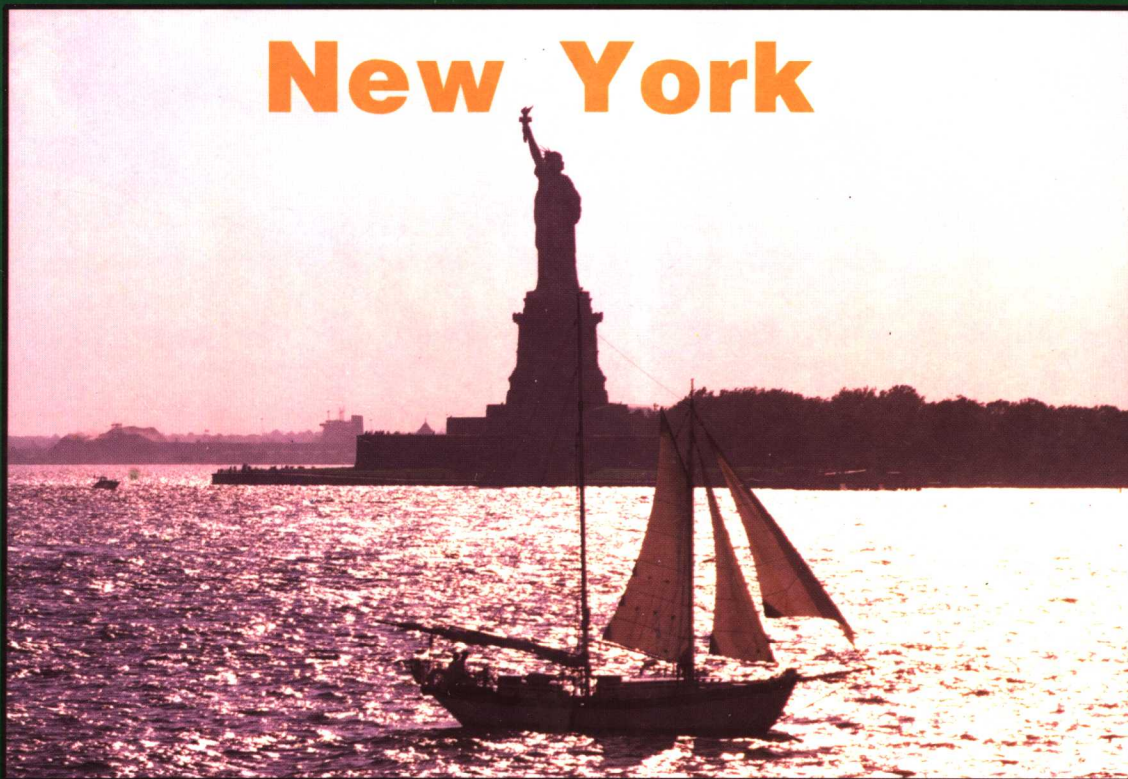


当代美国 概况

Contemporary American Culture and Society

周静琼 编著

New York



K971

上海外语教育出版社

WJ
外教社

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图书在版编目(CIP)数据

当代美国概况 / 周静琼编著. —上海: 上海外语教育出版社, 2002
ISBN 7-81080-547-9

I. 当… II. 周… III. ①英语-阅读教学-高等学校-教材
②美国-概况-高等学校-教材 IV. H319.4②K971.2

中国版本图书馆 CIP 数据核字(2002)第 057335 号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 35051812 (发行部)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 陈鑫源

印 刷: 上海长阳印刷厂

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 24 字数 697 千字

版 次: 2003 年 1 月第 1 版 2003 年 1 月第 1 次印刷

印 数: 5 000 册

书 号: ISBN 7-81080-547-9 / H · 209

定 价: 28.00 元

本版图书如有印装质量问题, 可向本社调换

序 言

广东外语外贸大学英文学院(原广州外国语学院英语系)于1992年6月与英国文化委员会正式建立了合作项目,编写一套供我国高校英语专业高年级学生使用的教材《当代英国概况》(已于1996年正式出版)。这一项目得到了国家教委社科司和国际合作司领导的重视和国内若干所高校以及英国兰开斯特大学专家的大力支持,中英双方还为此专门召开了教材编写的研讨会,通过论证确定了教程的编写原则,同时对教材的对象、目的、内容、形式等进行了论证和研究,制定出编写大纲。当《当代英国概况》通过了论证,进入编写阶段的时候,当时英语系的许多老师都认为编写《当代英国概况》的研究成果非常值得借鉴,应该采用类似的原则与结构编写一套介绍当代美国社会与文化的发展与变化的《当代美国概况》,形成具有特色的姐妹篇。编写《当代美国概况》的艰巨任务就是在这样的背景下落在周静琮老师的身上。周老师凭着她对美国文学及社会研究的功底,凭着她对事业的追求,经过几年来的艰苦努力,在许多热心同事的帮助下,终于完成了《当代美国概况》的编写,使其得予正式付梓,这是一件值得庆贺的事情。

编写这样一套介绍英美社会文化的教程不仅仅是由于《英美概况》是高校英语专业的一门传统的必修课,有必要不断根据英美国家社会发展和变化修订和更新教学内容,更重要的是英语专业教学改革迫切需要采用新的结构体系编写出既能反映英美国家的社会文化的最新发展,又能通过教学活动进一步提高学生分析问题和解决问题的能力、发展学生的语言应用能力和跨文化交际能力的新型教程。因此,对编写这套教材的要求是,它不但要向学生介绍对象国的社会文化知识,而且应将传授知识与语言学习有机结合起来,将提高学生获取信息的能力与分析判断能力紧密结合起来。从本教程对教学内容的选定到教学活动的设计,都反映出编者充分考虑到上述的要求,力求创出特色,使教材能很好地适应当前教学改革强调培养学生综合素质的需要。

本教程的中文名称是《当代美国概况》,简单明了。“概况”一词往往使人们感到它应当无所不包、面面俱到,就像一部简写的百科全书,这也是以往不少概况课教程的特点。但本教程有别于一般概况材料之处在于其定位与特色,就像本教程的英文书名 *Contemporary American Culture and Society* (《当代美国文化与社会》)所反映出来的,其特点是围绕社会与文化这一主线去选编内容,以达到重点帮助中国学生了解美国社会、理解美国文化、提高跨文化理解与交际水平的目的。

当然,作为一部概况课的教材,其基本的出发点还是力图能较全面地反映当代美国社会文化的各个方面,但“全面”对于编者来说可谓是难上加难的事。中国的一句俗语“巧妇难为无米之炊”,而这里的难则在于美国社会文化之博大与繁杂。尽管许多学者常用“多样性”(diversity)来形容美国文化与社会,但美国作为一个国家(民族)必然有其主流的社会文化传统,也有其特定的文化特征。美国社会文化的“特”就特在多种文化和多种种族的融合与并存,创造出一种主流文化凸显但又不失文化多样性的多元社会。因此,要“全面”介绍美国社会文化就难在如何把握主流文化与文化的多样性方面。本书作者基于多年的研究成果,也得益于许多美国学专家的指点和同行的帮助,较好地解决了上述问题,把应该让中国学生了解的美国社会文化知识描述得尽可能详,把中美文化之间存在着较大差异的方面阐述得尽可能细,把中国学生对美国社会文化已有较多了解的方面的介绍尽可能简,把对可以从工具书上获取的百科知识的引用尽可能略,从而使教程能够在有限的篇幅里较“全面”地向中国学生展示一个“比较真实的美国”,使中国学生通过本教程的学习更好地培养分析与判断的能力和思维与创新的能力,以便更好地为中外文化交流、为中国走向世界服务。

周静琼老师坚持要我为本教程作序。对美国社会文化的研究并不是我的专长,不过我一直是她的热情的支持者。为本教程写序可以看作是对她的继续的支持。我相信,本教程肯定还有许多其他方面的优点和特点,也难免有不足之处,由于篇幅有限,不再赘言,还是留给广大读者去欣赏和发现。

王桂珍

2001年11月

前 言

在《当代美国概况》学生用书出版之际,请允许笔者对其成书的来龙去脉作简单的交代。

《当代美国概况》全书包括 18 个单元,其中 14 个单元的初稿成于 1999 年。是年,承蒙香港大学(港大)美国学中心主任 Priscilla Roberts 博士对本书写作计划的热心支持,笔者得以在港大进行了将近一年的研究写作工作。同时,南京大学英语系张冲教授和广东外语外贸大学(广外大)英文学院同事王桂珍教授抽空审阅了这些单元的第一稿,并提出许多宝贵的修改意见。

2000 年春季,上述十四个单元在广外大英文学院三年级进行试用。此间,笔者一边向共同授课的 Joseph Hawes 教授(Memphis University, USA)请教有关疑难问题,一边准备了详尽的调查表,以征求学生意见。2000 年暑假,笔者成为港大英文系的博士生。在过去的一年里,笔者坐拥港大图书馆这座书城(其美国学类的图书存量为亚洲各大学之最),修改更新试用过的教材并完成其余四个单元。下列专家帮忙审阅了本书的第二稿:Joseph Hawes 教授,James Rembert 博士(The Citadel, USA) Priscilla Roberts 博士,和广外大英文学院毛思慧教授。他们提出的修改建议多已体现在教材的定稿之中。

在此之前,作为一名致力讲授美国文学和美国社会等相关课程多年的教师,笔者深受教材缺乏的困扰。没有合适的教材,纵使是“巧妇”,也“难为无米之炊”。

过去的十多年里,美国社会各条战线经历了翻天覆地的变化。一方面,“美国梦”似乎愈演愈真:其就业率空前高涨,服务业——其中尤以旅游业和网络商务为甚——前所未有地繁荣,国民平均生活水平普遍提高;另一方面,“美国恶梦”仍笼罩着许多国民的日常生活:其财富不均的沟壑愈来愈大,克林顿政府对社会福利体制大刀阔斧的改革则让挣扎在贫困线上的美国公民生老病死无所倚靠,以帮助弱势群体为目标的赞助性政策屡遭挫败,种族关系裹足不前,“九一一事件”使美国联邦政府内外交困等等。《当代美国概况》试图对上述变化进行比较及时的描述和分析,还读者一个比较真实的美国。

本书单元内容包括宪法与政府、宪法修正案、种族与移民、教育、家庭、犯罪与警察、正义与法律、党派与利益集团、电子媒体、印刷媒体、旅游与假日、休闲与娱乐、国内经济、社会福利、美国外交、工作状况以及宗教信仰。每个单元的框架与本教程姐妹篇《当代英国概况》(肖惠云教授主编,上海外语教育出版社,1996 年)相似,即每个单元由三个部分组成:信息提供、信息利用和扩展部分。每个单元均可独立存在,读者开卷阅读时可以随意选择任何单元入手。

此外,《当代美国概况》在每个单元的附加部分都设有“特写”,即 Feature,就该单元相关的某个主题进行近距离“特写”。在每个单元的第二和第三部分之间设有“American City”专栏,对 18 个美国城市作了粗略的扫描,并尽量附照片一帧。最后,每个单元中都列有几种相关的参考书目和网络地址,以方便学生和读者就某个主题做更深入的探索。

本书备有《教师手册》。

在此,笔者希望感谢下列机构:香港大学美国学中心,香港大学图书馆,美国驻广州领事馆(该机构负责本书的版税开支),广外大英文学院。除上面提到的专家之外,值得感谢的同事和亲朋很多,限于篇幅,笔者列出如下名单,多谢他们在本教程编写过程中给予的各式关心和支持。他们是(按姓氏字母顺序排列):方红,方健壮,Staci Ford,郭娴子,韩锐,胡政敏,黎导,李海丽,李朝晖,刘建达,刘文松,沈三山,Gordon Slethaug, Terri Tomaszek,王虹,王建平,肖惠云,杨静,曾用强。

王桂珍教授在 1993 年至 1996 年任当时广外英语系系主任。其间,她曾几次召集有关教师开会,商讨集体编写《当代美国概况》一书的可能性。后来,笔者有幸得到港大美国学中心的资助,王老师仍一如既往地编写工作给予关心和支持,因此劳其作

“序”,并在此表示感谢。

感谢上海外语教育出版社出版并发行本教程。责任编辑陈鑫源教授抱病仔细审阅书稿,并提出许多中肯的修改参考意见,其中 Justice and the Law, Holidays and Tourism 及 Domestic Economy 三章编者都因此做了比较大的改动,比如“Circuit Court of Appeals”,“District Courts”,“Judges”,“U. S. Holidays”及“U. S. Financial Markets”等上述章节不可或缺的内容都是修改的结果。

毫无疑问,现实总无法与理想同步。身处网络时代,每个人心中的美国恐怕都不尽相同。在过去的二十多年里,美国各路专家、学者和政府官员在美国本土掀起“Culture Wars”(详见本书 Chapter I, Introduction),就如何界定“an American”的问题彼此唇枪舌剑,争论不休,到目前为止似乎也不见达成什么共识,因为“美国历史就是一部移民史”。当然,美国“文化战争”并没有白打,其硕果之一是一些弱势群体——如妇女和各少数族裔——的社会政治地位得到提高,尽管其经济地位仍未尽如人意。笔者在编写过程中不乏名家扶持指点,但教材不足之处仍在所难免,欢迎读者来函探讨指正。地址:广东外语外贸大学英文学院,邮编:510420。

周静琼
2001年11月

Acknowledgements

I wish to acknowledge the help of many people in preparation and revision of the textbook and its teacher's manual.

Dr. Priscilla Roberts, Director of the Center of American Studies at the University of Hong Kong, encouraged me to stick to my writing proposal by offering me a ten-month Starr Foundation Research Fellowship, essential to the completion of this project. She proofread the chapter on America and the World in the *Student's Book* and generously contributed the section on "The Middle East, a Multilateral Peace Process." She then read every word of the manuscript of the *Teacher's Manual*, at merely one week's notice, and made my writing more precise and elegant by saving me from numerous errors of grammar and logic.

Several other scholars, Chinese and American, offered me generous guidance while I was often puzzled over questions concerning American society. I have expressed gratitude to my Chinese colleagues in the Foreword. Here I would like to thank my American friends. I relied heavily on Dr. Joseph Hawes, professor of history at Memphis University, who never failed to give advice and encouragement in our numerous e-mail conversations. Prof. Hawes was teaching as a distinguished Fulbright scholar at my home faculty when I put to use, in the spring semester of 2000, the bulk of the first draft of the *Student's Book*. Eventually he wrote me pages of corrections and comments, most of which have been incorporated in the final draft of the book. He then proofread most chapters of its second or third drafts and improved them with numerous corrections and suggestions. Prof. James Rembert in the English Department at the Citadel, South Carolina proofread two chapters of the *Student's Book* and contributed invaluable suggestions and advice at later stages of its preparation.

Dr. Gordon Slethaug of the Department of English and Dr. Staci Ford of the Center of American Studies of the University of Hong Kong gave their support by lending me valuable reference books and recommending useful web sites. Ms. Kathryn Lovatt, an American Ph.D. candidate in the Department of English at Hong Kong University, had insightful talks with me about her homeland.

I am also grateful to Mr. Mark Canning, Consul of Culture and Press, in the American Consulate General in Guangzhou, China, who helped secure for these two books the funding for the copyrighted materials I had selected for them.

Last, but by no means least, I want to thank the Department of History and the Main Library of the University of Hong Kong. The former provided me a nice office during my research fellowship, and the latter possesses the largest collection of books on American Studies in Asia.

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These materials are included in *the Student's Book* unless otherwise indicated. Pains have been taken to contact all those whose work I had selected as regards copyright issues. For further inquiries, please write to Zhou Jingqiong, English Faculty, Guangdong University of Foreign Studies, Guangzhou, PRC. Oxford University Press, New York — “People and Culture: Diversity and Convergence” (Chapter I) from *North America, A Geographical Mosaic* by Frederick W. Boal and Stephen A. Royle (1999)

Longman Publishers, U.S.A. — “Impeachment” (Chapter II, Teacher's Manual) from *America, Past and Present, Instructor's Resource Manual* (5th Edition) by James P. Walsh (1999)

— “A Typical Day in the Life of a High School Student” (Chapter IV) from *Horace's Compromise* by Theodore R.Sizer (1984)

— Table 3 “Growth in the Number of Lawyers in America” and Table 4 “Enrollments of Women and Members of Racial Minority Groups in Law Schools” (Chapter XV)

— Tables on “Interest Groups and Political Litigation” and “Some Interest Groups Active in the Courts” (Chapter IX, Teacher's Manual)

— Figure 1 “Cases Filed in the Supreme Court Per Term, by 5-year Averages, 1949–1998” (Chapter XV, Teacher's Manual) from *American Courts: Process and Policy* (Fourth Edition) by Baum, Lawrence (1998). Adapted with permission:

The Chronicle of Higher Education, Washington D.C., U.S.A.

— Table 2 “Average College Costs in the U.S., 2000–2001”, and Table 3 “Most Expensive Public 4-year Colleges” (Chapter IV);

— Charts “Average Tuition and Fees at 4-year Private Colleges, 1990–2001” and “Most Expensive Private 4-year Colleges, 1990–2001” (Chapter IV, Teacher's Manual) from *The Chronicle of Higher Education*, 27/10/2000

— “When Intellectual Life Is Optimal for Students” (Chapter IV, Teacher's Manual) from *The Chronicle Review*, 20/4/2001

The Economist — “Do Gay People Have Rights” (Chapter VI) from *The Economist*, 24/3/2001

The New York Times, New York, U.S.A.

— “The Downsizing of America” (Chapter VII) from *The Downsizing of America* by *The New York Times* (1996)

— “Freedom v. Order: When Christmas Conflicts with Diversity” from *The New York Times*, 21/12/95 by Carol Lawson

M.E.Sharpe Co. New York, U.S.A. — Table 3 “Personal Responsibility and Work Opportunity Reconciliation Act, 1996” (Chapter VIII) from *American Poverty in a New Era of Reform* by Harrel R. Rodgers, Jr. (2000)

The McGraw-Hill Companies, New York, U.S.A.

— “Types of Courts: The Daily Agenda for a Municipal Court Judge” (Chapter XV, Teacher's Manual) and “Virtual Reality” (Chapter XII) and “The Three Newspaper Giants and Yellow Journalism” (Chapter XI) abridged from *The Dynamics of Mass Communication* by Joseph R. Dominick (1996)

The American Enterprise Institute Press, Washington D.C., from *The Illus-*

- trated *Guide to the American Economy* by Herbert Stein & Murray Foss (1999)
- Figure 9 “Personal Savings as Percentage of Disposable Personal Income, 1947 – 1998” (Chapter VII)
- Table 3 “Employment in Blue- and White-collar Occupations as Percentages of Total Employment, 1958 – 1998”, Chart 2 “Ratio of Working-age Americans (20 to 64) to Older Americans (65 and older), 1960 – 2075” and, Chart 3 “Union Membership as Percentage of Non-farm Employment, 1930 – 1998” (Chapter X) The Norton Co. , New York, U.S.A
- Chart 4 “The UN and U.S. Domestic Politics” (Chapter XVII)
- “The Regulation of TV and Radio” (Chapter XII, Teacher’s Manual) from *American Foreign Policy: The Dynamics of Choice in the 21st Century* by Bruce W. Jentleson (2000)
- “A New Crime: Hate; a New Punishment: Sentence-enhancement” and “How Guns Get Rampant in the United States” (Chapter XVI, Teacher’s Manual) from *Criminal Justice , and Introduction* by F. Adleer (2000) The Free Press, New York, U.S.A. — “AT & T, a Case Study of the Uncertainty in the Workplace” (Chapter X, Teacher’s Manual) from *Age Works* by Beverly Goldberg (2000)
- Congressional Quarterly Inc. , Washington D. C. — “Religion: An Evolving Definition” (Chapter XVIII, Teacher’s Manual) from *Supreme Court and Individual Rights* by Joan Biskupic and Elder Witt (1997)

The Book at a Glance

Purpose	<p>Why a book on contemporary American culture and society? There are many reasons, and I would like to boil them down to two.</p> <p>Since the early 1990s, one of the most influential areas of academic attention, worldwide, has been Cultural Studies. Although firmly rooted in literary studies, this independent movement analyzes the different aspects of human self-expression, including the visual arts, film, TV, commercials, fashion, architecture, music, popular culture, etc. as manifestations of a cultural whole. Such a comprehensive perspective dates back to 1958, when the pioneer theorist Raymond Williams in <i>Culture and Society</i> argued in favor of a cultural understanding which takes into consideration the whole of cultural production rather than isolated details. To understand America's age-old ambition to colonize the world, culturally at this moment, we must delve deeper into American culture and society than merely taking the surface value of wide-ranging U.S. products, such as those of Microsoft, McDonald's, and Hollywood. All the above served as macro motivations for the creation of this book.</p> <p>The other, still more immediate, purpose is to develop in students cross-cultural communicative competence. During the past 20 years or so, the notion of communicative competence has increasingly commanded the attention of English language teachers in China. There is wide acknowledgement that language and culture are dimensions of each other, interrelated and inseparable. Thus the study of language cannot be divorced from the study of culture, and vice versa. Such agreement among teachers and scholars helps to reduce the number of "fluent fools" (Milton Bennett, <i>The Language Teacher</i>, 1993). A fluent fool is someone who speaks a foreign language well but does not understand the social or philosophical content of that language. Such people are likely to encounter all sorts of trouble because both they themselves and others overestimate their ability. Eventually, fluent fools may develop negative opinions of the native speakers whose language they understand but whose basic beliefs and values they continue to find slippery. This book will, hopefully, assist such an effort.</p>
Level	High intermediate to advanced students or other readers whose English is above band 4 in English proficiency tests in China.

<i>Content</i>	<p>The book is divided into eighteen chapters: an introduction, the constitution and the government, the amendments, education, immigration and ethnicity, family and personal relationships, domestic economy, social welfare, political parties and interest groups, justice and the law, the print media, the electronic media, leisure and recreation, tourism and holidays, crime and the police, work, America and the world, and religion. The focus is on contemporary aspects.</p>
<i>Structure of Each Chapter</i>	<p>Each chapter is composed of three basic sections plus a list of web sites, a reading list, supplementary reading, and a glossary. Section one, exposition texts, includes essential information about the subject matter. Section two, exploitation activities, provides various exercises to promote digestion of section one. Section three, extension tasks, exists to broaden reader's horizons of the subject under discussion, usually with sophisticated analysis of one or another of its important aspects.</p>

Maps , Graphs and Tables

Maps

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