

Unit 1



History

Unit Overview

This unit mainly introduces the nature of history and the glory of the Tang Dynasty. Part A is an introductory reading, “History’s Nature”, taken from *The Idea of History (1956 edition)* by R. G. Collingwood. It is an introductory article on the four defining aspects of history as a discipline, namely, what history is, what it is about, how it proceeds, and what it is for. Part B, “The Splendor of the Tang”, sketches some representative aspects of the Tang Dynasty, which is commonly considered as one of the peaks of human civilization in history. Part C is applied academic reading, in which the format of book report is presented to help students know the elements of a book report and how to design a format.

Teaching Objectives

After this unit, students will be able to:

- | |
|---|
| • gain the knowledge of the defining characteristics of history as a discipline |
| • know the qualifications to be a historian |
| • know the economic, cultural, imperial prosperity of the Tang Dynasty |
| • know the elements of a book report and how to design a format of it |

Part A Intensive Reading

Pre-reading Activities

Key

I.

Da Yu (Ding)	Early Western Zhou (11th–10th centuries BC)
Tomb figurine of a storyteller	Eastern Han (25–220 AD)
Jade Dragon	Neolithic, Hongshan Culture (6000–5000 BC)
Indigo glazed double-swallow-handled pot with designs of coiling peonies outlined in gold	Qianlong Period (1735–1796 AD), Qing
Polychrome glazed tomb figurine of a troupe of musicians on camel	Tang (618–907AD)
Painted goose and fish lamp	Western Han (206 BC–8 AD)

Teachers may dive deeper into this topic by asking students to analyze the characteristics of the masterpieces from different historical times. The website of the National Museum of China (<http://www.chnmuseum.cn/>), together with websites of the same kind and local museums, is very helpful to broaden and deepen students' understanding of historical relics.

II.

Historical relics tell us where we come from, how we are different from others and, most importantly, who we are. They are the concrete things that can bring us back to the times our ancestors had gone through. The cultural information, rather than the relics per se, that the relics imply makes them valuable.

Text A

History's Nature by R. G. Collingwood

Background information

This article is taken from *The Idea of History* (1956 edition), London: Oxford

Language points and culture tips

1. And this agreement becomes closer if the answers **are subjected to** scrutiny, discarding those which proceed from unqualified witnesses. (Para. 1)

Paraphrase: It is more likely to reach agreement if the answers, except those from unqualified witnesses, are carefully examined.

be subjected to 使遭受

e.g. Caged birds should not be subjected to sudden variations of temperature. 笼中的鸟不应遭受温度的突然变化。

2. **In a sense** we are all historians nowadays. (Para. 2)

Paraphrase: In some respects, we have some qualities that historians do nowadays.

in a sense 某种意义上

e.g. In a broad (certain) sense, you are right, but you don't know all the facts. 从广义上(某种程度上)讲,你是对的,但你并不知道全部事实。

3. In the third place, and connected with this, there is a peculiar illusion **incidental to** all knowledge acquired in the way of education: the illusion of finality. (Para. 2)

Paraphrase: Thirdly, being relevant to the second point, a false impression of finality happens alongside the process of knowledge acquisition through education.

incidental to 易发生的

e.g. The discovery was incidental to their new findings. 这一发现是他们新研究成果的附带收获。

4. The dogmatism which is an invariable mark of immaturity drops away from him.

Paraphrase: He will remove the dogmatism, which is an unchangeable sign of immaturity, from himself.

Post-reading Exercises

Key

I.

Part I	Four questions about history: 1. What is history? 2. What is history about? 3. How does history proceed? 4. What is history for?
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Part II	<p>Two qualities that qualify people to answer these four questions:</p> <ol style="list-style-type: none"> 1. <u>They must have experience with that form of thought.</u> 2. <u>They should not only have experience of historical thinking but should also have reflected upon that experience.</u>
Part III	<p>Answers to the four questions in the first part:</p> <ol style="list-style-type: none"> 1. <u>It is a kind of research or inquiry.</u> 2. <u>It is the science of <i>res gestae</i>, the attempt to answer questions about human actions done in the past.</u> 3. <u>It proceeds by the interpretation of evidence.</u> 4. <u>It is for human self-knowledge.</u>

II.

1. Firstly, the experience of historical thinking which they have acquired is probably very superficial. Secondly, anything gained through the ordinary educational channels is invariably out of date. Thirdly, there is a peculiar illusion incidental to all knowledge acquired in the way of education: the illusion of finality.
2. They should also have reflected upon that experience.
3. Human knowledge means knowing what it is to be a man, what it is to be the kind of man you are, what it is to be the man you are and nobody else is, what you can do and what man has done.

III.

1. (Open)
2. The suggestion / that the Indians might be slaves *by nature* — / a suggestion / which claimed to answer questions / concerning both their political and their legal status — / was first advanced / as a solution to a political dilemma: / by what right had the crown of Castile occupied and enslaved the inhabitants of territories / to which it could make no prior claims based on history? / The men / who were called in to resolve this dilemma were all / either members of, / or in some way associated with, / the law or theology faculties of the universities, / and for them questions about the nature of the Indians / were but one part of a larger set of concerns / about man's relationship with man and / about his place in God's universe.
3. 1) Informative.
2) Under Tang rule China achieved a new highpoint in prosperity, cultural sophistication and greatness, and imperial power.

Pre-reading Activities

Key

I.

(Open)

II.

(Open)

Text B

The Splendor of the Tang by Rhoads Murphey

Background information

This article is taken from *A History of Asia*, published by Pearson in 2013.

Language points and culture tips

1. Du Fu's poetry, concerned as it is with human troubles, reminds us that the rebuilding of empire **exacted a price**, for all its glory. (Para. 5)

Paraphrase: The poems by Du Fu are concerned with the troubles of humankind. They remind us that the rebuilding of the empire and achievement of all the glory had a harmful effect.

exact a price to have a negative effect 有害

e.g. Long tours without rests may exact a heavy price. 长途旅行中如果没有休息就可能有坏处。

2. The gradual sinicization of the originally non-Han south, below the Yangzi valley, continued apace under imperial momentum. (Para. 6)

Paraphrase: The non-Han peoples living in the southern part, below the Yangzi valley, gradually became similar with the Han people. This process went quickly with the development of the empire.

3. Beginning in this period, craftsmen produced porcelain objects of exquisite beauty never matched elsewhere ... (Para. 8)

Paraphrase: From this period onwards, the handmade porcelain objects of exquisite beauty were the best in class around the world.

Post-reading Exercises

Key

I.

Year	Events mentioned in the text
<u>The fifth-century</u>	Tea was drunk more widely in China.
598	Tang Taizong was born.
649	Tang Taizong died.
<u>700</u>	Printing with carved wooden blocks
701	The great poet <u>Li Bo</u> was born.
712	The great poet Tu Fu was born.
751	The Battle of <u>Talas River</u>
762	The great poet Li Bo died.
<u>770</u>	The great poet Tu Fu died.
1030	<u>Movable-type printing</u> was developed.
1843	The seeds and cuttings of tea plant were smuggled out of China by English East India Company.

II.

1. T 2. F 3. T 4. F 5. T 6. F

III.

床前明月光，疑似地上霜。
举头望明月，低头思故乡。

耶溪采莲女，见客棹歌回。
笑入荷花去，佯羞不出来。

花间一壶酒，独酌无相亲。
举杯邀明月，对影成三人。

戍鼓断人行，边秋一雁声。
露从今夜白，月是故乡明。
有弟皆分散，无家问死生。
寄书长不达，况乃未休兵。

国破山河在，城春草木深。
感时花溅泪，恨别鸟惊心。

烽火连三月，家书抵万金。
白头搔更短，浑欲不胜簪。

IV.

(Open)

The crows at moonset cry, streaking the frosty sky.

Dimly lit fishing boats 'neath maples sadly lie.

Further readings

1. *China's Golden Age: Everyday Life in the Tang Dynasty*, Charles Benn, Oxford: Oxford University Press Inc., 2004.
2. *A History of Asia* (seventh edition), New York: Pearson, 2013.
3. *Poems of the Masters: China's Classic Anthology of T'ang and Sung Dynasty Verse*, Red Pine, Washington: Copper Canyon Press, 2003.
4. *Three Hundred Tang Poems*, Peter Harris, London: Everyman's Library, 2009.

Part C Applied Academic Reading

Book Report

More about the genre

A typical book report contains the basic bibliographical information about the work, the key characters, the summary of the story, the reader's opinion of the book, etc. It is not a simple statement summing up the main idea drawn from the reading of the book, although the summary is the most important part in a book report.

Exercises

Key

I.

Yes.

II.

(Open)

III.

(Open)

Unit 2

Religion

Unit Overview

This unit introduces students to the living religions. Part A is an introductory reading, “What Is Religion?”, written by Colleen Messina, selected from edhelper, a teaching resource website in the US. It is a brief introduction of major living religions, talking about their origins, rituals and traditions, which gives students a general impression of major religions in this world. Part B, “Are Science and Religion Really Enemies?”, presents a discussion over the relationship between science and religion, written by Father Tadeusz Pacholczyk, which appeared in “Making Sense out of Bioethics” (2008), a column that appears in various diocesan newspapers across the US. Part C is applied academic reading, in which the format and language of a notice are displayed to help students know how to write a notice.

Teaching Objectives

After this unit, students will be able to:

- | |
|---|
| • understand the origin and development of living religions |
| • know some rituals and traditions of major religions |
| • probe into the relationship between religion and science |
| • know how to write a notice |

Part A Intensive Reading

Pre-reading Activities

Key

I.

1. Buddhism 2. Taoism 3. Judaism 4. Christianity 5. Islam

II.

1. B 2. G 3. D 4. E 5. F

Text A

What Is Religion? *by Colleen Messina*

Background information

The article is written by Colleen Messina and selected from www.edhelper.com, which is an online subscription service that provides teaching resources as well as printable worksheets for teachers and homeschooling parents in the US.

Language points and culture tips

1. Definition of religion

According to the Britannica Concise Encyclopedia, religion is relation of human beings to God or the gods or to whatever they consider sacred or, in some cases, merely supernatural. Archaeological evidence suggests that religious beliefs have existed since the first human communities. They are generally shared by a community and they express the communal culture and values through myth, doctrine and ritual. Worship is probably the most basic element of religion, but moral conduct, right belief and participation in religious institutions also constitute elements of the religious life. Religions attempt to answer basic questions intrinsic to the human condition (Why do we suffer? Why is there evil in the world? What happens to us when we die?) through the relationship to the sacred or supernatural (e.g., in the case of Buddhism) or through perception of the true nature of reality. Broadly speaking, some religions (e.g., Judaism, Christianity and Islam) are outwardly focused and others (e.g., Jainism, Buddhism) are inwardly focused.

2. Long before any scribes scribbled on papyrus, religion has been important to men, whether they called it “religion” or not. (Para. 4)

Paraphrase: Long before religion had any written doctrines or beliefs, religion has meant quite a lot to people, and people may call these faiths “religion” or something else.

3. Food feeds the body like faith **symbolically** feeds the soul. (Para. 10)

Paraphrase: As food makes our body get rid of physiological hunger, faith makes our soul get rid of psychological hunger. That is, food is to our body what faith is to our soul, and both are extremely important.

symbolically *adv.* in a symbolic manner 象征性地

e.g. Thinking symbolically is the foundation of what we do. 象征性思维是我们做一切的基础。

Post-reading Exercises

Key

I.

1. Religions come from people’s wondering about the meanings of life. (Paras. 1–4)
 - 1) The five billion people of earth lead very different lives, but they are united in their ability to wonder. (Para. 1)
 - 2) All religions began with one person wondering about the meaning of life. (Para. 2)
 - 3) People of all faiths believe that their religion ties them to a higher purpose. Some feel that religion ties them to a sense of community through shared values. Religion has also tied art, culture, and societies together for thousands of years. (Para. 3)
 - 4) Religion helps people figure out the meaning of life and the mystery of death. Hinduism and Buddhism believe that we reincarnate many times to fulfill our purpose. (Para. 4)
2. Exploring different aspects of world religions (Paras. 5–11)
 - 1) The oldest world religions are Zoroastrianism and Judaism. (Para. 5)
 - 2) The major religions have some things in common. All of them have a founder or leader. (Para. 6)
 - 3) Christianity, Islam, and Zoroastrianism recognize just one god, which is called monotheism. Hindus recognize more than three hundred million gods and goddesses! This is called pantheism. Other people deny the existence of any deity. This is called atheism. (Para. 7)

- 4) Most religions have their own rituals and traditions that center around its belief in a god or divine beings. In addition, all religions have their own festivals and holidays. (Paras. 8–9)
- 5) Many people think that food is the best part of any holiday! (Paras. 10–11)
3. Religions are always with us whether we are aware of it or not. (Para. 12)

II.

1. A 2. C 3. A 4. D 5. D

III.

The answer may vary. Below is suggested answer.

I don't think so. The origin of a religion has a lot to do with a community's language and cultural background, and religion is personal ways to worship God or gods and goddesses. Even if we had the same single language in this world, it would not be possible for us to have a single world religion.

Further readings

- Hinnells, John R. ed. (1998). *Handbook of Living Religions*. Penguin Books.
(This handbook is a very useful reference book which introduces the living religions in the twentieth century.)
- Messina, Colleen. "Religious Wars and the Holy Land", http://www.edhelper.com/ReadingComprehension_42_75.html
(It is a short and interesting article talking about a serious topic: religious wars, namely the wars among three major world religions: Christianity, Islam and Judaism, and their hundreds of years' fighting over the Holy Land, or modern-day Israel, which has caused a great deal of suffering and loss of life.)
- Van Loon, Hendrik Willem (2012). *The Story of the Bible*. Beijing: China International Broadcasting Publishing House.
(This book provides a concise and simplified interpretation of the Bible in a story form while maintaining the original content and style.)

Part B Extended Reading

Pre-reading Activities

Key

I.

	Science	Religion	Options
origin of the world	B	A	A. creation B. evolution
research target	A	B	A. facts B. values
research field	A	B	A. natural world B. supernatural world
world view	A	B	A. materialism B. theism
key words	B	A	A. ways of life, attitude, moral principles B. observable, natural phenomenon
question to answer	B	A	A. the way to go to heaven B. how the heavens go

II.

(Open)

Text B

Are Science and Religion Really Enemies? by *Father Tadeusz Pacholczyk*

Background information

This article was written by Father Tadeusz Pacholczyk, Ph.D. It appeared in “Making Sense Out of Bioethics” (October, 2008), which is a column that appears in various diocesan newspapers across the US. Father Tadeusz Pacholczyk is a neuroscientist at Yale University. After finishing his doctoral work, he worked for Massachusetts General Hospital and Harvard Medical School. He studied for the priesthood in Rome, where he focused on bioethics and dogmatic theology. Father Pacholczyk is now the director

of education and a staff ethicist at the National Catholic Bioethics Center based in Philadelphia, Pennsylvania.

Language points and culture tips

1. Some even claim there is an “**inherent** conflict” between them. (Para. 1)
inherent *adj.* existing as an essential constituent or characteristic 内在的，与生俱来的
e.g. Stress is an inherent part of dieting. 要节食必定会经受压力。
[Translation] 一些人甚至断言两者之间有着“与生俱来的冲突”。
2. “Science without religion is lame; religion without science is blind.” (Para. 3)
[Translation] “没有宗教，科学无说服力；没有科学，宗教变得盲目。”
3. “Science can purify religion from error and superstition. Religion can purify science from **idolatry** and false absolutes.” (Para. 3)
idolatry *n.* if you refer to someone’s admiration for a particular person as idolatry, you think it is too great and uncritical 盲目崇拜
[Translation] “科学可以去掉宗教中的失误和迷信，使其得到净化。而宗教可以去除科学中的盲目崇拜和错误公理，使其更纯净。”
4. This task of collaboration and purification, however, is not an easy one in an environment of mutual doubt, suspicion and hostility. One reason for such hostility is that religion often purifies science by insisting on the primacy of ethics. (Para. 4)
[Translation] 然而，在这个互相猜忌、怀疑和敌对的环境里，实施这项合作和净化的任务并不容易。造成这些敌意的原因之一就是宗教总是靠坚信伦理应放在第一位这个观点来试图净化科学。
5. Yet many scientists are clearly unwilling to acknowledge that the interests of humanity are authentically served only when scientific knowledge is joined to a truthful conscience, and the pursuit of science is **attenuated** through the filter of ethics. (Para. 4)
attenuate *vt.* to reduce in strength 逐渐衰弱
e.g. Through our effort, the social networks of illegal immigration will become attenuated. 通过我们的努力，非法移民的人脉网络将逐渐变弱。
[Translation] 然而，许多科学家却显然不愿意承认，只有当科学知识和诚实的良心结合起来，对科学的追求经过道德的筛选而逐渐变弱后，人类的利益才能真正得到保障。
6. True religion, like good science, promotes a more measured rationality, and a more ordered thoughtfulness as we consider the created world we are a part of. Absolute religious **dogmas** and invariable ethical principles do not stifle thinking any more than absolute definitions and unalterable geometric postulates stifle the thinking of

the student of geometry. (Para. 6)

dogma *n.* a religious doctrine that is proclaimed as true without proof 教条, 定理
[Translation] 我们是这个被创造的世界的一部分, 当我们思索世间万物时, 真正的宗教, 和好的科学一样, 会促进我们更加慎重地、有序地进行理性思考。绝对的宗教教条和不变的伦理准则如同绝对的定义和不变的几何假设一样, 都不会扼杀学习几何的学生的思维。

7. Similarly, religious dogma and sound ethical teaching afford us the essential categories we need to enter reasonably into a discussion of the ultimate questions that every person faces, questions of purpose, morality and human destiny. (Para. 6)

[Translation] 同样, 宗教教条和合理的伦理教义会为我们提供最本质的范畴, 我们需要这些范畴来理性讨论每个人都要面临的最根本的问题, 以及有关目的、道德和人的命运的问题。

8. “The chief aim of all investigations of the external world should be to discover the rational order and harmony which has been imposed on it by God and which He revealed to us in the language of mathematics.” (Para. 7)

[Translation] “探究外部世界的首要目的应该是发现上帝在这个世界上设定的合理秩序及和谐。他通过数学语言向我们揭示了这些秩序及和谐。”

Post-reading Exercises

Key

I.

1. Para. 8 2. Para. 7 3. Para. 7 4. Para. 6 5. Para. 5 6. Para. 3

II.

1. F 2. T 3. F 4. T 5. T 6. T 7. F 8. F 9. F 10. T

III.

1. (For reference) The modern theory of evolution was developed by Charles Darwin, an amateur English naturalist, in the 19th century. He proposed that all of the millions of species of organisms present today, including humans, evolved slowly over billions of years, from a common ancestor by way of natural selection. This idea said that the individuals best adapted to their habitat passed on their traits to their offspring. Over time these advantageous qualities accumulated and transformed the individual into a species entirely different from its ancestors (e.g., birds from reptiles, whales from bears, humans from apes, etc.).
2. (For reference) The Clergy Letter Project is a project that maintains statements in

support of the teaching of evolution and collects signatures in support of letters from American Christian, Jewish, Unitarian Universalist, and Buddhist clergy. The letters make reference to points raised by intelligent design proponents. There are four separate letters: a Christian Clergy Letter, a Rabbi Letter, a Unitarian Universalist Clergy Letter and a Buddhist Clergy Letter. As of August 12, 2013, there were 12,878 signatures from Christian clergy, 503 signatures from Jewish rabbis, 273 signatures from Unitarian Universalist clergy and 23 signatures from Buddhist clergy. This effort was initiated in 2004 by biologist Michael Zimmerman, now vice president for academic affairs and provost at The Evergreen State College in Olympia, Washington. The letter was written by the Rev. John McFadden, pastor of the First Congregational United Church of Christ in Appleton, Wisconsin.

3. (Open)

Further readings

1. Brooke, J. H. (1991). *Science and Religion: Some Historical Perspectives*. Cambridge University Press.
2. Einstein, Albert (1941). "Science and Religion: A Symposium". Published by the Conference on Science, Philosophy and Religion in Their Relation to the Democratic Way of Life, Inc., New York.
(In the article, Einstein elaborates on the relation between science and religion, which is "science without religion is lame, religion without science is blind." He also claims that the main source of the present-day conflicts between the spheres of religion and of science lies in the concept of a personal God, and true religion can be ennobled and made more profound by scientific knowledge.)
3. Russel, C. A. (2002). Ferngren, G. B., ed. *Science & Religion: A Historical Introduction*. Johns Hopkins University Press.
4. Steward, Melville & Xing, Taotao (2005). "Religion and Science", Part VI from *Philosophy of Religion*. Beijing: Peking University Press.

Part C Applied Academic Reading

Notice

More about the genre

Most educational, governmental and community organizations utilize notices for a variety of different situations. Notices are legal documents that are written in order to

make another party aware of either a legal action, an announcement of a public function or educational mandates. It's imperative that a notice is clear and concise, so that all parties who read it can comprehend easily without confusion.

Requirements for notice writing

1. No slang and no vulgarism in notice:

Notice is a serious writing. It is used to convey a definite message to the objects clearly. Slang and vulgarism can not be understood easily. Sometimes they will be misunderstood.

2. Brief introduction and appropriate wording:

Brief introduction must be the common feature for many practical writings. You don't need to express your own affections and ideas in it. So use appropriate words in different kinds of notices.

3. Reasonable time and person:

In some case, there is no address at the beginning of notice. It is published to all the relevant persons: students, audience, clerks, etc. The time you release the notice should keep ahead of the affair.

Tips for notice writing

1. It is necessary to make "what", "when", "where", and "who" clear.

e.g. The sports meeting which was originally planned to take place on September 24th(Friday) has to be put off because of the heavy rain these days.

2. The informer and the object are often addressed as the third person. Do not say "you must ..." or "we must ..."

e.g. All students are required to come to school on Friday morning as usual.

3. Use passive voice if possible and use future tense such as: will, be going to, be to do, be about to do, be doing, etc.

e.g. The specific time of sports meeting will be announced.

4. The name of the notifier and a specific date.

e.g. Office of Physical Education

21st March, 2014

More examples

NOTICE 1

21st September, 2015

All judges are requested to meet in the college conference room on September 27 (Monday) at 3:00 p.m. to discuss questions concerning the sports meeting. Please be on

time.

Office of Physical Education

NOTICE 2

22nd September, 2015

The sports meeting which was originally planned to take place on September 24 (Friday) has to be put off because of the heavy rain these days.

All students are required to come to school on Friday morning as usual.

The specific time of sports meeting will be announced.

Office of Physical Education

Exercises

Key

I.

1b 2b 3b 4b

II.

1. Due to popular demand, the 3rd annual “Best in Stores” contest is to be held on Tuesday, April 11, 2015 from 2:00 p.m. –5:00 p.m. in room 205.
2. Attention! A free lecture on “Cross-Cultural Communication” by Professor Allen Wilson is to be held on Jan. 5 at 9:00 a.m. in room 208 in the Foreign Language Department building.
3. An open Q&A session is to be held on Jan. 6 from 7–8 p.m. in the auditorium, and then the presentation starts at 8 p.m. This is an open meeting; all are welcome and encouraged to attend.