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21世纪大学英语
选修课 系列教材

走近西方文明

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西安交通大学出版社
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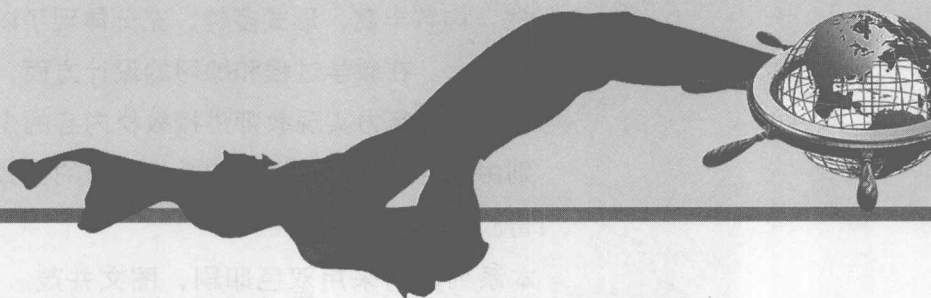
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在全球化进程快速推进的大环境下，我国对高等教育质量与人才培养模式提出了更高的要求。在这新的历史转型期，大学英语教育怎样在各个层面与时代的发展接轨，提升广大学生适应国际竞争的能力，发挥英语在文化交流和经济发展中的桥梁作用，从而满足当前我国各项建设的迫切需要，是摆在广大英语教育工作者面前亟待解决的问题。

面对这一时代性课题，我们需要对大学英语课程的设置进行多方位的思考。我们发现传统的主体课程由于种种限制，造成一些学科点的缺失，难以使学生在人文精神的塑造和英语知识的应用两方面获得平衡，而这两点的平衡对于培养时代所需要的综合性语言人才具有重要的意义。因此，在这样的背景下，编写一套符合国情和学生实际的选修课教材，以此弥补当前英语教学的不足就显得尤为必要。

为了深入了解广大学生在英语学习中的切实需求，陕西高等学校大学外语教学研究会联合西安交通大学出版社首先在省内众多高校进行了一系列的联合调研。调查范围涉及了西安交通大学、西安电子科技大学、西北工业大学、陕西师范大学、西北大学、西安建筑科技大学、西安理工大学、西安科技大学、西北政法大學、西安邮电学院、西安石油大学、西安工程大学、西安工业大学、西北农林科技大学、延安大学、陕西科技大学、陕西中医学院等17所院校。通过对各个高校现有的选修课进行统计，以及在学生中展开的问卷调查进行分析，结果显示学生的兴趣主要集中在三个方面：英语国家的历史与文化、实用的英语写译技能和以歌曲、电影为代表的娱乐休闲英语。在广泛听取多方意见的基础上，由陕西省外语界



知名专家组成的编委会确定了本套教材的编写书目。由于在传统概念中，英语选修课主要针对英语专业的学生，因此，这套专门为公共外语教学编写的选修课教材，无疑在外语教材出版方面具有重大意义，也给编写人员带来了一定的挑战。

在“开拓视野、增强能力、提高素养”的方针指导下，“以英美文化的学习为宗旨，以应用能力的提高为目的”的编写理念贯穿始终。所包含的11部教材涵盖面广、内容丰富、功能多样。不仅涉及到英语世界的思想、历史、文明等诸多方面，同时突出了读、写、译、说等实际能力的培养，很好地体现了语言应用与文化熏陶并重的概念。整体看来，具有以下几个鲜明特点：

1. 选材严谨

本系列教材以教育部颁发的《大学英语课程教学要求》为指导，针对各高校开设的选修课的教学需要编写教材，选材适当、内容新颖、贴近实际、语言难度低于英语专业的同类教材，对于学生而言难度适宜。

2. 编排合理

整套教材在编写的过程中，语言类教材注重理论与实践的结合，有实例、有分析、有练习；文化类教材注重传统经典的弘扬，将人文思想、文学知识有机地结合起来，既增强了学生的跨文化交际能力，拓宽了知识面，同时也帮助他们树立正确的人生观和价值观。

3. 可教性强

编写人员在选材过程中，将实用性放在首位，兼顾趣味性。内容丰富，形式多样，充分体现了以学生为主导的教学理念。在教学过程和练习的设计方面，均强调了教与学的互动，努力实现教师讲授教材内容的少部分，更多内容则由学生通过自主学习和合作学习的方式来消化吸收，使得教学更具有开放性。

4. 多元时尚

本系列教材采用双色印刷，图文并茂。虽以纸质形式发行，但力图充分利用多媒体进行多元教学，根据教材内容，配以合适的教学光盘，利用声音图像等电子元素对教学内容进行强化和扩展，体现“寓教于乐”的思想。

5. 设计系统

所包含的11部教材可视为有机的整体。内容互为补充，相辅相成，既可单独使用，又可互相借鉴。

在本系列教材的编写过程中，陕西省高等学校大学外语教学研究会和西安交通大学出版社对每个环节都进行了周密的策划，在十余所高校内组织了一批资深教师承担了教材的编写任务。从确定体例、讨论样张到最终定稿，编者们对每个阶段都展开了认真的讨论。这套教材的如期面世，是集体智慧的结晶，也是陕西省众多院校在协作交流基础上的一次成果展示。我们相信本系列教材的出版，不仅将拓宽大学英语教育的知识层面，也将对广大学子人文素养和语言能力的提升产生积极作用。我们也希望以这套系列教材为媒介，与国内关心外语教学的同仁进一步探讨大学外语教学的模式，开创大学外语教学的新局面。

教育部大学外语教学指导委员会委员

陕西高等学校大学外语研究会会长

杨跃

2010年8月



作为“21世纪大学英语选修课”系列教材之一的《走近西方文明》，旨在通过对西方文明史的纵向考察和对西方思想经典文献的深度阅读，帮助学生拓宽知识面，提高人文素养，培养思辨能力，从而更好、更深地理解隐藏在英语语言背后的西方文化背景知识。

该书在编写过程中，努力集语言知识学习和文化知识学习于一体，并在文化知识的介绍方面从历史、美学和哲学三个层面同时展开。在历史层面，该书为学生勾勒出了西方文明史的宏观演变过程，尤其关注在西方文明发展史上产生过重大影响的社会与文化事件，使学生认识西方文明产生的历史背景。在美学层面，该书为学生提供欣赏西方著名艺术与文学作品的机会，感受西方思想和价值观念在西方文艺作品中的生动表现。在哲学层面，该书引导学生进入西方思想大家的殿堂，阅读和分析西方政治、经济、社会、伦理、法律、科学、文艺和宗教思想史上具有里程碑意义的名篇。

西方文明的内容庞杂，本书不可能面面俱到，因此在材料的选择和安排上，以“突出重点，简明扼要”为原则。全部内容围绕以下16个主题展开：希腊文明、罗马文明、基督教、中世纪、文艺复兴、宗教改革、专制主义、启蒙运动、美国革命、法国大革命、工业革命、浪漫主义、现实主义、自然主义、现代主义和全球化时代的西方。

全书分16章，其中第一章至第五章由田立冬老师负责编写；第六章节由刘辉编写；第七至第十一章由原爱红编写，其余部分由本人负责编写。

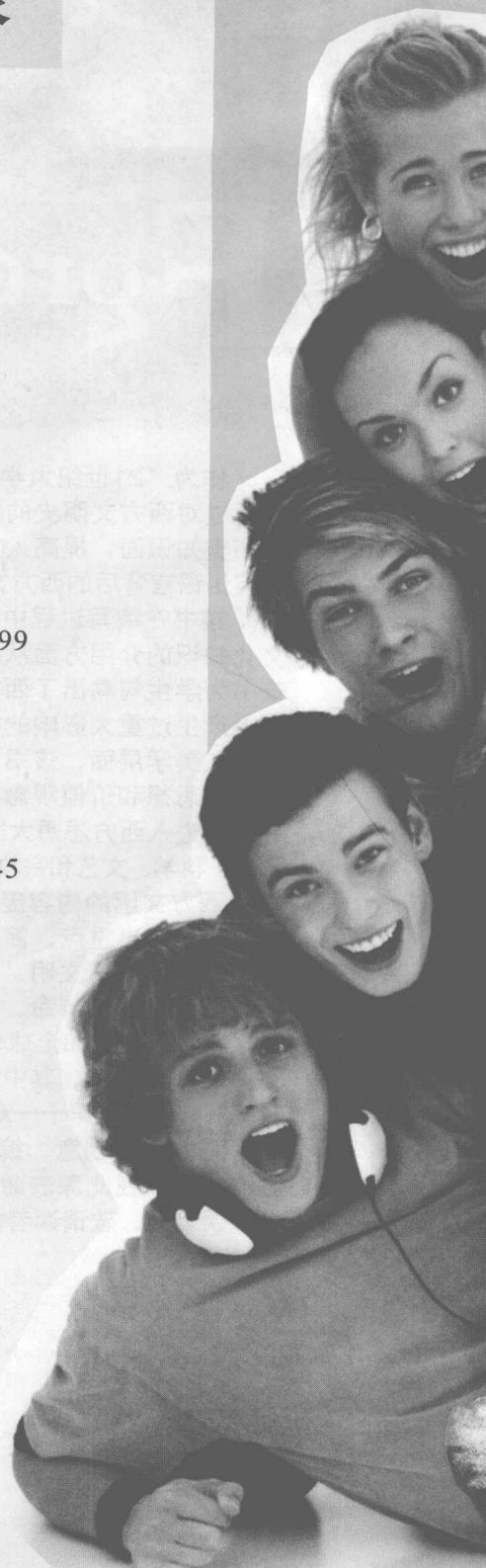
在本书的创意、编写、出版过程中，得到了许多专家、同行和学生的鼓励和支持，在此深表谢意。由于本书作者的水平有限，可能书中有一些偏颇和谬误之处，敬请读者指正。

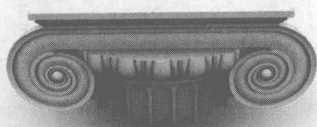
任春生
于西安石油大学
2010年8月



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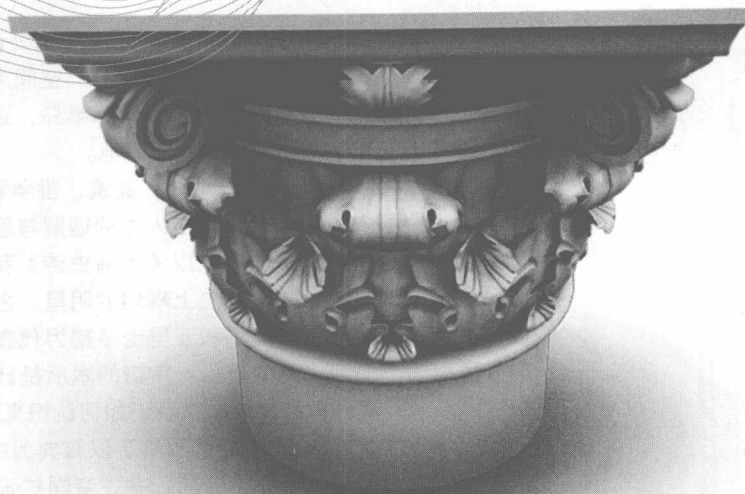
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UNIT 1

Ancient Greece



走近 西方文明



The Pathenon in Athens 雅典帕提农神庙

“古希腊”从时间纬度上讲至今没有一个公认的起止点，在实际使用时，人们通常是指希腊在被罗马征服之前所有的历史。空间意义上的“古希腊”则是指古时整个讲希腊语的部分，它不仅包括今天的希腊半岛，还包括整个爱琴海区域和北面的马其顿和色雷斯、亚平宁半岛和小亚细亚等地。

古希腊人在文学、喜剧、雕塑、建筑、哲学等诸多方面有很深的造诣。古希腊文学表现了古希腊人对宇宙、自然与人生的理解与思考，其中蕴涵着他们较为原始的精神、心理、情感和文化等内容。以《荷马史诗》和《伊索寓言》为代表的古希腊文学著作至今仍旧是整个人类文明史上璀璨的明星。古希腊的哲学也奠定了人类古典哲学的根基，以苏格拉底、柏拉图和亚里士多德为代表的众多著名的古希腊哲学家们致力于探寻宇宙的本质与人生的奥秘：宇宙的本质是什么？人类存在的目的是什么？一切事物从哪儿来？真理本身是什么？我们如何认识真理？

古希腊时代辉煌的文明成就照耀了以雅典为中心的希腊帝国，公元前4世纪下半叶，亚历山大大帝征服了整个希腊，并在帝国扩张的过程中将希腊文明传播至东方，史称希腊化时代。

希腊文明，特别是公元前5、6世纪达到顶峰的时期，不仅对紧随其后的罗马文



明，以及后来的文艺复兴产生过深远的影响，甚至直到18、19世纪欧美各种“新复古主义”思潮中都能看到其影响，其影响的范围也涉及语言、政治、教育、哲学、艺术和建筑等诸多方面，从而成为整个西方文明的摇篮。难怪时至今日，西方人，特别是受过良好教育的西方人还常说“言必称希腊”。

① Warming up

Work in pairs to discuss the following questions:

1. How much do you know about ancient Greece?
2. When did Greek civilization reach its height?
3. Who established the foundations of Western philosophy?
4. What were the contributions of ancient Greece to western civilization?

② Reading activities

Scan the following introduction to check your answers to the questions above.



General Introduction

Ancient Greece is the term used to describe the Greek-speaking world in ancient times. It refers not only to the geographical peninsula of modern Greece, but also areas of Hellenic (希腊的) culture that were settled in ancient times by Greeks. The ancient Greece period in history lasted for close to a millennium, until the rise of Christianity. It is considered by most historians to be the foundational culture of western civilization.

The remarkable story of ancient Greek civilization begins with the first arrival of the Greeks around 2000 B.C. By the eighth century B.C., the characteristic institution of ancient Greek life, the polis (城邦) or city-state, had emerged. Greek civilization flourished and reached its height in the classical era of the fifth century B.C., which has come to be closely identified with the achievements of Athenian democracy.

The civilization of the ancient Greeks was the fountain-head of Western culture. Socrates, Plato, and Aristotle established the foundations of Western philosophy. Herodotus and Thucydides created the discipline of history. Western literary forms are largely derived from Greek poetry

and drama. Greek notions of harmony, proportion, and beauty have remained the touchstones for all subsequent Western art. A rational method of inquiry, so important to modern science, was conceived in ancient Greece. Many political terms are of Greek origin, and so are the concepts of the rights and duties of citizenship, especially as they were conceived in Athens, the first great democracy. Athens gave the idea of democracy to the Western world.

The culture of Ancient Greeks has been immensely influential on the language, politics, educational systems, philosophy, science, art and architecture of the modern world, fueling the Renaissance (文艺复兴) in Western Europe and reappearing during various Neo-classical (新复古主义的) revivals in 18th and 19th century Europe and the Americas.

It was the Greeks who constructed the intellectual foundations of the Western heritage. They asked some basic questions about human life that still dominate western intellectual pursuits: What is the nature of universe? What is the purpose of human existence? What is our relationship to divine forces? What constitutes a community? What constitutes a state? What is true education? What are the true sources of law? What is truth itself, and how do we realize it? Not only did the Greeks provide answers to these questions, but they created a system of logical, analytical thought to examine them. This rational outlook has remained an important feature of Western civilization.

The reason for the world-wide influence of ancient Greek language and culture, mostly in the sciences and the humanities, is not merely aesthetic (审美的), for there is nothing so beautiful in the Greek language alone to explain its tremendous influence. Instead, one must ascribe it to the fact that hiding behind Greek terms are vast ideological treasures that help expand enormously the ability of the human mind to understand the world. As a result of the meteoric educational progress that ancient Greeks made, we are no longer "imprisoned" inside only a superficial or superstitious (迷信的) view of the universe, or at best a mythological interpretation, although mythology (神话), too, can serve to enrich our lives; instead, we have vastly expanded the realm of our intellectual possibilities,





including realizing our ability to think critically.

In the field of education, they not only inspired countless generations that followed them to match or surpass their learning, but also instituted a sophisticated system of education from the cradle to the grave that included, among other things, mentor (导师) networks, educational competitions, and the design of whole cities as veritable educational institutions. The English poet, Lord Byron (拜伦, 英国诗人), in one of his more lyric moments, would declare that “We are All Greeks!” by that he meant that Europeans had become essentially Greek after so many centuries of a Greek education.

Democracy, itself a political invention of the ancient Greeks, in the sense of being consciously practiced and theorized about, allows us today to have freedom of speech, if not freedom of movement, without adverse personal or political repercussions (反响). This freedom, in turn, opens doors widely for putting to use our newly discovered abilities to think critically, rather than exercise them secretly for fear of antagonizing (引起敌对) the political elites that may be in power.

The ancient Greeks in many aspects stood as symbols of our commonly shared potential for overcoming artistic, intellectual, and athletic mediocrity (平庸). The West acknowledged this by voluntarily borrowing Greek terms and meanings, beginning with the Romans, and for long periods of time organizing its sense of self around certain Greek ideas. It is not an accident, then, that Greece is known as the “cradle of western civilization”.

Reading A

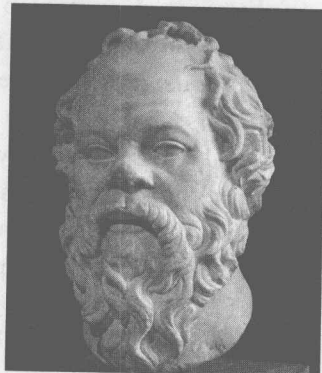


The Greek Love of Wisdom

Philosophy is a Greek word that literally means “love of wisdom”. Early Greek philosophers were concerned with the development of critical or rational thought about the nature of the universe and the place of divine forces in it. The Sophists (诡辩家), however, were a group of philosophical teachers in fifth-century Athens who rejected such speculation as foolish; they argued that understanding the universe was beyond the reach of the human mind. It was more important for individuals to improve themselves, so the only worthwhile object of study was human behavior. To the sophists, there was no absolute right or wrong—what was right for one individual might be wrong for another. True wisdom

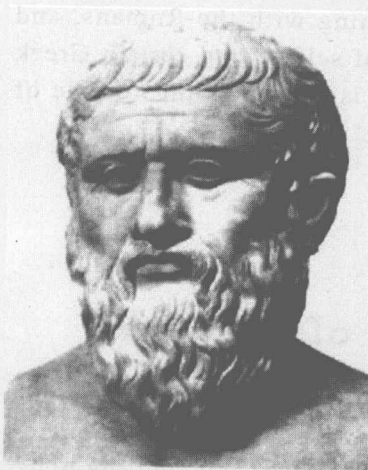
consisted of being able to perceive and pursue one's own good. Because of these ideas, many people viewed the Sophists as harmful to society and especially dangerous to the values of young people.

One of the critics of the Sophists was Socrates (469-399B.C.). Because he left no writings, we know about him only from his pupils, especially his most famous one, Plato. Socrates taught a number of pupils, but not for pay, because he believed that the goal of education was only to improve the individual. He made use of a teaching method that is still known by his name. The "Socratic method" utilizes a question-and-answer technique to lead pupils to see things for themselves by using their own reason. Socrates believed that all real knowledge is within each person; only critical examination was needed to call it forth. This was the real task of philosophy since "the unexamined life is not worth living".



全名：苏格拉底
学派：古希腊，苏格拉底派
主要领域：科学学、伦理学
著名思想：苏格拉底教学法、
苏格拉底反诘法

One of Socrates' disciples (门徒) was Plato (427-347



全名：柏拉图
学派：流派 古希腊，柏拉图学派
主要领域：哲学、知识论、伦理学、
美学、政治、教育
著名思想：柏拉图主义

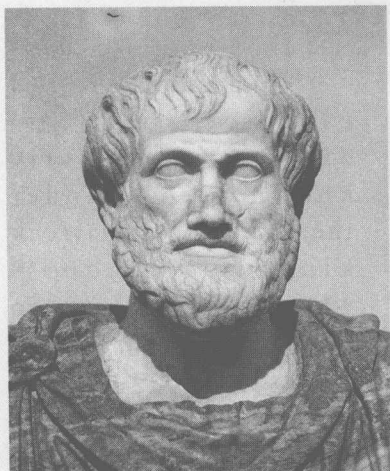
B.C.), considered by many the greatest philosopher of Western civilization. Unlike his master Socrates, who wrote nothing, Plato wrote a great deal. In his dialogues, he used Socrates as his chief philosophical debater. Plato's philosophical thought focused on the essence of reality and was centered in the concept of Ideas or ideal Forms. According to Plato, a higher world of eternal, unchanging Ideas or Forms has always existed. To know these Forms is to know truth. These ideal Forms constitute reality and can only be apprehended by a trained mind, which, of course, is the goal of philosophy. The objects that we perceive with our senses are simply reflections of the ideal Forms. Hence they are shadows, while reality is found in the Forms themselves.

Plato's ideas for government were set out in his dialogue titled The

①The Republic: 《理想国》，一部苏格拉底式的对话，柏拉图最著名的作品。是西方历史上最具影响力的哲学和政治理论著作之一。



Republic^①. In Plato's ideal state, each group fulfilled the assigned role, creating a society that functioned harmoniously.



全名：亚里士多德

学派：亚里士多德学派

主要领域：形而上学、逻辑、

伦理学、政治、科学

著名思想：理性、逻辑、生物学

Plato established a school at Athens known as the Academy. One of his pupils, who studied there for twenty years, was Aristotle (384–322 B.C.), who later became a tutor to Alexander the Great. Aristotle differed significantly from his teacher in that he did not accept Plato's theory of ideal Forms. Like Plato, Aristotle believed in universal principles or forms, but he believed that form and matter were inseparable. By examining individual objects, we can perceive their form and arrive at universal principles, but they do not exist as a separate higher world of reality beyond material things; rather, they are a part of things themselves. Aristotle's interests, then, lay in analyzing and classifying things based on thorough research and investigation. For his Politics

^①, Aristotle examined the constitutions of

158 states and arrived at general categories for organizing governments. He identified three good forms of government: monarchy, aristocracy, and constitutional government. He favored constitutional government as the best form for most people.

Aristotle's philosophical and political ideas played an enormous role in the development of Western thought during the Middle Ages. So did his ideas on women. Aristotle believed that marriage was meant to provide mutual comfort between man and woman and contributed to the overall happiness of a community. Nevertheless, Aristotle maintained that women were biologically inferior to men. Therefore, women must be subordinated to men not only in the community but also in marriage.

Questions for discussion

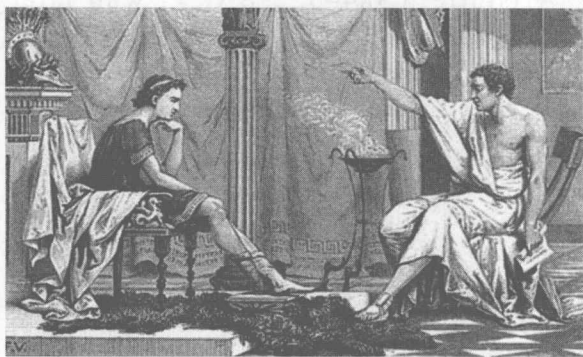
1. What do you know about Plato's Theory of Forms?
2. What do you think of the philosophical ideas of Greek philosophers?
3. Could you tell the difference between Plato's and Aristotle's political ideas?

^①Politics: 《政治家篇》，柏拉图最重要的对话之一。

Reading B



Alexander the Great



亚历山大在医学、哲学、道德、宗教、逻辑和艺术等方面接受了著名哲学家亚里士多德的教育

Alexander III of Macedon (356–323 B.C.), popularly known as Alexander the Great, was a Greek king of Macedon^① who created one of the largest empires in ancient history. Macedon was not a Greek city-state. It was a huge country in the north of Greece. Alexander received a classical Greek education under the tutorship of

famed philosopher Aristotle. Although both Alexander's reign and empire were short-lived, the cultural impact of his conquests lasted for centuries. Alexander is one of the most famous historical figures, and is remembered for his tactical (战术的) ability, his conquests, and for spreading Greek civilization into the East.

Upon his father's death, Alexander inherited a strong kingdom and an experienced army. He succeeded in being awarded the generalship of Greece and with his authority firmly established, launched the military plans for expansion left by his father. He invaded the Persian Empire, but whilst he was at war, some Greek cities rebelled, which brought him back South. Whereupon he captured the city of Thebes^② and demolished it as a warning to other Greek cities of what would become of them if they tried to resist his rule.

Determined to rule the World, he invaded Persian-ruled Asia Minor, and began a series of campaigns lasting ten years. Alexander repeatedly defeated the Persians in battle, marched through Syria (叙利亚), Egypt, and Persia (波斯, 现代伊朗的古名). In the process he overthrew the Persian king and conquered the entirety of the Persian Empire. Following his desire to reach the "ends of the world and the Great Outer Sea", he invaded India, but was eventually forced to turn back by the near-mutiny (哗变, 反叛) of his troops, who had tired of war.

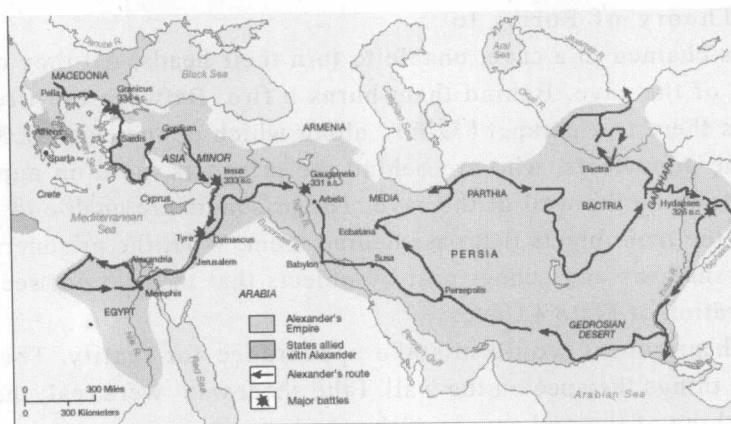
①Macedon: 马其顿王国, 古代巴尔干半岛中部一奴隶制国家。

②Thebes: 底比斯, 古希腊一主要城邦。



As well as his vast conquests, Alexander is credited with the spread of Greek culture and education in his empire. He has also been viewed as a philosophical idealist, striving to create a unity of mankind by his so-called fusion of the races policy, in which he attempted to integrate Persians and Orientals into his administration and army. Thus, within a dozen years Alexander's empire stretched from Greece in the west to India in the far east, and he was even worshipped as a god by many of his subjects while still alive.

Alexander died in Babylon in 323 BC. After his death his Empire soon dissolved. He was governed by divine ambition to conquer the world and create a universal world monarchy (君主制度). He was the first great conqueror who reached Greece, Egypt, Asia Minor, and Asia. He is famous for having created ethnic fusion (民族融合) between the Macedonians and the Persians. From many victorious battles, Alexander created empire which had marked history as the beginning of the Hellenistic Age^① and brought him eternal glory.



亚历山大帝国的版图以及他所征服的地域

Questions for discussion

1. Why was Alexander III of Macedon called "Alexander the Great"?
2. What kind of education did Alexander receive?
3. What was Alexander's ambition? And how did he manage to achieve his ambition?

①Hellenistic Age: 通常指从公元前323年, 古代马其顿国王亚历山大大帝去世到公元前30年罗马征服托勒密王朝统治下的埃及这个时期地中海东部诸国的历史。这段时期, 希腊化文明影响或主宰整个东地中海和西亚、中亚的文明世界, 希腊化时代通常被认为是希腊古典时代和罗马文化间的过渡时期。