

西方文化教程

◎主 编 马 冬 ◎副主编 苏 岩 吕 娜

第三册

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前言

语言学习的目的在于语言的使用，而语言的使用往往受到社会文化因素的制约。从认知的视角看，二语发展是认知内化和重组的过程。然而，语言的内化不是简单的语音、语法和词汇等语言要素的内化，而是包括语言要素在内的社会文化要素的内化。美国著名语言学家萨丕尔指出，“文化可以解释为社会所做的和社会所想的，而语言则是思想的具体表达方式。”可见，语言与文化两者之间的关系密不可分。通过表层的语言形式来探究深层的文化内容一直是我国外语教学中培养学生跨文化交际能力的一项重要内容。

西方文化，从地域上讲，指的就是欧美文化；从内容上讲，指的是以古希腊及古罗马文化为根源，以基督教为基础而形成的独具特色的文化。本教程以英美两国文化为代表，旨在为中国的英语学习者和西方文化爱好者提供一幅以英美文化理念和价值观为主线、以英美两国人民民族特性和行为方式为主体、以英美社会结构和地区特色为衬托的“西方社会文化全景图”，帮助中国的英语学习者加深对语言和文化理解、增强对文化差异的敏感性、拓宽知识面、巩固和提高英语水平、提高文化评价和交际能力。

本教程共分为四册。每册围绕英美文化的两个方面，分两部分展开：第一册为“社会”与“生活”；第二册为“历史”与“地理”；第三册为“教育”与“传媒”；第四册为“文学”与“艺术和体育”。每部分分别选取不同的话题独立成章。每章内容皆分为五个板块，分别为“文化术语”、“文化链接”、“文化书屋”、“文化瞭望”和“文化沙龙”。

从内容上看，本教程具有如下特色：

 深度和广度兼容并蓄。本教程涵盖领域广泛，每个章节围绕不同的话题，介绍深入浅

出、把握热点。其中，“文化链接”和“文化瞭望”部分广泛涉及了与章节主题相关的内容，信息量大，内容新颖，具有较强的可读性和知识性。

- 二 语言运用和文化理解相得益彰。本教程内容均选自原汁原味的英语文章，语言地道准确。每章均设有小测验，供读者在轻松阅读之余，有效地评价自己对本章内容的掌握情况。
- 三 知识性和趣味性巧妙结合。本教程所涉及内容多为英语学习者涉外语言交际之必需。在对西方社会生活、历史地理、教育传媒、文学艺术的介绍中，编者力求知识的规范性、准确性和全面性。同时，在每章小测验之后都附有娱乐类阅读材料，增强了本教程的趣味性。
- 四 注重实用性。本教程既可作为英语专业学生“西方文化入门”课程的有益补充，又可作为第二语言学习者的课外阅读材料。

本教程由九位拥有丰富的教学和科研经验的大学英语教师共同编写。本册由马冬主编，副主编为苏岩和吕娜。其中，马冬编写了第一、二、三章，约10万字；苏岩编写第四、五、六章，约10万字；吕娜编写了第七、八章，约9万字。

一套教程很难详述西方文化的林林总总，但编者希望通过对一些零散材料的归纳整理，呈献给读者一套脉络分明、内容全面的西方文化教程。在编写过程中，我们参考了大量的文献资料，在此，我们谨向这些文献资料的作者表示诚挚的谢意。尽管编者力求尽善尽美，但由于水平有限，书中定会有不当和疏漏之处，恳请专家和读者批评指正。

马 冬
2012年4月

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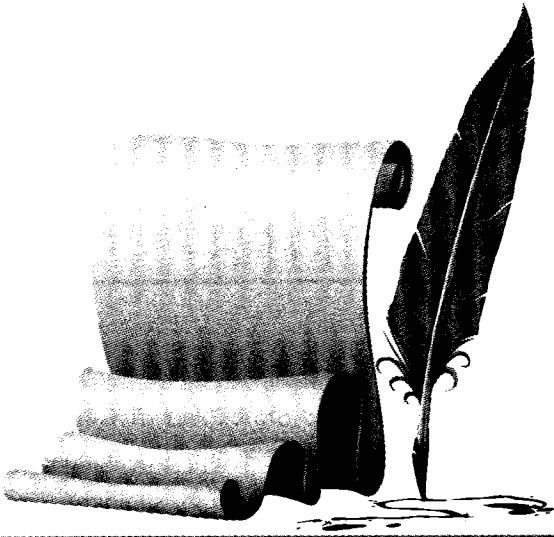
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PART
ONE

Education

CHAPTER ONE

School Education in the U.S.

I CULTURE TIPS

1 NCLB

The No Child Left Behind Act of 2001 is a United States Act of Congress concerning the education of children in public schools. NCLB supports standards-based education reform, which is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education. The Act requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools. The Act does not assert a national achievement standard; standards are set by each individual state.

2001年的《不让一个孩子掉队法案》是美国国会关于公立学校儿童教育所立的法案。《不让一个孩子掉队法案》支持以标准为基础的教育教学改革，其理念基础是：制定高标准和可测量目标以提高个人的教育成果。如果一些州计划接受联邦基金资助学校，该法案要求这些州必须为一个年级的所有学生制定基本技能的评估体系，该法案没有设定全国统一的成绩标准，标准由各州自行制定。

2 IDEA

The Individuals with Disabilities Education Act (IDEA) is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to age 18 or 21 in cases that involve 13 specified categories of disability. The IDEA is “spending clause” legislation, meaning that it only applies to those States and their local educational agencies that accept federal funding under the IDEA. While States declining such funding are not subject to the IDEA, all States have accepted funding under this statute and are subject to it.

《残疾人教育法案》是美国联邦的一部法律，条文规定了国家公共机构如何为残疾儿童提供早期干预、特殊教育和相关服务。此法案涉及了从出生到18岁或21岁的残疾儿童的教育需要，以及13个特定的残疾类别。这个法案是“财政支出条款”的立法，意味着它仅适用于那些根据《残疾人教育法案》接受联邦基金资助的州和当地的教育机构。接受基金资助的州必须服从该法案，那些不接受基金资助的州不受该法案约束。

3 Compulsory Education

Education is compulsory for all children in the United States. The ages for compulsory education vary by state. It begins from ages five to eight and ends from ages fourteen to eighteen. Compulsory education requirements can generally be satisfied by educating children in public schools, state-certified private schools, or an approved home school program.

美国对所有儿童实行义务教育。每个州对义务教育的年龄跨度要求不同。义务教育的起始年龄是五岁至八岁，结束年龄是十四岁至十八岁。公立学校、国家认证的私立学校、或经认可的家庭学校计划一般都可以满足儿童义务教育的要求。

4 Continuing Education

Continuing education is an all-encompassing term within a broad spectrum of post-secondary learning activities and programs. The term is used mainly in the United States and Canada. Recognized forms of post-secondary learning activities within the domain include: degree credit courses by non-traditional students, non-degree career training, workforce training, formal personal enrichment courses (both on-campus and online), self-directed learning (such as through Internet interest groups, clubs or personal research activities) and experiential learning as applied to problem solving.

继续教育是指中学以后的学习活动和计划。这个词主要用于美国和加拿大。中学以后学习活动公认的形式主要包括：非传统学生的学位学分课程，无学位授予的职业培训，劳动力培训，正式个人进修课程（包括校内和远程），自学（如通过互联网学习的兴趣团体，俱乐部或个人的研究活动），及适用于解决问题的实践学习。

5 ACT

The ACT is a standardized test for high school achievement and college admissions in the United States. It was first administered in November 1959 by Everett Franklin Lindquist as a competitor to the College Board's Scholastic Aptitude Test, now the SAT Reasoning Test. The ACT test has historically consisted of four tests: English, Mathematics, Reading, and Science Reasoning. In February 2005, an optional Writing test was added to the ACT. All four-year colleges and universities in the U.S. accept the ACT, but different institutions place different emphases on standardized tests such as the ACT, compared to other factors of evaluation such as class rank, G.P.A., and extracurricular activities. The main four tests are scored individually on a scale of 1-36, and a Composite score is provided which is the whole number average of the four scores.

ACT是美国大学入学考试，即对申请读本科一年级课程的学生进行的入学资格考试。埃弗雷特·富兰克林·林德基斯特，为了同大学理事会的学术性向测验竞争，在

1959年11月首次执行测试，也就是现在的SAT推理测试。ACT考试历来包括四种能力测试：英语，数学，阅读和科学推理。2005年2月，该测试添加了可选题目：写作测试。美国所有的四年制大学和综合性大学都认可该测试，与其他评估因素同等重要，如班级排名、平均成绩和课外活动。不同机构对于标准化考试的侧重点不同，如ACT，主要有四个测试的得分，分别有1-36个等级，最后给出一个综合评分：即四个成绩的平均得分。

6

SAT

The SAT Test (formerly the Scholastic Aptitude Test or Scholastic Assessment Test) is a standardized test for college admissions in the United States. The SAT is owned, published, and developed by the College Board, a not-for-profit organization in the United States. It was formerly developed, published, and scored by the Educational Testing Service which still administers the exam. The test is intended to assess a student's readiness for college. It was first introduced in 1901, and its name and scoring have changed several times. The College Board states that the SAT measures literacy and writing skills that are needed for academic success in college. They state that the SAT assesses how well the test takers analyze and solve problems—skills they learned in school that they will need in college. The SAT is typically taken by high school sophomores, juniors and seniors.

SAT测验，也就是以前的学术性向能力测验或学术评估测试，是一种标准化的美国大学入学考试，由非盈利组织美国大学理事会拥有、发行并执行开发的测试。曾经由美国教育考试服务中心开发、发行和评估。测试的目的是为即将上大学的学生作评估以检测他们是否为上大学做好了准备。该测试1901年首次推出，目前测试名称和记分法也几经改变。大学理事会指出：SAT可以评估出学生未来从事学术造诣所需的文学和写作能力。还指出，SAT能评估考生如何分析和解决问题，即评估他们在中学所学到的技能，而这些技能也会在大学里用到。SAT通常用来测试高一、高二和高三的学生。

7

Ivy League

It refers to eight famous private universities in the northeast of America. The eight famous private universities are as follows: Harvard University, Columbia University, Princeton University, Yale University, University of Pennsylvania, Brown University, Dartmouth College and Cornell University. There are old buildings covered with ivy in these university campuses. IVY is a kind of climbing, clinging, evergreen plant with dark, shining leaves. These universities set up an organization for sport duel meets. The organization was called IVY League. Now IVY League not only refers to the universities mentioned above, but also is used as an adjective to express their graduates and their graduate's style, character, garments, positions, etc.

常春藤联合会是指美国东北部八所著名的私立大学。这八所著名的私立大学有：哈佛大学、哥伦比亚大学、普林斯顿大学、耶鲁大学、宾州大学、布朗大学、达特茅斯学院和康奈尔大学。这些大学校园里，遍布着常春藤遮盖的古老建筑。常春藤是一种攀附性长青植物，叶子深色发亮。这些大学专为运动对抗赛成立了一个组织，即常春藤联合会。现在，常春藤联合会不仅指上述大学，而且被当作形容词来显示其毕业生的作风、品格、形象、地位等。

8

GRE

The Graduate Record Examinations (GRE) is a standardized test that is an admissions requirement for many graduate schools in the United States, in other English-speaking countries. Created and administered by Educational Testing Service (or ETS) in 1949, the exam aims to measure verbal reasoning, quantitative reasoning, analytical writing and critical thinking skills that have been acquired over a long period of time and that are not related to any specific field of study. The GRE General Test is offered as a computer-based, computer adaptive exam administered by selected qualified testing centers; however, paper-based exams are offered in areas of the world where computer-based testing is not available. The exam consists of four sections. The first section is a writing section, while the other three are multiple-choice style. One of the multiple choice style exams will test verbal skills, another will test quantitative skills and a third exam will be an experimental section that is not included in the reported score. The entire test procedure takes about 4 hours.

GRE为美国和其他英语国家研究生入学资格考试。GRE由美国教育考试服务中心于1949年创建和管理。考试的目的是衡量长期习得的技能：口头推理、定量推理、分析写作和批判性思维技能，这些技能与具体的研究领域不相关。GRE可以“机考”，是由选定的有资格的测试中心管理计算机而进行的考试；但是，对不能通过计算机进行测试的地区提供传统的试卷考试模式。考试分为四个部分，分别是：写作、词汇、数学和实验分析。除了写作，另外三项均是多项选择题。其中实验分析成绩不作记录。整个测试过程需要约4个小时。

9

TOEFL

The Test of English as a Foreign Language, or TOEFL evaluates the ability of an individual to use and understand English in an academic setting. It sometimes is an admission requirement for non-native English speakers at many English-speaking colleges and universities. Additionally, institutions such as government agencies, licensing bodies, businesses, or scholarship programs may require this test. A TOEFL score is valid for two years and then will no longer be officially reported since a candidate's language proficiency could have significantly changed since the date of the

test. Colleges and universities usually consider only the most recent TOEFL score.

Policies governing the TOEFL program are formulated with advice from a 16-member board. Board members are affiliated with undergraduate and graduate schools, 2-year institutions and public or private agencies with an interest in international education. Other members are specialists in the field of English as a foreign or second language.

托福考试（或TOEFL）可以评估一个人在学术环境中使用和理解英语的能力。对于非英语母语的考生，许多英语国家的院校把托福考试作为入学资格考试。此外，一些政府机构、授权机构、企业或奖学金计划可能需要托福测试成绩。托福成绩的有效期为2年，自测试之日起，如果考生的语言能力发生明显改变，成绩将不再正式上报。高校通常只考虑最近的托福成绩。

有关托福考试项目管理政策的制定，由董事会提供建议，董事会由16名成员组成，隶属于本科生和研究生学校、2年制院校以及致力于国际教育的公共机构和私人机构。其中包括把英语作为外语或第二语言进行研究的专家。

II CULTURE LINK

Basic Education in the U.S.

1) School Grades

Most children enter the public education system around ages five or six. The American school year traditionally begins in August or September, after the traditional summer recess. Children are assigned into year groups known as grades, beginning with preschool, following by kindergarten and culminating in twelfth grade. Children customarily advance together from one grade to the next as a single cohort or “class” upon reaching the end of each school year in May or June, although developmentally disabled children may be held back a grade and gifted children may skip ahead early to the next grade.

The American educational system comprises 12 grades of study over 12 calendar years of primary and secondary education before graduating and becoming eligible for college admission. After pre-kindergarten and kindergarten, there are five years in primary school (normally known as elementary school). After completing five grades, the student will enter junior high or middle school and then high school to get the high school diploma.

The U.S. uses ordinal numbers for naming grades, unlike Canada and Australia where cardinal numbers are preferred. Thus, Americans are more likely to say “First Grade” rather than “Grade One”. Typical ages and grade groupings in public and private schools may be

found through the U.S. Department of Education. Many different variations exist across the country.

Students completing high school may apply to attend an undergraduate school. This may be a community college (one that offers two-year degrees, usually to prepare students to transfer to state universities), liberal arts college (one that concentrates on undergraduate education), or part of a larger research university.

The course of study is called the “major”, which comprises the main or special subjects. However, students are not locked into a major upon admission—usually, a major is chosen by the second year of college, and changing majors is frequently possible depending on how the credits work out, unlike British tertiary education. Universities are either public (state-sponsored, such as Ohio State University or University of Georgia) or private such as Harvard or Swarthmore.

Students may choose to continue going to graduate school for a master’s or Ph.D., or to a first professional degree program. A master’s degree requires an additional two years of specialized study; a doctoral degree (Ph.D.) usually takes some years, although exactly how long depends on the time required to preparing the doctoral dissertation. First professional degrees have a more structured program than the typical Ph.D. program. The standard time required for a first professional degree is three or four years; for example, law school is a three-year program, while medical, dental, and veterinary schools are four-year programs.

2) Preschool

There are no mandatory public prekindergarten programs in the United States. The federal government funds the Head Start preschool program for children of low-income families, but most families are responsible for finding preschool or childcare.

In the large cities, there are sometimes preschools catering to the children of the wealthy. Because some wealthy families see these schools as the first step toward the Ivy League, there are even counselors who specialize in assisting parents and their toddlers through the preschool admissions process. Increasingly, a growing body of preschools is adopting international standards such as the International Preschool Curriculum.

3) Elementary School

Historically, in the United States, local public control (and private alternatives) have allowed for some variation in the organization of schools. Elementary school includes kindergarten through fifth grade (or sometimes, to fourth grade, sixth grade or eighth grade). In elementary school, basic subjects are taught, and students often remain in one or two classrooms throughout the school day, with the exceptions of physical education (P.E. or gym), library, music, and art classes. There are (as of 2001) about 3.6 million children in each grade in the U.S.

Typically, the curriculum in public elementary education is determined by individual

school districts. The school district selects curriculum guides and textbooks that are reflective of a state's learning standards and benchmarks for a given grade level. Learning Standards are the goals by which states and school districts must meet adequate yearly progress (AYP) as mandated by No Child Left Behind (NCLB). This description of school governance is simplistic at best, however, and school systems vary widely not only in the way curricular decisions are made but also in how teaching and learning take place. Some states and/or school districts impose more top-down mandates than others. In others, teachers play a significant role in curriculum design and there are few top-down mandates. Curricular decisions within private schools are made more differently than they are in public schools and in most cases without considering Act of NCLB.

Public Elementary School teachers typically instruct between twenty and thirty students of diverse learning needs. A typical classroom will include children with varied learning needs or abilities, ranging from those identified as having special needs of the kinds listed in the Individuals with Disabilities Education Act (IDEA) to those that are cognitively, athletically or artistically gifted. At times, an individual school district identifies needs of areas within the curriculum. Teachers and advisory administrators form committees to develop supplemental materials to support learning for diverse learners and to identify enrichment for textbooks. Many school districts post information about the curriculum and supplemental materials on websites for public access.

Each local school district gives each teacher a book, which will be given to the students for each subject, and brief overviews of what the teachers are expected to teach. In general, a student learns basic arithmetic and sometimes rudimentary algebra in mathematics, English proficiency (such as basic grammar, spelling, and vocabulary), and fundamentals of other subjects. Learning standards are identified for all areas of a curriculum for each of State, including those for mathematics, social studies, science, physical development, the fine arts, and reading. While the concept of State Learning Standards has been implemented for some time, No Child Left Behind has mandated that standards exist at the State level.

Elementary School teachers are trained with emphases on human cognitive and psychological development and the principles of curriculum development and instruction. Teachers typically earn either a Bachelors or Masters Degree in Early Childhood and Elementary Education. The teaching of social studies and science are often underdeveloped in elementary school programs. Some attribute this to the fact that elementary school teachers are trained as generalists, however, teachers attribute this to the priority placed on developing reading, writing and math proficiency in the elementary grades and to the large amount of time needed to do so. Reading, writing and math proficiency greatly affect performance in social studies, science and other content areas. Certification standards for teachers are determined by individual states, with individual colleges and universities determining the rigor of the college education provided for future teachers. Some states even require content area, as well as instructional skills tests for teacher certification in that state.

The broad topic of Social Studies may include key events, documents, understandings, and concepts in American history, and geography, and in some programs, state or local history and geography. Topics included under the broader term “science” vary from the physical sciences such as physics and chemistry, through the biological sciences such as biology, ecology, and physiology. Most states have predetermined the number of minutes that will be taught within a given content area. Because No Child Left Behind focuses on reading and math as primary targets for improvement, less attention was paid to other instructional areas. There is much discussion within educational circles about the justification and impact of having curricula that place greater emphasis on those topics (reading, writing and math) specifically tested for improvement.

4) Junior and Senior High School

Middle school and Junior high school include the grade levels intermediate between elementary school and senior high school. “Middle school” usually includes sixth, seventh and eighth grade; “Junior high” typically includes seventh through ninth grade. The range defined is often based on demographic factors, such as an increase or decrease in the relative numbers of younger or older students, with the aim of maintaining stable school populations. At this time, students are given more independence, moving to different classrooms for different subjects, and being allowed to choose some of their class subjects (electives). Usually, starting in ninth grade, grades become part of a student’s official transcript. Future employers or colleges may want to see steady improvement in grades and a good attendance record on the official transcript. Therefore, students are encouraged to take much more responsibility for their education.

Senior high school is a school attended after junior high school. High school is often used instead of senior high school and distinguished from junior high school. High school usually runs either from 9th through 12th, or 10th through 12th grade. The students in these grades are commonly referred to as freshmen (grade 9), sophomores (grade 10), juniors (grade 11) and seniors (grade 12).

① Basic curricular structure

Generally, at the high school level, students take a broad variety of classes without special emphasis in any particular subject. Curricula vary widely in quality and rigidity; for example, some states consider 65 (on a 100-point scale) a passing grade, while others consider it to be as low as 60 or as high as 75. Students are required to take a certain minimum number of mandatory subjects, but may choose additional subjects (electives) to fill out their required hours of learning.

The following minimum courses of study in mandatory subjects are required in nearly all U.S. high schools:

- Science (usually two years minimum, normally biology, chemistry and physics)
- Mathematics (usually two years minimum, normally including algebra, geometry, pre-

calculus, statistics, and even calculus)

- English (usually four years minimum, including literature, humanities, composition, oral languages, etc.)
- Social sciences (usually three years minimum, including various histories, government / economics courses)
- Physical education (at least one year)

Many states require a “health” course in which students learn about anatomy, nutrition, first aid, sexuality, drug awareness and birth control. Anti-drug use programs are also usually part of health courses. In many cases, however, options are provided for students to “test out” of this requirement or complete independent study to meet it. Foreign language and some form of art education are also a mandatory part of the curriculum in some schools.

② Electives

Common types of electives include:

- Computers (word processing, programming, graphic design)
- Athletics (cross country, football, baseball, basketball, track and field, swimming, tennis, gymnastics, water polo, soccer, wrestling, cheerleading, volleyball, lacrosse, ice hockey, field hockey, boxing, skiing / snowboarding, golf)
- Career and Technical Education (Agriculture/Agriscience, Business/Marketing, Family and Consumer Science, Health Occupations, and Technology Education, including Publishing (journalism / student newspaper, yearbook/annual, literary magazine))
- Performing Arts / Visual Arts (choir, band, orchestra, drama, art, ceramics, photography, and dance)
- Foreign languages (Spanish and French are common; Chinese, Latin, Greek, German, Italian, Arabic, and Japanese are less common)
- Junior Reserve Officers’ Training Corps

③ Advanced courses

Many high schools provide Advanced Placement (AP) or International Baccalaureate (IB) courses. These are special forms of honors classes where the curriculum is more challenging and lessons more aggressively paced than standard courses. AP or IB courses are usually taken during the 11th or 12th grade of high school, but may be taken as early as 9th grade.

Most post-secondary institutions take AP or IB exam results into consideration in the admissions process. Because AP and IB courses are intended to be the equivalent of the first year of college courses, post-secondary institutions may grant unit credit, which enables students to graduate earlier. Other institutions use examinations for placement purposes only: students are exempted from introductory course work but may not receive credit towards a concentration, degree, or core requirement. Institutions vary in the selection of examinations they accept and the scores they require to grant credit or placement, with more elite institutions tending to accept fewer examinations and requiring higher scoring. The lack of AP, IB, and other advanced courses in impoverished inner-city high schools is often seen as

a major cause of the greatly differing levels of post-secondary education these graduates go on to receive, compared with both public and private schools in wealthier neighborhoods.

Also, in states with well-developed community college systems, there are often mechanisms by which gifted students may seek permission from their school district to attend community college courses full-time during the summer and part-time during the school year. The units earned this way can often be transferred to one's university, and can facilitate early graduation. Early college entrance programs are a step further, with students enrolling as freshmen at a younger-than-traditional age.

2 College Education in the U.S.

1) College and University

Post-secondary education in the United States is known as college or university and commonly consists of four years of study at an institution of higher learning. There are 4,352 colleges, universities, and junior colleges in the country. In 2008, 36% of enrolled students graduated from college in four years. 57% completed their undergraduate requirements in six years, at the same college they first enrolled in. The U.S. ranks the 10th among industrial countries for percentage of adults with college degrees.

Like high school, the four undergraduate grades are commonly called freshman, sophomore, junior, and senior years (alternatively called first year, second year, etc.). Students traditionally apply for admission into colleges. Schools differ in their competitiveness and reputation; generally, the most prestigious schools are private, rather than public. Admissions criteria involve the rigor and grades earned in high school courses taken, the students' GPA, class ranking, and standardized test scores (such as the SAT or the ACT tests). Most colleges also consider more subjective factors such as a commitment to extracurricular activities, a personal essay, and an interview. While colleges will rarely list that they require a certain standardized test score, class ranking, or GPA for admission, each college usually has a rough threshold below which admission is unlikely.

Once admitted, students engage in undergraduate study, which consists of satisfying university and class requirements to achieve a bachelor's degree in a field of concentration known as a major. (Some students enroll in double majors or "minor" in another field of study.) The most common method consists of four years of study leading to a Bachelor of Arts (B.A.), a Bachelor of Science (B.S.), or sometimes another bachelor's degree such as Bachelor of Fine Arts (B.F.A.), Bachelor of Social Work (B.S.W.), Bachelor of Engineering (B.E. or B.Eng.) , or Bachelor of Philosophy (B.Phil.) Five-Year Professional Architecture programs offer the Bachelor of Architecture Degree (B.Arch.)

Professional degrees such as law, medicine, pharmacy, and dentistry, are offered as graduate study after earning at least three years of undergraduate schooling or after earning a bachelor's degree depending on the program. These professional fields do not require a