考 試 科 目	社會學理論	系 所 別	社會學系	考試時間	2月3日(六)第三節

一、 請根據 T. Parson 與 R. K. Merton 對於理論體系與經驗理論的看法，比較他們兩人對於社會科學知識進展的不同見解。（25 分）

二、 請比較 M. Weber 與 E. Durkheim 兩人對於社會科學（包括社會學）與自然科學之間關係的見解。（25 分）

三、 勞動、生產與技術對於當代社會的構成之影響，乃是社會學理論當中一個重要的議題，請閱讀以下的報導，然後列舉並演繹兩個社會學理論的論點(40 分)，你認為最合適用來理解、批判或分析這個現象及其未來的發展；並適度說明理由何在(10 分)。(本大題共 50 分)

Automation, driven by technological progress, has been increasing inexorably for the past several decades. Two schools of economic thinking have for many years been engaged in a debate about the potential effects of automation on jobs, employment and human activity: will new technology spawn mass unemployment, as the robots take jobs away from humans? Or will the jobs robots take over release or unveil – or even create – demand for new human jobs?

The debate has flared up again recently because of technological achievements such as deep learning, which recently enabled a Google software program called AlphaGo to beat Go world champion Lee Sedol, a task considered even harder than beating the world's chess champions.

Ultimately, the question boils down to this: are today's modern technological innovations like those of the past, which made obsolete the job of buggy maker, but created the job of automobile manufacturer? Or is there something about today that is markedly different?

This is not a new concern. Since at least as early as the time of the Luddites, in early 19th-century Britain, new technologies have caused fear about the inevitable changes they bring.

It may seem easy to dismiss today's concerns as unfounded in reality. But economists Jeffrey Sachs of Columbia University and Laurence Kotlikoff of Boston University argue: "What if machines are getting so smart, thanks to their microprocessor brains, that they no longer need unskilled labor to operate?"

After all, they write:

Smart machines now collect our highway tolls, check us out at stores, take our blood pressure, massage our backs, give us directions, answer our phones, print our documents, transmit our messages, rock our babies, read our books, turn on our lights, shine our shoes, guard our homes, fly our planes, write our wills, teach our children, kill our enemies, and the list goes on.

備　　註	一、作答於試題上者，不予計分。 二、試題請隨卷繳交。

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There is considerable evidence that this concern may be justified. Eric Brynjolfsson and Andrew McAfee of MIT recently wrote:

For several decades after World War II the economic statistics we care most about all rose together here in America as if they were tightly coupled. GDP grew, and so did productivity – our ability to get more output from each worker. At the same time, we created millions of jobs, and many of these were the kinds of jobs that allowed the average American worker, who didn't (and still doesn't) have a college degree, to enjoy a high and rising standard of living. But … productivity growth and employment growth started to become decoupled from each other.

As the decoupling data show, the US economy has been performing quite poorly for the bottom 90% of Americans for the past 40 years. Technology is driving productivity improvements, which grow the economy. But the rising tide is not lifting all boats, and most people are not seeing any benefit from this growth. While the US economy is still creating jobs, it is not creating enough of them. The labor force participation rate, which measures the active portion of the labor force, has been dropping since the late 1990s.

While manufacturing output is at an all-time high, manufacturing employment is today lower than it was in the later 1940s. Wages for private nonsupervisory employees have stagnated since the late 1960s, and the wages-to-GDP ratio has been declining since 1970. Long-term unemployment is trending upwards, and inequality has become a global discussion topic, following the publication of Thomas Piketty's 2014 book Capital in the Twenty-First Century.

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備　　註	一、作答於試題上者，不予計分。 二、試題請隨卷繳交。