

21世纪CBI内容依托系列英语教材



*Understanding the U.S.A.
Society and Culture*



美国国情

美国社会与文化

(第2版)

常俊跃 李莉莉 赵永青 主编



北京大学出版社
PEKING UNIVERSITY PRESS

国家哲学社会科学项目英语专业内容依托课程改革研究成果

第六届全国优秀教学成果奖

辽宁省优秀教学成果一等奖

21世纪CBI内容依托系列英语教材



*Understanding the U.S.A.
Society and Culture*

美国国情 美国社会与文化

(第2版)

常俊跃 李莉莉 赵永青 主编



北京大学出版社
PEKING UNIVERSITY PRESS

图书在版编目 (CIP) 数据

美国国情: 美国社会与文化 / 常俊跃, 李莉莉, 赵永青主编. —2 版. —北京: 北京大学出版社, 2016. 5

(21 世纪 CBI 内容依托系列英语教材)

ISBN 978-7-301-27092-9

I. ①美… II. ①常… ②李… ③赵… III. ①英语—阅读教学—高等学校—教材 ②文化—概况—美国 IV. ①H319.4:G

中国版本图书馆 CIP 数据核字 (2016) 第 109936 号

- | | |
|-------|--|
| 书 名 | 美国国情: 美国社会与文化 (第2版)
MEIGUO GUOQING: MEIGUO SHEHUI YU WENHUA |
| 著作责任者 | 常俊跃 李莉莉 赵永青 主编 |
| 责任编辑 | 黄瑞明 |
| 标准书号 | ISBN 978-7-301-27092-9 |
| 出版发行 | 北京大学出版社 |
| 地 址 | 北京市海淀区成府路 205 号 100871 |
| 网 址 | http://www.pup.cn 新浪微博: @北京大学出版社 |
| 电子信箱 | zpup@pup.cn |
| 电 话 | 邮购部 62752015 发行部 62750672 编辑部 62754382 |
| 印 刷 者 | 三河市博文印刷有限公司 |
| 经 销 者 | 新华书店 |
| | 787 毫米 × 1098 毫米 16 开本 12.75 印张 300 千字 |
| | 2009 年 9 月第 1 版 |
| | 2016 年 5 月第 2 版 2016 年 5 月第 1 次印刷 |
| 定 价 | 39.00 元 |

未经许可, 不得以任何方式复制或抄袭本书之部分或全部内容。

版权所有, 侵权必究

举报电话: 010-62752024 电子信箱: fd@pup.pku.edu.cn

图书如有印装质量问题, 请与出版部联系, 电话: 010-62756370

编 委 会

本书主编：

常俊跃 李莉莉 赵永青

本书编校主要参与者：

Lesley Byrne 赵秀艳 夏 洋 陈胜国 解 放
刘 男 马明洁 许 敬 郑兴华

对本项目教材开发有贡献的其他教师：

刘晓蕙 傅 琼 霍跃红 高璐璐 黄洁芳 姚 璐
吕春媚 李文萍 范丽雅 张东黔 宋要军 黄 岩

前 言

随着我国英语教育的快速发展,英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家教师们密切关注的现行英语专业教育大、中、小学英语教学脱节,语言、内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高、低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题,大连外国语大学英语专业在内容与语言融合教学理念的指导下确定了如下改革思路:

(一)更新语言教学理念,改革英语专业教育的课程结构。改变传统单一的语言技能课程模式,实现内容课程与语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二)开发课程自身潜力,同步提高专业知识和语言技能。课程同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面,提高思辨能力。

(三)改革教学方法,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业通过开设单纯的听、说、读、写、译语言技能课程提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了具有我国特色的英语专业内容与语言融合的课程体系;开发了适合英语专业的内容与语言融合的课程;以英语为媒介,比较系统地教授专业内容;以内容为依托,全面发展学生的语言技能;扩展学生的知识面,提高学生的综合素质,以崭新的途径实现英语专业教育的总体培养目标。

经过十年的实验探索,改革取得了鼓舞人心的结果。

(一)构建了英语专业内容与语言融合教学的课程体系。课程包括美国历史文化、美国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、希腊罗马神话、综合英语(美国文学经典作品)、综合英语(英国文学经典作品)、综合英语(世界文学经典作品)、综合英语(西方思想经典)、英语视听说(美国社会文化经典电影)、英语视听说(英国社会文化经典电影)、英语视听说(环球资讯)、英语视听说(专题资讯)、英语短篇小说、英语长篇小说、英语散文、英语诗歌、英语戏剧、英语词汇学、英语语言学、语言与社会、语言与文

化、语言与语用等。这些课程依托专业知识内容训练学生综合运用语言的能力,扩展学生的知识面,提高学生的多元文化意识,提升学生的综合素质。

(二)系统开发了相关国家的史、地、社会文化以及跨文化交际课程资源。在内容与语言融合教学理念的指导下,开发了上述课程的资源。开发的教材改变了传统的组织模式,系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多彩,实践教学受到了学生的广泛欢迎。此外还开发了开设课程所需要的教学课件等。在北京大学出版社、华中科技大学出版社、北京师范大学出版社的支持下,系列教材已经陆续出版。

(三)牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容与语言融合教学理念的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,激发学生的兴趣,培养学生自主性和创造性,提高学生的语言技能,提升思辨能力和综合素质。曾有专家、教师担心取消、减少语言技能课程会对学生的语言技能发展会产生消极影响。实验数据证明,内容与语言融合教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响,而且还产生了多方面的积极影响,对专业知识的学习也产生了巨大的积极影响。

(四)提高了教师的科研意识和科研水平,取得了丰硕的教研成果。开展改革以来,团队对内容与语言融合教学问题进行了系列研究,活跃了整个教学单位的科研气氛,科研意识和科研水平也得到很大提高。课题组已经撰写研究论文60多篇,撰写博士论文3篇,在国内外学术期刊发表研究论文40多篇,撰写专著2部。

教学改革开展以来,每次成果发布都引起强烈反响。在第三届中国外语教学法国际研讨会上,与会的知名外语教育专家戴炜栋教授等对这项改革给予关注,博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在第二届全国英语专业院系主任高级论坛上,研究成果得到知名专家、博士生导师王守仁教授和与会专家教授的高度评价。在中国英语教学研究会年会上,成果再次引起与会专家的强烈反响,博士生导师石坚教授给予了高度评价。本项改革的系列成果两次获得大连外国语学院教学研究成果一等奖,两次获得辽宁省优秀教学成果奖一等奖,一次获得国家教学成果奖。目前,该项改革成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。

《美国国情:美国社会与文化》是英语专业内容依托课程体系改革与创新这项国家级教学成果的重要组成部分,是英语专业核心必修课程基础英语所使用的教材,教材针对的学生群体是具有中学英语基础的大学生。适用于英语专业一、二年级学生,也适用于具有中学英语基础的非英语专业学生和英语爱好者学习。总体来看,本教材具备以下主要特色:

(一)遵循了全新的教学理念

经过几十年的快速发展,我国的英语教学已经出现了翻天覆地的变化。今天的英语学习者不再满足只是单词、语法、句型等等英语语言知识的学习,他们更希望读到地道的英语,在享受英语阅读乐趣的同时又能增长知识,开阔视野,了解英语国家,进而更好地

运用英语与英语国家人民进行交流。本教材改变了“为学语言而学语言”的传统教材建设理念,在具有时代特色且被证明行之有效的内容依托教学理论指导下,改变了片面关注语言知识和语言技能忽视内容学习的做法。它依托学生密切关注的美国社会文化内容,结合社会文化内容组织学生进行语言交际活动,在语言交流中学习有意义的知识内容,既训练语言技能,也丰富相关知识,起到的是一箭双雕的作用。

(二) 涉及了丰富的教学内容

当代的大学生兴趣广泛,朝气蓬勃。为了满足学生身心发展的需要,本教材提供的材料贴近社会,贴近学生,生动鲜活,丰富多彩,具有时代气息。教材以美国社会文化为主线,涉及美国人的性格、价值观、宗教信仰、学校教育、政治政体、生活方式、风俗节日、大众传媒、文学艺术、体育竞技、音乐赏析等主题。一切围绕大学生感兴趣的话题组织教材,以期用青年喜爱的好材料感染学生,影响学生,帮助学生了解美国社会文化,正确地认识美国社会文化,培养学生对异域社会文化的敏感性,培养学生对其他民族包容的态度和 International 的视野。

(三) 引进了真实的教学材料

英语教材是英语学习者英语语言输入和相关知识输入的重要渠道。本教材大量使用真实、地道的语言材料,为学生提供了高质量的语言输入。此外,为了使课文内容更加充实生动,易于学生理解接受,编者在课文中穿插了大量的插图、表格、照片等真实的视觉材料,表现手段活泼、形式多种多样,效果生动直观。

(四) 设计了新颖的教材板块

本教材每一单元的主体内容均包括 Before You Read, Start to Read, After You Read 和 Read More 四大板块,不仅在结构上确立了学生的主体地位,而且系统的安排也方便教师借助教材有条不紊地开展教学活动。它改变了教师单纯灌输、学生被动接受的教学方式,促使学生积极思考、提问、探索、发现、批判,培养自主获得知识,发现问题和解决问题的能力。

(五) 提供了有趣的训练活动

为了培养学生的语言技能和综合素质,本教材在关注英语语言知识训练和相关知识内容传授的基础上精心设计了生动多样的综合训练活动,例如头脑风暴、话题辩论、角色表演、主题陈述、故事编述等等。多样化的活动打破了传统教材单调的训练程式,帮助教师设置真实的语言运用情境,组织富于挑战性的、具有意义的语言实践活动,培养学生语言综合运用能力。

(六) 推荐了经典的学习材料

教材的另一特色在于它对教学内容的延伸和拓展。在每个章节的最后部分,编者向学生推荐经典的书目、影视作品、名诗欣赏以及英文歌曲等学习资料,这不仅有益于学生开阔视野,也使教材具有了弹性和开放性,方便不同院校不同水平学生的使用。

(七) 引进了先进的数码技术。

采用“互联网+”技术,实现从纸质资源到立体化多媒体资源的立体呈现,学习者可利用移动设备上的二维码扫描软件在线阅读相关内容和收听相关录音。

本教材是我国英语专业综合英语课程改革的一项探索,凝聚了全体编写人员的艰苦努力。然而由于水平所限,还存在疏漏和不足,希望使用本教材的老师和同学们能为我们提出意见和建议。您的指导和建议将是我们提高的动力。

编者

2016年5月17日

于大连外国语大学



目录

Unit 1 Understanding American Society and Culture / 1

- Text A American Culture / 2
- Text B Five Famous Symbols of American Culture / 7
- Text C Moral Values in America / 11

Unit 2 The American Character (I) / 14

- Text A The American Character / 15
- Text B What Is an American? / 18
- Text C What Is Typically American? / 20

Unit 3 The American Character (II) / 24

- Text A Typical American Behaviors and Values / 25
- Text B Go-Go Americans / 30
- Text C Time Is Money / 32

Unit 4 Religion in the U. S. A. / 36

- Text A Religion in the United States / 36
- Text B Puritanism / 43
- Text C Community Hero: Millard and Linda Fuller / 44

Unit 5 The Mythical American West / 49

- Text A The Impact of the American Frontier / 50
- Text B Rugged Individuals / 57

Unit 6 Education in the United States / 60

- Text A Education in the U. S. / 61
- Text B The First Day of Middle School / 68
- Text C The Higher Learning in America: External Conditions / 70

Unit 7 Government and Politics in the United States / 76

- Text A The Organization of the American Government / 77
- Text B Why Not a Parliament? / 82
- Text C American Democracy / 84
- Text D The Triumph of Technology / 86

Unit 8 The U. S. A. — A Nation of Nations / 89

- Text A The U. S. A. — A Universal Nation / 90
- Text B The History of Chinese Americans / 96
- Text C African-American / 98

Unit 9 Love and Marriage in the U. S. A. / 101

- Text A Marriage: American Style / 102
- Text B Wedding Customs & Superstitions / 107
- Text C Dating Patterns in the U. S. / 109

Unit 10 Family Life in the U. S. A. / 113

- Text A American Family / 114
- Text B Divorce / 119
- Text C Decay of Family Relationships / 120

Unit 11 Holidays and Festivals in the U. S. A. / 125

- Text A The Winter Holiday Season / 126
- Text B American Vacations / 132
- Text C American Holidays / 133

Unit 12 Sports in the U. S. A. / 138

- Text A Sports in the U. S. A. / 139
- Text B All-American Football / 144
- Text C Air Jordan Walks Away / 146

Unit 13 The Charm of American Screens / 149

- Text A Entertainment Media in the U. S. / 150
- Text B Hollywood: How the American Movie Industry Was Born / 156
- Text C American Soap Operas / 157
- Text D Oprah Winfrey / 159

Unit 14 The Music of America / 163

- Text A The Music of America / 164
- Text B The King of Rock 'n' Roll / 169

Text C Jazz / 172

Unit 15 American Literature / 176

Text A Overview of American Literature / 177

Text B Man is Not Made for Defeat / 183

Text C The Tempest / 184

Text D How to Read Stories / 186

重点参考书目和网站 / 191

Unit 1

Understanding American Society and Culture

In a low-context culture, very little is taken for granted. Whilst this means that more explanation is needed, it also means there is less chance of misunderstanding particularly when visitors are present.

—Edward T. Hall

Unit Goals



- To gain a general knowledge of American society and culture
- To adopt a right attitude towards cultural differences
- To get acquainted with some basic cultural concepts concerning American society and culture
- To learn useful words and expressions about American society and culture and improve English language skills



Before You Read

Test your knowledge about American culture.

1. When people talk about the U. S. as a nation of immigrants, you may think of the nickname _____.
2. When people talk about freedom, you may think of the Statue of _____ in New York.
3. When people talk about going to the U. S. to pursue success, you may say they want to achieve their _____.
4. When people talk about the Civil Rights Movement in the U. S. , you may think of the leader _____ and his speech _____.
5. When people talk about popular American sport, you may think of the ball game _____.

6. When people talk about Thanksgiving in the U. S. , you know the bird served on the dinner table should be _____.

Start to Read

Text A American Culture



1. American culture is of Western culture in general. Having been developing since long before the United States became a country, it gradually obtains its own unique **characteristics** as is reflected in its dialect, music, arts, cuisine, etc. Today the United States of America is a **diverse** and **multi-cultural** country as a result of mass scale **immigration** from many countries.

The Culture out of Many

2. In general, Americans come in all different colors and **nationalities**. Americans practice different religions, and live many different lifestyles. Important differences exist between geographical regions, between rural and urban areas, and between social classes. In addition, the presence of millions of immigrants who came to the United States from all corners of the world with their own culture and values adds even more **variety** and **flavor** to American life.

3. Because of its **colonial** ties with the British, early American culture was chiefly influenced by British culture. Other European cultures influenced American culture as well, **prominently** those of Ireland, Germany and countries from which large numbers of **immigrants** came. Influences also came from Latin America, Asia, and Africa, especially the western part of Africa from which the ancestors of most African Americans came. American culture also shares some features with the cultures of its neighbors in the New World.



4. The United States has been traditionally

known as a melting pot, but recent developments reveal the characteristics of cultural **diversity** and **pluralism**, presenting the image of a salad bowl rather than a melting pot. In American culture, there are many **integrated** but unique **subcultures** which are connected with social classes, political **orientations** and a **multitude** of demographic characteristics such as ancestral traditions, sex and sexual orientation, making American culture **heterogeneous**.

The Culture of Its Own

5. Although Americans do not always agree with each other, they are **united** by a very special thing: the values and ideals that were originally described in the U. S. Constitution over 200 years ago. Probably above everything else, Americans consider themselves individuals. There are strong family ties and strong **loyalties** to groups, but **individuality** and individual rights are most important. If this seems like a selfish attitude, it also leads Americans to an honest respect for other individuals and an **insistence** on human **equality**.

6. Related to this respect for individuality are American traits of independence and **self-reliance**. From an early age, children are taught to “stand on their own two feet,” an idiom meaning to be independent. Honesty and **frankness** are two more aspects of American individuality, and they are more important to Americans than personal honor or “saving face.”

7. Americans place a high value on achievement and this leads them to constantly **compete** against each other. You will find friendly, and not-so-friendly, competition everywhere. Americans can also be **obsessed** with records of achievement in sports, in business, or even in more **mundane** things. On the other hand, even if Americans are often competitive, they also have a good sense of **teamwork** and of cooperating with others to achieve a specific goal.

8. Americans are often accused of being **materialistic** and driven to succeed. How much money a person has, how much profit a business deal makes, or how many material goods an individual **accumulates** is often their definition of success. This goes back to American competitiveness. Many Americans, however, do not agree with this **definition** of success; they enjoy life’s simple pleasures and are neither overly ambitious nor **aggressive**. Many Americans are



materially successful and still have time to appreciate the cultural, spiritual, and human aspects of life.

After You Read



Knowledge Focus

1. Write T if the statement is true and F if it is false according to the cultural knowledge presented above.

- 1) The United States has traditionally been known as a melting pot, but nowadays people prefer to call the nation a salad bowl. _____
- 2) The strongest influences on American culture came from Southern European cultures. _____
- 3) There are great regional and subcultural differences, making American culture mostly homogeneous. _____
- 4) American people value family or group interests more than anything else. _____
- 5) To American people, "face" is more important than honesty. _____
- 6) Americans are often competitive, and they do not have a good sense of teamwork. _____

2. Pair work: Work with your partner and consider the following questions.

- 1) What might be the charms of America that attract immigrants from different parts of the world?
- 2) What could the U.S. gain from its immigrants?
- 3) How do you understand "individuality"? Is this value acceptable to you?
- 4) What is your definition of success? Share your ideas with your partner.

Language Focus

1. Build your vocabulary.

A. Write the correct word next to its definition.

accumulate	obsess	prominent	insistence
heterogeneous	variety	integrate	compete

- _____ to measure oneself against others
- _____ conspicuous in position or importance
- _____ make into a whole
- _____ be preoccupied with something
- _____ continual and persistent demands
- _____ a collection containing different sorts of things
- _____ to increase gradually in quantity or number
- _____ consisting of elements that are not of the same kind or nature

B. Use the proper forms of the words to complete the sentences.

- 1) The fear of death _____ her throughout her old age.
- 2) By investing wisely she _____ a fortune.
- 3) His lecture ranged over a _____ of topics.
- 4) Things have changed. What's the point of _____ on the rotten rules?
- 5) A popular culture is a large _____ group, often highly individualistic and constantly changing.
- 6) He is a _____ scholar in the field of linguistics.
- 7) Our school _____ against many other schools in baseball.
- 8) This is an important measure to _____ science and technology with economy.

2. Fill in the blanks with the proper forms of the words.

- 1) The oldest son will _____ (inheritance) the title.
- 2) When boundaries between countries are not clearly _____ (definition), there is usually trouble.
- 3) Nobody can entirely keep away from this _____ (compete) world.
- 4) I may say in all sincerity that you have been my most _____ (loyalty) friend.
- 5) We should get a thorough understanding about the cultural _____ (diverse) of the United States.
- 6) A _____ (frankness) discussion can help to clear the air.
- 7) Ambition is a _____ (character) of all successful businessmen.
- 8) A good salesman must be _____ (aggress) if he wants to succeed.

3. Fill in each blank with a suitable preposition or adverb.

- 1) Americans come _____ all different colors and nationalities.
- 2) Millions of immigrants came to the United States from all corners of the world _____ their own culture and values.
- 3) Although Americans do not always agree _____ each other, they are united by a very special thing.
- 4) Probably _____ everything else, Americans consider themselves individuals.
- 5) There are strong family ties and strong loyalties _____ groups, but individuality and individual rights are most important.
- 6) Individuality also leads Americans to an honest respect _____ other individuals and an insistence _____ human equality.
- 7) Americans place a high value _____ achievement and this leads them to constantly compete _____ each other.
- 8) Americans can also be obsessed _____ records of achievement in sports, in business, or even in more mundane things.
- 9) Americans also have a good sense of teamwork and of cooperating _____ others to achieve a specific goal.
- 10) Americans are often accused _____ being materialistic and driven to succeed.

4. Proofreading and error correction

The passage contains FIVE errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it in the following way:

For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.

For a missing word, mark the position of the missing word with a “Λ” sign and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word, cross the unnecessary word with a slash “/” and put the word in the blank provided at the end of the line.

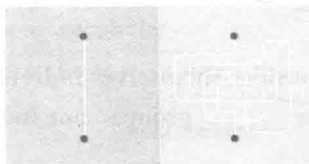
We recognize that there are expectations concerning “culture” that must also met. Certainly, we have tried for a balanced vision of facets of “high culture,” include the arts, sciences and academic studies, “mass culture,” associate with mass media and consumption, and the more difficult question of “popular culture.” In all these areas, we have concerned to discuss not only the phenomena themselves, and questions of ideology and imagery.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

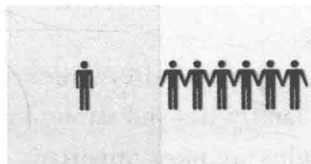
Comprehensive Work

1. Talk about the differences between American culture and Chinese culture.

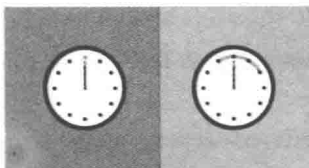
1) Have you detected any major differences between the American and the Chinese? You may make reference to the following pictures and talk about the differences with your partners.



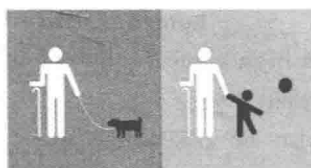
Opinion



Way of life



Punctuality



Life of the elderly