

English Reading and Writing for General Academic Purposes

Reading and Writing
for Reviews

英语文献综述 读写教程

丛书主编 张为民 张文霞
主 编 吴 炜 吕燕彬

通用学术英语读写系列教材

清华大学出版社

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编 者 邢 如 宋丽丽 贾明舫 董 洁

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内 容 简 介

本书是“通用学术英语读写系列教材”中的第三部。教材以英语文献综述这一学术体裁为中心,明确以提高学术英语读写能力为目标,遵循以读促写、读写并重的原则,有机结合语言输入和输出,帮助学生掌握学术规范,提高批判性思维能力。在阅读方面,重点培养学生有意识地使用有效的阅读策略,批判分析文章的篇章结构和论证的逻辑性;在写作方面,重点帮助学生熟悉学术英语的写作规范,避免抄袭,掌握转述和摘要的写作技巧,提升加工、整合信息以及清晰表达自己观点的能力。

全书共8个单元,每个单元分阅读和写作两部分。阅读部分包括阅读策略和课文两个板块,课文的体裁以综述性文章为主,包括书评和文献综述;写作部分围绕书评写作和文献综述写作两大任务展开。阅读和写作两大部分看似相对独立,实则互为依托。

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投稿与读者服务:010-62776969, c-service@tup.tsinghua.edu.cn

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总序

学术英语学习旨在培养学生的学术交流能力，满足学生使用英语进行专业学习和发展的需要。中小学阶段英语教学的重点一般是培养学生用英语进行一般交流的能力，即侧重于一般英语教学。学术英语与一般英语既有联系，又有自己的特点。学术英语的学习既可以提高学生专业发展所需的语言知识和技能，同时也可以提高其一般英语的能力；它很大程度上涵盖了一般英语的学习，同时又可看作英语学习的更高阶段。学术英语学习包括两个层面的内容：一是技能层面（English for Academic Purposes）（如参加学术讲座、进行学术阅读需要的记笔记能力，论文写作、学术发言需要的概括能力等）；二是语言层面（Academic English）（如用学术语言写研究报告、研究论文的能力等）。学术英语是本科生、研究生用英语进行专业文献学习及研究交流所需要掌握的基本能力。

“通用学术英语读写系列教材”（English Reading and Writing for General Academic Purposes）针对教育部在《大学英语课程教学要求》（2007）中提出的英语较高要求和更高要求而编写。根据较高要求和更高要求，大学英语教学要注重培养学生的学术交流能力，要求学生能阅读所学专业的英语文献和资料，能用英语撰写所学专业的报告和论文。同时，本系列教材的编写也迎合全球化国际大环境对大学英语教学由一般英语转向学术英语的需要。

本系列教材的设计与编写主要依据两大原则：语言学习规律和高等教育特点。根据语言学习规律，语言输入为语言产出的基础，语言产出需与语言输入相结合，外语学习尤其如此。因此，本系列教材采用了以读促写、读写结合的编写理念。同时，掌握一门语言的读写能力遵循一定的先后顺序，如先学组词、造句、写段落，然后是记叙文、说明文、议论文等。在此基础上，进行更高层次的读写学习，即综述读写、论文读写等。另外，高等教育在很大程度上是专业教育，培养与专业相关的学术素养（如综述、议论、思辨、研究规范等）对学生而言至关重要。因此，大学英语教育应该顺应和符合学生的专业发展需求。具体而言，本科和研究生英语教育均需培养学生用英语完成说明文、议论文、文献综述和研究论文等不同语体的读写能力。

鉴于此，本系列教材1~4册分别围绕高等教育中最常用的四个学术语体进行设计与编写，即说明文、议论文、文献综述、研究论文。同时，这四册教材又针对高等教育对学生的学术素养要求，专门就常用的学术读写能力进行训练，包括学术阅读技能、学术词汇扩展、学术语言特点、学术文本特点、学术写作技巧（如paraphrasing）等。这些能力的训练贯穿于整个1~4册教材系列。

本系列教材是在教育全球化的新形势下为满足我国高校人才培养需求而开发的。教材

旨在为学生用英语顺利进行专业学习提供帮助和支撑,帮助学生掌握学术规范,提高学生的批判性和创造性思维,培养和提高学生的英语学术交流能力和专业学术素养,适用于本科生和研究生学习。我们相信,通过本系列教材的学习,学生不仅会进一步提高一般的英语交流能力,更能提高学术英语交流能力和跨文化学术素养。

感谢本系列教材的每一位编委专家为教材进行全面细致的审读,并提出宝贵的意见和建议,使得教材的编写更加契合广大院校培养优秀的研究型人才之目标,更加符合各高校英语教学向学术英语转型的要求。

丛书主编

2013年7月

前言

《英语文献综述读写教程》是“通用学术英语读写系列教材”中的第三部。文献综述要求作者既要围绕相关领域所查阅资料的主要论点进行整理、提炼、归纳、总结和分析，同时还要进一步阐述自己的观点、见解及研究思路，以及进行较为综合、专业、全面、深入、系统的论述和评价，而不能仅仅是资料的“堆砌”和“拼凑”。好的文献综述，能表明作者在该领域进行学术探索的广度和深度，体现其查阅、梳理、整合、分析资料的综合能力，并可为其进行下一步的研究论文写作奠定扎实和深厚的理论基础。本教材即紧密围绕英语文献综述这一学术体裁，展开读和写的教学，旨在帮助学生熟知文献综述的文体特征，掌握文献综述的写作技巧，为下一个阶段的英语研究论文写作能力的提升作好准备。

教材特色

1. 结合英语语言技能和本科阶段专业课程的学习，使得学生在提高英语能力的同时，培养基本学术素养，为今后的专业学习和学术研究打好基础。

2. 以英语文献综述这一学术英语体裁为中心，组织学习和教学内容，着重培养学生英语文献综述的阅读及写作能力。遵循以读促写、读写并重的原则，将语言输入和语言输出有机结合。

3. 选材广泛，内容丰富，涉及文化、教育、心理学、社会学、语言学习、环境等与大学生生活密切相关的话题。文章大都选自英美杂志、学术期刊，因而语料真实、实效性强，并具有一定的挑战性。该教材的每个单元除两篇课文之外，在写作部分也提供相关的范文，学生可以根据自身情况有选择地进行学习。

内容编排

本书共有八个单元，每个单元围绕一个主题进行课文的选材。在每个单元内，又分阅读（语言输入）和写作（语言输出）两部分。

阅读部分分为阅读策略和课文。课文的体裁以综述性文章为主，包括书评和文献综述。

写作部分亦围绕书评写作和文献综述写作两大任务展开。虽然书评和文献综述是两个不同的体裁，但其核心的技能（总结、分析、评价）是相通的。这两个写作任务被分解为诸多学术写作技能，从基础技能（如何避免剽窃、写摘要、转述、引文）到较复杂的综合技能（如何查找文献、评估文献、整合文献、写中心句、写引言和修改），循序渐进。每单元重点讲解和实践一个写作技巧。通过整本书的学习，学生可以逐步掌握文献综述的

写作方法和技巧。

阅读部分供学生学习、分析和模仿，写作部分则在阅读的基础上为写作实践提供进一步指导，两者看似相对独立，实际上却互为依托。

学习目标

本教材明确以提高学术英语读写能力为目标，帮助学生掌握学术规范，提高学生的批判性和创造性思维能力，契合在本科生中培养优秀研究型人才的目标。

1. 在学术阅读方面，重点培养学生有意识地使用有效的阅读策略（如略读、扫描式阅读、精读技巧等），辨别掌握学术英语特点，批判分析文章的篇章结构、论证的逻辑性。

2. 在学术写作方面，重点帮助学生了解并熟悉学术英语的写作规范，避免抄袭，掌握转述和摘要的写作技巧、提升加工、整合信息、形成并清晰表达自己观点的能力。

学习和教学指南

本教材适合已经完成该系列教材中《英语说明文读写教程》以及《英语议论文读写教程》学习任务的学生，以及英语水平为中级或中高级的学习者。

不同于传统语言教材的是，教师利用本教材授课的重点不再是词汇和语法的讲解，而是重点培养学生分析学术文章和总结学术规范意识和能力。教材里的大多数词汇、语法和阅读理解练习可以作为学生自主学习的材料。

词汇表说明

由于本教材针对的学生为英语水平中级或中高级学习者，词汇表中所收录的词汇大部分为《大学英语课程教学要求》中规定的较高要求词汇（用★标明）和更高要求词汇（用▲标明）。少数学术领域常用的超纲词汇用斜体标明。词汇表中的词汇和短语在课文中用黑体标明，一词多义的单词只标注文中的意思和最常用的释义。

本教材基于清华大学外文系六位教师合作编写的讲义，经过几个学期的课堂试用，吸取学生和教师的反馈意见编写而成。由于为本科阶段编写学术英语教材是一种尝试，疏漏和不当之处难免，恳请读者批评指正。

编者

2013年3月于清华园

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Learning Objectives

Reading Skill Focus: Effective Reading Strategies

- Reading for Thorough Understanding: SQ3R
- Fast Reading: Skimming and Scanning

Writing Skill Focus:

- Avoiding Plagiarism
- Paraphrasing and Summarizing

Section A: Reading



1. Reading Skill Focus

Effective Reading Strategies

You may read a variety of materials in English in your daily life for your English and major study. Later on, as you progress further in your academic career, you may have to read lab reports, and even academic papers.

Effective readers have confidence and interest in reading. They are also clear about the purposes of their reading and consciously make use of effective strategies to achieve their goals.

There are certain well tried out and widely used reading methods that you can use and adapt to suit your own needs. In this unit, two commonly used methods will be introduced. The first one, SQ3R, a way of intensive reading, is recommended for intensive reading. The second one, fast reading, applies when you read extensively.

1.1 Reading for Thorough Understanding: SQ3R

The **SQ3R** method includes 5 steps to follow:

(1) **Survey:** Glance rapidly through the whole text before reading any part of it in detail. This will give you a general picture of the text: the main idea, its purpose and organization.

(2) **Question:** Ask yourself some questions about each section (e.g., what, why, how, etc.). You may write down the questions and try answering them before further reading. These questions will give you a sense of focus and purpose while you read.

(3) **Read:** Thoroughly and carefully read the text section by section to find out answers to your questions. You may underline key points, take down notes, and if necessary, reread parts that seem challenging. Make sure you grasp the main idea and the purpose of the text.

(4) **Recall:** At the end of each section, recall the content. Try retelling the key ideas of the text.

(5) **Review:** Check the accuracy of your recall by a quick review. Reflect on your questions again for deeper understanding. Reread when necessary.

As you can see, the 5 steps reinforce one another. They help you stay focused, active and reflective. Practice using it and find out which techniques work best for you.

➔ Task 1. Practicing SQ3R method

Step 1. Survey: Quickly glance through the following text (chosen from Text 1 of this unit). Predict the main idea of the text.

Step 2. Question: Before reading the text any further, what question(s) can you ask about the text? _____

Step 3. Read: Read the text carefully. Underline key words. Write down the main idea of each paragraph. If necessary, reread difficult parts. Answer your own question(s).

Cultural Neuroscience (神经科学): How Culture Influences the Brain

What Gladwell doesn't address, however, is where these cultural differences come from, and how they become so pervasive in the first place. While it makes sense to think that people from different parts of the world will think about the world differently, we are only beginning to understand how deeply entrenched (确立的, 不太可能改变的) those differences really are—right down to the way our brains themselves function.

Barely two years old, the field of cultural neuroscience is transforming the way scientists think about the brain. Recent research suggests there's "a rich variation in basic mental processes". Jon Freeman, a doctoral student and author of a chapter on cultural neuroscience for the annual journal *Progress in Brain Research*, together with Tufts University researchers, is opening the door to determine just how—and how much—culture influences the working of the brain.

Tufts psychology professor Nalini Ambady puts it this way: cultural neuroscience shows that "there is

malleability (可塑性, 适应力) in the neural structure depending on cultural exposure". The brain, she says, is a "sponge" that absorbs cultural information. What she and other cultural neuroscientists have discovered is that although the brains of people from different cultures do not exhibit large structural differences, certain neural pathways do become more ingrained (根深蒂固的, 难以改变的) for immersion in a particular culture. They've also learned that those differences in brain function can influence our emotions, behaviour and attitudes towards people from other cultures. (around 280 words)

Step 4. Recall: With the help of your notes, retell to your partner the main idea of the text.

Step 5. Review: Review the text to check the accuracy of your recall. Discuss with your partner your understanding of the text.

1.2 Fast Reading: Skimming and Scanning

In college, you may have to read fast due to time constraint and/or the large quantity of reading required. While it is difficult to attain a high speed reading in a foreign language, you can certainly improve your speed through the use of efficient reading strategies and constant training.

Throughout the course, we will practice two important fast reading skills—skimming and scanning. **Skimming** is fast reading for general ideas while **scanning** is fast reading for specific information.

When skimming, we move our eyes quickly to get basic understanding. Usually, we pay special attention to the title, subtitles, topic sentences (usually can be found in the first or the last sentence in a paragraph, but not always), the first and last paragraphs, illustrations and charts. Skimming can be applied to almost any kind of reading.

Scanning is highly purpose-driven. When scanning, we read quickly to locate specific information, such as an answer to a question, a number, the name of a person or a place, etc.

➡ Task 2. Pair work

Make a list of materials you read in your daily life and decide how to best read each of them. Can you add more to the list?

Materials You Read	Purposes of Your Reading	The Best Way to Read Them
Novels		
News reports and magazine articles		
Textbooks		
Reference books		

Materials You Read	Purposes of Your Reading	The Best Way to Read Them
E-mails		
Online blogs		
Dictionaries		
Maps		
Research papers		

2. Texts

2.1 Text 1: The Brain in the World

Pre-reading task

➔ Task 1. Skimming

Read through Text 1, *The Brain in the World*, quickly (within 2–3 minutes). Choose one from the following statements that best summarizes the main idea of the article.

- A) Easterners and westerners think differently.
- B) Culture is critical to the safety record of an airline.
- C) The article reports on the 2-year growth of neuroscience.
- D) Research reveals culture's significant role in shaping our brain.

Now, read the text thoroughly and do the tasks that follow. Practice the SQ3R method.

The Brain in the World¹

A burgeoning (迅速增长 / 发展的) **science explores the deep imprint of culture.**

By Michael Blanding²

Culture Matters

1 Early one morning in August 1997, Korean Air Flight 801 was heading for a landing at Guam Airport (关岛机场). There was a spate of heavy weather, which wouldn't have been a problem itself. But the airport's guidance system was down, and the pilot

1 Abridged from *Reader's Digest Asia's* online edition: <http://www.rdasia.com/the-brain-in-the-world>. In-text subtitles are added by the compiler of this book.

2 Michael Blanding is an award-winning magazine writer who covers politics, social issues, and travel. He has written for publications including *The Nation*, *The New Republic*, *The Boston Globe*, and *Boston Magazine*, where he is a contributing editor. He has also taught magazine writing in Emerson College, Tufts University.

was dog-tired, having been awake for 19 hours straight. Even though he'd landed at this airport many times in the past, he forgot that there was a big hill blocking the approach to the runway. He flew the plane right into it, killing 228 people.

2 That was one of the eight crashes over 20 years for Korean Air, which at the time held the worst safety record of any airline, as award-winning sociologist and writer Malcolm Gladwell relates in his recent book *Outliers*. The consultant who came in to analyse the problem found a surprising reason for it: the Koreans' cultural tendency to be extremely **deferential** to their superiors. Both the first officer and the flight engineer had recognised the danger signs, but they couldn't bring themselves to confront the pilot directly or take control of the plane.

3 The consultant's analysis drew on the work of Geert Hofstede, a Dutch psychologist who spent many years analysing business culture around the globe and assigning different countries a "power-distance index" (PDI) based on how much their citizens **defer to** those in power. Americans, having a low PDI, **are accustomed to** speaking frankly to superiors as the occasion demands. A study of the airline industry revealed that South Korea has the second highest PDI of any country in the world.

4 The problem went away when the consultant required everyone in Korean Air's cockpits to speak English. Without the deferential forms of address used in Korean—useful as they may be in other contexts—the crew were able to speak more directly, and as a result, Korean Air went on to achieve one of the best safety records of any airline. The takeaway, according to Gladwell, is that "cultural legacies matter—they are powerful and **pervasive** and they persist". And he adds, "When we ignore that fact, planes crash".

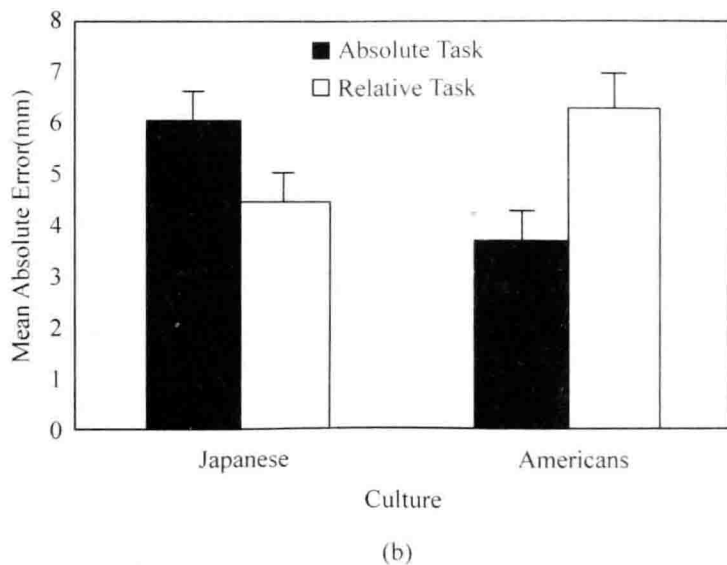
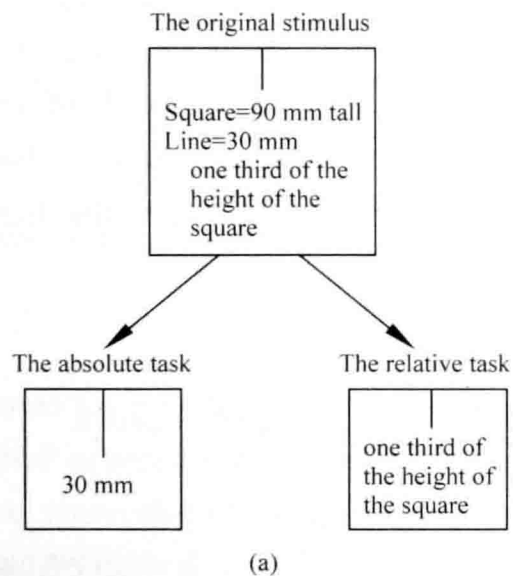
Cultural Neuroscience: How Culture Influences the Brain

5 What Gladwell doesn't address, however, is where these cultural differences come from and how they become so pervasive in the first place. While it makes sense to think that people from different parts of the world will think about the world differently, we are only beginning to understand how deeply entrenched (确立的, 不太可能改变的) those differences really are—right down to the way our brains themselves function.

6 Barely two years old, the field of cultural neuroscience is transforming the way scientists think about the brain. Recent research suggests there's "a rich variation in basic mental processes". Jon Freeman, a doctoral student and author of a chapter on cultural neuroscience for the annual journal *Progress in Brain Research*, together with Tufts University researchers, is opening the door to determine just how—and how much—culture influences the working of the brain.

7 Tufts psychology professor Nalini Ambady puts it this way: cultural neuroscience shows that “there is malleability (可塑性, 适应力) in the neural structure depending on cultural exposure”. The brain, she says, is a “sponge” that absorbs cultural information. What she and other cultural neuroscientists have discovered is that although the brains of people from different cultures do not exhibit large structural differences, certain neural pathways do become more ingrained (根深蒂固的, 难以改变的) for **immersion** in a particular culture. They’ve also learned that those differences in brain function can influence our emotions, behaviour and attitudes towards people from other cultures.

8 A few years ago, Shinobu Kitayama and colleagues at the University of Michigan conducted a **seminal** study that highlighted some of the differences between Eastern and Western thinking which Gladwell observed in the Korean Air case. American and Japanese subjects were shown a simple square frame with a vertical line drawn partway down the middle. The researchers then gave them a larger new frame and told them to draw a line the same length as the original. But there was a twist. Some people were told to draw a line the same absolute length as the original; others were told to draw one the same relative length as the larger new square.¹

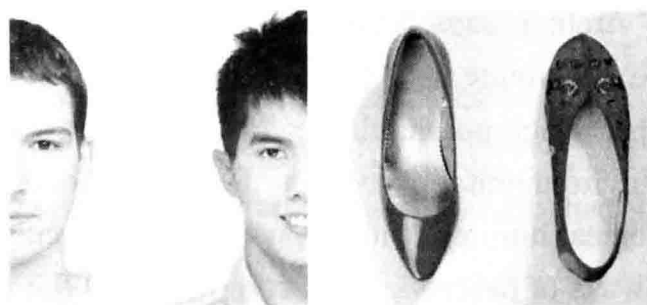


9 Across the board, the Americans performed better on the absolute test, while the Japanese excelled on the relative test. The researchers **attributed** the differences to cultural traits found in previous psychological studies: Americans **excel at** analysing

1 The charts originally appeared in a research paper entitled *Perceiving an Object and Its Context in Different Cultures: a Cultural Look at New Look* by Shinobu Kitayama, Sean Duffy, Tadashi Kawamura and Jeff T. Larsen, published in *Psychological Science*, Vol. 14, No. 3, May 2003. They are added by the compiler of the unit to aid comprehension.

specific details, while Asians perceive objects more holistically (整体的, 全面的), taking the surrounding context into account.

- 10 Last year, when researchers at the Massachusetts Institute of Technology (MIT) did brain imaging on subjects as they performed the framed line test, they found differences that went beyond cultural traits. Hooked up to a functional magnetic resonance imaging (fMRI) machine, both Americans and Japanese showed more activity in parts of the brain responsible for increased concentration when they were drawing the line that was more difficult for their cultural group.
- 11 What MIT researchers demonstrated was that two culturally distinct groups were using different parts of their brain for the same simple task. “As you get to higher levels of complexity, it leaves the door open for all other differences in brain function,” Freeman says.
- 12 Tufts’ senior vice president and provost (美国大学教务长) Jamshed Bharucha, a professor in Department of Psychology, has made it his business to explore some of those higher levels of complexity. In a paper published in *Current Directions in Psychological Science* last December, Ambady and Bharucha use the term “cultural mapping” to describe patterns revealed in the fMRIs. “When you are exposed to a culture over lifetime, your brain reorganises,” contends Bharucha, “The connections between the neurons change, and then the brain develops these cultural lenses through which you perceive the world.”



Culture vs. Genes

- 13 While it's impossible to **rule out** genetic differences between races to explain these differences in brain function, evidence increasingly points to culture as the deciding factor. Ambady and Bharucha both caution that further studies are needed—perhaps involving adopted children or immigrants—to determine exactly where genetics ends and culture begins. The most recent studies in the field, however, have already begun to show how malleable the structure of the brain is **in response to** cultural stimuli.
- 14 Joan Chiao, professor of psychology at Northwestern University who coined the term “cultural neuroscience”, conducted a study in October 2009 that showed distinctively how culture can **override** genetic **imperatives**. The study looked at