National Chia-Yi University  
Course Syllabus  
Research Seminar on Social Science Research Method  
Part II: Phenomenology/Hermenutics

Instructor’s Contact Information:  
Name: Shu-Ching Kao, Ph.D.  
Office Phone #: 05-2732423  
Office hours: 8:30a.m.-12:30p.m. Wednesdays and by appointment  
Email Address: kaosc@mail.ncyu.edu.tw

Number of Credits: 1 graduate credit  
Course Time: Fridays 8:10 a.m. --11:00 a.m  
Course Site: C304

Course Objectives:  
Students will:  
1. Learn about the concepts of scientific paradigms and their influence in social science research.  
2. Clarify the research approaches and their philosophical, epistemological and ontological perspectives  
3. Know the methodical structure of social science research  
4. Develop knowledge and awareness in lifeworld research  
5. Understand the nature of lived experience

Ways of teaching and evaluation:  
Ways of teaching approaches  
1. Lectures and leading discussion  
2. Group discussion and analysis  
3. Oral presentation and sharing

Course evaluation:  
1. Be present in class and discussions (15%)  
2. Self evaluation (15%)  
3. Oral presentation: Leading discussion (25%)  
4. Final Essay: Questioning and analysis report (35%)
# Course Organization & Topic Outline (Week 7-12)

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<td>8, 10, 23, 25</td>
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<td>8</td>
<td>Why do qualitative research in social science—procedures, techniques, and methods</td>
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<td>Phenomenology—The philosophy of lifeworld research</td>
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<td>Hermeneutic phenomenological writing</td>
<td>7, 8, 9, 27</td>
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</tbody>
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**參考書目：**

1. 高淑清（2000）*現象學方法及其在教育研究中的應用*。載於中正大學教育學研究所主編（2000）*寫的研究方法*。高雄：麗文。
2. 汪文聖（2001）*現象學方法與理論反思：一個質性方法的介紹。應用心理研究，12期，49-75。
3. 吳淑鈺（2001）*胡塞爾現象學解析*。台北：商務。
4. 洪福財（1998）*從「詮釋學」觀點談教育研究結果的解釋與應用。台北師院學報，11期，85-108。
5. 畢恆達（1995）*生活經驗研究的反省：詮釋學觀點。本土心理學研究，4期，224-259。
6. 高淑清（2000）*現象學方法及其在教育研究中的應用*。載於中正大學教育學研究所主編，*質的研究方法*（頁95-132）。高雄：麗文。
7. 高淑清（2001）*海外華人學生太太的生活世界：詮釋與反思。本土心理學研究，16期，225-285。
8. 高淑清（2002）*教育研究（二）：質性教育研究*。載於楊國賜主編，*新世紀的教育學概論—科技整合導向*（頁517-575）。台北：學富。
9. 高淑清（2008）*質性研究的十八堂課：楊帆再訪之我*。高雄：麗文文化。
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12. 張汝倫（1997）*現象學方法的多重含義*。哲學雜誌，20期，90-115。
13. 張慶熊（1997）*生活世界是人類主體間交流的基礎*。哲學雜誌，20期，116-135。
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15. 趙昆如（1988）*現象學方法—從知識論到本體論*。載於台灣大學哲學系主編，*當代西方哲學與方法論*（頁3-17）。台北：東大。
16. 賈馥茗、楊深坑 主編 (1993)。教育學方法論。台北：五南。
17. 蔡美麗 (1999)。胡塞爾。台北：東大。
18. 蔡錚雲 (1997)。胡塞爾意向性理論的新舊詮釋及意涵。哲學雜誌，20 期，
24－45。
19. ※潘淑滿 (2003)。質性研究：理論與應用。台北：心理。
20. 穆佩芬 (1996)。現象學研究法。護理研究，4 卷 2 期，195－201。
21. 謝臥龍 主編 (2004)。質性研究。台北：心理。
    Lund, Sweden: Studentlitteratur.
    action sensitive pedagogy.* Ontario: State University of New York.
    建立敏思行動教育學的人文科學。嘉義：清石。

(p.s. 累體反黑之參考書目表示—指定優先閱讀，課堂中討論)
Guidelines for Proper Citations in Written Assignments

Plagiarism is presenting another person’s ideas as your own without any proper citations. There’s no stigma for using someone else’s ideas, because we can’t come up with every good idea on our own at the very first step. However, it’s dishonest to take an idea from someone else and pass it off as our own. The following reminder is designed to help you determine when citations are necessary. If you are in doubt, it’s always better to give the reference citations.

Many students “borrow” phrases from authors because they are afraid that their own writing will not sound intelligent enough. However, it’s generally better to express ideas in your own words. Using your own words shows that you have understood the information well enough to explain it clearly. You are not expected to use the same language in your class written assignments that authors use in journal articles.

When are citations necessary?

1. When you use an author’s words verbatim (word for word)

   Direct quotes require the following:

   --quotation marks at the beginning and end of the passage

   --author’s name, date, and page number in text

   --full reference to the book or article in the reference section

   Example: “One of the areas in family psychology that has begun to integrate personality theory is research on partner violence” (Pinsof & Lebow, 2005, p. 11).

2. When you quote any statistic data

   Statistical references require the following:
--author’s name, date, and page number in text

--full reference to the book or article in the reference section

Example: From ages 6 to 17 the rates of psychological aggression continued in the 90% range (Olson & DeFrain, 2006, p. 419).

3. When stating an author’s viewpoints, theory, prediction, or hypotheses, especially when these are considered matters of disagreement

Using an author’s ideas requires the following:

--author’s name and date in text

--full reference to the book or article in the reference section

Example: Consistent with the conceptualizations, there are five models discussed by researchers to expand upon well-developed theories or metatheories in the family field (Turner & West, 2006).

4. When paraphrasing an author’s words

Paraphrasing requires the following:

--author’s name and date in text

--full reference to the book or article in the reference section

Example:

Original in text: The quality of the experience can be determined by focusing on relationship accomplishments in how well couples manage challenges and joyfulness.

Not acceptable: The quality of the experience can be determined by focusing on relationship accomplishments in how well couples manage challenges and happiness.

【This passage should be paraphrased or quoted directly.】
Acceptable: Couples focusing on accomplishing their relationship and manage challenges and happiness well could determine in the quality of the experience (Pinsof & Lebow, 2005).

5. Citations are NOT necessary when information is considered basic knowledge or a matter of widespread agreement. (Again, if you are in doubt, it’s better to cite the source.)

Example: Philosophers wrote about their ideas of development long before the 1800’s. 【This passage doesn’t require a citation because it can be considered general knowledge.】