

<<美国社会文化>>

图书基本信息

书名：<<美国社会文化>>

13位ISBN编号：9787301166437

10位ISBN编号：7301166435

出版时间：2010-4

出版时间：北京大学出版社

作者：王恩铭 编

页数：318

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## 前言

目前,我国外语教学界正日渐形成这样一种共识,即外语教学与外国文化教育密切相关,不可割离。

围绕语言教学与文化教育的关系问题,学术界主要有三种观点。

一种观点认为,语言与文化是一种从属关系,即语言为主,文化为辅,英语表述为language teaching with a cultural dimension。

另一种观点提出,语言教学与文化教育应齐头并进,不分主次,互为补充,英语表述为culture teaching as a parallel to language teaching。

还有一种观点主张,语言教学与文化教育构成一个不可割裂的整体,英语表述为culture teaching as an integral part of language teaching。

尽管这三种观点侧重点相异,对文化在语言教学过程中的权重认识不一,但它们的共同点还是显而易见的,即三者都强调文化教育对语言教学的影响和作用。

以此推论,即便了解和掌握一国文化不是学好其语言的必要条件,至少也是有助于语言学习和运用的。

正是基于这一认识,本人用英语编写了这本《美国社会文化》,旨在为中国的英语学习者和美国文化爱好者提供一幅以美国文化理念和价值观为主线、以美国民族特性和行为方式为内容、以美国社会结构和地区特色为衬托的“美国社会文化全景图”。

众所周知,语言的背后是文化,文化的背后是良知,良知的背后是人性。

因此,无论是从现实主义或者实用主义,还是从道德良知或者人文精神的角度来说,知晓和领悟美国文化不仅有助于我们对英语(至少是美国英语)的切实掌握和灵活运用,而且有助于我们人文素养的提升和思想情操的修炼。

毋庸说,我们不必把美国文化“照单全收”,更没有必要仿而效之,而应该采取取其精华、去其糟粕的态度,一方面探寻美国人的文化精神,另一方面寻求全人类的共同关怀。

在了解和诠释美国文化的精神之旅中,我们不仅可以解读英语文字中的文化信息,更可以英语文字为载体透视美利坚民族之魂。

长期以来,本人在讲授英语语言技能的同时教授美国文化课程。

近三十载的教学实践告诉我,英语语言教学必须辅以文化内容,即language teaching with a cultural dimension。

这是最基本的要求,否则语言学习只能流于表面,无法深入内层。

事实上,对英语国家文化的生疏和无知不仅阻碍语言习得过程,而且影响甚至制约对语言的准确理解和完整掌握。

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### 内容概要

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#### 作者简介

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长期从事美国文化与高级英语的教学工作。

2002年荣获上海外国语大学首届“青年十佳教师”，2002年获上海外国语大学教育奖励基金“申银万国科研”一等奖；2006年获上海外国语大学科研学术专著三等奖；2006年获上海外国语大学奖励基金“卡西欧论文奖”；2007年及2009年获上海外国语大学奖励基金“卡西欧专著奖”。

2008年获上海外国语大学科研学术论文一等奖，2009年获上海外国语大学教育奖励基金一等奖。

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## 章节摘录

The city had many faces. Slums , criminals , beggars , and grafters displayed one side of urban life. Beautiful parks broad avenues lined with smart stores and fine mansions , great churches , theaters , museums , and libraries showed another. The best hospitals and the best schools were to be found in the cities , as were also the intellectual nerve centers of the country the offices of the leading magazines , newspapers , and book publishers. It was part of the centralization of American life that the more sophisticated manners and morals of the city should exert a steadily widening influence over the country as a whole. The city was the home of the rich no less than of the poor.

but the rich were enjoying their golden hour in the city as the poor could not. For women , however , the city gave them new opportunities for independence that were never dreamed of. The narrow alternatives of earlier days school-teaching , domestic service , factory work now broadened to offer employment to women doctors , lawyers , typists , telephone operators , librarians , journalists , and social workers. Particularly interesting were the opportunities in nursing. Except in a few Catholic hospitals , female nurses before the Civil War were an untrained and little-respected group. But by 1883 , with the radical alteration of public attitudes , there were twenty-two training schools in the country. Urban conditions , the growing independence of women , and many other economic and social factors exerted their influence on American family life. Between 1860 and 1910 , the birth rate declined from about 41 per thousand to about 27. Smaller families were particularly characteristic of the urban professional and business classes , who found it increasingly expensive to give children the educational and other advantages that were considered necessary. Even more alarming to many moralists was the steady increase in divorce. In 1867 , fewer than 10 , 000 divorces were granted in the whole country 0.3 divorce per thousand of population. In 1914 , there were over 100 , 000 divorces and the rate had risen to 1.0 per thousand inhabitants.

编辑推荐

《美国社会文化》在了解和诠释美国社会文化的精神之旅中，我们不仅可以解读英语文字中的文化信息，更可以以英语文字为载体透视美利坚民族之魂。通过学习美国社会与文化，可以更加系统、完整地理解和把握美国文化，进而在理性层面对英语语言既“知其然”，又“知其所以然”，最终自觉使用正确、地道的英语。

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