

<<研究生英语文献阅读>>

图书基本信息

书名：<<研究生英语文献阅读>>

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前言

21世纪是中国各行各业不断深化改革的时代。

作为社会改革的组成部分，研究生教育改革的核心目标之一就是转变落后的教育理念，努力培养研究生主动有效的学习习惯，切实提高研究生的创新与思辨能力。

课程教育改革是实现这一目标的关键步骤，而文献阅读研讨课的设立是落实这一目标的具体措施。

作为研究生教育改革的执行者和实践者，我深刻体会到，无论是基础课还是专业课，不以研究作为基础的课程，都很难保证教学质量。

据上海市学位办2001 - 2008年有关研究生教育质量的统计，在实施文献阅读研讨课的高校中，学位论文异议率大幅度下降，而研究生科研成果量却稳步上升。

这些事实说明，文献阅读与研讨是一个切实可行的教学理念。

它推进了教师科研与教学完美结合，实现了教学相长，符合建构主义的工作原理和学习者的知识习得规律。

在专业课程教学中的成功经验让我产生了在非英语专业研究生基础课程中作进一步尝试的想法。

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内容概要

《复旦博学研究生英语系列：研究生英语文献阅读》以研究生培养目标为编写原则，选用了西方哲学、社会学、心理学、历史、文化、语言学等学科的部分经典原著节选24篇。

12个单元中的每一个单元都由两篇在主题内容上或相关或对立的文献构成。

教材按照文献阅读的基本要求设计。

正文之前的Lead-in介绍作者的生平或文献的主要内容。

练习要求学习者提供作者信息、内容摘要、关键词、文献理论核心概念的解释和讨论等。

通过文献阅读与练习设计，我们期望达到两个目的：1) 进一步提高研究生的学术语言的感受能力和使用能力；2) 进一步提高研究生的思辨能力和良好的阅读习惯。

作者简介

冯奇，1960年生，江西抚州人。

上海外国语大学博士，现任上海大学外国语学院教授，副院长，上海市外文学会常务理事、上海市大学英语研究会常务理事、上海市电化教育协会外语专业委员会常务理事。

1981年以来，一直从事英语专业本科生和研究生英语基础课和专业课的教学和研究工作。

著有《核心句的词语搭配研究》，合著《大学英语修辞教程》，译编《怎样写短文》，主编《认知修辞学论文集》、《语言教学与文化》1-6辑，主编英语阅读教材多部，发表论文30余篇。

主持上海市教委立项课题2个。

书籍目录

Unit 1Text A Pomeranz, The Great Divergence : China, Europe, and the Making of the Modern World Economy, 2000Text B China's Advocate : A Review of Kenneth Pomeranz's The Great DivergenceUnit 2Text A The City : A Global HistoryText B Does Language Shape Thought? Mandarin and English Speakers' Conceptions of TimeUnit 3Text A Metaphors We Live ByText B A Survey of the Interpersonal RhetoricUnit 4Text A The Art of Loving : The Theory of LoveText B Chapter 11 Attraction and Intimacy : Liking and Loving OthersUnit 5Text A Something New Under the Sun : An Environmental History of the Twentieth?Century WorldText B One Hundred Years of SolitudeUnit 6Text A What Pragmatism Means (Part) Text B What Pragmatism Means (Part) Unit 7Text A The Limits of Philosophical KnowledgeText B The Value of PhilosophyUnit 8Text A The Nature of Sociology (Excerpted) Text B Basic Concepts in SociologyUnit 9Text A What Is a Society?Text B Reflections upon the Sociology of Herbert SpencerUnit 10Text A The Sociological ImaginationText B The Characteristics of Usable HypothesesUnit 11Text A Max Weber: On BureaucracyText B Bureaucratic Structure and PersonalityUnit 12Text A Play, the Game, and the Generalized Other From Mind, Self and SocietyText B “ Living in the World ” : Dilemmas of the SelfKey

章节摘录

On the other hand, many ultimate "ends" or "values" toward which human action may be oriented, often cannot be understood completely, though sometimes we are able to grasp them intellectually. The more radically they differ from our own ultimate values, however, the more difficult it is for us to make them understandable by imaginary participation in them. In this case, depending upon the circumstances, either we must be content with a purely intellectual interpretation of such values, or when even that fails, sometimes we must simply accept them as given facts. Then we can try to understand the action motivated by them on the basis of whatever opportunities for approximate emotional and intellectual interpretation seem to be available at different points in its course. These difficulties apply, for instance, for people not susceptible to the relevant values, to many virtuous acts of religious and charitable zeal; also certain kinds of extreme rationalistic fanaticism of the type involved in some forms of the ideology of the "human rights" are in a similar position for people who totally repudiate such values. The more we ourselves are susceptible to them, the more readily can we emotionally participate in such reactions as anxiety, anger, ambition, envy, jealousy, love, enthusiasm, pride, vengefulness, loyalty, devotion, and appetites of all sorts, and thereby understand the irrational conduct which grows out of them. Such conduct is "irrational," that is, from the point of view of the rational pursuit of a given end. Even when such emotions are completely inexperienced to the observer, he or she can still have a significant degree of empathic understanding of their meaning and can interpret intellectually their effects on the course of action and the selection of means.

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