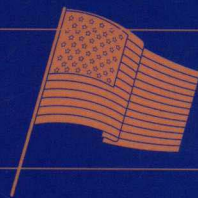
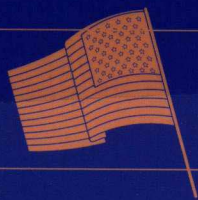


AMERICAN WAYS

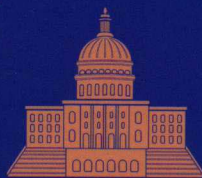
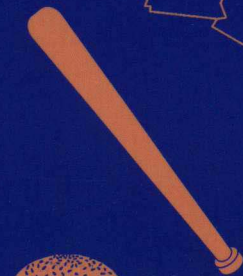
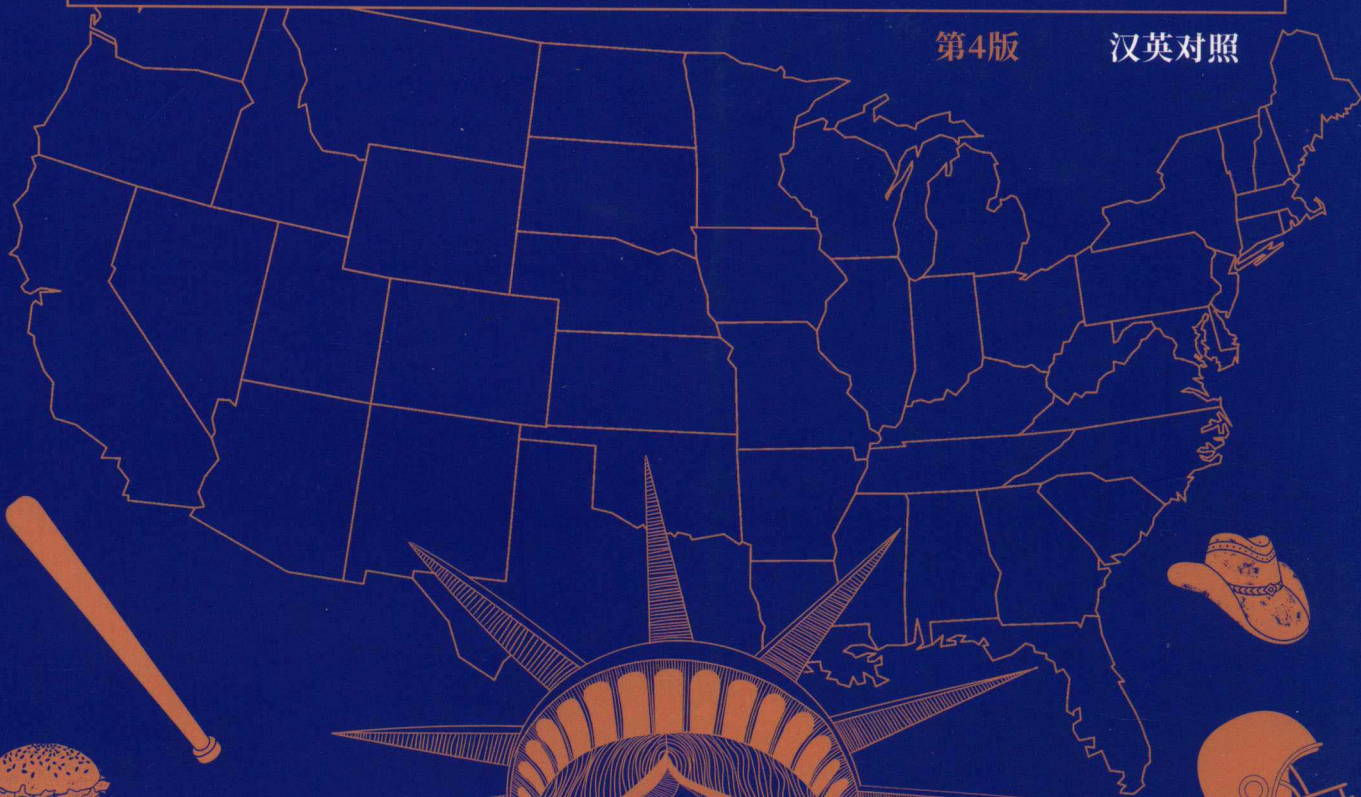


AN INTRODUCTION TO AMERICAN CULTURE
FOURTH EDITION

美国文化背景

第4版

汉英对照



[美] 玛丽安娜·卡尼·戴特斯曼
乔安·克兰德尔
爱德华·N. 卡尼
——著
张 菁
——译

美国社会文化知识的经典读本
系统分析美国传统基本价值观

This is a book about those traditional basic American beliefs, values, and character traits. It is not a book of cold facts about American behavior or institutions, but rather it is about the motivating forces behind the people and their institutions. It is about how these traditional basic beliefs and values affect important aspects of American life: religion, business, work and play, politics, the family, and education.

MERICAN WAYS

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TO THE TEACHER

What is “culture”? There are many definitions. Some would define it as the art, literature, and music of a people, their architecture, history, religion, and traditions. Others might focus more on the customs and specific behavior of a people. We have chosen to use a sociological definition of culture as the way of life of a group of people, developed over time, and passed down from generation to generation. This broad definition includes every aspect of human life and interaction. However, it would be impossible to cover every facet of American culture in a single book. We have, therefore, taken a values approach to our discussion, focusing on the traditional mainstream values that have attracted people to the United States for more than two hundred years. After explaining how these traditional values developed, we will trace how they influence various aspects of American life.

Why a book on American culture? There are many reasons. Those of us who have worked with foreign students in American universities or who have taught English to students both here and overseas repeatedly encounter questions about life in the United States. These students are frequently confused or even mystified about American values, attitudes, and cultural patterns. Even those students who have mastered enough English to take courses in an American university often find that they do not understand the cultural rules well enough to be successful as students. Many of these rules can be understood only within the broader context of American cultural patterns.

It is not only students who need the kind of information presented in this book. Foreign businesspeople, visiting scholars or government officials, and even tourists find their time in the United States more satisfying when they understand the values that underlie American behavior patterns and institutions. Newly-arrived immigrants and refugees adapt more easily to their new home when given a systematic introduction to their new country and its inhabitants.

For all of these reasons, *American Ways* is suitable for a wide audience. It has been used as a text in a number of programs for foreign students, including intensive English programs, short summer courses in the United States for foreign high school and college students, both quarter and semester courses at American universities, government programs for foreign visitors, and classes for immigrants. It has also been used in many different settings outside the United States, both as a text for students and as a reference guide—for U.S. Peace Corps volunteers, for example, and others who are teaching American culture.

What do we really learn when we study other cultures? First and foremost, we learn about our own. Until we are confronted by a different way of doing things, we assume that everyone does things the same way that we do, and thus our own culture—our values, attitudes, behavior—is largely hidden from our view. When we spend time analyzing another culture, however, we begin to see our own more clearly and to understand some of the subtleties that motivate our behavior and our opinions. By reading *American Ways*, students can begin to understand themselves and their own cultures better. To enhance this understanding, each chapter in the

book is followed by a series of exercises. Some of these exercises are specifically designed to encourage students to think about their own values or patterns of behavior and to compare them with what they are learning about or experiencing in American settings. We have also included a number of exercises to encourage students to interact with and talk with Americans. In these exercises we have provided a set of carefully structured questions that students can ask Americans. The answers they receive will help students form a composite picture of American beliefs and practices as they relate to education, business, government, sports, recreation, and so on.

Some of the chapter exercises provide students with an opportunity to explore more fully an idea that has been presented or to discuss ideas with other students. You may wish to assign different exercises to different students or to small groups of students, and then ask them to share their findings and opinions with the class. If possible, small groups should include students from different countries so that, in addition to learning about American culture and their own, they are also learning about other cultures.

Perhaps this is the real goal of a course about culture: to help us become more sensitive to cultural differences and more accepting of them. However, there will always be aspects of another culture that we may not like, no matter how much we understand it. The objective of this book is not to persuade others to approve of life in the United States, but rather to help them understand it more fully.

致教师

何为“文化”？文化的定义有很多。有人将其定义为一个民族的艺术、文学、音乐，以及他们的建筑、历史、宗教和传统；有人可能更关注一个民族的习俗及其特有的行为方式。我们采用了文化的社会学定义——一个群体长期形成并世代相传的生活方式。这个定义很宽泛，涵盖了人类生活和交往的各个方面。然而仅靠一本书是不可能将美国文化面面俱到地呈现的。因此，我们选择从价值观入手，重点讨论两百多年来吸引着人们来到美国的传统主流价值观。在阐述了传统价值观如何形成发展之后，我们还将追溯这些价值观是如何影响美国生活的方方面面的。

为何要编写这样一部关于美国文化的书？原因有很多。我们之中有人在美国大学与外国学生共事，也有人在美国和其他国家教学生学习英语，经常会被问及有关美国生活的问题。学生们常常对美国的价值观、态度和文化模式感到疑惑甚至困惑。即便是那些英语水平足以应对美国大学课程的学生也时常发现，想要取得学业的成功，自己对于美国文化规则的理解还有欠缺。很多规则只有在更为广阔的美国文化模式的背景下才能更好地理解。

本书所介绍的信息并非只有学生才需要，外国商务人士、访问学者、政府官员，甚至旅游者，如果他们能理解美国行为模式和制度背后的价值观，他们的美国生活也会更为如鱼得水。而对于初来乍到的移民和难民来说，能得到有关这个全新的国度及其居民的系统性介绍，会使他们更容易适应新的家园。

基于上述原因，《美国文化背景》适合的读者群体非常广泛。本书已在一些针对外国学生的课程中被作为教材使用，包括英语强化课程、针对外国高中生和大学生在美的暑期短期课程、美国大学的季度及学期课程、面向外国参访者的政府项目以及为移民开设的课程。本书在美国境外也被广泛使用，既可以被用作学生的教材，也可以作为美国和平队志愿者及其他教授美国文化人士的参考指导。

我们在学习别国文化时，真正学到的是什么呢？首先也是最重要的是，了解我们自己的文化。在接触到一种不同于自身的行为方式之前，我们总是理所当然地认为每个人的处事方式都与我们相同，因而对于我们自己的文化——我们的价值观、态度与行为——往往无法识见其真面目。然而，当我们花时间去分析另一种文化时，便会开始对自己的文化有更清晰的认识，并开始理解一些激发我们行为与见解的微妙细节。通过阅读《美国文化背景》，学生可以开始更好地理解自身及自身的文化。为了强化理解，本书每个章节都附有一系列练习。其中一些练习是为鼓励学生思考自身的价值观和行为方式，并与在美国环境中所学习和经历的进行比较。还有一些练习，鼓励学

生与美国人接触和交谈，在这些练习中我们提供了一系列精心设计的问题让学生们可以向美国人提问，涉及教育、商业、政府、体育、娱乐等众多领域，而学生们获得的回答可以帮助他们形成关于美国人的信念与习俗的综合印象。

一些章节练习也让学生有机会去深入探索书中的某个观点，或是与同学一起讨论各种想法。您可以给不同的学生或小组布置不同的作业，并让他们与全班同学分享各自的发现和看法。尽可能让每个小组都包含来自不同国家的学生，从而使学生在学习美国文化与自己的文化的同时，还能了解其他文化。

或许这才是一门关于文化的课程真正的目标：让我们对文化差异更加敏感，也更加包容。不过，无论我们对另一种文化的理解有多么深入，这种文化里总会有一些方面是我们不喜欢的。本书的目的并非要说服他人认同美国的生活方式，而是帮助人们更全面地理解它。

ABOUT THE FOURTH EDITION

In revising the content of this book, we concentrated on updating events that have occurred since the third edition was published in 2005. The issues surrounding multiculturalism continue to be of great importance, as the cultural diversity of the United States continues to increase. Indeed, estimates are that by the mid-2000s, the United States will be majority minority. That is, the majority of Americans will be from minority groups. The traditional group of white Americans of European descent will be in the minority. Already this is the situation in the largest school systems in the country. And since the last edition of this book, the country has elected and re-elected its first African-American president, Barack Obama. His first cabinet (the heads of executive branches of the government and principal government agencies) was one of the most diverse in history, and he appointed three women to serve on the U.S. Supreme Court, one of whom is the first Hispanic Supreme Court Justice. This expanding diversity makes it increasingly difficult to describe the American culture, and it is uncertain whether the traditional mainstream culture will continue to be the dominant culture in the future.

In the fourth edition of this book, the basic conceptual framework of traditional values remains the same. However, it is not clear how future generations will interpret or change them. Chapter 12 has been largely rewritten to focus more clearly on what is happening to traditional American values and on the challenges the United States faces (some of which are global in nature). These challenges include economic decline and rising national debt, the growing gap between the wealthiest individuals and the rest of the population, and needed reform of immigration policy. Perhaps the greatest challenge is the growing polarization between the two American political parties—the Democrats and Republicans—that has led to a Congress in which little gets done. Gun violence and national security continue to be a concern, as attacks on American schools and the 2013 bombings at the Boston Marathon demonstrate.

Originally, we envisioned this book primarily for use in English language courses designed to prepare students to study in American universities. We believe students in those courses need experience presenting information and voicing their personal opinions to others; they should be encouraged to make both oral and written reports and participate in debates and formal discussions. We have written many exercises that suggest appropriate topics and activities. The fourth edition provides more explicit development of reading skills (skimming, scanning, predicting, and understanding main ideas and details) and an expanded writing section (identifying and organizing academic information into main ideas and supporting details, often preceded by discussion, research, and completion of graphic organizers). New to this edition is explicit focus on critical thinking: on assessing information, comparing alternative points of view, identifying potential problems and solutions, and being a questioning reader. There is also

more attention to vocabulary in this edition, including exercises on collocation and a focus on the most important academic words (from the Academic Word List*). The book continues to offer activities such as Ask Americans, but with this addition, students will also be able to listen online to a diverse group of Americans as they answer these questions. Throughout, you will also notice the new photos, new poll data, and the exhaustive bibliography of sources that we have used in developing this edition. More than 200 new sources were consulted for the fourth edition. Of particular note is the extensive use of Pew Research Center data, and we urge teachers to have students explore this valuable continuous source of new information available online. Additionally, answers to the exercises, more teaching tips, and graphic organizers can be found in the Teacher's Manual.

We have been delighted to hear from many teachers about creative ways they have used *American Ways*—not only in courses that introduce American culture, but also in courses focusing on cross-cultural communication, listening/speaking, reading/writing, academic preparation, and even literature. Teachers have used the values framework to design courses where students could explore ways in which the values appear in American literature, American films, or current events, for example, focusing on materials the teacher developed from other sources and presented in addition to the text.

关于第四版

修订本书内容时，我们重点增加了 2005 年第三版出版以后发生的新事件。随着美国文化多样性的不断发展，围绕多元文化主义的问题依然相当重要。事实上，据估计，到 21 世纪中叶，美国将成为少数族裔占主体的国家。也就是说，届时大多数的美国人将会是来自少数族裔群体，而传统的欧洲裔美国白人群体则将成为少数。本书上一版出版之后，巴拉克·奥巴马当选并连任了美国总统，成为第一位非洲裔美国总统。他的首届内阁（政府行政部门及主要政府机构的领导人）也是历史上最多样化的内阁之一。他任命了三名女性为美国最高法院法官，其中一名也是首位西班牙裔最高法院大法官。多样性的日益发展也使描述美国文化变得愈发困难，我们很难断言，传统的主流文化在未来是否仍然会是主导文化。

本书第四版中，传统价值观的基本概念框架保持不变。至于后世会如何解读或改变它们，我们不得而知。第十二章做了大幅重写，更加清楚地关注美国传统价值观的现状以及美国所面临的挑战（其中有一些挑战本质上是全球性的）。这些挑战包括经济衰退、国债增长、贫富差距的扩大，以及亟待改革的移民政策等。也许，最大的挑战来自美国两大政党——民主党和共和党，其日益严重的两极分化导致了国会的罕有作为。此外，美国校园枪击案以及 2013 年波士顿马拉松赛爆炸案都表明，枪支暴力和国家安全依然是值得关注的问题。

我们编著此书的初衷是用于学生预备赴美攻读大学的英语课程。我们认为参加这些课程的学生需要体验如何展示信息以及表达个人观点；应当鼓励他们多进行书面和口头报告，参加辩论和正式讨论。我们编写了许多练习，为学生提供适当的话题和活动。第四版提供了更为明确的阅读技能培养内容（包括略读、寻读、预测和理解主要观点和细节等），以及一个拓展写作部分（确定并将学术信息按照主要观点与支持论据组织起来，通常之前会有讨论、研究以及组织结构图等练习）。第四版中新增了对批判性思维的明确关注：评估信息、比较不同的观点、确定潜在问题和解决方法，以及做质疑型的读者。这一版也更注重词汇，包括搭配练习和最重要的学术词汇聚焦（来自学术词汇表*）。本书保留了诸如“提问美国人”之类的活动，但除此之外，学生还可以上网去倾听具有不同背景的美国人是如何回答这些问题的。翻阅本书，你还会注意到，我们在编写新版时采用了新的照片、新的民调数据，以及详尽的参考文献资料。第四版参考了二百多份新资料。特别值得一提的是，本书大量采用皮尤研究中心的数据，我们也强烈建议教师让学生去探索这个可以持续提供新信息的宝贵的在线资源。此外，教师手册中提供了练习答案、补充教学指导以及结构图表等。

我们很高兴收到了许多教师创造性地使用《美国文化背景》的反馈——不仅用于美国文化导论课程，也在一些跨文化交际、听力 / 口语、阅读 / 写作、学术预备课程，甚至文学课程中使用。教师利用价值体系框架来设计课程，让学生可以从中探究价值观在美国文学、美国电影或时事中的体现方式，例如，集中探讨教师为课文补充编写的其他来源的材料。

THE BOOK AT A GLANCE

Purpose

- To increase students' awareness and understanding of the cultural values of the United States, their own country, and, we hope, other countries
- To provide interesting cross-cultural activities for small group and class discussions, and topics for oral presentations, research, and writing projects
- To develop students' critical thinking and use of academic English

Level

High intermediate to advanced. The vocabulary level is in the range of 3,000 to 4,000 words, with emphasis on the Academic Word List.* (See page 306.) Grammatical structures are not controlled, although an effort has been made to avoid overly complex patterns.

Content

Information about traditional basic American values, where they came from, and how these values affect various institutions and aspects of life in the United States, for example, religion, business, government, race relations, education, recreation, and the family.

Types of Exercises

Pre-reading activities (previewing content and vocabulary), comprehension questions on both main ideas and details, topics for discussion and debate, critical thinking, extensive vocabulary development (with a focus on the Academic Word List and collocations), values clarification, questions for Americans, suggestions for research and oral reports, ideas for pair work and group projects, proverbs, people watching and experiments, understanding polls and the media, Internet activities, writing topics and activities to develop academic writing skills, and suggested books and movies.

Use of Text

- To orient students to American culture
- To foster cross-cultural communication
- To promote reading, writing, and discussion
- To encourage conversation
- To serve as a conceptual framework and accompany other cultural materials focusing on literature, the media, current events, and so on.

*For details on the development and evaluation of the AWL, see Coxhead, Averil (2000) A New Academic Word List. *TESOL Quarterly*, 34(2): 213–238.

For more information about the AWL and how to use it, visit the Internet site <http://www.victoria.ac.nz/lals/resources/academicwordlist/>

本书概览

目的

- 增进学生对美国、自己的国家以及（我们希望）其他国家的文化价值观的认识和理解；
- 为小组和课堂讨论提供有趣的跨文化活动，以及口头表达、研究及写作计划的话题；
- 培养学生的批判性思维和学术英语的运用能力。

水平

中高级至高级，词汇量为三千到四千词，重点为学术词汇表中的词汇（见 306 页）。语法结构没有限制，但已尽量避免使用过于复杂的句式。

内容

美国的传统基本价值观、它们从何而来，以及这些价值观对美国的各种制度和生活，例如宗教、商业、政府、种族关系、教育、娱乐以及家庭等方方面面的影响。

练习类型

读前活动（预览内容和词汇）、关于主旨和细节的理解问题、讨论及辩论话题、批判性思考、词汇拓展（侧重于学术词汇表中的词汇以及固定搭配）、价值澄清、提问美国人、研究和口头报告建议、双人活动和小组项目设计、谚语、人物观察和实验、理解民调和媒体、网络活动、写作话题和培养学术写作技能的活动，以及推荐书籍和影片。

课文用途

- 引导学生理解美国文化；
- 营造跨文化交际环境；
- 促进阅读、写作和讨论；
- 鼓励交流；
- 作为概念框架，配合其他侧重文学、媒体、时事等的文化资料。

* 要了解学术词汇表的发展和评估细节，请参看 Coxhead, Averil (2000), *A New Academic Word List*. TESOL Quarterly, 34(2): 213 – 238.

要了解学术词汇表及其使用方法的更多信息，请访问网址 <http://www.victoria.ac.nz/lals/resources/academicwordlist/>

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