

摘 要

本研究針對紀登斯 (Anthony Giddens)，探討其對於現代社會的結構特性、作為能動者的人類主體之構成，以及建構合乎現代人性需求政治制度的思想，並推演其在教育上可以有的發展。研究發現：一、紀登斯將主體重建為兼具身體與人格、意識與無意識、論述與實踐、自我與共在、源流與變化、例行性與創造性的能動者；二、意識可分為三個層級但其與行動層級並非一一對應關係；三、本體安全感除透過擱置之外，仍須透過生活政治學反思性地處理本體安全感的需求；四、結構概念具有多項特性，並與人類的能動性呈現雙重性及二元性兩種關係；五、系統與結構的區分應從組合式及聚合式之間的差異來瞭解。六、高度現代性社會有不同於以往的制度、動力、後果與特性。七、生活在高度現代性之下人們有更多自我決定的空間與必要性。八、針對高度現代性的各種特性，政治治理必須有不同以往的思考，並秉持烏托邦現實主義、世界主義，調和懷疑與獻身，使每個人都能對社會有所貢獻。依據上述發現，筆者在教育方面針對個人、結構、現代性、政治治理，與社會學研究方面進行衍釋，作為教育方面的啟示。

關鍵字：紀登斯、結構化理論、主體、能動者、能動性、現代性、生活政治學

Abstract

This dissertation study Anthony Giddens's thoughts about Structuration theory, modernity and politics, and try to find the implications in education. The author find that Giddens reconstructed subjects as agents by 6 pairs of concepts, pointed out 8 relative characters about structure, and contrasted structure with system as paradigmatic with syntagmatic. The author also find that Giddens' stratification model of personality did not simply correspond to his stratification model of action. And the existential questions which are bracketed by the ontological security should be answered by life politics. Radical Modernity is different from tradition in institutions, dynamics, consequences and properties. People living in this era have more space and necessities to make decisions for themselves. To avoid the possible risks, people should hold the utopian realism, cosmopolitanism, balance the doubts and commitments. Implications in education are addressed on these findings.

Keywords: Anthony Giddens, structuration theory, subject, agent, agency, modernity, life politics