


Yingmeiyingshi y  
Wenhua

# 英美影视与文化

吴晓真 编著



 復旦大學 出版社

# 英美影视与文化

吴晓真 编著

復旦大學出版社

图书在版编目(CIP)数据

英美影视与文化/吴晓真编著. —上海:复旦大学出版社,2008.12

ISBN 978-7-309-06369-1

I. 英… II. 吴… III. ①电影-文化-研究-英国②电影-文化-研究-美国  
③电视文化-研究-英国④电视文化-研究-美国 IV. J905 G229

中国版本图书馆CIP数据核字(2008)第174577号

## 英美影视与文化

吴晓真 编著

出版发行 复旦大学出版社

上海市国权路579号 邮编 200433

86-21-65642857(门市零售)

86-21-65100562(团体订购) 86-21-65109143(外埠邮购)

fupnet@fudanpress.com <http://www.fudanpress.com>

责任编辑 唐敏 吴琼

出品人 贺圣遂

印刷 上海华业装潢印刷厂有限公司

开本 787×960 1/16

印张 10.5

字数 206千

版次 2008年12月第一版第一次印刷

印数 1—5 100

书号 ISBN 978-7-309-06369-1/J·121

定价 20.00元

如有印装质量问题,请向复旦大学出版社发行部调换。

版权所有 侵权必究

# 前言

喜欢看英语原版电影和电视剧吗？

想把英语学得更好吗？

如果你对这两个问题的回答都是“是”的话，那这本书就会对你有所帮助。

英美影视节目是大学生喜闻乐见的娱乐方式，但英美影视欣赏课程在他们的心目中可能就是“每周看一部电影，期末交篇观后感”的“轻松”课程。有没有什么办法加强课堂及课外师生、学生之间的互动呢？除了练习英语听力，有没有什么办法能够综合训练英语听说读写能力，让大学生的英语不再被称为“聋子英语”、“哑巴英语”呢？除了观察原版片中体现出来的英美文化现象，有没有什么办法对其用英语来进行分析和思考呢？近年来英语教学界采用了一些新的理念，比如主题学习法 (theme learning) 和任务学习法 (the task approach)，认为学习者若能对一个主题进行深入学习，并且在学习过程中完成特定任务的话，这种“边做边学”的方法效果比传统英语教学法好。有没有办法把它们运用到英美影视欣赏课程中来？

有办法。我们可以用英美影视作为切入点，从影视中提炼重大英美文化主题，提出一系列有关该主题的问题来进行探讨，在探讨的过程中加深对英美文化的了解。

本书一共列出了七个重大英美文化主题，分别在七个章节中讨论。每个主题都与大学生生活相关，能激发学习兴趣。它们是：

1. **Campus Life** (大学生活，主要比较中西教育体系中大学申请、录取、入学教育、最受欢迎的学生、业余生活等方面的相同与不同之处)
2. **College Student-Teacher Relationship** (师生关系，讨论大学师生关系同中小学师生关系的不同，理想的大学师生关系等)
3. **Cultural Diversity** (多元文化，对待多元文化的态度，跨文化沟通等)
4. **Material Girl** (物质女郎，讨论社会上的拜金现象)
5. **Big Business & Small Business** (大型企业与小型企业，探讨它们各自的优缺点，以及反垄断法案的重要性等)
6. **Commitment to Marriage** (挚爱一生，讨论当今社会中的爱情观，恐婚、离婚、单身等现象)

## 7. Gay Issues (同性恋问题)

每一个章节由四个部分组成,分别是:

1. **Suggested Movies & TV Programs** (建议观看的英美影视名。可能是一整部电影,也可能是某些影视作品中与该主题相关的片段。如果是片段,将注明在影视片中的起始时间。)

2. **Discussion Questions** (讨论题,讨论可以在课上,也可以在课外通过网上论坛等形式展开)

3. **Author's Comments** (作者意见,对讨论题发表意见,提供信息,基本上每一小节探讨一个次主题,方便教师转换为 Powerpoint 文档上课使用。)

4. **Suggested Readings** (建议阅读材料,与本章主题有关。)

本书总结了作者在《英美影视与文化》课程教学中的心得。该课程从2003年秋季起开设,现为复旦大学精品课程,正在申报上海市精品课程。

英美文化是个五彩斑斓的万花筒,远非七个主题能概括。希望这七个话题的讨论能激发英语学习者的兴趣,透过万花筒来一探究竟。至于各章所提出的讨论题,也许讨论之后还未必有唯一的正确答案,但只要讨论能让我们各抒己见,互相取长补短,广开思路,那么这本书的目的就已经达到。

复旦大学外文学院 吴晓真

2008年10月

# Table of Contents

前言 .....	1
Chapter One Campus Life .....	1
Chapter Two College Student-Teacher Relationship .....	33
Chapter Three Cultural Diversity .....	53
Chapter Four Material Worship .....	78
Chapter Five Big Business & Small Business .....	102
Chapter Six Commitment to Marriage .....	121
Chapter Seven Gay Issues .....	135

## Chapter One

# Campus Life

### I. Suggested Movies & TV Programs

#### ■ *Legally Blonde*

00:12—3:45

13:46—14:46

16:10—19:33

20:20—23:42

25:15—28:50

36:58—38:08

42:40—44:36

### II. Discussion Questions

1. Compare the college application processes in China and the U. S. What does each stress?
2. What did you do at your college orientation, and what do U. S. students do? Comment on the virtues of each.
3. Who are the popular students on Chinese or U. S. campuses? Compare the differences.
4. Do you know anything about the dark side of U. S. colleges and maybe Chinese colleges too?
5. What do college students do besides study?

### III. Author's Comments

#### 1. How to Select a U. S. University or a College?

Since readers have already gone through the college selection process in China, this section will mainly discuss the process in the U. S.

First of all, there are four categories of institutions of higher education in the U. S. :

- Universities (which may contain several colleges, offering bachelor's, master's, and doctoral degrees);
- Colleges (four-year undergraduate programs);
- Community colleges (usually state owned, offering 2-year programs, credit or non-credit, vocational training, credits transferable to a public in-state college of university);
- Technical training institutions (half a year to four years).

Secondly, one should look up the curriculum offered in each college or university he/she is interested in to see how many credits are required for graduation, what majors and minors are available.

Thirdly, one has to choose between public and private institutions of higher learning. At universities run by states or cities, students' tuition covers 20% of the costs of their education (tuition differs for in-staters and out-of-staters, for residents and commuters); at private universities, students' tuition covers 60% of the costs (flat fee for all students). For example, in the Washington D. C. area, the average annual tuition in the 2006-2007 academic year was U. S. \$ 5,836 for in-staters and U. S. \$ 15,783 for out-of-staters at public universities, and U. S. \$ 22,218 at private universities.

Therefore it is generally cheaper to go to a public university. However, most top universities in the U. S. are privately owned. What follows are the top 30 national universities in the U. S. according to a 12/23/2007 report at [USNews.com](http://USNews.com):

- 1) Princeton University (NJ)
- 2) Harvard University (MA)
- 3) Yale University (CT)
- 4) Stanford University (CA)
- 5) University of Pennsylvania
- 6) California Institute of Technology
- 7) Massachusetts Institute of Technology
- 8) Duke University (NC)
- 9) Columbia University (NY)



- 10) University of Chicago
- 11) Dartmouth College (NH)
- 12) Washington University in St. Louis
- 13) Cornell University (NY)
- 14) Brown University (RI)
- 15) Northwestern University (IL)
- 16) Johns Hopkins University (MD)
- 17) Rice University (TX)
- 18) Emory University (GA)
- 19) Vanderbilt University (TN)
- 20) University of Notre Dame (IN)
- 21) University of California — Berkeley \*
- 22) Carnegie Mellon University (PA)
- 23) University of Virginia \*
- 24) Georgetown University (DC)
- 25) University of California — Los Angeles \*
- 26) University of Michigan — Ann Arbor \*
- 27) University of Southern California
- 28) University of North Carolina—Chapel Hill \*
- 29) Tufts University (MA)
- 30) Wake Forest University (NC)

Only five out of the top 30 are public, as indicated by the \* after their names, and UC Berkeley, the top of top public universities, comes in only at the 21st.

The fourth issue one has to give some thought to is whether to go to a big or small institution of higher education. Colleges usually have about 1,000 students, making it possible for students to get more attention from professors and administrators. On the other hand universities may have multi-campuses, offering the best libraries, advanced research facilities, and more research programs.

## 2. The Enrollment Process

College admission has been traditionally hinged upon the National College Entrance Examination, for which students are urged to work hard by teachers and parents alike all through their primary and secondary schools. In fact, it is no longer news for parents of exam-takers to block traffic near where the Exam is taking place so that their sons and daughters will not be disturbed, or for government authorities to ban construction work at night before and during the three days when the Exam takes

place, or for taxi companies to be booked up months ahead so that exam takers could make it in time.

By contrast, although U. S. college candidates are asked to take Scholastic Assessment Tests (SATs), most of the enrollment process is done out of the classroom. Success of college application there depends on:

- A student's high school records;
- Recommendation from his/her high school teachers;
- The impression he/she makes during interviews;
- Scores on the SATs;
- Personal statement/essay questions.

In *Legally Blonde*, a movie suggested for this theme, upon hearing that Elle Woods wanted to apply to Harvard Law School, her advisor told her that although she had a GPA (grade point average) of 4.0 (a full score), she still needed "excellent recommendations from your professors, a hack of an admission essay, and at least a 175 on your LSAT (Law School Admission Test)".

Elle managed to leave a deep impression on the Harvard Law School Admissions Committee by her video essay as well as getting a 179 from the LSAT. In her video essay, she emphasized her leadership experience, ability to memorize details, comfort with using legal jargons in her daily life to show how perfect a law school candidate she was. On top of that, knowing that universities are looking for diversity in their student population, she pointed out in her video essay that she was a vegetarian, a friend to the animals, an active participant in charity, and that she once appeared in a Ricky Martin video. It seemed that she was eventually enrolled more because of her extracurricular activities than because of her academic achievements.

Elle's experience was confirmed by the Harvard College (the undergraduate branch of Harvard University) Admissions Committee at <http://www.admissions.college.harvard.edu/utilities/faq/international/admissions/index.html>, "There is no formula for gaining admission to Harvard. Academic accomplishment in high school is important, but the Admissions Committee also considers many other criteria, such as community involvement, leadership and distinction in extracurricular activities, and work experience. We rely on teachers, counselors, headmasters and alumni/ae to share information with us about applicants' strength of character, their ability to overcome adversity and other personal qualities — all of which play a part in the Admissions Committee's decisions."

When Yale University reviews its applicants, it would usually ask two questions:

“Who is likely to make the most of Yale’s resources?” and “Who will contribute most to the Yale community?”

Admission interviews could be done either face to face or on the phone. Interviews at Cambridge University go like this: In the morning, the candidate would be led to the library to read some reference materials. Later there would be an exam based on the materials just read. After lunch there would be face-to-face interviews. One is to examine the candidate’s general understanding of the major he/she wishes to pursue. Another is based on the exam paper done in the morning. For the correct answers, the candidate would be asked to explain how he/she solved the problems. For the incorrect answers, the candidate would be given some hints to help him/her identify the mistakes.

College admission interviews are relatively new in China. In 2006 Fudan University became the first Chinese institution of higher education to enroll 300 undergraduate students by a combination of exams and interviews instead of relying solely on the National College Entrance Examination. Candidates first took a three-hour qualification exam covering ten subjects such as Chinese, Mathematics, English, and Computer. The top 1,200 performers in this exam could then proceed to submit their application package consisting of a form of personal information, an application letter, report cards of all three years in high school, two recommendation letters from teachers, and additional proofs of competencies. Afterwards they were invited to an interview with a panel of five Fudan professors from different fields of study. The top 300 candidates coming out of the interview had still to take the National College Entrance Examination before they are officially enrolled by Fudan.

There is one thing U. S. high school graduates can do but most of their Chinese counterparts are still denied access: campus visit. Before deciding on which college to apply to, high school graduates in the U. S. as well as their parents are invited to visit the campuses they have expressed interest in, so that they can meet with admissions personnel, take a guided tour of the campus, visit classes and various extracurricular activities, and get an idea of the style of life and learning on campus.

Most Chinese universities have not come up with such offers yet, although in 2006 there was quite some debate on whether Peking University, a public university supported by tax payers, had the right to deny access to visitors to its campus, citing that those visitors had disrupted the order on campus as well as traffic in the surrounding area. But we should notice that Peking University made an exception for high school students, who are still allowed in on the condition that they submit an application three days prior to the visit. However, there is still a difference, because



potential applicants are “let loose” at Peking University while their counterparts in the U. S. participate in well-organized events, getting a more comprehensive picture of the campus life.

### 3. Orientation

In *Legally Blonde*, we see a leisurely session of orientation for new students facilitated by a senior student on a lawn at Harvard Law School.

The objectives of orientation are:

- Relieve anxiety felt by students and parents, reassuring them that the new school is a warm and friendly place;
- Help new students familiarize with the new environment of the school;
- Inform new students of the various academic expectations and degree requirements.

Here is the orientation schedule for international students at Wittenberg University in summer 2006:

August 13th		August 14th	
9:00 am	Breakfast & Welcome	9:00 am	Breakfast
9:15 am	Life on Campus— <i>Linda Lauffenburger</i>	9:15 am	Immigration U. S. Law— <i>Joanne Bennett</i>
10:15 am	Break	9:30 am	Student Employment— <i>Sonya Zugelder</i>
10:30 am	American Education System	10:15 am	Break
11:45 am	Lunch	10:30 am	Course Advising & Add/Drop Sessions— <i>Jamine Dogan</i>
1:00 pm	Life in Springfield— <i>Joanne Bennett</i>	11:45 am	Lunch
1:30 pm	Scavenger Hunt & Campus Tour	1:00 pm	Academic Support Services: <i>Math Workshop &amp; Foreign Language Learning</i>
2:30 pm	Student Center ID card photos/mailboxes	1:30 pm	Open House: <i>Wittenberg Credit Union, Employment Paperwork Continued</i>
3:00 pm	Shopping Trip to Target, Wal-Mart, Upper Valley Mall	3:00 pm	Shopping to Target, Wal-Mart, Upper Valley Mall
5:00 pm	Dinner	5:00 pm	Dinner
8:00 pm	Welcome Party	7:30 pm	Welcome Reception

Of course there are more “fun” ways of doing orientation. For example, Princeton University offers a pre-registration wilderness orientation trip called Outdoor

**Action Frosh Trip.** On the trip groups of approximately 10 freshmen spend 6 days hiking through the woods with two upper-classmen leaders. The trip helps freshmen adapt to Princeton in several ways. First of all, freshmen are introduced to a new group of friends. Secondly, the discussions on the trip provide an excellent opportunity for the freshmen's misperceptions to be corrected because students are continually talking about their expectations and anxieties. Besides, the trip reinforces cooperation among new students so that they can better adapt to Princeton and eventually to society.

Chinese universities also organize orientation activities for freshmen, although the focus may be different from that of U. S. colleges. For example, in *Coming to America*, an article recommended for this theme, Yilu Zhao began with the following recollection:

"I had never expected my first class at Yale to be this: a freshman counselor brandishing a fake penis, looking for a volunteer to demonstrate how to use a condom. I was 18 and from Shanghai. Some girls giggled. I turned my eyes away, unable to bring myself to look at it.

About 25 of us were sitting on an expensive-looking Oriental rug, surrounded by intricately carved wood paneling, at the safe-sex seminar required of all freshmen. The sun streamed obliquely through the stained glass, lighting up the painted figures on the windows: men with pointed hats and long beards. A red-haired boy named Trevor raised his hand, strolled to the center of the room and adroitly demonstrated.

I had imagined many times about my first class at Yale, and not even once had I conjured up this image."

It was out of her expectation because safe sex had never been, and is still not, a topic for college orientation in China.

#### 4. Learning on Campus

Learning style differences between Chinese and U. S. schools can be illustrated by the following pair of questions:

“将脂肪置于胃液中 37℃ 恒温两小时, 分解成什么?”

and  
“Suppose you're enjoying a delicious pizza which is rich in fat. What can you assimilate most into your body?”

The first question was taken from the National College Entrance Examination,

while the second was from SAT, both asking exam-takers for same sort of answer, although the former leans towards theoretical application while the latter, real-life application.

Yilu Zhao sensed that professors in China often play the role of authority, while their counterparts in the U. S. are most likely facilitators of discussion, as the first term at Yale had taught her:

“The professors here do not teach in the same way that teachers in China do. Studying humanities in China means memorizing all the ‘correct’, standard interpretations given during lectures. Here, professors toss out provocative questions and let the students argue, research and write papers on their own. At Yale, I often waited for the end-of-class ‘correct’ answers, which never came.”

Diana Bloom, a New York University Ph. D. in English Linguistics with more than 25 years of college English and ESL (English as a Second Language) teaching experiences, pointed out that her Chinese students prefer lectures to discussions, individual work to group work, learning from the professor to learning from other students:

“They lack spontaneity, I think from the way they were taught in their native countries, and therefore have trouble speaking in class unless they are called on by the teacher. Free writing and some pair and small-group exercises are harder for them than working individually and considering the teacher the only authority. They have difficulty learning from other students, which is the American way in recent years.”

A Chinese student studying in the U. S. echoed her remarks while revealing more of the Chinese mentality:

“As a typical Chinese student, I usually won’t let out an idea until it is relatively matured. Hence, it is quite disadvantageous for me to compete with the American students. They are always be quicker to tell whatever come into their minds, despite that the ideas might be unsymmetrical (as they usually are). All this is resulted from their supernormal confidence. My project team member would volunteer to take the financial analysis work before I did, even though I had three years’ accounting experience while he just graduated from a major in vocal performance.”  
(all grammatical mistakes are the speaker’s)

When asked who the popular students are on their campus, most Chinese college students would mention those with superior academic performance, while U. S. college students may refer to those people who are athletic, funny, beautiful and versatile. In fact, in *To Be the Best*, an article recommended for this theme, the author wrote that her life in high school was “all running—from a student council meeting, to a tournament or game, to studying for tests”. And she regarded her successful organization of an orientation week for 5,000 freshmen at her college “the pinnacle of my university career”.

### 5. What Do College Students Do Besides Study?

Of course both Chinese and U. S. college students have a lot to do besides study. They could make friends or date, join student societies, attend guest lectures and performances, work part-time to help pay for tuition and expenses, run their own businesses (remember Bill Gates, Michael Dell, and Google founders Larry Page and Sergey Brin?), or even invest in the stock market.

Both Chinese and U. S. college students spend quite some time in front of their computer, with which they write papers and blogs, watch movies, download music, play games, chat with others, and make or renew friendships. In recent years Facebook and its Chinese counterpart [xiaonei.com](http://xiaonei.com), websites accessible only to registered college students, have been quite popular. Through these websites college students could stay connected with friends and school activities, make new friends, track down long-lost friends, share gossip, news or images, and find an outlet for their emotions.

There is one thing mandatory for graduation for U. S. college students, but not Chinese students, i. e. community service. For example, they could play with the students in secondary schools, do garden work for the community, build houses for homeless people, or clean the churches.

Educational authorities in the U. S. see a three-pronged benefit to community service: the first is academic, the second is developmental, and the third is community. They believe service learning helps join theory with experience, thought with action. It also enhances a sense of pride and self-esteem, and fosters a bond between the university and the community where it is located.

### 6. The Dark Side of Campus

A university campus is not an ivory tower believed by many people. Instead it is a miniature society embedded in the much larger one. Consequently, downsides in

the larger society have also found their way into colleges.

Two articles recommended for this theme discuss, respectively, the dumbing down of America's colleges and crooked campus politics:

Cheating and plagiarism are common on campuses on both sides of the Pacific Ocean. Some students cheat or plagiarize in order to pass the exam, while others do it for a better score, hence a higher GPA and possibly a better job offer. Certainly cheating in other aspects of life has definitely left imprint on the minds of students, such as seeing working adults cheat on taxes or reading about companies that cook their books.

In September 2007, Peking University decided to deny degrees to eight students caught cheating during final exams in the previous semester. On the other side of the ocean, Michael Moorer, a student at Rutgers University published a book entitled *Cheating 101: the Benefits and Fundamentals of Earning the Easy A*. The 04/04/1998 issue of *New York Times* reports that the author had sold tens of thousands of copies of his handy guide to academic larceny.

Contemporary technology makes cheating a great deal easier. Students use powerful calculators and technical trickery to secretly store equations they will need on tests. They ask to be excused to go to the lavatory and then use their cell phone to get outside help. They get answers from someone who took the test earlier in the day, then store them in easily retrievable form in their Personal Digital Assistants (Palm Pilots, Visors, etc.). They also beam answers to one another using their machines' infrared transmission capabilities.

There are also hundreds of plagiarist "paper mills" on the World Wide Web, each offering thousands of different papers on hundreds of topics. Swindlers search files of previously written papers for one that suits their need, download the paper, add their name and print it out.

Moreover, there are ghost writers and exam-takers for hire in the market. College students in China value the scores on the must-attend College English Test Band 4 and Band 6 so much that every year there are news reports on leaks prior to the Test and the latest cheating "techniques".

Material worship may be another problem on college campuses. Rich students who are generous with those around them tend to be more popular. Those equipped with the latest model of cell phones, laptops, iPods and the like are admired by fellow students. College girls have been reported to date sugar daddies in exchange





for creature comforts and luxury items. Landing a job with the highest pay possible upon graduation has become the dream of many students.

Repeated campus shootings in the U. S. and Ma Jiajue's killing of four fellow students at Yunnan University are extreme cases resulting from the neglect of the psychological health of college students. The lesser but also attention-worthy psychological issues include suicides or attempted suicides, anxiety, phobia, neurasthenia, paranoia and hypochondria.

A psychological issue particular to Chinese college students, the first generation born after the adoption of one-child policy in China, might be the mental unwillingness to grow up. There have been reports on how parents quit their jobs, move to cities where their children attend college, and take care of their children through college. Some parents do it because their children haven't had any basic training for independent life. Other parents do it for fear that their children may get distracted from study by romance or computer games. There have also been reports on how unsatisfactory the performance of this new generation of college students is as interns or fresh recruits from employers. Some rely on parents to find internships or jobs. Others are so well sheltered at home that they can't stand any setback, even constructive criticism. Still others do not take full ownership of projects assigned to them by their leaders.

#### IV. Suggested Readings

- *Types and Characteristics of Universities*
- *The Basics: Does an Elite College Really Pay?*
- *The Dumbing Down of America's Colleges*
- *To Be the Best*
- *Crooked on Campus*
- *Coming to America*

#### Types and Characteristics of Universities

Higher education in America is an endlessly complex industry. It has providers of all sizes and quality with a variety of organizational structures and ownership. It includes institutions of varying missions operating in many differentiated markets. Due to a cultural peculiarity, Americans use the same words, without discrimination, to describe all these institutions. They call them colleges, or schools, or universities.