |
| 其他 Miscellaneous (_____) | | | | | | | | | |
| 評量方式補充說明 Grading & Assessments Supplemental instructions | | | | | | | | | |
| 教科書與參考書目 (書名、作者、書局、代理商、說明) Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.) | | | | | | | | | |
| <p>1. 發展研究 簡旭伸 & 王振寰. (2016). 發展研究與當代臺灣社會. 臺北, 巨流. *Potter, R., et al. (2012). Key concepts in development geography. London, Sage. Power, M. (2003). Rethinking development geographies. London, Routledge.</p> <p>2. 鄉村研究 *Woods, M. (2011). Rural. London, Routledge. Cloke, P., et al. (2006). Handbook of Rural Studies. London, Sage.</p> <p>3. 研究法 Lareau, A. (2024). 傾聽的技藝：帶你做訪談、參與觀察、分析資料，還能寫出內容來. 臺北, 游擊文化. 謝國雄 (2023). 四位一體的社會學之道：技法、基本議題、認識論與存在感. 新北, 群學.</p> | | | | | | | | | |
| 課程教材網址(含線上教學資訊, 教師個人網址請列位於本校內之網址) Teaching Aids & Teacher's Website(Including online teaching information. Personal website can be listed here.) | | | | | | | | | |
| 其他補充說明 (Supplemental instructions) | | | | | | | | | |