

# 傅柯規訓觀及其在學校人權教育的蘊義

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## 摘 要

根據國內的人權教育相關研究，當前臺灣學校人權教育的發展未臻成熟，尚有待改善之處。時有所聞的校園反人權現象亦突顯「紀律/規訓」的魔咒仍是當前首需「問題化」的關鍵。

本研究藉由國內學術文獻的研究成果，檢視臺灣學校人權教育的可能問題癥結，包含：(1)主體性概念的缺席；(2)多元價值的匱乏。

並以傅柯在其著作《監視與懲罰》中對「規訓」之析論：(1)被規訓者的身體柔順性；(2)規訓者的管教手段；(3)全景敞視的規訓環境等三方面，以及(4)傅柯對主體的關注，闡釋傅柯規訓觀對臺灣學校人權教育未來的啟示，包括：(1)教育場域中主體的關注及(2)校園生活中多元價值的實踐。

關鍵詞：傅柯、規訓、權力、人權教育、主體關注、多元價值

# **Foucault's Theory of Discipline and its Implication for Human Rights Education in School**

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## **Abstract**

According to the related research for human rights education in Taiwan, the current development of human rights education has not been mature yet; it could be improved in most schools. The phenomenon of anti-human rights at campus which occasionally published in the news also emerged that we should urgently problematize “Discipline/power” and disciplinary institutions in the modern society.

Michel Foucault vividly described the disciplinary power which permeated through our society by presenting four manifestations: (1) Docility of bodies, (2) Facilities for disciplining, (3) Panoptic environment, and (4) Care for the self in late Foucault.

By analyzing Foucault's theory of discipline, this research surveyed the possible problems of human rights education in school in Taiwan—(1)the lack of discussion on subjectivity/self ,(2)the disregard of multi-values. Furthermore, this research elaborate on its implication for human rights education in school, including: (1) Care for the school subject/self, (2) Putting multi-values into practice in campus.

**Key Words: Michel Foucault, discipline, power, human rights education, care for the self, multi-values**