



研究生高级英语

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Advanced English
for Graduate Students

研究生高级英语

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前言

本研究生英语系列教材是为非英语专业硕博研究生英语教学提供的基础性教材。本系列教材依据《非英语专业研究生英语教学大纲》的要求已编写两版,此为第三版,主要包括《研究生综合英语》和《研究生高级英语》。这两本教材均严格按照教育部相关要求,根据我们在多年教学实践中对研究生英语教学特点和规律的认识,以及在全国各地兄弟院校的调研情况,并参照相关国际教材,由具有丰富教学经验和先进教学理念的一线教师精心编写。

随着研究生基本语言能力的提高,研究生培养中对英语的要求超越了基本语言能力,学生也越来越希望培养基于研究生阶段实际需求的英语语言素养和能力。本系列教材在重视英语语言基本技能综合训练的同时,尤其重视高级认知能力培养,特别是批判性思维训练。此训练主要通过对解释、分析、评估、推论、说明和自我校准等核心技能的培养,培育能够整合批判性思维的各种技能并加以有效运用,增强在不同学科学习和日常生活中运用这些工具的自信心、自觉性和具备良好判断的学习者。这种能力不仅在专业研究中需要,在英语等外语学习中尤显必要。

教材是为教学服务的。本教材编写过程中充分考虑到教学的实际需求,以任务型、问题导向、反思性等教学理念为指导编写各个部分,并努力引导学习者从表层的语言知识和能力学习转向对语言承载的思想文化内涵的现实的和有思维气质的思考,从对课内材料的现时关注转向探索有关话题的课外历史演变。本系列教材的选材既坚持了一贯的广泛性、层次性和新颖性,又兼顾到人文情怀和现实意义。各教材均包括悉心设计的三部分练习。第一部分(Starting out)放在主课文之前,对有关概念的联想和相关问题的初步探讨有助于调动相关知识储备和激发兴趣。第二部分(Reading tasks)与课文有机结合,放在主课文之后,主要包括多以问题形式表述的理解、分析、释义、讨论和写作等学习任务。拓展阅读任务部分是主课文的相关补充,增益了本教材的广度和深度。第三部分(Critical thinking)是本系列教材特有的批判性思维有关训练,既增加学习者的有关知识和能力,又可结合各单元内容进行思维训练。

在编写过程中,我们参阅了大量英语资料和文章,并得到了同济大学研究生院项目资助,以及许多前辈、同行、外籍教师 and 上海交通大学出版社负责人员的大力支持和帮助。在此我们一并表示衷心的感谢!

本系列教材由同济大学禹昱任主编。许涛共同主编《研究生综合英语》并参编《研究生高级英语》。编写者还有同济大学李玉香、陈夏南、吴宗会、马薇、陈竹,上海理工大学余高峰,上海外国语大学徐蔚、朱玉山,上海交通大学何琼,上海师范大学李艳平。同济大学郭强和丁美芳审定了全部书稿。

本系列教材的《研究生综合英语》可供高等院校非英语专业硕士研究生教学使用,《研究生高级英语》供博士研究生和较高水平的硕士研究生教学使用。相关课件和辅助资料,使用者可与上海交通大学出版社(021-60403030,60403036)联系索取。

由于编者水平与经验有限,教材中难免还有不足之处。我们真诚希望使用者不吝斧正,以利修订。

编者

2016年1月

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Unit One

The Idea of a University



Learning objectives

After learning this unit, you should be able to:

- Understand Newman's idea of a university.
- Know about and analyze the problems in American university education.
- Distinguish between academic freedom and ideological conformity.
- Realize the importance of modern technology application in university education.
- Analyze the advantages of cyber-university.
- Develop interest in utilizing more cyber-university resources.



STARTING OUT

Associations

Directions: The following are taken from the text. Please write down as many relevant words, phrases or ideas as possible.

1. University _____
2. Scholarship _____
3. Academic freedom _____
4. Cyber-university _____

Anticipations

Directions: There are 3 questions in this part. Before reading the following text, please tell the class what you know about them.

1. What do you think a university should be?
2. What problems have you found in your college education?
3. How has Internet technology been applied to college education? What are the advantages and disadvantages?

Introduction to the author

Roger Scruton (1944—) is a prominent English conservative philosopher who specializes in aesthetics. He was a lecturer and professor of aesthetics at Birkbeck College, London from 1971 to 1992. Since 1992, he has held part-time positions at Boston University and University of St. Andrews.

The beatification of Newman by Pope Benedict XVI in September 2010 was the occasion for some reflections on university education. Writing in *The American Spectator*, Scruton praises *The Idea of a University* (John Henry Newman, 1858) as “surely the most serene and beautiful vindication that we have of the old ideal of the scholarly life.” For Newman, the university “was not simply a repository of knowledge. It was a place where work and leisure occurred side by side, shaping each other, and each playing its part in producing the well-formed and graceful personality” (Scruton). Scruton sees a solution in the move towards online teaching, and looks for the modern expression of Newman’s ideal in university.

READING FOCUS

The Idea of a University

By Roger Scruton

1. The Pope is about to visit England, and is expected during the visit to announce the beatification of Cardinal John Henry Newman, the scholar, priest, and poet, who left the Anglican for the Roman Catholic Church in 1845, and who was to become the most important Catholic intellectual of his time. From 1854, for a period of five years, Newman was rector of the newly founded Catholic University of Ireland (now University College Dublin), and during that time he delivered lectures that were later published as *The Idea of a University*—surely the most serene and beautiful vindication that we have of the old ideal of the scholarly life.

2. For Newman a university does not exist simply to convey information or expertise. The university is a society in which the student absorbs the graces and accomplishments of a higher form of life. In the university, according to Newman, the pursuit of truth and the active discussion of its meaning are integrated into a wider culture, in which the ideal of the gentleman is acknowledged as the standard. The gentleman does not merely *know* things; he is receptive to the tone, the meaning, the lived reality of what he knows. Thus, for Newman, “the general principles of any study you may learn by books at home; but the detail, the colour, the tone, the air, the life which makes it live in us, you must catch all these from those in whom it lives already.” The university of Newman’s day was a place in which men (and it was then an institution for men only) lived for scholarship, and arranged their lives around the sacrifice that scholarship requires. It was not simply a repository of knowledge. It was a place where work and leisure occurred side by side, shaping each other, and each playing its part in producing the well-formed and graceful personality.

3. A reader of Cardinal Newman’s book today is likely to agree that the university, as he describes it, would be an institution of irreplaceable value. Newman’s university was to be an integral part of the social order. It was to set an example and to help young men to live up to it. It was not the antagonist but the completion of ordinary life, and the great rewards that it offered were to be purchased by social discipline. Newman’s university was to be eminently *respectable*; critical of society only because critical of itself.

4. I suspect that many middle-class parents, when it comes to deciding on their teenage children’s future, entertain a picture of university life that is not entirely at odds with that painted by Newman. They will recognize the gap between Newman’s ideal and the imperfect realities. But they will recognize that this gap does not necessarily represent a decline. Universities now admit women, and try as best they can to offer their benefits to people in all walks of life and regardless of personal connections or social class. Those changes will count, in most eyes, as improvements. And the resources available to a modern university are many factors greater than those enjoyed by the university described by Newman, which had next to nothing in the way of lecture halls, book-lending facilities, concert halls, and places of recreation.

5. The middle-class father, preparing to meet tuition fees of \$40,000 or more, and board and lodging on top of that, will naturally dwell on all the ways in which this represents a good

investment. But when his daughter emerges three or four years later with a degree in Women's Studies, the main outward sign of which is a well-honed grievance against men in general and the last one in particular, he is likely to question the wisdom of throwing away a third of a million dollars on such an outcome. Finding that his daughter's ignorance of the classics is as great on leaving university as it was on entering it, that she has graduated from her teenage pop idols only to immerse herself in more "advanced" forms of rock and heavy metal, and that her attitude to career, marriage, childbearing, and all the other things that he had hoped for her is entirely negative, such a father is sure to regret the use of his money.

6. Of course that is an extreme case. But it has been apparent to many commentators, at least since Allan Bloom's *Closing of the American Mind*, that all is not well with the university today, and that parents have little or no guarantee that the vast cost of a university education will be rewarded with a viable product. If young James or Clarissa studies math and sciences; if he or she makes the right friends; plays viola in a string quartet; joins a theatre group; avoids drink, drugs, and promiscuous sex and holds on, against the odds, to the religion of the family home, then the experience will be worth the vast expenditure.

7. But I have just described an exceptional case, and certainly not the majority. Most students now graduate in soft subjects that require ideological conformity rather than intellectual growth, and most spend their leisure hours in ways of which their parents would not approve. This is often defended as the natural result of academic freedom. You cannot grant to universities the intellectual freedom that scholarship requires, it is argued, and also deny the moral freedom that enables students to adapt through their own "experiments in living." Freedom is indivisible, and without it knowledge cannot grow.

8. The problem with that argument is that, outside the natural sciences and a few solid humanities like philosophy and Egyptology, academic freedom is a thing of the past. What is expected of the student in many courses in the humanities and social sciences is ideological conformity, rather than critical appraisal, and censorship has become accepted as a legitimate part of the academic way of life. "No platform" policies, forbidding people of unorthodox or offensive views from addressing audiences on campus, or speech codes that condemn unorthodox statements as "hate speech" are now widely accepted. This would matter less if the opinions and idioms condemned were those of some antisocial minority. But they are usually those of the "moral majority," and are often condemned in order to appease groups (Islamists, gay activists, radical feminists) whose loyalty to the established order is questionable at best.

9. Under a president whose knowledge of life seems to have been acquired entirely from campus orthodoxies and who seeks to impose those orthodoxies on the American people, it is inevitable that ordinary conservative Americans should wonder whether a university education is quite the bargain that its defenders claim it to be. Surely there is a better way to manage the transition from adolescence to adulthood than by spending the family savings on a four-year course in resentment.

10. The great virtue of American society is that individual citizens have the scope, the freedom, and the habits of association that enable them to pursue their own objectives, regardless of the established institutions. We have seen this in the movement for homeschooling. We saw it in the growth of the liberal arts colleges in the 19th century, and in the continued founding of new colleges devoted to old and defiant ideals. Could we not envisage a wholly new kind of university, responsive to the wishes of parents, and liberated from the phony subjects and dubious social mores that have

occupied the American campus? It seems to me that we can, and that modern technology has put this new kind of university within the reach of everyone.

11. I envisage an experiment in "distance learning," in which students work from home, and attend lectures, receive tutorials, and engage in discussions through Internet connections. As the Internet becomes more interactive, the need for universities to establish themselves in physical space, rather than in cyberspace, is less evident. Virtual communities of scholarship might be more volatile than real communities of scholars. But they will be far more responsive to the demands of their customers, and far cheaper to run. They could provide most of what is provided by a humanities department, with the added advantage of choosing their professors from all over the world, and paying a proper market price for them. First-rate scholars could participate in such a project, knowing that they do not have to share their earnings with the second-rate colleagues who form the solid mass of humanities departments in physical space. And although rehearsals might be difficult, the cyber-university orchestra, when it finally comes together in the two weeks of summer devoted to real meetings in real space, would enjoy a range of talent as great as the National Youth Orchestra.

12. Already I have begun to encounter university colleagues, marginalized for their conservative views or for their dissatisfaction with the way things are done, who are looking for other ways of continuing the great tradition of higher learning, and of passing on to the next generation some of the knowledge that was passed on to them. Such is the prevailing spirit in America, that I suspect the cyber-university will be a day-to-day reality, long before the old universities wake up to the fact that they have priced themselves out of the market. And maybe future generations will look back on those dreaming spires in cyberspace with the same nostalgia with which Newman, lecturing in the bleak surroundings of the new Catholic University of Ireland, looked back on the towers and quadrangles of his beloved Oxford.

READING TASKS

Task 1 Reading comprehension

Directions: For each question, please decide on the best choice from the given ones marked A, B, C and D.

1. According to Newman, _____.
 - A. a university exists mainly to convey information or expertise
 - B. a university should be an institution only for gentlemen who absorb the graces and accomplishments of a higher form of life
 - C. a university is not simply a repository of knowledge, but also a place where students are shaping the well-formed and graceful personality
 - D. a university can be separated from the social order
2. Compared with the universities of Newman's day, modern universities _____.
 - A. admit both men and women
 - B. offer their benefits to people in all walks of life
 - C. provide more resources
 - D. all of the above

3. A middle-class father may regret his investment on his daughter's college education when _____.
 - A. she gets a degree in Women's Studies
 - B. she plays viola in a string quartet and joins a theatre group at school
 - C. she likes pop idols, rock and heavy metal music
 - D. she holds negative attitude to career, marriage and child bearing
4. Parents may feel the college experience worthwhile if _____.
 - A. their children study natural sciences
 - B. their children spend their leisure hours in ways of which their parents would approve
 - C. the vast cost of a university education will be rewarded with a viable product
 - D. all of the above
5. According to the author, soft subjects should have required _____.
 - A. ideological conformity
 - B. moral freedom
 - C. academic freedom
 - D. censorship
6. The author's overall attitude towards campus orthodoxies is _____.
 - A. indifferent
 - B. neutral
 - C. critical
 - D. favorable
7. Compared with the real communities, the advantages of virtual communities of scholarship might be _____.
 - A. more volatile
 - B. more responsive to the demands of customers
 - C. difficult to rehearse
 - D. all of the above
8. The added advantage of cyber-university is _____.
 - A. they could provide most of what is provided by a humanities department
 - B. they could choose first-rate scholars from all over the world and pay a proper market price
 - C. first-rate scholars do not have to share their earnings with the second-rate colleagues
 - D. learners could enjoy a range of talent as great as the National Youth Orchestra
9. Conservative university teachers are dissatisfied with college education because _____.
 - A. the great tradition of higher learning cannot be continued
 - B. the cyber-university has been marginalized
 - C. the old universities have been out of the market
 - D. the future generations will depend on cyber-space
10. The author's overall attitude towards cyber-university is _____.
 - A. supportive
 - B. unfavourable
 - C. critical
 - D. paradoxical

Task 2 Understanding the structure

Directions: The text can be conveniently divided into three parts. The deeper analysis of the text, however, will lead to finding several minor parts. Please apply the following table to understand the structure of the text by filling into the blanks.

Parts	Main ideas of each part	Minor parts	Main ideas of each minor part
Part One Paragraphs 1 – 3			
Part Two Paragraphs 4 – 9			
Part Three Paragraphs 10 – 12			

Task 3 Paraphrasing

Part A There are five italicized parts in the following sentences. Please refer to the contexts to clarify them.

1. The Pope is about to visit England, and is expected during the visit to announce the *beatification* of Cardinal John Henry Newman ...

2. ... avoids drink, drugs, and promiscuous sex and holds on, *against the odds*, to the religion of the family home, then the experience will be worth the vast expenditure.

3. Most students now graduate in soft subjects that require *ideological conformity* rather than intellectual growth, and most spend their leisure hours in ways of which their parents would not approve.

4. Under a president whose knowledge of life seems to have been acquired entirely from *campus orthodoxies* and ...

5. ... encounter university colleagues, *marginalized* for their conservative views ...

Part B Restate the following sentences in your own words.

1. According to Newman, the pursuit of truth and the active discussion of its meaning are integrated into a wider culture, in which the ideal of the gentleman is acknowledged as the standard.

2. It was not the antagonist but the completion of ordinary life, and the great rewards that it offered were to be purchased by social discipline. Newman's university was to be eminently *respectable*: critical of society only because critical of itself.
-
3. But when his daughter emerges three or four years later with a degree in Women's Studies, the main outward sign of which is a well-honed grievance against men in general and the last one in particular, he is likely to question the wisdom of throwing away a third of a million dollars on such an outcome.
-
4. "No platform" policies, forbidding people of unorthodox or offensive views from addressing audiences on campus, or speech codes that condemn unorthodox statements as "hate speech" are now widely accepted.
-
5. And maybe future generations will look back on those dreaming spires in cyberspace with the same nostalgia with which Newman, lecturing in the bleak surroundings of the new Catholic University of Ireland, looked back on the towers and quadrangles of his beloved Oxford.
-

Task 4 Text analysis

Directions: Analyse Paragraph 11 to find out the logical elements and process of argumentation herein. You can approach some other paragraphs likewise.

Part A Complete the following table.

Logical elements	Process of argumentation	
Introduction	Thesis;	
Main Body	Evidence 1	
	Evidence 2	
Conclusion		

Part B Try to answer the following questions.

1. In Paragraph 11, what is the function of the first sentence about an experiment in “distance learning”?
2. How does the author organize the comparison between distance learning and classroom learning?
3. Why is the example of cyber-university orchestra mentioned in the last sentence?

Task 5 Topics for discussion

1. Read *The Idea of a University* written by John Henry Newman in 1858, summarize Newman’s ideas of a university, and make a critical thinking. Do you totally agree?
2. According to Roger Scruton’s *The Idea of a University* (2010), “As the Internet becomes more interactive, the need for universities to establish themselves in physical space, rather than in cyberspace, is less evident. The cyber-university will be a day-to-day reality, long before the old universities wake up to the fact that they have priced themselves out of the market.” However, this evocation of Newman’s idea serves as the launching pad for an attack on what he views as the depredations of political correctness in the humanities and the denial of academic freedom on campus. Scruton sees a solution in moving towards online teaching, a method that removes the requirement for physical classroom and could not be further removed from Newman’s philosophy of education. Some reject Scruton’s pessimism and view that Scruton looks for the modern expression of Newman’s ideal in the wrong way. What do you think of Scruton’s idea on a cyber-university? Do you agree? Why?
3. What virtual learning resources have you ever utilized? Make a comment.
4. Research on the application of Internet technology on college education in China and abroad. Illustrate with examples, e.g. TED, MOOC, Khan Academy, etc.
5. Do you think cyber-university will be the trend of college education? Do you think cyber university will replace the real university someday in the future? What are the advantages and disadvantages of virtual college education?
6. Propose some suggestions on developing and utilizing cyber-universities, especially in China.
7. “Cyber-universities will be far more responsive to the demands of their customers, and far cheaper to run. They could provide most of what is provided by a humanities department, with the added advantage of choosing their professors from all over the world. First-rate scholars could participate in such a project... the cyber-university orchestra, when it finally comes together in the two weeks of summer devoted to real meetings in real space, would enjoy a range of talent as great as the National Youth Orchestra.” (Scruton, 2010) If you agree with the above statements, do you think it possible that you can finish your college education at home rather than bother to go to a real university or even go abroad for study?
8. John Henry Newman’s *The Idea of a University* explores what a Catholic university would be like. Newman believed in a middle way between free thinking and moral authority—one that would respect the rights of knowledge as well as the rights of revelation. It has been viewed as an attempt to define a liberal education—how it might merge religious and secular concerns. He was also responding to a world growing ever more secular in its interests, more scientific in its methods, more utilitarian in its philosophy. However, the revolutions in technology and

industrial organization seemed to have reshaped every human endeavor, including the academy. The university focusing on professional education, became, in the words of Flexner's *The Idea of a Modern University*, "an institution consciously devoted to the pursuit of knowledge, the solution of problems, the critical appreciation of achievement and the training of men at a really high level." By 1930, American universities had moved a long way from Flexner's "Modern University" where "The heart of a university (multiversity) is a graduate school of arts and sciences, the solidly professional schools (mainly, in America, medicine and law) and certain research institutes." No longer could a single individual "master any subject"—Newman's universal liberal man was gone forever. But Newman's *The Idea of a University* still has its devotees—chiefly the humanists and the generalists and the undergraduates. Flexner's *The Idea of a Modern University* still has its supporters—chiefly the scientists and the specialists and the graduate students. *The Idea of a Multiversity* has its practitioners—chiefly the administrators, who now number many of the faculty among them, and the leadership groups in society at large. After reading the above passage, how do you view the functions of liberal education, professional education and multiversity today?

9. Research on the differences between Chinese college education and American college education in terms of history, admission, education objectives for undergraduate and postgraduate students, forms of colleges (liberal arts school, multiversity, professional school, residential school, etc.), and teaching methods.
10. Do you think what you are doing and thinking in university needs some adjustment after this reading? In what aspects? Why?

Task 6 Focused writing

Part A Argumentation

Argumentation is a reasoned, logical way of convincing an audience of the soundness of a position, belief, or conclusion. Argumentation takes a stand—supported by evidence and urges people to share the writer's perspective and insights. The primary purpose of the argumentative essay is to convince the reasonable audience to believe or do something that they are not now believing or doing.

Argumentation and persuasion are terms frequently used interchangeably, but they are not equivalent. Persuasion is a general term that refers to how a writer moves an audience to adopt a belief or follow a course of action. To persuade an audience, a writer relies on various appeals—to the emotions, to reason, or to ethics. Argumentation, however, is the appeal to reason. In an argument a writer connects a series of statements in an orderly way so that they lead to a conclusion. Argumentation is different from persuasion in that it does not try to move an audience to action; its primary purpose is to demonstrate to an audience that certain ideas are valid and that others are not. Unlike persuasion, argumentation has a formal structure: to support a conclusion, an argument makes points, supplies evidence, establishes a logical chain of reasoning, refutes opposing arguments, and accommodates the views of an audience.

In an argument, you may move from evidence to conclusion in two basic ways. One, called deductive reasoning, proceeds from a general premise or assumption to a specific conclusion. Using