

考試科目	社會學	系所別	社會學系	考試時間	2月5日(五)第二節
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一、根據 2019 年科技部「台灣傳播調查資料庫」的調查數據顯示，在 2,000 位受訪者當中，63.82% 表示平時沒在玩電玩遊戲，36.20% 則表示會玩電玩遊戲（回答天數為每週平均 0.5 天以上），即所謂「遊戲玩家」（ $N=724$ ），其中男性玩家比例為 59.94%（ $N=434$ ），女性玩家比例為 40.06%（ $N=290$ ）。遊戲玩家平均每天會花 2 時 11 分玩電玩，而男性玩家平均每天玩電玩的時間（2 時 35 分）明顯高於女性（1 時 35 分）。此外，男性比女性更偏好玩刺激冒險類的遊戲，例如：「多人線上競技遊戲」、「大型線上角色扮演遊戲」、「射擊遊戲」、「動作冒險遊戲」、「賽車類遊戲」；女性則比男性更偏好玩「休閒益智遊戲」。（台灣傳播調查資料庫，2020/12/28，〈「你喜歡玩電玩嗎？」：電玩行為與性別關係初探〉，*Newsletter* 182 期）

學者林宇玲：「性別與電玩研究是在 1990 年代末，才開始受到學界的重視，但仍沿用傳統性別與科技研究的預設——「男性是標準，女性則是不足」（male norm and female deficit），而且研究也多採用量化取向，調查兩性在玩電玩上的差異，結果當然也再次應證「女性是（技能）不足的」。不論是對電玩的興趣、使用、知識或能力，女性的表現都明顯落後於男性，同時這也導致女性對電腦科技的掌握不如男性，因而出現所謂的「性別數位落差」。為了縮短此差距，性別研究者紛紛建議，女性（尤其是女孩）應積極參與電玩，也就是以「遊戲」作為起點，培養她們對電腦科技的興趣與能力，以順利進入資訊社會和資訊產業。此舉促成「女孩遊戲運動」（girls games movement）的興起，同時也讓遊戲工業積極拓展女性市場。目前，女孩遊戲已從早期的女性化主題（如：化妝、約會或娃娃屋等），逐漸走向激進的女戰士角色（如：Lara Croft），試圖藉此吸引更多女性玩家的青睞。」（林宇玲，2011，〈線上遊戲與性別建構〉，《新聞學研究》108 期，頁 51）。

請您從社會學的角度討論上述兩段文字，並表明您有關電玩行為、性別數位落差等現象或概念的分析立場。（25 分）

二、請您以「口罩」或「新冠肺炎」為關鍵字，簡要地撰寫一個社會學研究提案。（25 分）

三、請在閱讀以下短文後，以中文回答下列問題：（20 分）

Why Chile's SATs Have Become the New Frontline of Inequality Protests
BY CIARA NUGENT (JANUARY 23, 2020 10:38 AM EST)

On Jan. 6 and 7, roughly 300,000 high school seniors were set to take the University Selection Test (PSU) – a prerequisite for applying to college in Chile. But hundreds of young people, led by ACES, a far-

考試科目	社會學	系所別	社會學系	考試時間	2 月 5 日(五) 第二節
------	-----	-----	------	------	----------------

left students' union for highschoolers, disrupted the test centers, blocking entrances, burning test papers and clashing with security forces. At least 82,000 students were unable to take one of the four tests that make up the PSU. ACES is promising to repeat the disruption on Jan. 27 and 28, when authorities plan to rerun the exams. In the meantime, students have occupied the offices of exam authorities, and protested in the streets, calling for an end to the PSU.

Many in Chile agree that the PSU is biased toward the 6 out of 10 Chilean students whose families can afford to pay extra for their child's schooling. In the country's highly stratified education system, students attend either free public schools, partially private schools that both receive state funding and charge fees, or fully private schools that are funded only by student fees. In 2018, just 30% of public school students that took the PSU got a high enough score to apply to college, compared to 43.5% of those from partially-private schools and 79% of those from fully private schools.

That educational inequality is a major reason why Chile has low rates of social mobility and high rates of income inequality, says Ayelen Salgado, an 18-year-old ACES spokesperson. "Someone who could afford a good high school education will get into university and then get a good job. Someone who goes to a poor school won't be well prepared, so they won't get in and they'll end up as a spare part for the workforce in our country." Salgado and her fellow union members see their actions as part of a long tradition of Chilean high schoolers taking a leading role in national social justice movements.

But ACES' drastic methods have not been popular. Local media and even other student unions have condemned the PSU boycott, arguing it was unfair to target fellow students who have spent years preparing for the test, and that stopping the test by force was undemocratic. On Jan. 8, the government said it was filing a lawsuit against Salgado and 34 other students who led the action under Chile's national security law, accusing them of disrupting public services. But ACES say it won't back down until the PSU is canceled indefinitely and replaced with a new admissions process. With the promise of fresh disruption when the new school year begins in March, national politics will be high on the curriculum for Chile's students.

It was a group of high school students that kickstarted the protests – soon joined by university students and older people– that have gripped Chile since mid-October. After the government introduced a small hike in the price of subway tickets, thousands of young people carried out "mass fare evasions," jumping turnstiles at stations in Santiago in protest at the high cost of living in the capital. Their demonstrations quickly morphed into a nationwide "social explosion", as Chileans used marches and strikes to highlight the deep inequalities generated by Chile's market-driven economic model, and the underfunding of public services like education, healthcare and transport in the continent's wealthiest countries. Clashes between protesters and security forces – often accused of excessive force in Chile – have left 29 dead and more than 3,500 injured.

This month's fight over educational inequality — like most other grievances behind the protests — has its roots in the era of Augusto Pinochet's right-wing military dictatorship, which ruled for 17 years from

考 試 科 目	社會學	系 所 別	社會學系	考 試 時 間	2 月 5 日(五) 第 二 節
---------	-----	-------	------	---------	------------------

1973. In the early 1980s, Pinochet began to reform elementary and secondary education, reducing the role of central government in funding education, increasing control for local authorities and encouraging more involvement by private providers. The aim, the regime said, was to improve education quality through competition. But after more than three decades of this decentralized system, a World Bank report found the quality of Chile's secondary schools had actually gotten worse between 1980 and 2015, with Chile experiencing the greatest decline in quality of the 22 large economies studied.

Salgado says the PSU is “the tip of the iceberg” in terms of the problems that poorer students face in Chile's part-privatized education system. “The whole system is designed so that people can profit from what should be a right.” Chile is hardly the only country in the world where private schools give the children of the wealthy a boost. Part of the reason that Chilean teenagers are taking such radical action is the extent of privatization. 62% of students attend private or partially private high schools — one of the highest proportions in the world.

The disruption of the PSU has been highly divisive in Chile. Some on the left have praised the courage of Salgado and her co-spokesperson in ACES Victor Chanfreau, arguing they are continuing the fight started by leftwing dissidents under the dictatorship. But many in Chile's media say ACES have gone too far and that the disruption of test centers amounts to using force to undermine other students' right to education. Some commentators say the union's leaders are dangerous far-left radicals, pointing to their support, expressed on social media, for the disgraced leftwing government of Nicolás Maduro in crisis-stricken Venezuela.

Salgado says the government and the media's condemnation is “just what they always do when people are mobilizing and making legitimate demands,” and that she's not scared of the personal implications for her future.

(Source: <https://time.com/5770308/chile-student-protests/>)

1. In Chile, how is education linked to economic stratification and social mobility?
2. From the perspective of conflict theory, please discuss the role and stand of the local media in this incident.
3. Please first explain the concept of “cultural framing” in social movement, and then discuss the cultural framing adopted in the social movement as described in this article.
4. From the viewpoints of the government and the leftwing supporters, are the protests considered “deviant behavior”? Please compare the ways in which “deviance” is defined by these two (groups of) actors, and discuss how they may shape the construction of social reality in this incident.

考試科目	社會學	系所別	社會學系	考試時間	2 月 5 日(五) 第二節
------	-----	-----	------	------	----------------

四、關於國家機器 (state) 與其權力結構的相關理論相當多元。請分別從多元主義 / 多元理論 (pluralism) 以及馬克思主義 (Marxism) 的觀點，說明國家機器形成的過程與基礎，以及國家機器政策的制訂目的。(12 分)

五、請閱讀下列新聞報導後，回答相關子題 (10 分)：

姊弟戀壓力大 (節錄) (作者：邱俐穎，中時電子報 2014 年 3 月 2 日)

男大女小，男性就被視為「有能力」；但女大男小時，女性卻會被社會指責「抹見笑」。但追求真愛，年齡從來就不是問題。

傳統觀念裡，「男大女小」是長期固守的婚戀原則，但也有越來越多人加入「姐弟戀」的行列，專家認為，兩人關係的幸福與否並非取決於年齡，而是和雙方個性和成熟度有關，無論誰大誰小，雙方價值觀能順利磨合，才是幸福的關鍵。

日劇《魔女的條件》曾在台灣掀起了一波關於「姐弟戀」的熱烈討論，近來演藝圈也有不少有名的姐弟戀情侶，如藝人柯震東與蕭亞軒、前不久剛結婚的台語歌手張秀卿和老公王國贊，都是女大男小、年紀相差 12 歲的代表。

但反觀藝人吳奇隆、劉詩詩年齡差了 17 歲、最近剛結婚的大陸演員劉愷威和楊冪年齡相隔 12 歲，歌手王力宏大了新婚妻子李靚蕾 10 歲，這些男大女小年齡相差懸殊的例子，卻比較容易受到社會大眾的祝福。

兩性專家吳娟瑜表示，長期以來，兩性在擇偶時，男人總習慣把目光放在比他們年輕的女性身上；而女人也總將眼神鎖定在較自己年長的男性，但「男大女小」的婚戀原則其實是從男性的觀點出發。

吳娟瑜解釋，因過往男性常是家庭經濟的主導者，社會價值觀也以男性看法為主流；另一方面，傳統觀念認為女性要扮演生兒育女、傳宗接代的角色，女性面臨生育年齡的限制，女大男小的組合，對男方家庭常是危機。

若雙方年齡有一定差距，吳娟瑜說，男大女小的搭配，男性就常會被賦予「有能力」；但女大男小時，女性卻會被社會指責「抹見笑」，但跳脫性別，年齡其實沒有絕對的對錯，維繫雙方感情關鍵應是彼此的個性、成熟度，隨女性經濟能力獨立，也越來越多女性敢於不顧社會眼光，勇於追求自己的幸福。

吳娟瑜認為，錢、性、價值觀、家庭人際關係...都是兩人相處會面臨的問題，並非姐弟戀才會遇到，很少夫妻能從來不吵架，雙方價值觀面臨生活大小細節的挑戰，是否能順利從戀愛期、經過磨合到達和諧，才是兩人能否走下去的關鍵。

考試科目	社會學	系所別	社會學系	考試時間	2 月 5 日(五) 第二節
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(資料來源：<https://tw.news.yahoo.com/%E7%94%9F%E6%B4%BB%E4%BF%9D%E5%81%A5-%E5%A7%90%E5%BC%9F%E6%88%80%E5%A3%93%E5%8A%9B%E5%A4%A7-215421583.html>)

1. 請分別解釋「婚姻排擠」與「婚姻坡度」的概念，並請討論這兩個概念如何可以幫助我們瞭解上述新聞中所描述的婚戀規範。
2. 從「男大女小」到「女大男小」，這則新聞透露了台灣婚姻市場婚戀原則的轉變。這可以如何解釋呢？

六、請描述人口轉型的發展階段，並請簡要說明何謂「第二次人口轉型」。(8 分)



備註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

考試科目	社會學研究方法	系所別	社會學系	考試時間	2月5日(五) 第三節
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- 一、請討論抽樣分配 (sampling distribution) 與統計顯著 (statistical significance) 之間的關係。(25 分)
- 二、請說明迴歸分析 (regression) 如何運用 PRE 以測量變項之間得關連 (association)。(25 分)
- 三、量化及質化研究中抽樣都是重要的一環，請說明量化及質化研究抽樣策略的差異。若你要進行大學生家庭階級的研究，分別就量化及質化研究的抽樣方法中，各選擇兩種抽樣方法進行抽樣設計，並說明所選取之抽樣方法的優缺點及對研究發現可能造成的影響。(25 分)
- 四、請解釋何謂隨機分派及隨機抽樣？為什麼要進行隨機分派及隨機抽樣？(10 分)
- 五、請問實證、詮釋及批判這三種研究取向對下述問題的看法分別為何(15 分)？
- (a) 常識與知識間的差異
 - (b) 科學的價值立場

備

註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

考試科目	社會學理論	系所別	社會學系	考試時間	二月五日(五)第四節
<p>一、1. 依據涂爾幹和韋伯的著作來闡述「法則」(law)乃至於「普遍法則」(general law)在他們各自主張的理論與研究中的意義。(十五分) 2. 對「社會學法則」(sociological law)之關注與否, 並其與「自然法則」(natural law)的關係, 如何界定出不同的社會學理論傳統? 至少提出三種不同的學派傳統予以闡述。(十五分)</p> <p>二、當代社會學家提出的概念如「resonance」、「assemblage」如何挑戰傳統社會學「現代性」(modernity)的主張? 以相關代表性的學者及其研究成果為例說明。(二十分)</p> <p>三、1. 請先比較馬克思和韋伯是以什麼不同方法解釋現代社會的經濟理性, 從而在理論上著重批判什麼不同層面的社會形式?(十五分) 2. 請再對照這兩家是怎麼理解人性慾望在資本主義中扮演的社會功能, 又如何預期和評價人性慾望的未來發展?(十五分)</p> <p>四、請至少舉出一家之言為例, 說明當代社會學對於「表象」(appearance)和「幻覺」(illusion)有些什麼迥異於古典社會學的見解或立場?(二十分)</p>					
備註	<p>一、作答於試題上者, 不予計分。 二、試題請隨卷繳交。</p>				