

高校转型发展系列教材



The Comparison
between
Chinese and Western
Culture



中西文化比较

英文版

王焱 赵牟丹 主编

宋阳 徐影 王艳东 副主编



清华大学出版社

高校转型发展系列教材

中西文化比较

英文版

王 焱 赵牟丹 主 编

宋 阳 徐 影 王艳东 副主编



清华大学出版社

北 京

内 容 简 介

《中西文化比较：英文版》通过选择最具代表性的篇章对比中西方文化，配以生动有趣、通俗易懂的练习，从多个视角比较中西文化差异，深入浅出地剖析中西文化产生冲突的原因，探讨中国文化的传承，探索中西文化的融合。本教材共 14 个单元，每单元由 8 个部分组成：课文背景、词汇拓展、课文 A、课文 B、课文 C、阅读技能拓展、课文复述和寓教于乐。每篇课文后均设相关练习，并在单元后附加参考答案。本教材适合应用技能型人才培养需要，可作为英语专业学生必修或选修课教材、非英语专业的“后续拓展课程教材”、面向各专业开设的通识教育课程教材及英语学习者了解中西方文化的自学材料。

本书封面贴有清华大学出版社防伪标签，无标签者不得销售。

版权所有，侵权必究。侵权举报电话：010-62782989 13701121933

图书在版编目(CIP)数据

中西文化比较：英文版 / 王焱，赵牟丹 主编. —北京：清华大学出版社，2017

(高校转型发展系列教材)

ISBN 978-7-302-48243-7

I. ①中… II. ①王… ②赵… III. ①比较文化—中国、西方国家—高等学校—教材—英文 IV. ①G04

中国版本图书馆 CIP 数据核字(2017)第 209826 号

责任编辑：施 猛 马遥遥

封面设计：常雪影

版式设计：方加青

责任校对：曹 阳

责任印制：王静怡

出版发行：清华大学出版社

网 址：<http://www.tup.com.cn>，<http://www.wqbook.com>

地 址：北京清华大学学研大厦 A 座 邮 编：100084

社总机：010-62770175 邮 购：010-62786544

投稿与读者服务：010-62776969，c-service@tup.tsinghua.edu.cn

质 量 反 馈：010-62772015，zhiliang@tup.tsinghua.edu.cn

印 刷 者：北京富博印刷有限公司

装 订 者：北京市密云县京文制本装订厂

经 销：全国新华书店

开 本：185mm×260mm 印 张：22.5 字 数：533 千字

版 次：2017 年 8 月第 1 版 印 次：2017 年 8 月第 1 次印刷

定 价：45.00 元

产品编号：074485-01

高校转型发展系列教材

编委会

主任委员：李继安 李 峰

副主任委员：王淑梅

委员(按姓氏笔画排序)：

马德顺 王 焱 王小军 王建明 王海义 孙丽娜
李 娟 李长智 李庆杨 陈兴林 范立南 赵柏东
侯 彤 姜乃力 姜俊和 高小珺 董 海 解 勇

前言

《中西文化比较：英文版》从不同角度满足学生对英语语言的“多元化知识需求”，开拓学生文化视野，提高学生对中西文化差异的敏感性和鉴别能力，有助于学生跨文化交流能力的提高和跨文化意识的培养。

一、教材特色

本教材由长期从事中国文化研究、对外汉语教学和具有丰富“外语教学经验”的教师共同编写，涉及美国、英国、澳大利亚、加拿大和新西兰等多个国家有关社会文化、文学与跨文化交际等方面的知识，体现了语言 and 知识融合的CBI教育理念，注重培养和提高学生的文化修养以及跨文化交际能力。同时，本教材配备大量的网络资源，学生可以根据自己兴趣，对相关领域进行研究和深入学习。本教材具有以下特色：

1. 突出中西文化与语言知识相结合的编写理念

本教材主要突出中西文化对比特色，从多个视角重点阐述中西文化的差异和各自特点，扬长补短，促进中西文化的有效交流。大量有关文化的词汇和主题篇章有利于学生在学习英语知识的同时，接受文化的熏陶。

2. 注重对学生思辨能力和应用能力的全面培养

本教材通过生动有趣、通俗易懂的课后练习，将课文知识与情景相结合，并配有中西文化个体案例，从而帮助学生动态、全面地了解中西方文化，激发学生用英语表述中国文化的兴趣，培养学生独立思考和语言综合应用的能力。

3. 采用同慕课和微课相结合的自主学习模式

本教材采用线上慕课课程与线下英语教材同步学习的方式，全方位提高学生学习英语的兴趣，促进学生英语视听说能力的提高。本教材大胆采用与网络教学相结合的翻转课堂和微课教学模式，突出“做中学，学中做”的理念，符合学校当前的转型发展需求，能够提高学生的英语应用能力。

二、教材内容

本教材共分为14个单元，供一或两个学期使用。每个单元由课文背景、词汇拓展、课文A、课文B、课文C、阅读技能拓展、课文复述和寓教于乐8部分组成。

1. 课文背景 (Background)

本部分对每个单元的主题进行简单的历史回顾以及相关领域的知识普及, 使学生在学课文之前了解相关内容, 激发学生的学习兴趣。

2. 词汇拓展 (Vocabulary Extension)

本部分介绍相关主题的必备单词或术语, 扩充相关主题的英文表述, 解决当前学生耳熟能详中国文化却很难用英语正确表述的问题。

3. 课文A (Text A)

本部分以介绍中国文化内容为主, 文章简单易懂, 表述准确。文章结尾配有文中出现的生词便于学生查阅。课后练习包括简答题、名词解释、连线题和翻译题。

4. 课文B (Text B)

本部分以介绍西方文化为主, 从不同的角度启发学生对中西文化差异进行思考。课后练习包括简答题、名词解释、连线题和翻译题。

5. 课文C (Text C)

本部分精选出5组中西文化的对比。“课后习题包括介绍、辩论和论述。”以生动有趣、贴近生活实际的例子使学生由“让我学”变为“我要学”。

6. 阅读技能拓展 (Reading Skill Development)

本部分以中国文化为主题, 充分拓展学生对于中国文化知识的认知和掌握能力, 有利于培养学生对中国文化的热爱。

7. 课文复述 (Retelling)

本部分选取重点案例学习, 课堂教学“以学生为中心”, 体验语境中的文化冲突和互补, 提高学生的英语沟通能力。

8. 寓教于乐 (For Fun)

本部分由相关主题的词汇练习为主, 采用在九宫格内找到词汇的方式, 有助于扩大学生的词汇量, 进一步巩固学生对于中西文化知识的掌握。

三、使用说明

《中西文化比较: 英文版》可作为英语专业学生必修或选修课教材、非英语专业的后续拓展教材、面向各专业开设的通识教育课程教材及英语学习者了解中西方文化的自学材料。本教材主要用英语编写, 涉及中西文化的哲学、语言、交流、节日、饮食、服饰、文学、绘画、音乐、神话、社会、科技、医药和建筑共14个单元的内容。每个单元的编写都着重于对学生跨文化交际能力的培养。

本教材是2015年辽宁省高等学校创新团队(辽教发<2015>101号)所做的阶段性教学和科研成果, 也是辽宁省社会科学规划基金项目“‘一带一路’沿线国家语言状况与中国文化传播对策研究”(L16DYY008)的阶段性学术成果。

本教材编者为此书虽付出巨大努力, 但由于水平有限, 难免会有疏漏和不足, 敬请读者批评指正, 以期不断完善。反馈邮箱: wkservice@163.com。

Unit 1 The Chinese and Western Philosophy

Background

Generally, philosophy is universally defined as the study of the wisdom or knowledge about the general problems, facts and situations connected with human existence. It is unity. This cosmological unity is the main point in the journey of life as it goes towards eternal realities. Hence, Chinese philosophy tries to find meanings in discovering the true self as part of a bigger scheme. In contrast, Western philosophy is more individualistic, trying to find the meaning of life with self at the center.



中西哲学的一个深层差异是“整体”与“个体”的本源性精神。中国哲学试图将自身设想为宏大层面的一个部分。西方哲学更重视个体，试图以自我为中心，在当下找寻生命的意义。

Vocabulary Extension

benevolence	仁	methodology	方法论
cognition	认知	object	客体
Confucius	孔子	principle	礼
dialectics	辩证法	reason	理性
essence	本质	righteousness	义
honesty	信	sensibility	感性
ideology	意识形态	subject	主体
individual	个体	wisdom	智
intuition	直觉	the Renaissance	文艺复兴
Mencius	孟子	the Hundred Schools of Thought	诸子百家

Text A

Ancient Chinese Philosophy

Chinese philosophy is the intellectual tradition of the Chinese culture from our early recorded history to the present day. The main philosophical topics of Chinese philosophy were heavily influenced by the ideas of important figures like Laozi, Confucius, Mencius and Mozi, who all lived during the second half of the Zhou Dynasty. Chinese culture as a whole has been shaped by the influences of these intellectual leaders.

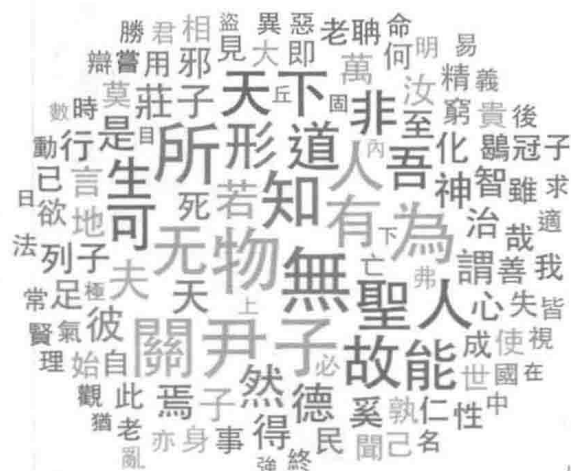
Four particularly influential schools of philosophy emerged during the classic period of Chinese philosophy, which began around 500 BC: Confucianism, Taoism, Mohism and Legalism. When China was unified under the Qin Dynasty in 222 BC, Legalism was adopted as its official philosophy. The emperors of the later Han Dynasty adopted Confucianism, which remained the determining forces of Chinese society until the 20th century. Buddhist philosophy, introduced during the 1st century, became widely popular during the 6th century. Despite numerous differences, the various schools of Chinese philosophy have shared a common general cultural context.



Main Attributes^①

The central focus of Chinese philosophy throughout the ages has been a practical concern with how to live an ideal life and how to organize a society. Ethics and political philosophy have often taken precedence over metaphysics and epistemology^②.

Another characteristic of Chinese philosophy has been reflections^③ on the nature and the self, which have resulted in the development of themes like unity between man and heaven, the place of man in the cosmic order and the explanations of

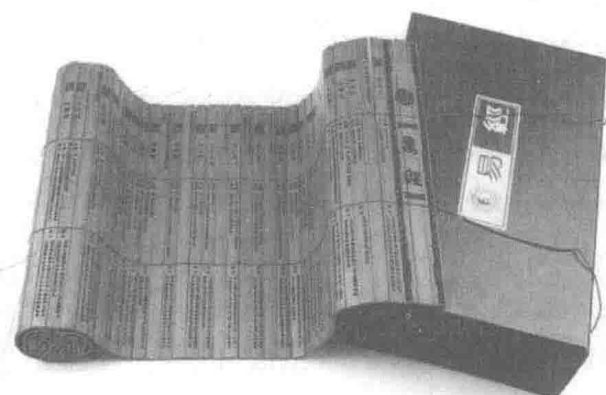


differentiation and changes.

Humanism has also been the chief attribute of Chinese philosophy. The role of human beings and their places in society have always been the main focus of Chinese thinkers. Practical, moral and political concerns have been favored over metaphysical speculation^④ as Chinese philosophy tends to

be concerned with worldly affairs.

This does not mean that metaphysical ideas are absent from Chinese philosophy. An example of Metaphysics in the Chinese tradition is the obscure^⑤ document named *I Ching* or *Book of Changes*. Some Chinese used *I Ching* as a manual of divination. For those who could understand its messages, it was believed to be contained with all the laws of nature.

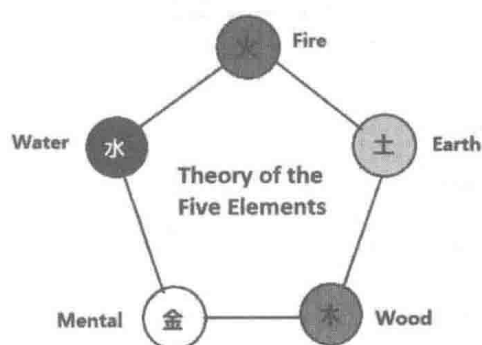


Rather than expressing their thoughts in a logical and systematic prose, Chinese thinkers tended to be more poetical. They did not display a strong concern in providing strict rules; the ideas tended to be guidelines only. Texts on Chinese philosophy were often filled with aphorisms, allusions and parables. The general tendency was to be suggestive: the more an expression was articulated, the less suggestive it was. Therefore, the sayings and writings of Chinese philosophers were often vague so that their meanings were almost boundless.

Historical Development

The basis of this tradition originated during 800-200 BC, a time of deep political and social changes and intellectual awakening in China. The 500-200 BC period was the zenith^⑥, sometimes referred to as the “Classical Age” of Chinese philosophy. During this time, China saw the gradual disintegration of the Zhou Dynasty, which ended in 256 BC. As the end of the Zhou Dynasty approached, the central authority disintegrated. This scenario^⑦ encouraged a long struggle between states competing for the control and unification of China.

The founder of the Qin Dynasty, who implemented^⑧ Legalism as the official philosophy, quashed^⑨ Mohist and Confucianist schools. Legalism remained influential until the emperors of the Han Dynasty adopted Taoism and Confucianism as official doctrine, which became the two determining forces of Chinese thought until the introduction of Buddhism.



Confucianism was particularly strong during the Han Dynasty, whose greatest thinker was Dong Zhongshu. He integrated Confucianism with the thoughts of the Zhongshu School and the theory of Wu Xing or the Five Elements. The 3rd and 4th centuries saw the rise of Neo-Taoism. The most important philosophers of this movement were Wang Bi, Xiang Xiu and Guo Xiang. The main question of this school was whether Being came before Not-Being.

Buddhism arrived in China around the 1st century, but it was not until the Northern and Southern dynasties that it gained considerable influence and acknowledgement. At the beginning, it was considered a sort of Taoist sect^⑩. There was even a theory about Laozi, founder of Taoism, who went to India and taught his philosophy to Buddha. But probably the most influential and original of these schools was the Chan sect, which had an even stronger impact in Japan as the Zen sect.

During the Modern Ages, Chinese philosophy began to integrate concepts from the Western philosophy and to question whether Confucian ideas should be modified or even discarded. By the time of the Xinhai Revolution in 1911, there were many initiatives, such as the May 4th Movement, to completely abolish the old imperial institutions and practices of China. Attempts were made at the beginning of the 20th century to incorporate democracy, republicanism and industrialism into Chinese philosophy.

(Words: 807)



Notes

① attribute *n.* 属性

② epistemology *n.* 认识论

③ reflection *n.* 反思

④ speculation *n.* 思考

⑤ obscure *adj.* 晦涩难懂的

⑥ zenith *n.* 顶点

⑦ scenario *n.* 方案

⑧ implement *n.* 实施

⑨ quash *v.* 废除

⑩ sect *n.* 宗派

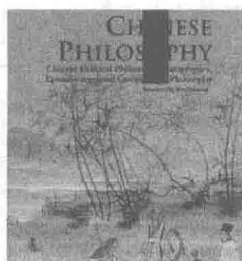
Exercises

I. Answer the following questions in English.

1. List one or two famous ancient Chinese philosophers and their philosophical ideas.
2. Write a short passage about the main attributes of Chinese philosophy.
3. What is the role of philosophy in human civilization?

II. Explain the following words and expressions in English.

1. Wu Xing
2. *I Ching*
3. Metaphysics
4. Humanism
5. Mohism



III. Match the following words and expressions with the correct Chinese.

- | | |
|-----------------|-------|
| 1. Legalism | a. 老子 |
| 2. Laozi | b. 孟子 |
| 3. Being | c. 法家 |
| 4. Taoism | d. 儒家 |
| 5. Mencius | e. 道家 |
| 6. Confucianism | f. 名 |

IV. Translate the following sentences into English.

1. 在公元前五世纪，周王朝逐渐衰弱，中国进入了春秋时期，中国哲学的古典时代开始了。这个时期常被称为诸子百家时期，是中国哲学史上的黄金时期，学识和文化的重大进步是这一时期的显著标志。
2. 众所周知，孔子是一位伟大的思想家和哲学家，他的思想被发展成了儒家哲学体系。
《论语》是儒家思想的代表作，数个世纪以来，《论语》极大地影响着中国人的哲学观和道德观。

Text B

Ancient Greek Philosophy

Who are we? How can we be happy? Does the universe have a purpose? Greek philosophers approached the big questions of life sometimes in a genuine scientific way, sometimes in mystic ways, but always in an imaginative fashion. Pythagoras considered a charlatan for claiming the

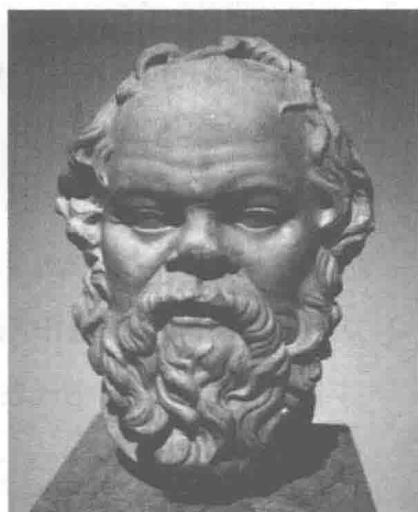


doctrine of reincarnation^①, a half-naked Socrates haranguing people in the street with provocative^② and unanswerable questions, Aristotle tutoring great generals: these are examples of how Greek thinkers dared to question traditional conventions and to challenge the prejudices of their age, sometimes putting their own lives at stake. The Greek philosophy as an independent cultural

genre began around 600BC and its insights still persist to our times.

Socrates

Perhaps the greatest philosophical personality in Greek history was Socrates. Born in 469BC, Socrates maintained a philosophical dialogue with his students until he was condemned to death and took his own life in 399BC. Unlike the Sophists, Socrates refused to accept payment for his teachings, maintaining that he had no positive knowledge to offer, except the awareness of the need for more knowledge. Socrates left no writings as records of his thought, but his teachings were preserved for later generations in the dialogues of his famous pupil Plato. Socrates taught that every person has full knowledge of ultimate truth contained within the soul and needs only to be spurred^③ to conscious reflection in order to become aware of it. In Plato's *Meno*, for example, Socrates guided an untutored slave to the formulation of the Pythagorean Theorem, thus demonstrating that such knowledge was innate^④ in the soul, rather than learned from experience. The philosopher's task, Socrates believed, was to provoke people



into thinking for themselves, rather than to teach them anything they did not already know. His contribution to the history of thought was not a systematic doctrine but a method of thinking and a way of life. He stressed the need for analytical examination of the grounds of one's beliefs, for clear definitions of basic concepts and a critical approach to ethical problems.

Plato

Plato was a student of Socrates who left Athens disgusted by the death of his teacher. After travelling for many years, he returned to Athens and opened his famous Academy. He was the best



known Greek philosopher. The triumph of his work has been so complete and influential in Western philosophy that the famous quote from Alfred North Whitehead was not far from the truth: "The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes^⑤ to Plato."

Plato had many philosophical interests including ethics and politics, but he was best known for his metaphysical and epistemological ideas. One of his most influential insights was the theory of Ideas. To Plato, notions^⑥ like virtue, justice, beauty and goodness, would not be possible unless we had some direct knowledge of these things in an earlier existence. We were born into this world with an imperfect memory of these Forms. In that ideal world of Ideas, one can experience the real Forms which were perfect and universal. Our world was an imperfect parody of the Platonic flawless and superior world of Ideas. Knowledge of these Forms was possible only through long and arduous study by philosophers but their eventual enlightenment would qualify them to rule the society.

Aristotle

Aristotle, who began study at Plato's Academy at age 17 in 367 BC, was the most illustrious^⑦ pupil of Plato, and ranked with his teacher among the most profound and influential thinkers of the Western world. Aristotle defined many basic concepts and principles of the theoretical sciences such as logic, biology, physics and psychology. In



founding the science of logic, he developed the theory of deductive^⑧ inference, represented by the syllogism^⑨ and a set of rules for scientific method.

In his metaphysical theory, Aristotle criticized Plato's separation of form from matter and maintained that the forms or essences were contained within the concrete objects that exemplified them. Everything real, for Aristotle, was a combination of potentiality and actuality; in other words, everything was a combination of that which a thing might be, but was not yet, and that which it already was, because all things changed and became other than they were, except the human and divine active intellects, which were pure forms.

Across the millennia^⑩, the voices of Greek philosophers have been shaping our minds, institutions, leaders and civilizations as a whole. These Greek thinkers have unquestionably proved that the same problem could be approached in different ways and the common sense was not as common as we liked to believe. They also proved that considering unfamiliar possibilities could enlarge our thought and that imagination and ideas could be immortal.

(Words: 788)



Notes

① reincarnation *n.* 再生

② provocative *adj.* 刺激性的

③ spur *v.* 鞭策

④ innate *adj.* 内在的

⑤ footnote *n.* 脚注

⑥ notion *n.* 概念

⑦ illustrious *adj.* 辉煌的

⑧ deductive *adj.* 推论的

⑨ syllogism *n.* 演绎推理

⑩ millennia *n.* 一千年

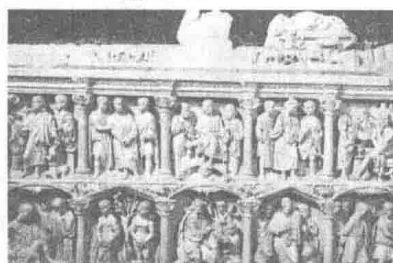
Exercises

I. Answer the following questions in English.

1. List some famous philosophical works in Western culture.
2. Write a short passage about one or two Western historical periods that are famous for philosophical achievements.
3. What are the differences between Chinese and Greek philosophy in methodology?

II. Explain the following words and expressions in English.

1. truth
2. *Meno*
3. Idea
4. Academy
5. form



III. Match the following words and expressions with the correct Chinese.

- | | |
|------------------|---------|
| 1. Socrates | a. 常识 |
| 2. Plato | b. 逻辑 |
| 3. enlightenment | c. 柏拉图 |
| 4. logic | d. 苏格拉底 |
| 5. matter | e. 物质 |
| 6. common sense | f. 启蒙 |

IV. Translate the following sentences into Chinese.

1. Ancient Greek philosophy arose in the 6th century BC. It dealt with a wide variety of subjects, including political philosophy, ethics, metaphysics, ontology, logic, biology, rhetoric and aesthetics.
2. Many philosophers today concede that Greek philosophy has influenced much of Western culture since its inception. Clear, unbroken lines of influence lead from ancient Greek philosophers to early Islamic philosophy, the European Renaissance and the Age of Enlightenment.

Text C

Comparison 1

The Hundred Schools of Thought



The Hundred Schools of Thought were philosophers and schools that flourished during the Spring and Autumn Period and the Warring States Period in ancient China. Their age was known as the Golden Age of Chinese philosophy because a broad range of thoughts and ideas were developed and discussed freely. The thoughts and ideas discussed and refined have profoundly influenced lifestyles and social consciousness up to the present day in East Asian countries and the East Asian diaspora around the world.

flourish	繁荣
refine	提炼
diaspora	移民
version	版本
concrete	混凝土

The Renaissance



The Renaissance is a period in Europe, from the 14th to the 17th century, considered as the bridge between the Middle Ages and modern history. It started as a cultural movement in Italy and later spread to the rest of Europe, marking the beginning of the early modern age. The Renaissance's intellectual basis was its own invented version of humanism, derived from the rediscovery of classical Greek philosophy. This new thinking became manifest in art, architecture, politics, science and literature. Early examples were the development of perspective in oil painting and the recycled knowledge of how to make concrete.

Comparison 2

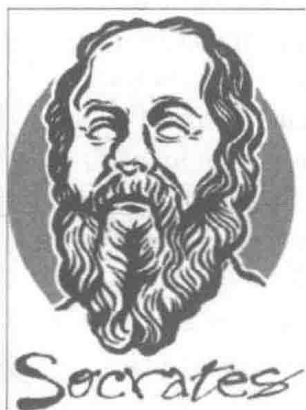
Confucius



Better known in China as “Master Kong”, Confucius was a 5th century BC Chinese thinker whose influence upon East Asian intellectual and social history was immeasurable. Confucius’ sayings and biographical fragments are recorded in the text known as *The Analects*. He claimed that “Tian” was aligned with moral order but dependent upon human agents to actualize its will. “Li” was the instrument through which the family, the state and the world might be aligned with Tian’s moral order. He believed in the “contagious” nature of “De”, by which moral rulers diffused morality to their subjects.

align	使成一线
contagious	有感染力的
diffuse	传播
enigmatic	神秘的
<i>Dialogue</i>	《对话集》

Socrates



Socrates is a classical Greek philosopher credited as one of the founders of Western philosophy. He was an enigmatic figure known chiefly through the accounts of classical writers, especially the writings of his students and the plays of his contemporary Aristophanes. Through his portrayal in Plato’s *Dialogue*, Socrates has become renowned for his contribution to the field of ethics. It was Platonic Socrates who lent his name to the concepts of Socratic irony and the Socratic method. Plato’s Socrates also made important and lasting contributions to the field of epistemology. His ideologies and approach have proven a strong foundation for much Western philosophy that has followed.