



International College of  
**INNOVATION**  
National Chengchi University  
國立政治大學創新國際學院

# 學士班課程手冊



# 課程手冊內容

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# 創新國際學院簡介

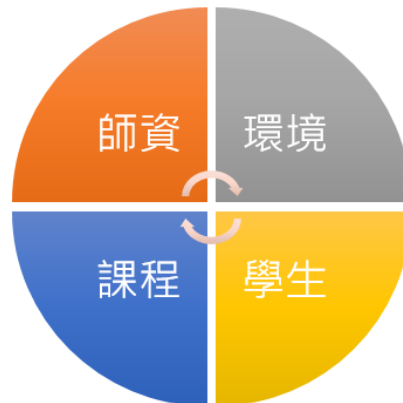
創新國際學院 ( International College of Innovation, ICI ) 創立於2018年，是政大第十個學院，本院提供中英語並重課程、國際師資團隊、多語訓練環境、跨領域整合性學程，以及密切的產學連結網絡，希望培育國際產學界領袖級人才。在核心課程上以跨領域的全球治理、亞太經貿與商務、資訊創新為主軸，與全球議題發展密切銜接；同時，加強第二亞洲語言的培訓。

學院將安排學生於就學期間，至海外的合作大學進行移地學習1年，並針對優秀學子提供4年的全額獎學金。此外，學院也與國內外企業、政府機構以及第三部門合作，共同安排企業實作與實境實習，使學生順利接軌實務界及產業界。除了學士班外，全球治理學分學程及夏日學院之課程內容橫跨全球治理、亞洲研究及資訊科技與創新，師資陣容邀請到國內外優秀學者、專家、企業領袖以及退休政府官員，期許透過縝密且專業之課程，培養出世界各地的未來領導者以及加強國家之間的連結。

創新國際學院期許學生於本院學習畢業後，將具備剖析全球議題系統性思考運用能力、豐富的實務學習經驗、優秀的多語能力、嶄新的國際視野，擁有進入國際上公私領域發展機會。未來，學院將持續延攬國際專業師資，提升國際化研究能量；借重姊妹校合作優勢，依據各校不同強項推動學程、師生、研究與教學合作。

聘請國內外專家學者，  
含括政府部門、業界人士等，  
進行指導與經驗分享

橫跨國際事務、全球治理、  
企業管理、大數據、網路安全、  
科技發展與文化等專業課程

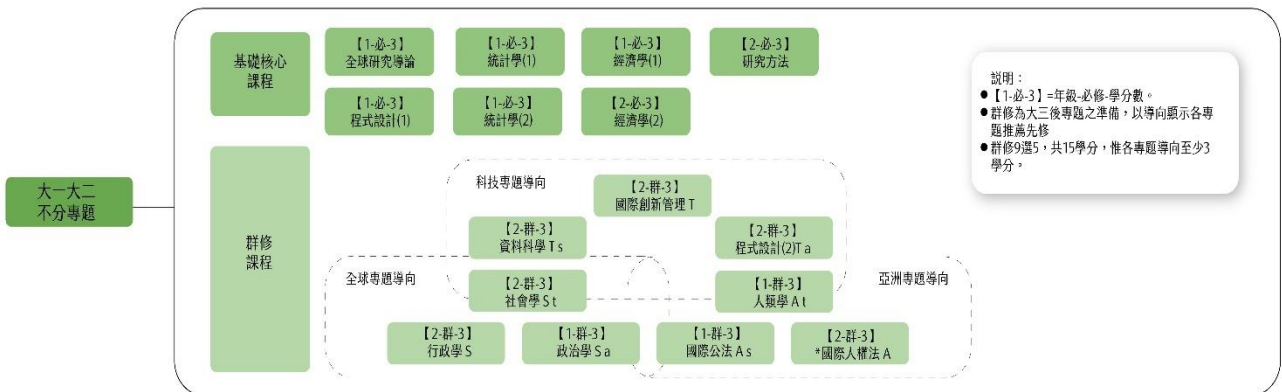


友善開放的行政、學術  
之中英語學習溝通環境

建立本地生與國際學生  
充分融合國際化平台，  
鼓勵學習第二亞洲語言，  
如日文、韓文、越文、  
泰文、馬來文等

# 課程地圖

創新國際學院-學士班課程地圖 (110學年入學新生適用)



**擋修規定：**  
\*欲修習「國際人權法」者，須先修習「國際公法」。

### ICI-Course Map (Applied to Students Enroll in & after Academic Yr. 2021)

**NCCU Compulsory**

Language General Education	[Chinese General Education-3-6] [Foreign Language General Education-6]
Core General Education	[Humanities -3-7] [Social Science-3-7] [Natural Science-3-7]
Residential College General	[Residential College General-0-3]
Other Required Course	[PE-4]

**Notice:**

- Students are required to complete 28 credits to satisfy the graduation requirements. Excess credits are not counted as graduation
- [PE-4] → [Course-Credits]
- Core General Education are group courses. Students are required to take at least two course in each of the Humanities, Social Science and Natural Science fields.
- ICI students are excluded from enrolling General Courses for Information Science.

**Year 1 & 2 None Major**

**Core Curriculum (ICI Compulsory)**

- [1-C-3] Introduction to Global Studies
- [1-C-3] Statistics (I)
- [1-C-3] Economics (1)
- [2-C-3] Research Methods
- [1-C-3] Computer Programming (I)
- [1-C-3] Statistics (II)
- [1-C-3] Economics (2)

**Required Electives**

**Global-Oriented**

- [2-RE-3] Public Administration
- [2-RE-3] International Innovation Management
- [2-RE-3] Data Science
- [2-RE-3] Sociology

**Technology-Oriented**

- [2-RE-3] Computer Programming (II)

**Asia-Oriented**

- [1-RE-3] Anthropology
- [1-RE-3] Political Science
- [1-RE-3] \*Public International Law
- [2-RE-3] \*International Law of Human Rights

**Notice:**

- [1-C-3] =Year-Compulsory -Credits
- 7 compulsory courses (21 credits) + 5 required electives based on specialization orientation (15 credits).
- 3 elective courses covering 2 of the 3 specializations.
- Public International Law is a *sine qua non* for International Law of Human Rights.

**Issue Oriented**

Globalization & Democratic Governance	Global Health Governance	Global Civil Movements	
	Global Environment and Sustainable development	Design Thinking in Culture and Technology Governance	Anthropocene and Geopolitics
Asian Society & Sustainable Development	Advanced Studies in Indigenous Languages and Cultures in Taiwan	Asian Laws and Human Rights	International Political Economics in Asia
	Modern History of Taiwan	Migration in Asia	Technology Governance Law and Social Change
Global Technology and Innovation Management	Business Data Analytics	Technology Transfer and Commercialization	
	Innovative Technologies and Applications	Innovation and Intellectual Property Management	

**Notice:**

- Student is required to gain at least 12 credits from 4 specialized courses covering 2 of the 3 specialization.
- The topics are multidisciplinary discussion, and will be adjusted accordingly in every academic year

**Internship & Extension**

- [4-R-3] Internship
- International Exchange Program
- Double Major, Minor, other electives

**Notice:**

- [4-R-3] =Year-Compulsory-Credits.
- We encourage interdisciplinary learning and advise students to attend at least one semester of exchange program (including internship).

**Notice :**  
\*Public International Law is a *sine qua non* for International Law of Human Rights.

# 課程介紹

## 台灣的全球研究

全球化改變了世界圖像，超越國界締造為時最久的經濟繁榮。然而，各國人民之間的緊密聯繫，同時擴大了經濟與衛生的差距，加劇前所未見的挑戰，諸如移民、氣候變遷、金融危機與全球流行疾病。公共機構在這樣日益相互依賴的關係中，角色為何？公共政策如何同步促進繁榮與平等？諸多挑戰對於這樣彼此高度依存的世界，將產生何種正面或負面之後果？我們的使命，是為來自全球各地的青年人才提供一個共同學習、共同生活，並共同探討全球挑戰的環境。這是台灣第一個以全球研究前瞻策略為中心的學程。基於我們的四項核心概念：跨領域、公民權、永續、溝通理解，學程提供問題解決導向與整合型訓練，從多元但緊密相關的視角整合社會科學、法律研究、資訊與資料科學等領域。

創新國際學院學士班課程三項專題組成：亞洲社會與永續發、全球治理與永續發展、全球科技與創新管理。大一大二不分專題領域，於兩年間完成主要研究方法及理論之共同基礎訓練。大三及大四，學生自由於三項專題中選擇兩項，藉由不同的選修課程發展其專業。選修課程廣涵如永續發展之風險管理、減災、循證決策、以及主動積極措施等。

## 單一學程、三項專題

### 一、新亞洲價值與發展模式——亞洲社會與永續發 ( ASSD )

亞洲擁有數個世界首要經濟體以及新興工業化國家。新興的事務領域出現革新訴求，需要以更廣納而創新的觀點，突破傳統亞洲全球治理的理論、原理、機制與制度。建立由下而上達成共識的模式，方能及時回應危機，這將是亞洲於全球化新世紀的重要挑戰。

### 二、民主與公民權利——全球治理與永續發展 ( GDG )

全球化大量加速人口、資金、貨物與資訊的流動。當世人相互依賴度日增，而全球卻無法共同努力，以致前所未見的挑戰浮現眼前時，往往無法加以掌握管理。因此，我們迫切需要開發理解問題並降低風險的能力，而這項能力和參與、平等、透明、反應與課責等息息相關。

### 三、人工智慧與大數據時代——全球科技與創新管理 ( GTIM )

今日的亞洲與全球科技企業生態體系中，負責任的決策皆仰賴資料處理及分析。資料科學串連起不同的知識、描繪出世界的圖像，並且對問題解決與危機預防有顯著貢獻。這是一門持續自我創新的科學，也同時不斷更新其他專業，在公、私及志願部門中廣為應用。

## 銜接職涯的課程

我們的課程建立於跨領域、超國界以及多元文化的職業生涯前景。當代公部門或私部門皆積極尋求擁有多語能力、熟稔資訊科技、對全球與亞洲新興議題有概念的青年人才，他們有能力整合繁雜的資訊、處理巨量的資料、有效率地運用理論分析並且做出具有建設性的結論。這同時也是當代治理全球疾病大流行、排碳或移民等問題的方式。

# 課程規劃

創新國際學院學士班 【學士班】 專業必修科目表一覽表  
(適用於110學年度入學之學生)

科目名稱	修別	規定學分	學期數	第一學年		第二學年		第三學年		第四學年		認定方式	須修本門課之科目代碼	備註 (先修科目說明)
				上	下	上	下	上	下	上	下			
經濟學	必修	6	2	v	v							不限		
全球研究導論	必修	3	1	v								需為本系開課		
統計學(一)	必修	3	1	v								不限		
統計學(二)	必修	3	1		v							不限		
程式設計(一)	必修	3	1		v							需為本系開課		
研究方法	必修	3	1			v						需為本系開課		
專業實習	必修	3	1							v	v	需為本系開課		
人類學	群A	3	1	v								需為本系開課		九選五/15學分
政治學	群A	3	1		v							需為本系開課		九選五/15學分
國際公法	群A	3	1		v							需為本系開課		九選五/15學分
國際人權法	群A	3	1			v						需為本系開課		九選五/15學分; 先修課程為國際公法
資料科學	群A	3	1			v						需為本系開課		九選五/15學分
程式設計(二)	群A	3	1			v						不限		九選五/15學分
行政學	群A	3	1				v					需為本系開課		九選五/15學分
社會學	群A	3	1				v					需為本系開課		九選五/15學分
國際創新管理	群A	3	1				v					需為本系開課		九選五/15學分
專題課程	群B	12	1					v	v	v	v	需為本系開課		專題三選二/12學分

規定必修： **51** 學分

本系最低畢業總學分數：128學分

群修條件說明:

群A：九選五

群B：專題課程需修習12學分，並由以下三個專題中挑選兩個專題修習4門課程。

(專題一)全球化與民主治理專題(GDG)、(專題二)亞洲社會與永續發展專題(ASSD)、(專題三)全球科技與創新管理專題(GTIM)

1. 第三學年起，自「全球化與民主治理專題(GDG)」、「亞洲社會與永續發展專題(AS)」、「全球科技與創新管理專題(GTIM)」三專題之中擇二修滿12學分。
2. 本院學士班學生專業必修24學分，群A 15學分，群B 12學分，共計51學分。畢業學分128學分。
3. 專題為跨領域議題分析研討，每學年開設主題將彈性調整與變動。
4. 本院鼓勵跨院修課，延伸應用相關知識及訓練。
5. 國際交換無特定學分，惟鼓勵全院學生至少1學期交換（可兼實習）。
6. 本學士班單學期必修科目，學生如修習校內相同名稱課程全學年上學期學分數逾規定上限時，依本表所訂科目學分數採計學分，修習該科目下學期課程亦得計入本院選修學分計算。
7. 「全民國防教育軍事訓練」及「體育」選修課不採計為畢業學分。

擋修規定:

1. 欲修習「國際人權法」者，須先修習「國際公法」。



# 修課規定與畢業門檻檢定

- 一、本院學士班學生專業必修24學分，群A 15學分，群B 12學分，共計51學分。畢業學分128學分。
- 二、第三學年起，自(專題一)全球化與民主治理專題(GDG)、(專題二)亞洲社會與永續發展專題(ASSD)、(專題三)全球科技與創新管理專題(GTIM)」三專題之中擇二專題修滿12學分。專題為跨領域議題分析研討，每學年開設主題將彈性調整與變動。
- 三、本院鼓勵跨院修課，延伸應用相關知識及訓練。
- 四、國際交換無特定學分，惟鼓勵全院學生至少1學期交換（可兼實習）。
- 五、本學士班單學期必修科目，學生如修習校內相同名稱課程全學年上學期學分數逾規定上限時，依本表所訂科目學分數採計學分，修習該科目下學期課程亦得計入本院選修學分計算。
- 六、「全民國防教育軍事訓練」及「體育」選修課不採計為畢業學分。
- 七、一般通識下設有「核心課程」。本校學生於人文學、社會科學、自然科學領域至少修讀二門不同領域核心通識課程。本院同學不得修習資訊通識，惟應另修習其他一般通識領域課程補足通識學分(最少28學分)。各領域通識課程學分條列如下：
  - (一) 人文通識 (3-7 學分)
  - (二) 社會通識 (3-7 學分)
  - (三) 自然通識 (3-7 學分)
- 八、本院外籍生得修習本校IUP華語課程共計24學分抵免通識課程學分，其不足本校通識學分28學分之額外4學分課程，需修習本校其他通識課程滿足所需學分要求。

# 課程總覽

<b>000219031</b>	<b>經濟學(一)(二)</b>	<b>6 學分</b>	<b>創國學一</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	The objective of this course is to get students familiar with the fundamental analytical tools of economics.			
[課程內容]	This is a one-year introductory course to economic theory and its applications. In general, economics has two sub-fields: microeconomics and macroeconomics. While microeconomics studies behavior of individual decision makers, households (consumers), and firms (producers) in specific markets, macroeconomics studies aggregate economic behavior (economy-wide phenomena). Microeconomics and macroeconomics will be covered in the first and second semesters, respectively.			
[備註]				

<b>000321221</b>	<b>統計學(一)(二)</b>	<b>6 學分</b>	<b>創國學一</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	An introductory course in statistics is designed to introduce students to some of the basic concepts related to statistics. Topics included are summary statistics of variables, probability, sampling distributions, estimation, and statistical inference.			
	At the end of this course, the students should be able to			
	<ul style="list-style-type: none"> <li>- Develop statistical thinking.</li> <li>- Learn how to create, read, and interpret graphs, charts, histograms, and diagrams.</li> <li>- Learn basics about statistical inference.</li> <li>- Understand variability and sampling distributions.</li> <li>- Have quantitative skills to employ and build on in flexible ways.</li> <li>- Able to use statistical software.</li> </ul>			
[課程內容]	Statistics is a subject to deal with data. This course teaches you about analyzing quantitative data and drawing inference from data, which is useful for a variety of majors. In addition, the population from which the data sampled is of interest. Therefore, statistics is to study the relationship between data and population.			
[備註]				

<b>ZU1001001</b>	<b>全球研究導論</b>	<b>3 學分</b>	<b>創國學一</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	This course prepares the undergraduates for the three specializations at the International College of Innovation: Asian Studies, Global Governance and Sustainable Development, and Global Technology and Innovation Management. Students are required to develop team work spirit.			
[課程內容]	As the introductory lecture for the triple-specialization program of International College of Innovation, this course aims to guide our first-year students to the world of contemporary global studies. By referring to global studies as a specific field of interdisciplinary expertise, we consider the globe as a community, where environment, resources, species and human activities are all closely bound together across the sovereign state borders.			
	This three-credit course is compulsory for all first-year students of ICI and optional to other NCCU students. It should put forward a panorama for the ICI programme and pave			

	the way to better comprehend the objectives of our training.
[備註]	

<b>ZU1007001</b>	<b>人類學</b>	<b>3 學分</b>	<b>創國學一</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	This course provides anthropological lens into and preparations for the three specializations at the International College of Innovation. The introduction to anthropology bridges humanity and social sciences to Asian Studies, Global Governance and Sustainable Development, and Global Technology and Innovation Management. In this course, students will strengthen their ability of academic speaking and writing through the discussion session and written assignments.			
[課程內容]	This is an introductory course to the concept and theories of culture for undergraduate students. It examines the history of ideas that has governed how cultural anthropologists understand human difference and similarity, as well as the forms of anthropological writing that govern the ways we do analysis. It introduces students to core conversations and concerns that have animated the discipline. We will look at both canonical and contemporary texts that chart how these conversations and concerns have emerged and changed as cultural anthropologists have sought to understand human life in both familiar and unfamiliar contexts, especially for global issues.			
[備註]				

<b>ZU1008001</b>	<b>人類世與地緣政治</b>	<b>3 學分</b>	<b>創國學三、 創國學四</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	To critically explore the notion of the Anthropocene, a proposed new geological epoch in which human activity is profoundly altering the Earth system.  Depending on your interests, your potential, self-confidence or legitimacy in one or the other topic, you will have for example to defend coral reefs against cement or petrochemical companies, or on the contrary, you will have to take the role of a manager of one of those companies. You will learn the virtues of simulating such negotiations. If you play the game seriously, it might change your life.			
[課程內容]	You are young and full of dreams and desires, but you feel angry against the previous generations who have given you the world in such a terrible state. You are well aware of the “global heating” (alias “global warming”, or the euphemistic “climate change”) and the massive extinction of biodiversity (also known as “the Sixth Extinction of the Species”), and you wonder if the world will still be inhabitable in twenty years from now. Welcome to the Anthropocene, the geological epoch that is a nightmare as a result of human activity. So, did you just arrive too late on this earth? Maybe, maybe not, and we still hope that with your help and a few others, it won’t be too late. This class aims at training you to become a diplomat of the Anthropocene.  The course is organized in three different stages.  During the 1st stage, at Chengchi U., through a pack or readings and class discussions, we will check together what epoch exactly is the Anthropocene. We will also see why the Anthropocene is also a geopolitical issue, and why Taiwan is the perfect place is to consider it. This will work as a preparation for the next stage, which will be at the Taipei Fine Arts Museum (TFAM).  In the 2nd stage, we will move to the TFAM where French STS scholars Bruno Latour and			

	<p>Martin Guinard have been invited as the curators of the Taipei Biennial starting on 21 November 2020. Following the previous Biennial (which was entitled Post-Nature), and Latour's path-breaking publications such as The Politics of Nature (1999), Facing Gaia (2017) and Down to Earth (2018), the 2020 Biennial will be dedicated to the dramatic ecological crisis the world is facing. The biennial will include several public programs. One of these is the Theater of Negotiation, a series of workshops co-organized with the help of TFAM, Eva Lin, and Taiwanese Sciences and Technology Studies (STS) scholars. But our colleagues and ourselves will have no say during this stage. YOU will be the main actors of these negotiations!</p> <p>In the 3rd stage, we will be back to Chengchi U. to give you a feedback of your performance during the Theater of Negotiations.</p>
[備註]	

ZU1009001	全球衛生治理	3 學分	創國學三、 創國學四	課外每周預估學習時間：6小時
[課程目標]	<p>一、認識當前全球重要的健康議題，包括既有與新興傳染性疾病、各類非傳染性疾病與意外傷害等健康因素。</p> <p>二、瞭解當前全球衛生組織、研究機構、倡議團體、跨國企業、各國政府之如何因應各類型健康議題。</p> <p>三、培養學生對於國際組織會議程序的掌握，訓練其口語表達、書面文字敘述及團體協作之能力。</p> <p>四、建立找尋與閱讀外文媒體、文獻、資訊的技能、習慣與熟練度，儘早體驗第一線實務工作者的情境與挑戰。</p> <p>五、接觸原本專業領域外的學門與知識，增進對於公衛、生醫、醫療、國際關係、法律等各個專業之跨領域瞭解。</p>			
[課程內容]	<p>隨著全球貿易、交通、移民、產業的發展，各種傳統上屬於地區性、國家性、區域性考量的健康議題，包括傳染性疾病、非傳染性疾病、意外傷害等，也因此需要放在全球治理的架構下來理解、分析與因應，才能呼應當前世界脈動、培養問題導向之分析、思辨、實作能力。</p> <p>本課程除了透過多位跨領域背景的授課教師、受邀講者來給學生講授各個主題外，將會在課程後段安排模擬世界衛生大會（WHA Simulation）的活動與練習，希望透過實際的參與、演練與操作，讓上課學生能將課堂所學與國際時事等理論與實務結合，培養全球化時代所需要的技能與知識。</p>			
[備註]				

ZU1946001	比較政府與政治	3 學分	創國學一	課外每周預估學習時間：6小時
[課程目標]	<p>透過本課程，學生將對課堂上所介紹的國家政治體制有所熟悉，並且了解不同政府體制之間的差異以及特性。並且透過本課程涵蓋的比較政治理論以及個案分析，學生將會知道如何藉由選舉制度、政黨政治以及國家社會關係的角度切入分</p>			

	<p>析國際新聞與時事。在修完本課程之後，學生將具有比較政府與政治的基本知識，並可以對於各國目前所面臨的政治爭議與挑戰，有更全面的理解且提供具體分析。</p> <p>This course will provide students with critical comparisons across political systems in seven countries. Through this course, students will be encouraged to critically examine the nature of politics and governance, of the structure of authority and power within political systems, and the relationship between ideas, institutions, and political processes.</p>
[課程內容]	<p>本課程從比較政治研究基本概念出發，藉由比較英國、美國、德國、法國、日本、韓國與中國的政府制度，分析各個國家民主化的進程對其政治體制以及後續政治發展的影響。這堂課也會具體分析各國政治文化、政黨政治與公民社會之間的互動關係，並且探討其對該國政治環境及政策制定的影響。</p> <p>This course aims to enhance students' understanding of comparative politics by investigating the central ideas and questions in the field. Students will be required to examine the political systems and institutions among the seven main countries of study: the United Kingdom, the United States, Germany, France, Japan, South Korea, and China.</p>
[備註]	

<b>ZU1947001</b>	<b>AI與倫理</b>	<b>3 學分</b>	<b>創國學三、 創國學四</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	<p>The goal of the course is to equip students with the intellectual tools and ethical foundation to analyze the coming age of intelligent machines and its implications. Students will develop fluency reading material from fields of computer science, philosophy, legal and media studies. Students will also practice critical thinking skills through the consequence of technological innovations.</p>			
[課程內容]	<p>Artificial intelligence (AI) is developing at rapid pace. We should expect to see significant changes in our daily lives. This course will cover legal and philosophical issues raised by AI systems. Questions we consider include:</p> <ol style="list-style-type: none"> <li>1. Who is responsible when AI causes suffering?</li> <li>2. Do we have to give up privacy to get technological innovation?</li> <li>3. How can bias in algorithms be prevented?</li> <li>4. What can we do to make AI more ethical?</li> <li>5. How will society respond as versatile robots and machine-learning systems displace an ever-expanding spectrum of blue- and white-collar workers?</li> <li>6. Will the benefits of this technological revolution be broadly distributed or accrue to a lucky few?</li> <li>7. How can we ensure that these systems respect our ethical principles when they make decisions at speeds and for rationales that exceed our ability to comprehend?</li> <li>8. What, if any, legal rights and responsibilities should we grant them?</li> <li>9. Should we regard them merely as sophisticated tools or as a newly emerging form of life?</li> </ol>			
[備註]				

<b>ZU1948001</b>	<b>全球健康與醫療經濟</b>	<b>3 學分</b>	<b>創國學三、 創國學四</b>	<b>課外每周預估學習時間：6小時</b>
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[課程目標]	<p>一、 介紹台灣醫療市場及健保制度與各國比較。</p> <p>二、 應用個體經濟學理論及基礎統計學知識分析現況。</p> <p>三、 了解醫療產業供給及需求，逐步探討市場競爭情況。</p> <p>四、 評估成本效益與效果，廣泛了解相關經濟政策及議題。</p> <p>五、 培養學生知識統合及應用能力、訓練團體協作技能、提升外文公開發表能力。</p> <p>六、 具備獨立規劃及蒐集資訊能力，增進跨領域學門之理解與分析判斷。</p>
[課程內容]	<p>隨著全球化的演進及疾病之擴大流行，「醫療經濟」已逐漸成為開發中及已開發國家之公共政策核心議題。為快速提升醫療產業服務之投入與產出並制定完善健康保險政策，各國政府皆積極投入此領域研究，以充分配置衛生資源，提高社會及經濟效益。</p> <p>經濟學工具及理論之運用與視野，將不限於大規模流行病學之研究，更能有效協助解決各國面臨之移民議題、全球暖化、疫苗研發與藥品開發、保健資源貧富差距等項目，共同提升全人類健康品質，將資源及效益極大化。</p> <p>本課程將帶領學子掌握國際社會發展趨勢，結合經濟學與醫療產業概念，多元探討新冠肺炎局勢下之醫療消費市場，並與衛生學、人口學、社會學緊密連結，提供學生醫療市場之豐富專業知識，並可協助學子畢業後邁向全球醫療經濟領域深造，於政府組織、醫療顧問產業、經濟研究單位持續關注相關策略與發展。</p>
[備註]	

ZU1949001	東亞之法律與永續發展	3 學分	創國學三、 創國學四	課外每周預估學習時間：6小時
[課程目標]	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• be able to demonstrate the co-existence of continuity and change in East Asian society.</li> <li>• be able to provide a basic account of the central and important issues in East Asian society today.</li> <li>• be able to demonstrate how different disciplines relate to East Asian studies.</li> <li>• be able to give examples of current research trends in East Asian studies.</li> </ul> <p><b>Competence and skills</b></p> <ul style="list-style-type: none"> <li>• be able to identify and critically analyze contemporary societal, political, and legal issues in East Asia.</li> <li>• in a scientific manner be able to apply and critically discuss studies of the East Asia society.</li> </ul> <p><b>Judgement and approach</b></p> <ul style="list-style-type: none"> <li>• be able to apply an interdisciplinary approach in relation to important issues in today's East Asian society.</li> </ul>			

[課程內容]	This course aims to analyze the role of the legal system for development mechanisms in East Asian countries. It will analyze the process of legal development and the rule of law promotion, including Access to Justice in East Asian countries. The instructor will also lead students to analyze the relationship between the legal and the social, political, and economic development. The course mainly focuses on the strength of informal and indigenous institutions initially developing in those countries and its diffusion during the era of globalization.
[備註]	

<b>ZU1004001</b>	<b>社會學</b>	<b>3 學分</b>	<b>創國學一</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	What is a society? How do society and people affect each other? This course provides an introduction to the study of society. We will explore the social basis of everyday activities with particular attention to social stratification and inequality. Specific topics include education, family, gender, race, and culture. By making vivid the social formation of human life, sociology helps develop critical thinking over the social structures and processes that shape everyday interaction.			
[課程內容]	Our class is a seminar– its purpose is to explore together the ideas and themes we are reading about. Each person is an important member of the seminar, and it is important that each person complete the reading before class, share his or her thoughts and ideas with the group, and help to keep the discussion on track. Together, we will construct a friendly atmosphere in which all members are encouraged to join discussion.			
[備註]				

<b>ZU1006001</b>	<b>移民與全球化</b>	<b>3 學分</b>	<b>創國學一、 創國學二、 創國學三、 創國學四</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	<ul style="list-style-type: none"> <li>Understanding the phenomenon and theories of migration and mobility</li> <li>Enhancing skills of curating and exhibiting the knowledge</li> <li>Playing a role in social responsibility and have a positive impact on the world</li> </ul>			
[課程內容]	Why and how does migration and mobility become a global issue? What are the struggles that migrants in different societies are facing? How do migrants cope with the difficulties? Through the ethnographies of immigration in Asia, Europe, and America, students will learn the world issues of migration and mobility. This course works in tandem with “New Immigrants Entrepreneurship and Education” University Social Responsibility (USR) project. Migrant workers and new immigrants will be guest speakers in class. Students enrolled in the course will visit the community of immigrants in Taiwan and engage in the local issue through social practices.			
[備註]				

<b>ZU1005001</b>	<b>國際公法</b>	<b>3 學分</b>	<b>創國學一、 創國學二</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	<ul style="list-style-type: none"> <li>To provide the students with a general overview of international law and international relations.</li> <li>To equip the students with the ability to explore the rationale and structure of global governance.</li> </ul>			

	<ul style="list-style-type: none"> <li>To enable the students to reflect global issues arising daily life.</li> </ul>
[課程內容]	The purpose of this course is to equip the students with basic understanding of international law and international relations underlying global governance. Therefore, this course provides the students with readings covering international relations and international law. The course will be mainly lectured by the instructor but before-class preparation and active in-class participation from the students are essential. Students are expected and required to read the assignments in advance, submit a reflection note, and participate in the discussion.
[備註]	

<b>ZU1013001</b>	<b>程式設計(一)</b>	<b>3 學分</b>	<b>創國學一、 創國學二</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	<ul style="list-style-type: none"> <li>To provide the students with a general overview of international law and international relations.</li> <li>To equip the students with the ability to explore the rationale and structure of global governance.</li> <li>To enable the students to reflect global issues arising daily life.</li> </ul>			
[課程內容]	This class is an introductory level of computer programming using the language Python. As an easy-to-learn, intuitive, and popular programming language, Python is ideal for students to gain confidence in their skills and learn to recognize the logic behind developing high-quality programs without the troublesome or complicated and boring syntax.			
[備註]				

<b>ZU1011001</b>	<b>台灣近代史</b>	<b>3 學分</b>	<b>創國學一、 創國學二、 創國學三、 創國學四</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	<ul style="list-style-type: none"> <li>be able to identify and critically analyze contemporary societal and legal issues in East Asia.</li> <li>in a scientific manner be able to apply and critically discuss studies of the East Asia society.</li> </ul>			
[課程內容]	<ul style="list-style-type: none"> <li>be able to demonstrate the co-existence of continuity and change in East Asian society.</li> <li>be able to provide a basic account of the central and important issues in East Asian society today.</li> <li>be able to demonstrate how different disciplines relate to East Asian studies.</li> <li>be able to give examples of current research trends in East Asian studies.</li> </ul>			
[備註]				

<b>ZU1938001</b>	<b>探索公民城市主義</b>	<b>3 學分</b>	<b>創國學一、 創國學二、 創國學三、</b>	<b>課外每周預估學習時間：6小時</b>
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			創國學四	
[課程目標]	<ul style="list-style-type: none"> <li>• Recognize the political process of city making and agency of civil society.</li> <li>• Comprehend the context and theoretical underpinnings of the recent city-making discourses.</li> <li>• Examine the role of planning and design professionals in the emerging civic urbanism.</li> <li>• Explore the discourses and actions of civic urbanism</li> </ul>			
[課程內容]	<p>Over the past decade, the mode of spatial production and research of cities around the world have experienced a remarkable shift. The rise of citizen movements such as the Arab Spring, Occupy Wall Street, and the 15M Movement in Spring has rekindled the political instrumentality of public space. During the global economic recession, tactical urbanism interventions became a method of reinvigorating the stagnant cities. Unlike the previous obsession with globalization, neoliberalism, and privatization, the focus of recent discourses has been on the subjectivity and agency of citizens and the emergence of civic urbanism. Still, the shift has been uneven and with mixed results, reflecting contesting forces and continued roles of the state and the market. In this context, what structural changes are possible under the emerging civic urbanism? As urban design and planning professionals, what are our roles in the movement? What conceptual framework and tools are needed to support a new way of city-making? Using keywords and a thematic framework, this course will build on the discourses and cases from the past decade to explore these shifts in planning theories and placemaking.</p>			
[備註]				

<b>ZU1939001</b>	<b>技術文化與創新：綠能轉型</b>	<b>3 學分</b>	<b>創國學三、創國學四</b>	<b>課外每周預估學習時間：6小時</b>
[課程目標]	<ul style="list-style-type: none"> <li>• 以協商劇場教學法來學習台灣在風場開發上的商業創新活動、治理結構的知識，並透過展演來學習協商談判技巧。</li> <li>• 瞭解既有社會科學內探討「技術變遷」的架構，明白歷史上技術如何改變了世界，而「創新」如何從設計師到使用者。</li> <li>• 明白社會利益、團體與技術物的政治性間的不同觀點，並能以系統觀的角度來看待技術系統的穩固性與文化性特徵。</li> </ul>			
[課程內容]	<p>「創新」是近來知識經濟場景下的熱門議題，然而，一方面，設計師與使用者間並不需要存在必然的階序性，另外一方面，影響社會的技術不必然是創新的技術，而應是最多人普遍使用的技術。我們將返回檢視「使用者」、甚至是「非使用者」對技術設計的影響。再來，我們將介紹技術物與社會利益、團體從屬等的看法。大型社會科技系統的概念，將有助於我們理解，技術系統異質性的擴張、連結舊系統與邁向穩定化的過程中，科學家、工程師、科技知識及經濟市場等如何緊密連結在一起，成為不可分割的穩固體制。責任式創新則是訴求透過與使用者和公私機構之間的對話，創新流程能夠找出本來不被注意的解決方案，提早預警風險。</p> <p>本課程將運用在 2020 年北美館雙年展所引介的「協商劇場」教學法來模擬風電開發過程的願景與爭議，並以「蓋一座公民風場」為題目，聯合當前一線業界師資以風場開發中的政策協調、ESG 評估、公眾溝通、技術選擇為案例，來學習談判技巧，並展產業演創新活動所可能遭遇之困境，透過這樣的準備，來學習參與 2021 年台灣再生</p>			

	<p>能源論壇的競賽活動的能力。</p> <p>課程將分別從技術變遷、社會建構論與行動者理論的角度來介紹技術、文化與政治間的相互交雜、彼此共生而精緻的關係。由英國社會技術史的故事出發，來說明技術變遷與其他巨大社會變動的共構關係，技術物與技術問題的浮現往往必須架構在特定的歷史與經濟背景上來理解，例如航海造船、時區制度、時刻表、電報對時與火車鐵道的出現。藉助於「技術變遷」的研究，除了反省傳統上探討變遷時所常隱含的線性進步輝格史觀外，也將關注於技術變遷對於近代全球世界的深刻影響，沿著技術發展而開啟了新型態的政治、認同乃至於結合環境的新舞台。</p>
[備註]	

ZU1941001	假訊息、數位AI與民主社會	3 學分	創國學三、 創國學四	課外每周預估學習時間：6小時
[課程目標]	<p>本課程將以跨領域的方式，將假訊息牽涉到的技術、社會、法律、傳播、政治等主題，每週邀請研究假訊息國內外學者及實務領域專家，針對假訊息各個相關領域進行講座，包括民主社會的衝擊及應對、管制與治理、科學與假訊息、社群網路、主流媒體、事實查核、人工智能等，並將舉行一次的事實查核工作坊，希望能讓學生能全面瞭解假訊息的各種相關議題，並且讓各個科系的學生，能理解在實務上，假訊息呈現了當代爭議話題的許多共同特質，不論是假訊息的生產還是對抗假訊息，都仰賴著各種領域的專業進行協作，形成產業鏈，在累積專業知識之外，能進行跨領域的學習與對話，已經是當代社會的重要能力。</p>			
[課程內容]	<p>隨著社群媒體普及、數位社會深化及人工智能發展，大量資訊與訊息得以在各個領域散佈，而訊息內容的真假，在 2016 年美國選舉後，成為各國的重要政治社會議題，假訊息、假新聞、惡意訊息、不實訊息等名詞，迅速成為破壞全球政治發展、社會穩定的頭號嫌疑人。由於假訊息的生產與影響極為複雜及幽微，假訊息的認定及應對又極為棘手，每一個環節，都牽涉各種專業領域，絕非一禁了事能處理及解決，這也使得各國政府及民間開始進行各種的管制與治理，充滿了討論與爭議，需要深入的討論與理解。</p> <p>本課程邀請美國馬里蘭大學新聞學院博士生李惟平擔任協同教師，李惟平曾是媒體記者，目前也是美國紐約州律師，研究主題為假訊息對媒體、社群媒體及治理的影響。本課程將以跨領域的方式，將假訊息牽涉到的技術、社會、法律、傳播、政治等主題，每週邀請研究假訊息國內外學者及實務領域專家，針對假訊息各個相關領域進行講座，包括民主社會的衝擊及應對、管制與治理、科學與假訊息、社群網路、主流媒體、事實查核、人工智能等，並將舉行一次的事實查核工作坊，希望能讓學生能全面瞭解假訊息的各種相關議題，並且讓各個科系的學生，能理解在實務上，假訊息呈現了當代爭議話題的許多共同特質，不論是假訊息的生產還是對抗假</p>			

	訊息，都仰賴著各種領域的專業進行協作，形成產業鏈，在累積專業知識之外，能進行跨領域的學習與對話，已經是當代社會的重要能力。
[備註]	

<b>ZU1943001</b>	<b>AI與治理</b>	<b>3 學分</b>	創國學一、 創國學二、 創國學三、 創國學四	課外每周預估學習時間：6小時
[課程目標]	The goal of this course is to equip students with the intellectual tools, ethical foundation, and psychological framework to successfully navigate the coming age of intelligent machines.			
[課程內容]	Recent advances in computing may place us at the threshold of a unique turning point in human history. Soon we are likely to entrust management of our environment, economy, security, infrastructure, food production, healthcare, and to a large degree even our personal activities, to artificially intelligent computer systems. The prospect of "turning over the keys" to increasingly autonomous systems raises many complex and troubling questions. How will society respond as versatile robots and machine-learning systems displace an ever-expanding spectrum of blue- and white-collar workers? Will the benefits of this technological revolution be broadly distributed or accrue to a lucky few? How can we ensure that these systems respect our ethical principles when they make decisions at speeds and for rationales that exceed our ability to comprehend? What, if any, legal rights and responsibilities should we grant them? And should we regard them merely as sophisticated tools or as a newly emerging form of life?			
[備註]				

<b>ZU1937001</b>	<b>台灣近代史導論</b>	<b>3 學分</b>	創國學一、 創國學二、 創國學三、 創國學四。	課外每周預估學習時間：6小時。
[Course Objective]	<ul style="list-style-type: none"> <li>- providing basic knowledge and tools into social scientific research</li> <li>- understanding a range of qualitative and quantitative research methods</li> <li>- understanding different genres of academic research design and writing in social sciences</li> <li>- strengthen students' ability of developing academic research projects and enhancing capacities of academic communications</li> </ul>			
[Course Contents]	<p>This course focuses on the evolution of modernity in Taiwan and East Asia from the mid-19th century to the 1980s. This course analyzes how the concept of modernity was applied to and impacted Taiwanese society in three periods: the late Ching Imperial Rule Period (1860-1895), the Japanese rule period (1895-1945), and the period of strict control by the ROC government (1945-1987).</p> <p>After the Second Opium War, Taiwan engaged in the global capital market via opening the treaty ports in 1860. The preachers and business people from the west and Asian pacific areas substantially transformed the existing eco-political landscape in Taiwan. The Ching</p>			

	<p>government had implemented modern governing and changed its negative defensive strategies. And the local elites in Taiwan coordinated with the Ching government to aggregate capitals and enhanced their political autonomy.</p> <p>After the Sino-Japanese War, in 1895, the Ching Empire ceded Taiwan to Japan. The Empire of Japan established a colonial regime in Taiwan. The Government-General of Taiwan (GGT) used its power to implement modern and colonial governing in Taiwan. In addition to maximizing economic capital in metropolitan Japan, the colonial government also lingered between the strategies of assimilation and non-assimilation. This debate led identity crisis among local elites in Taiwan for social movements.</p> <p>After World War II, the Republic of China (ROC), dominated by the ruling party, the Kuomintang (KMT), took over Taiwan. After the Chinese Civil War outbreak, the Temporary Provisions During the Period of National Mobilization for Suppression of the Communist Rebellion (temporary provisions) were enacted in 1948, suspending the human rights provisions within the ROC Constitution. In 1949, the ROC moved its central government to Taiwan, transforming Taiwan from a vast territory to a de facto nation. Meanwhile, the ROC government changed the industry to integrate into the global market more optimal, leading to the Taiwan miracle and people consciousness in the 1980s. With the end of the temporary provisions, the ROC revived its constitution in 1991 and turned Taiwan to a new page.</p>
[Notes]	

<b>ZU1102001</b>	研究方法	3 學分	創國學一、 創國學二、 創國學三、 創國學四。	課外每周預估學習時間：6小時。
[Course Objective ]	<ul style="list-style-type: none"> <li>- providing basic knowledge and tools into social scientific research</li> <li>- understanding a range of qualitative and quantitative research methods</li> <li>- understanding different genres of academic research design and writing in social sciences</li> <li>- strengthen students' ability of developing academic research projects and enhancing capacities of academic communications</li> </ul>			
[Course Contents]	<p>How will you study 'the elephant in the room'? How to see both the forest and the trees? Moreover, how can you communicate your ideas in effective ways? This course aims to equip you with the basic knowledge of research design, methods, and skills to guide you through the process of developing a research project. The skills that you learn in this course will benefit you not only in academic learning but also in your future careers.</p> <p>This course will introduce a range of qualitative, quantitative and integrative research methods to help you begin to master research methods and appreciate interdisciplinary research methods. Through readings, lectures, workshops and personal experiences of researchers, we will explore research projects and academic skills across a range of subject areas including environmental, technological, social, political, business and financial and cultures.</p>			
[Notes]				

<b>ZU1015001</b>	資料科學	3 學分	創國學二、	課外每周預估學習時間：6小時。
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			創國學三、 創國學四。	
[Course Objective]	This course provides general and important knowledge about data science for students who possess basic coding skills. Data science is to combine interdisciplinary domain knowledge, statistics, data integration skills, data visualization works to dig and represent social reality that hide in the data. In this course, students will learn the introduction of several crucial subfields of data science, such as machine learning, social network, cluster analysis, experimentation, and so on. The design of this course is to provide you basic knowledge and skills of the above crucial subfields in order to allow students to take advanced and specialized courses of data science.			
[Course Contents]	The course is separated into three sections. The first section is the introduction and development of data science. The second section is R programming skills for data science. The third section is theories, practice, and application of crucial subfields of data science.  In the end of this course, students are required to develop a data project with your teammates.			
[Notes]				

<b>ZU1934001</b>	<b>Python 在自然語言處理的應用</b>	<b>3 學分</b>	創國學二、 創國學三、 創國學四。	課外每周預估學習時間：6小時。
[Course Objective]	Upon satisfactory completion of the module the student will demonstrate the ability to: <ul style="list-style-type: none"> <li>• understand software development life cycle</li> <li>• understand Anaconda Navigator</li> <li>• understand Natural Language Processing</li> <li>• plan a software system</li> <li>• use Python for web scrapping task</li> <li>• prepare his/her own data</li> <li>• clean his/her own data</li> <li>• apply NLP bag of words technique</li> <li>• apply AI training for text classification</li> </ul>			
[Course Contents]	This module enables the student to demonstrate the ability to complete each software development life cycle using Python as the programming language. It also brings in different knowledge for completing a whole software development life cycle such as Unified Modelling Language 2.0, HTML5 and the knowledge of Natural Language Processing. In particular, this module focuses more on using Python for web manipulation.			
[Notes]				

<b>ZU1935001</b>	<b>亞洲城市再認識</b>	<b>3 學分</b>	創國學一、 創國學二、 創國學三、 創國學四。	課外每周預估學習時間：6小時。
[Course Objective]	<ul style="list-style-type: none"> <li>• Understand common and specific issues facing urban planning and governance in Asia.</li> <li>• Examine the challenges facing urban planning and governance in Asia.</li> <li>• Dissect the discourses and actions in urban planning and governance in Asia.</li> <li>• Explore the role of professionals and citizens in urban planning and governance in</li> </ul>			

	Asia.
[Course Contents]	<p>Dense, vibrant, and populous are the common characteristics of Asian cities. Among the top ten most populous cities in the world, eight are located in Asia. As many Asian cities also represent the fastest growing regions globally, they face critical challenges, ranging from housing to environmental resilience and urban governance. Despite the magnitude of these challenges, however, much of the discourses of planning and governance has long relied on models from the West, lacking appropriate methods and practices based on local knowledge and experiences. Understanding the distinct characteristics, systems, and processes of cities in Asia represents a critical first step towards developing appropriate responses.</p> <p>In recent years, a growing literature has emerged that examines different facets of Asian urbanism. There are also exemplary programs and projects that are notable for their innovation and efficacy. Through a collection of representative cities in Asia, this course will engage students in exploring the different facets of contemporary cities in Asia. Through invited talks by professionals and scholars based in different Asian cities, students will be introduced to a variety of topics and practices. The invited talks will be complemented by field visits in Taipei (if COVID restrictions are lifted). Through in-depth exploration of selected cases, students will have opportunities to develop specific focus through group and individual work.</p>
[Notes]	

TBA	東南亞政治變革與拓沿	3 學分	創國學一、 創國學二、 創國學三、 創國學四。	課外每周預估學習時間：6小時。
[Course Objective ]	<p>Democracy/democratization is an important key concept in this course. In the post-cold war period, the Southeast Asian region has witnessed at least three democratic milestones: first, in 1986, when the People Power Revolution in the Philippines led to the toppling of the Marcos regime and the rise of a new democratic government under Cory Aquino. Second, in 1998, when the resignation of Indonesia's Former President Soeharto ended the 3 decade-long authoritarian government and ushered in the <i>reformasi</i> period which introduced direct elections and decentralization. Third, in 2015 when Aung San Suu Kyi's National League for Democracy (NLD) party rode a popular wave into a sweeping victory in Myanmar's parliamentary election. Despite these achievements, various challenges in the recent years continue to curb democracy and democratization in the region, one which is the recent democratic roll-back in Myanmar in the form of a military coup.</p> <p>The course will provide a foundation for students to understand key socio-political dynamics of contemporary Southeast Asia. By the end of the course, students will be familiar with the basic outlines of contemporary politics and society in Southeast Asian countries. Students will also learn the role of historical trajectories of Southeast Asian states in order to determine their impact in the shaping of recent events. The course is designed therefore to allow students to: firstly, gain conceptual understanding of the change and continuities pertaining to the politics of Southeast Asia; secondly, discuss the case studies and reading materials in light of the key concepts; lastly be able to identify commonalities and differences across different countries in the regions with regard to various socio-political developments.</p>			

[Course Contents]	<p>The course “Politics in Southeast Asia: Change and Continuity” is designed as an introductory course providing an overview of political development (as well as political stagnation) in the multifaceted region. Southeast Asia is a dynamic region which in the past decades has undergone transformation pertaining to state-building, democratization, national identity/ identity-politics, uneven development and elite capture. How do we understand the socio-political dynamics of the region? What are the change and continuities pertaining to the modes of government and international relations? Are there instances in which democracy experiences a roll-back due to the persistence of authoritarianism in the region? This course is based on the theories of political and social change and seeks to identify commonalities and differences between ASEAN’s ten member states. In order to facilitate the comparative study of the region, the course is primarily organized around key political concepts, such as nationalism, colonialism, democracy, elections, patronage, corruption, civil society, identity and ethno-religious conflicts. Students will become familiar with these key concepts and able to analyze the role of such concepts in the political transformation and stagnation in Southeast Asia through reading, watching news clips and accessing other materials.</p> <p>Several lectures are also designed to provide a more thorough examination of politics and society in individual countries which shows different political and institutional trajectories, such as Indonesia, Malaysia, Singapore and Myanmar. While the course encompasses the whole Southeast Asia, special attention will be given to the above four countries because for their divergent political (and democratic) trajectories.</p>
[Notes]	

TBA	全球公民運動	3 學分	創國學三、 創國學四。	課外每周預估學習時間：6小時。
[Course Objective ]	<p>On successful completion of this module, students will be able to:</p> <p><b>Subject-specific Knowledge</b></p> <ul style="list-style-type: none"> <li>describe the major issues, debates and controversies involved in the global and local civil movements;</li> <li>Understand, analyse, evaluate and reflect on a contemporary social issue, its policy solutions and implications;</li> <li>assess the relative merits of different theories and approaches in global civil movements;</li> <li>discuss how to place global/local civil movement within the global context of uneven development and socio-political and environmental debates.</li> </ul> <p><b>Subject-specific Skills</b></p> <ul style="list-style-type: none"> <li>Developing communication and research skills on data collection, questionnaire design, presentation of ideas, and proposing critical inquires;</li> <li>Developing ability of integrating materials, comprehension and digital communication skills.</li> <li>Contribute to highlighting a societal understanding/debate on the selected issue.</li> </ul> <p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>Familiar with group process and dynamics, include the ability to redistribute fair workloads, work efficiently and effectively with others, oral and written communication, managing time and resources, and share responsibility to project outcomes.</li> <li>Use a range of digital tools to organize an interview, to (proof)edit an interview article, and to publish the relevant materials.</li> </ul>			
[Course Contents]	This course will provide an overview of the contemporary socio-political landscape of the global civil movements. We will explore together some of the key concepts and theoretical-			

	<p>praxis frameworks of global civil society, trans-local and international social movements. The course is constituted of three components.</p> <p>A. <b>Lectures:</b> First, we will focus on the spectrum of 'global citizenship movements'. The readings are drawn from the fields of political anthropology, sociology, geography, cultural studies and political science. Together we will explore and consider critical theories of 'social justice', 'debt', 'violence', 'commons/commoning', 'civil disobedience' and 'mass politics' to further develop a basic understanding of global citizenship/social movements.</p> <p>B. <b>Theme-based Talks:</b> Second, we will extend the above concepts to different issues and relational realms of global civil movements, including: democratisation movements; global debt cancellation movement; climate change, environmental conservation and anti-pollution movements; indigenous movement; anti-war and peace movements; farmers' movements; labour movements (including migrant workers); citizenship (migrant, diaspora, and refugee) movements; anti-free trade movements; co-op movement; corporate social responsibility movement; women's rights and LGBTQ movements; and urban social movements. This component will feature theme-based live/online talks with leading activists and researchers on a variety of topics, accompanied by materials such as videos, reviews or academic papers.</p> <p>C. <b>Workshops:</b> The aim of these theme-based workshops is to synthesise the readings and lectures, and through case studies shared by students, to analyse the current landscape, mobilisation practices, debates and ethics of transnational-local activism at the intersection of old and new elements such as digital technology, social media, nationalism and affective politics.</p>
[Notes]	



# 創新國際學院學士班課程檢核表

創新國際學院學士班 檢核表 畢業學分數 <b>128</b> 學分  姓名：  學號：				通識課程 ( <b>28</b> 學分 ) 各類別及總計不可超修			
				課程名稱	學分	成績	
				中國語文	3-6		<input type="checkbox"/>
				外國語文	6		<input type="checkbox"/>
				人文學通識	3-7		<input type="checkbox"/>
				社會科學通識	3-7		<input type="checkbox"/>
				自然科學通識	3-7		<input type="checkbox"/>
				書院通識	0-3		<input type="checkbox"/>
				校共同必修 ( <b>4</b> 學分 )			
體育	4		<input type="checkbox"/>				
系規定必修課程 ( <b>共 51</b> 學分 )							
必修課程 ( <b>24</b> 學分 )				群B課程 ( <b>12</b> 學分 ) 可超修			
課程名稱	學分	成績		課程名稱	學分	成績	
全球研究導論(必)	3		<input type="checkbox"/>	專題課程	12		<input type="checkbox"/>
經濟學(一)(必)	3		<input type="checkbox"/>				
經濟學(二)(必)	3		<input type="checkbox"/>	系規定選修課程(共 <b>45</b> 學分)			
程式設計(一)	3		<input type="checkbox"/>	選修課程 (可修非本系課程)	45		<input type="checkbox"/>
統計學(一)(必)	3		<input type="checkbox"/>				
統計學(二)(必)	3		<input type="checkbox"/>				
研究方法(必)	3		<input type="checkbox"/>				
專業實習(必)	3		<input type="checkbox"/>				
群A課程 ( <b>15</b> 學分 )							
課程名稱	學分	成績					
國際創新管理(群-T)	3		<input type="checkbox"/>				
資料科學(群-Ts)	3		<input type="checkbox"/>				
程式設計(二)(群-Ta)	3		<input type="checkbox"/>				
社會學(群-St)	3		<input type="checkbox"/>				
人類學(群-At)	3		<input type="checkbox"/>				
行政學(群-S)	3		<input type="checkbox"/>				
政治學(群-Sa)	3		<input type="checkbox"/>				

※修課前請詳閱入學年度專業科目必修表之規定。

# 國立政治大學創新國際學院修業規劃表

學士班

姓名：\_\_\_\_\_ 學號：\_\_\_\_\_

一年級 二年級 三年級 四年級 (表格內容可自行增減)

上學期				下學期			
課程名稱	上課時間	必/選修	學分數	課程名稱	上課時間	必/選修	學分數
		必 <input type="checkbox"/> 選 <input type="checkbox"/>				必 <input type="checkbox"/> 選 <input type="checkbox"/>	
		必 <input type="checkbox"/> 選 <input type="checkbox"/>				必 <input type="checkbox"/> 選 <input type="checkbox"/>	
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		必 <input type="checkbox"/> 選 <input type="checkbox"/>				必 <input type="checkbox"/> 選 <input type="checkbox"/>	
		必 <input type="checkbox"/> 選 <input type="checkbox"/>				必 <input type="checkbox"/> 選 <input type="checkbox"/>	
總計：							

# 創新國際學院學士班專業師資

姓名	職稱	最高學歷	專長	所屬單位
杜文苓	教授兼 院長	美國加州柏克萊大學 環境規劃學系博士	環境政策、永續發展、科技 與社會、公民參與、環境資 訊	創新國際學院
連賢明	教授兼 副院長	美國波士頓大學 經濟學博士	醫療經濟學、產業經濟學、 應用計量	創新國際學院
陳柏良	助理教授	美國華盛頓大學 法學博士	比較刑事法、法律社會學、近 代東亞法律史、政治資金管 理制度之法律與政策分析	創新國際學院
歐子綺	助理教授	美國哥倫比亞大學 人類學博士	文化人類學、都市治理、移 民研究、當代中國社會與文 化	創新國際學院
卞中佩	助理教授	美國德州農工大學社會 學博士	政治社會學、大數據分析、 企業研究、環境社會學、組 織理論、社會運動、中國研 究	創新國際學院
楊智元	助理教授	英國蘭卡斯特大學社會 學博士	英國蘭卡斯特大學社會學博 士	創新國際學院
林則佑	助理教授	國立政治大學 應用數學系	人工智慧、機器學習、深度學 習	創新國際學院
陳虹穎	助理教授	英國杜倫大學人類地理 學博士	城市研究、社會地理、文化 經濟與政治經濟	創新國際學院
蕭乃沂	副教授	美國紐約州立大學奧本 尼校區公共行政與政策 學系博士	數位治理、政府資訊管理、 系統思考、政策模擬與分析	社會科學學院 公行系
翁燕菁	副教授	法國巴黎第二大學 國際公法博士	人權法、國際公法、憲法	社會科學學院 政治系
吳文傑	教授	美國密西根大學 經濟學系博士	福利經濟學、個體經濟學、 住宅經濟學、管理經濟學	社會科學學院 財政系

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廖福特	中央研究院法律 學研究所研究員	牛津大學 法學博士	人權法、歐洲區域法律、國 際法、憲法	中央研究院法 律學研究所
盧業中	教授	美國喬治華盛頓大學 政治學系博士	國際關係理論、中美外交關 係、美國外交政策、族群衝突	國際事務學院 國際研究英語 碩士學位學程
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黃瀚萱	助理教授	國立台灣大學 資訊工程博士	自然語言處理、知識庫組織 與應用、醫學文件處理	理學院資科系
錢宜群	助理教授	加拿大多倫多大學 政治學博士	多元文化與移民、跨國勞動 遷移、東亞福利國家、社會福 利政策、長期照護與外籍看 護工政策、性別與移工、比較 移民政策	社會科學學院 政治系 創新國際學院

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