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研究生公共英语

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Unit 1

TEXT A

Advice from a Dinosaur?

By Peter J. Feibelman

1. By my standards, today's world is technologically highly evolved. Very highly! With email in its infancy only a couple of decades ago, and long-distance phone calls costly, we dinosaurs mainly communicated by what is now disparaged as snail mail, if not in person. There was no Internet. Putting your résumé on a compact disc was not an option—indeed, to “burn a disc” had not entered the lexicon. A serious literature search involved many mind-numbing hours in a library (I know: “*What is a library?*”). Computers were unimaginably slow.
2. It is not just technology that has changed. Until the latter 1960s, for instance, widely held memories of the successful Manhattan Project, and worries spawned by the Soviet launch of *Sputnik* (in 1957), supported many, many dollars for physics and for science more broadly. Landing a tenure-track job, and even winning tenure itself, was not an especially taxing project for the fresh science Ph.D. of that blessed era.
3. This perspective begs a serious question: Can you expect to find an effective mentor among scientists who succeeded in the technological and historical climate of two to four decades ago? The answer is yes, I contend, provided you narrow your search from those who are merely older to congenial researchers whose success has not clouded their historical and personal outlook. Notwithstanding an utter lack of interest in maintaining a Facebook page, a scientific elder can offer help in establishing a personal network of scientific contacts, in distinguishing an exciting research idea from a pedestrian one, in critiquing your oral and written expression, and so forth. That an elder researcher's path to tenure was relatively easy need not translate into his or her inability to distinguish good luck in emerging into the job market at a particularly blessed moment from having possessed superlative intellectual capacity and a clever career strategy.
4. Need I say that there are also plenty of scientific elders whose experience was not so different from your own, and who don't have to make a special effort to understand what you are facing? I am one of them. Despite receiving a Ph.D. when times were still good, in December 1967, I made the “mistake” of accepting a postdoctoral position in Paris instead of immediately looking for a tenure-track job. I had a wonderful stay in France, but at the cost of then having to find a permanent research job in the hard times of the early 1970s instead of the easy ones of just a couple of years before. Not a seer, I had managed to place myself on the wrong side of a cusp in funding levels—and the right side for gaining an understanding of what a starting scientist must do in a tough economic environment to win a permanent place in the research community.
5. So, how did my quest come to a happy conclusion? In 1973, the U.S. economy was headed steeply downward; the Vietnam War was working toward its end (“not with a bang but a whimper”); the Watergate scandal was just months from forcing Richard Nixon to resign the presidency; and I, at age 31, was looking for a permanent job in physics. After two-plus years as a soft-money assistant professor, I'd been informed that when the three-year National Science Foundation grant that paid my salary expired, funds would not be available to move me to the tenure track. (Does this sound at all familiar?)

6. There were not many suitable jobs. I recall a trip to Texas to interview at the University of Houston, Texas A&M, and UT-Austin. At each stop, I gave my talk, met privately with staff, felt I had done well, and was then informed that the position in question had evaporated. “Sorry about that!” In December, I spent five weeks on a research visit to the Stanford Applied Physics Department. One Sunday in Palo Alto, I noticed a job ad in the newspaper for a scientist who would be hired to advise a mayor on the likely impact of urban development plans. The position was once again based on a finite-term grant. But, after two, two-year postdoctoral positions and a three-year assistant professorship, I was inured to the nomadic life, and so I applied. Despite my lack of credentials in urban planning, my interview, high up in San Francisco’s stunning Transamerica building, went rather well, I thought, until I was asked, “What would you do if, a few weeks from now, you were offered a job in physics? Would you take it?” I gave an honest answer—the wrong answer, namely, “Yes.” End of interview—back to despair.

7. But then, a bolt from the blue—a former postdoctoral colleague who had moved to Sandia Laboratories in New Mexico decided to quit research and become a medical doctor. He proposed my name as someone to fill his position, a permanent one. By then, I knew what it takes to have a career in science. I could articulate my research direction. I understood that as a theorist, I needed to persuade experimenters that I would be helpful to them, and also that I grasped ideas they did not. So, I prepared and burnished a talk. The first two-thirds of it were introductory, pictorial, and conceptual—deliberately designed to appeal to my hoped-for experimental colleagues. The last third was heavily theoretical, with equations, even, aimed at persuading listeners that in me, they would be buying expertise they themselves lacked.

8. These tactics worked! I was offered, and with alacrity accepted, a position at Sandia. On arrival, I did my utmost to fulfill the promises I’d made in my interview—and as of the year 2011, at age 68, I’ve been a research scientist there for a very rewarding 36 years.

9. What lessons reside in this autobiographical extract and happy ending? One, not much of a surprise in a Facebook era, is that networking is an excellent way to gain opportunities. Responding to job ads may have the desired effect. Knowing someone is better.

10. Another lesson is the importance of being serious. Why would a hiring officer consider an applicant for an urban planning job who at the drop of a hat is prepared to return to the physics career he really wants? I wouldn’t.

11. A third notion is that even in a market where few positions are available, the number is unlikely to be zero—and it is the best-prepared applicant who will win the competition. Having a reasonably good idea of what my Sandia interviewers would be hoping for, I spent serious time developing an appealing job talk. This was far from wasted effort.

12. Understand that the probability of landing a permanent job is the product of two factors. One is how many suitable positions are available. The other is your probability per job of being the successful candidate. There is essentially nothing you can do to affect the first factor. Accordingly, it is a focus on the second factor that makes sense. Despairing over the unavailability of jobs wins you nothing. Preparing for an opportunity might—and in large measure.

13. Since my personal saga of 1973-1974, the U.S. and world economies have seen good times and bad. Twenty years on, after the subsequent Internet boom came the Internet bust, and today we are experiencing and—only maybe—slowly emerging from the “Great Recession” of 2008-2009. Once again, job opportunities for freshly minted scientists are scarce, and, accordingly, I am

guessing you will find the advice from this dinosaur relevant, even in a world that, since 1993, has outwardly changed greatly.

Source: Peter J. Feibelman, *A Ph.D. is Not Enough! A Guide to Survival in Science*, Basic Books, 2011, pp. 19-25.

Glossary

disparage	vt.	to reduce in esteem or rank 轻视, 贬低
résumé	n.	a brief account of one's professional or work experience and qualifications, often submitted with an employment application 简历
lexicon	n.	vocabulary 词汇
spawn	vt.	to cause something to happen 造成, 引起
tenure	n.	the right to permanent employment until retirement 终身职位的
taxing	adj.	demanding and wearing 费力的, 费劲的
mentor	n.	a wise and trusted counselor or teacher 导师, 指导者
congenial	adj.	friendly and sociable 友善的, 易相处的
pedestrian	adj.	ordinary, commonplace and dull 平庸的, 平淡无奇的
superlative	adj.	of the highest quality, extremely good 最高级别的, 极佳的
seer	n.	a person who tells people what will happen in the future 预言家
culsp	n.	a point or pointed end 尖端, 尖点
inure	vt.	to get used to something, habituate 使习惯(于)
credential	n.	a letter or certificate giving evidence of one's competence or authority 凭证, 证书
burnish	vt.	to improve or make more impressive 打磨, 改善
alacrity	n.	speed or quickness, briskness 欣然, 痛快

Cultural & Background Notes

1. **Snail mail**, named after the snail with its slow speed—refers to letters carried by conventional postal delivery services as opposed to electronic mail.
2. **Manhattan Project** was a research and development undertaking during World War II that produced the first nuclear weapons. It was led by the United States with the support of the United Kingdom and Canada. The Manhattan Project began modestly in 1939, but grew to employ more than 130,000 people and cost nearly US \$2 billion. Research and production took place at more than 30 sites across the United States, the United Kingdom, and Canada.
3. **Sputnik** was the first artificial Earth satellite which the Soviet Union launched into an elliptical low Earth orbit in 1957. This surprise success precipitated the American Sputnik crisis and triggered the Space Race, a part of the Cold War. The launch ushered in new political, military,

technological, and scientific developments.

4. **Watergate scandal** was a major political scandal that occurred in the United States during the early 1970s, following a break-in by 4 Cuban Americans and 1 American at the Democratic National Committee headquarters at the Watergate office complex in Washington, D.C. on June 17, 1972, and President Richard Nixon's administration's subsequent attempt to cover up its involvement. After the 5 burglars were caught and the conspiracy was discovered, Watergate was investigated by the U.S. Congress; meanwhile Nixon's administration resisted its probes, which led to a constitutional crisis.

5. **Texas A&M University** is a coeducational public research university in College Station, Texas, United States. It is a state university and is a member of the Texas A&M University System. The Texas A&M system endowment is one of the 10 biggest in the nation.

6. **UT-Austin** (University of Texas at Austin) is a public research university and the flagship institution of the University of Texas System.

7. **Palo Alto** is a charter city located in the northwest corner of Santa Clara County, California, in the San Francisco Bay Area of the United States. Palo Alto was established by Leland Stanford Sr. when he founded Stanford University, following the death of his son, Leland Stanford Jr. The city includes portions of Stanford University and is headquarters to a number of high-technology companies.

8. **A bolt from the blue** means a sudden and unexpected event.

Exercises

I. Search Reading

Directions: Scan the text quickly to find the information you need to answer the following questions.

1. Who is the "dinosaur"?

2. What is the advice from a dinosaur concerned with?

II. Matching Headings to Sections

Directions: Read the text and complete the information in the table below.

Heading	Paragraphs
The blessed era	1-2
_____	3
_____	_____
_____	_____
Conclusion	13

III. Identifying and Summarizing Key Points

Directions: Use information from paragraphs 9-12 to complete the following summary.

There are certain lessons one can learn from Feibelman's job-hunting experience. A first lesson is that _____ is an excellent way to gain opportunities, better than _____. Another lesson is that _____ is very important. A third lesson is that _____ will help one win the competition.

IV. Reading for Specific Details

i. Directions: Read the text and try to find answers to the following questions.

1. What does "this perspective" in the third paragraph refer to?

2. According to Feibelman, what help can a scientific elder offer to the fresh science Ph.D.?

3. Why did Feibelman fail the interview as a mayor advisor?

4. What promises did Feibelman make in his interview with Sandia Laboratories in New Mexico?

5. What factors affect one's probability of landing a permanent job?

ii. Directions: Read the text again and decide whether the following statements agree with the information in the text? Write

True	if the text confirms the statement
False	if the text contradicts the statement
Not Given	if it is impossible to know from the text

_____ 1. Nowadays Ph.D. students still spend much time in a library.

_____ 2. Back in the 1970s, it was not difficult for a fresh science Ph.D. to get a tenure job at a university.

_____ 3. Feibelman regretted his postdoc experience in France.

- _____ 4. Feibelman failed to get the urban planning job, despite the fact that the job interview went very well.
- _____ 5. It is important for theoretical physicists to cooperate with experimental physicists.
- _____ 6. No matter how tough the job market is, there are always people who can get a job.

V. Translation Practice

Directions: Please translate the following Chinese into English.

本文就博士毕业生如何找工作给出了中肯的建议。虽然就业形势日益严峻，但即使就业岗位寥寥无几，找到工作的几率也不可能为零。机会永远为有准备的人而准备。求职面试你该用怎样的态度呢？文章作者的建议是一定要严肃认真。如果你真的重视自己，认为自己就是能给雇主带来非同一般的价值，那面试就是探讨未来合作的可能性，而不是简单地任人挑选。无论求职成败，都要自信乐观。同时，还应该结合实际适时调整自己的职业规划，为自己设定长远的目标。

TEXT B

Job Interviews

By Peter J. Feibelman

1. Succeeding in a job interview is much easier if you have an idea of what is expected of you. It is amazing how many job candidates fail because they are totally unaware of what their interviewers are looking for and what makes their interviewers nervous. Although the criteria are considerably less stringent if you are seeking a postdoctoral rather than a permanent position, the basic themes are the same: Are you a self-starter or a drone who always needs to be told what to do next? Are you a leader or a follower? Will you take an interest in your colleague's work, or will you shut the door to your lab or office and never come out? Do you possess scientific curiosity, or do you view research as just another job? The drones, the followers, and the noninteractors, in general, need not apply.

2. The best preparation for a job interview, just as in the case of exams in school, is to work out in advance what questions are likely to be asked and to have answers for them. In the case of a job interview, the most important question is some variation of "what will you do here if we hire you?" A good time to prepare an answer is when you are putting your résumé together. In addition to giving you a head start on your interview preparation, if your résumé includes a persuasive paragraph or two on the research efforts you plan, it may help you land an interview in the first place.

No Dilettantes Need Apply

3. As is true in general, being bright, even very bright, is not enough to succeed as an employment candidate. I was recently part of a group that interviewed a young man with high grades and extremely good recommendations from one of our country's best graduate schools. Recommendations are not always trustworthy, of course. Over time, there tends to be an inflation

of the praise level from any one institution since if a previous student was hired, a professor does not want to say that a subsequent candidate is any less worthy. Nevertheless, in this case we had high expectations because the recommendation came from a professor well known to members of our staff. As it turned out, the candidate, V., did appear to possess excellent analytic abilities. In his job seminar, he explained that he had developed mathematical tools that made it possible to extract useful information, in a non-prejudicial way, from an experimental technique that is widely used but was previously hard to interpret convincingly. V., a theorist, had gone into an experimental lab, perceived a difficulty in making sense of the data that were being obtained, and, by eliminating that difficulty, had made an important contribution. This is how he had won, and why he deserved, high recommendations.

4. The downside appeared after the formal talk. A member of the audience said he thought that V.'s new technique could be applied to a considerably wider class of experiments and gave some specific examples. V. appeared to be unaware of the opportunities to exploit his success and thereby not only to make himself useful to many others but also to achieve much wider recognition for his work. What's worse, he didn't seem to like the idea. In our private interview, V. explained that he did not want to be pigeonholed as an expert in one particular area. He thought that if he exploited his success, he would lose the freedom to work in other areas later. V. appeared fixed on the notion that he had the potential to contribute in so many areas of research that it would be dangerous to focus on any one of them for very long.

5. To his interviewers, the message was that V. is and wants to remain a dilettante. V. said that if he were hired as a postdoctoral researcher, he wouldn't want to work on a specific project or even in a specific group. He would want to spend a month or two on arrival looking around the lab for something "interesting" to work on. He said he was a "generalist." I wanted to know if V. thought he could find enough experimentalists at our lab who needed help understanding their data that he could make a career of work similar to that of his thesis. He said he preferred analyzing the errors of others to making his own mistakes in the attempt to create new knowledge at the forefront.

6. For all his brainpower and wonderful academic pedigree, and despite his real contributions, V.'s interview was a failure. It would certainly have been too risky to hire him in a permanent slot. He seemed much too immature.

7. It was even worrisome to imagine him as a postdoc. After two years, would V. have found something interesting enough to work on? Would he be salable for a permanent position at that point, or would we have to worry about his struggle to avoid unemployment?

The Employer's Viewpoint

8. It is important to understand the job interview from the perspective of the employer. He probably does not fill research positions very often. His research staff is generally not very large, and if the staff is broken down by subfield, the number of staffers with whom you might collaborate is even smaller. Therefore, offering to hire you is a big risk. Start-up funds are limited. Lab and office space is hard to come by. If you turn out to be directionless, if you are noninteractive, if you are unproductive, you will represent a huge waste of time and resources, percentage-wise. If you are one of ten staffers in related areas and you fail, then the department is only 90 percent productive at best. If it takes "only" three years before you are let go because you are not working out, realize that three years may be almost 10 percent of your colleagues' careers, a substantial fraction of their work years during which they might have been more productive had

they had another colleague who stimulated them.

9. Given the perceived high stakes, it is not surprising that the scientists who interview you will want considerable assurance that you will make their department a more interesting place and will not just occupy space and absorb funds. Thus, it is absolutely fatal not to have given thought to your scientific direction, not to be able to articulate what you plan to do in the next two or three years and why. Under no circumstance should you indicate that you are willing to do “whatever the department wants” or, as V. said, that you will arrive without a clear direction and then will look for something “interesting” at the lab. Being collaborative is important, but having no inner compass is fatal. Your fellow scientists hope to learn from you. If you are simply going to be another pair of hands, a technician is a lot cheaper and much less of a risk. If you imply that you will sit in your office or lab waiting for inspiration to strike, there are enough other people applying for the job who will “hit the ground running” that you will simply not get an offer.

10. Even if you are applying for a postdoctoral job and expect to be working under the close supervision of a professional, it is still important that you express personal interests — a burning desire to know something. The lab where you work will continue to hire postdocs after you are gone. If the word gets out that postdocs do well at a particular lab, that they will end up with permanent research positions at prestigious institutions, then the best PhD’s will want to apply to the lab for postdoctoral slots. If, on the other hand, it seems that after two years the lab’s postdocs have not accomplished much and have difficulty finding good positions, then university advisers will likely assume that postdocs at the lab in question are not getting appropriate guidance and will steer their best students elsewhere. Thus a laboratory has a very real stake in your success. Its future is at issue. If you publish an important paper or two during your two years, that will be perceived as a real contribution. If you interact constructively with the local staff, you will have a particularly good chance of landing a permanent position locally. Nevertheless, from the lab’s perspective, your main task as a postdoc is to do whatever it takes to be able to land a good job in a timely fashion when your brief tenure is up. Your task at your postdoctoral job interview is to provide confidence that this will be the case.

11. Although you should come to an interview prepared to describe your scientific goals, you should realize that if your inner compass appears to point in a direction totally orthogonal to your hosts’, you are unlikely to look like an ideal colleague. Thus, you can enhance your chances for success by spending some time on the Internet, boning up on the research interests and accomplishments of the members of the group to which you are applying for the job. Just as *your* publications represent your résumé, the same is true of the scientists you will be visiting. If you understand your interviewers’ perceptions of what is important, you will be able to tailor your description of your own goals accordingly. In “doing your homework”, you should aim to develop a description of how your research interests mesh with those of the group in which you would like to work. (if you cannot think of a reasonable formulation, you are probably applying to the wrong group.)

12. Incidentally, if you are interviewing for a professional position, you can expect to be asked what courses you would like to be able to teach. If you are unprepared to answer this question, your commitment to being a good department citizen may come into question. This, then, is another area in which doing your homework might make a difference.

13. A few days after your personal interviews are done and you have gone home, staffers you visited will be trying to remember what you said in order to write up impressions of your

performance. If you were able to ask intelligent and pointed questions about various staff members' work and to explain how your research will complement their own, their memories will be excellent, and it will be easy for them to write glowing reviews. If you hadn't a clue what is going on in their labs and expressed no understanding of how your work might help them achieve their goals, their memories will need refreshing, or perhaps they will be wondering whether you have the desire or the ability to make a serious contribution.

Remember How You Get to Carnegie Hall

14. Practicing your thesis presentation or seminar before your interview trip is absolutely vital. If you are comfortable giving your talk, your audience will feel more at ease and more willing to accept what you have to say. If you have dealt with tough questions before, being subjected to aggressive interruptions will not be as likely to make you defensive or make you want to find a hole to crawl into.

15. To this end, it is a good idea to practice at your home institution by giving your talk not just to your thesis adviser's group or a collection of your friends but to a wider representation of your department. Apart from helping you refine your understanding of your own accomplishments, responding to their expressions of incomprehension will make it easier for you to be quick on your feet when you are out job hunting. Every lab values staff members whose sharp questions at seminars expose the important qualifications of the science being presented. Thus, you can be almost certain that there will be an inquisitor or two in the room trying his best to make you squirm — often it will be the last young scientist to be hired, trying, consciously or not, to impress the older staffers with how valuable an asset he is. You will feel and look a lot better if you prepared to deal with this aggression. If someone raises an issue you had not thought of, you will not find yourself cringing or spluttering, but instead responding that the point in question seems cogent and is one you will certainly be investing in the coming months.

16. In succeeding chapters concerned with grant applications and developing a research program, you will read words very familiar to those you have read here. The preparation you make for your job interviews should in no sense be thought of as just an exercise necessary to land a position after your PhD. Thinking about what you want to accomplish as a scientist, trying to grasp the big picture that makes your accomplishments meaningful, and learning what excites your colleagues — and why — are all vital for your success after you have won a junior position. The thinking, résumé writing, and literature searching that you do in order to succeed in your job hunt will make it much easier for you to prepare successful grant applications and to decide what research projects you will want to do. When you arrive at a new job, it is very likely that your life will switch to “fast forward.” The time between your arrival and when you have to be renewed, be considered for tenure, or return to the job market will seem very short and very precious. Whatever thinking you have done in advance and written preparation you have made will lighten your burdens and may keep you out of the panic mode.

Responding to a Job Offer

17. In the happy event that you receive one or more job offers, in addition to selecting the one you want to accept, there may be some negotiating to do. If you are a hot property — for example, if you received some special recognition for your thesis or postdoctoral work — or if you have several offers from prestigious institutions, you may be able to negotiate a higher salary from the

one where you would like to work. Generally, however, at the junior scientist level, there is little flexibility regarding salaries. On the other hand, there is considerable latitude concerning start-up funds, lab space, the assistance of technicians, and other working conditions.

18. Because your scientific productivity on a short time scale is going to determine your job security and the likelihood of your remaining in research, you should try to arrange to have as few distractions from research as possible and to have whatever equipment and space you will need available on your arrival. There is no harm in asking the chair of a university department that wants to hire you for a relatively light teaching load for the first year or two while you are writing proposals and setting up a lab. You should also be able to specify what equipment you will need to purchase and how much it will cost and to justify these expenses in terms of the scientific output they will bring. Do not be afraid to ask for a lot, within reason. You want the department's respect, not its love.

19. If you examine the science world around you, you will see that *he who spends the most money has the most influence*. I do not suggest that you spend money frivolously. I know more than one young scientist who failed after setting up a lab that looked like the cockpit of a modern jetliner but had lost track of the idea that it was also necessary to generate some meaningful results. Nevertheless, if the problems you want to solve require the use of expensive equipment, you should ask for it. You certainly do not want to arrive at your new institution and then have to sit around for months unable to begin useful scientific work.

20. In getting the working conditions you want, the key concept is leverage. Generally, this takes the form of job offers from competing institutions. Once you have turned down your other job opportunities and are committed to the institution whose offer you have accepted, your leverage is greatly reduced. Of course, your new boss has an interest in your success. But dividing limited department funds is a zero-sum game, and when you arrive as a new hire, you are at the bottom of the heap, your credibility as a scientist is marginal, and therefore you are not in a good position to win battles for money, space, working conditions, or whatever. The time to negotiate is before you have eliminated your other options.

21. If you can manage to get the results of your negotiations in writing, it would not hurt to do so. It is not that your superiors will be intentionally dishonest. However, having your offer, in all its glory, in black and white can be useful for refreshing people's memories if the going gets rough. This raises the question of how to get a written offer without appearing to call your new employer's honesty into question. One clever strategy is to write the offer out yourself, in the following way:

Dear Dr. Honcho:

I very much appreciate the time you spent discussing my professional opportunities at LAB-X. As I understand it, the position you are offering will include the following: [Specify the important terms here: lab space, equipment, summer salary, freedom from teaching for some time, whatever.]

Please let me know whether this list accurately reflects our conversation so that we may proceed accordingly.

SCINCERELY YOURS,

DR. IMA MOVER

22. It is not infrequent that an institution offering you a position will want an acceptance or rejection within some time limit, so it can make a timely offer or send a rejection letter to a

runner-up for the job. This may put you under considerable pressure, if other places where you have interviewed are moving too slowly. If you are not prepared to answer “yes” or “no” as a deadline approaches, you should ask for more time. If the extra time is not accorded, in deciding how to respond, you should keep in mind that *your* life and *your* happiness are paramount. If you are unwilling to let go of offer number one while waiting to hear from institution number two, it might be reasonable to accept the first offer. If the later offer is better, you can take it and apologize to the first offerers for changing your decision to accept. You will not make friends by withdrawing your acceptance, and breaking a promise is certainly not something you should do lightly or often. Nevertheless, your life comes first. If an institution plays rough by pressuring you for an decision, it should be prepared to accept the fruits of its tactics. It has probably experienced such consequences before.

23. Keep in mind that as a junior scientist, you are the weaker party in all your negotiations. It is not for you to make life easier for the stronger parties. In general, you will not offered a written contract or particularly good job security. Although you should consider how your handling of a job offer will affect your long-term standing in the scientific community, you should not dismiss your own needs out of hand for the sake of a potential employer’s priorities.

Source: Peter J. Feibelman, *A PhD Is Not Enough: A Guide to Survival in Science* (revised edition), Basic Books, 2011, pp. 91-105.

Unit 2

TEXT A

Why Use Language?

By David Crystal

1. What’s it all for? Why did the human race learn to speak, write, and sign? What’s the use of language? We might think the answer is very simple: to communicate with each other. But there’s more to it than that.
2. Certainly the primary purpose of language is for communication. We use language to communicate our ideas and opinions to each other. We use it to ask other people for information and to tell them our thoughts when they ask us. Sometimes we tell the truth. Sometimes we tell lies. But in all these cases, the basic aim is clear. We want the ideas in our head to get into someone else’s head. And for that to happen we must speak them, write them, or sign them.
3. But there are several other uses of language where the basic aim is nothing to do with communicating ideas, for instance, being playful.
4. Imagine a group of people swooping puns. Mary starts it off by telling the others that her cat hasn’t been well, and this leads John to say:

Aw, poor thing, did it have catarrh?

Everybody laughs, and then they produce as many ‘cat’ puns as they can think of

What a catastrophe!

A catalogue of disasters!

She must have been eating caterpillars.

Perhaps she got her paws caught in her catapult.

5. The cat doesn’t understand a word of what they’re saying, but everyone else is having a great time, groaning away as the puns get worse and worse.
6. Let’s pause now and think about this kind of language. It isn’t language being used for communicating ideas. The cat didn’t have catarrh. She hadn’t been eating caterpillars. She didn’t have a catapult. This is language being used to talk nonsense – and nobody minds at all, because it’s fun.
7. Here’s another use of language which has nothing to do with communicating ideas: to express identity. For example, our accents and dialects can usually tell people who we are and where we come from. They are one way in which we express our identities.
8. There are other ways. Listen to the chanting of a crowd at a football match.

COME ON YOU ROYALS! COME ON YOU ROYALS!

9. They might say this hundreds of times during the match. There are no ‘ideas’, as such, being communicated here. The people are chanting to show support for their team. Their chant shows whose side they are on. It expresses their identity.
10. Identity can be expressed in writing too. Next time you go into a newspaper shop, notice how the different papers identify themselves. Some, such as the Sun and the Mirror in the UK, stand out because they have big red banners at the top of the front page. And each paper has its own distinctive typeface. We can easily spot The New York Times, for instance:

The New York Times

11. No other newspaper in the USA uses a typeface quite like that.
12. Another use of language is to express our emotions. Imagine you’re hammering a nail into a piece of wood, but something goes wrong and you hit your finger instead. What will come out of your mouth? Of course, if you’re very brave you might not say anything. But most of us would let out a yell. And quite a few people would shout at the hammer. ‘Stupid hammer!’ we might moan, as if it was the hammer’s fault. And rather a large number of people, I suspect, would swear out loud, and say ‘bloody hell’ – or something much worse.
13. What sort of language is this? If we call the hammer stupid, it can hardly be the communication of ideas, can it? The hammer doesn’t have a brain, so it can’t possibly understand us. So what are we doing, talking to the hammer?

14. What we're doing is getting rid of our nervous energy. By shouting at the hammer, we feel a bit better. That's why we might swear at it. It makes us feel better. Everyone swears, even if their strong words are very mild, such as 'Gosh!' or 'Sugar!' or 'Crikey!'

15. This emotional use of language can actually be useful in another way. By sounding off, we let other people know that something has gone wrong. The swear words are actually a cry for help. So this kind of language does communicate information of a sort, but it isn't very clear information, as we can see from this dialogue:

John (banging his thumb): Ow! Stupid hammer! Mum: What's the matter?

John: I've banged my thumb!

16. John's first utterance doesn't say very much really. It's the follow-up utterance that tells Mum what's happened. John is using language in two very different ways.

17. We also use language just to get on with other people. Think of what happens when we sneeze. Usually, in English, someone says 'Bless you!' And the sneezer then says 'Thank you'. Why do we do that?

18. This is another use of language – to avoid embarrassment. When we make an unexpected noise, such as a sneeze, we feel a bit awkward. We can't just say nothing. That would be an awkward silence. So either we have to say something or the people around us have to say something. And usually it's the listeners who jump in first.

19. There are many occasions when we say something just to fill an otherwise awkward silence. This is why people sometimes say such things as 'Looks like rain' or 'Lovely day' when they meet each other. They don't want to start a proper conversation, but they feel it would be rude to pass by in silence. So they make a remark about the weather.

20. The same sort of thing happens when I meet people for the first time, and they say 'How do you do?' They're not actually asking me how I am. There's no request for information here. They'd be very surprised if I started to tell them all about my health: 'Thank you for asking. Actually, I've got a bit of a temperature today, and I think I've got a cold coming on. And I had a bit of a tummy upset last night.' No, all they expect is for me to say 'How do you do?' back to them. It's just a greeting.

21. Every day, we show how we're getting on with other people by using language to build social relationships. That's why we say such things as 'Hi', 'Good night', and 'See you later'. It shows that we're getting on well with the people we're talking to. And if we don't say such things, it shows the opposite.

22. We can also use language to change the world! Imagine the scene. A ship is being launched at a shipyard, and the Queen of England is there to name it. A bottle of champagne is attached to the end of a rope. After she says 'I name this ship...', the rope swings, the bottle breaks on the ship's hull, and the ship slides into the water for the first time.

23. This is a very unusual use of language. We're using it to change how we see the world. Before the Queen spoke, the ship didn't officially have a name. After she spoke, it did. It was the language that made the difference.

24. The same sort of thing happens in a number of other situations. Have you ever been to an auction? The auctioneer is selling an object, and the people who want to buy it make their bids. When the auctioneer sees that the bidding is over, he calls out:

GOING ... GOING ... GONE

25. As soon as he says the word ‘Gone’, and bangs his hammer – and not before – the object is sold. Again, it is the language that makes the difference.

26. Many religions and societies have ceremonies which people have to go through if they want to join. Christians have to be baptized, and the person doesn’t become a Christian until the words ‘I baptize thee ...’ have been spoken by the minister who is carrying out the baptism. In religions all over the globe, people believe they are changing lives when they pray for help, give blessings, and carry out other spiritual tasks. Similarly, in some societies, magic rituals are thought to affect the nature of the world. In all cases, the rituals rely on language.

27. Magic sounds a bit far out. But think about it. We don’t promise anything until we say the words ‘I promise’. We don’t apologize until we say ‘I’m sorry’. That’s magical too.

28. I’ve left until last one of the most important uses of language: we use it to help us think. Have you ever talked to yourself? It can sometimes be very helpful when you’re on your own and trying to work out a problem. I once overheard someone building a piece of equipment in which there were all sorts of coloured wires and screws and things. He was looking first at the instructions, then at what he was doing, and all the time he was talking to himself like this:

Right, so the green wire goes to the left-hand screw and the red wire goes to the middle one. Right ... Good ... That leaves the blue and orange ones which go ...

He paused, looked at the instructions again, then went on:

... the blue to the middle one as well ... no, that can’t be right ...

and he carried on talking like this until the job was done.

29. Why was he talking? He wasn’t talking to me (I was outside the room) and there was nobody else around. Plainly, it helped him to think. By saying the instructions out loud, he was making it easier to remember what to do.

30. We all do similar things, when we try to remember instructions.

31. That’s why we sometimes repeat what someone else has said:

Mary: So take the first left, then the second right, go through a set of traffic lights, and John’s road is the first on the left.

Me: So, first left, second right, through the lights, first on left.

Mary: That’s right.

Me (muttering, as I start my journey): First left, second right, through the lights, first on left ... first left, second right ...

32. We do the same sort of thing in our writing, when we make notes to help us organize our thoughts on a page, or when we make a rough draft of something. The very act of writing something down, or putting it on a screen, can help us work out what it is we’re trying to say. Authors sometimes make hundreds of drafts before they’re happy that what they’ve written is

what they want to say. This happens especially in literature, which is another very special use of language. And one of the reasons is that words don't just express meanings; they express feelings too.

Source: David Crystal, *A Little Book of Language* (Yale University Press, 2010).

TEXT B

Language For Feelings

by David Crystal

1. Language often allows us several ways of saying the same thing, but there's a very slight difference between them. Here are Mary, Susan, and Joan talking about some children playing in the next room.

Mary: Listen to those little ones!

Susan: Listen to those urchins!

Joan: Listen to those brats!

2. The words tell us something about the feelings of the speakers. Mary must think the kids are really sweet. Susan must think they're being a bit of a mischief, and probably they're not very well dressed. And Joan must think they're being a real pain. If they didn't want to show their feelings, of course, they could just say: 'Listen to those children.' 'Children' is a neutral word.

3. The feelings we have when we see or hear a word are called connotations. 'Little ones', 'urchins', and 'brats' have different connotations. Some connotations are positive – they give us pleasant or comfortable feelings. Some connotations are negative – they give us unpleasant or uncomfortable feelings.

4. Every language has hundreds of words which make us think of things in an emotional way. Here are some more word-pairs which mean the same thing. In each case, I've put the 'good' meaning first and the 'bad' meaning second.

Joanne is very slim.

Joanne is very skinny.

Our house is cosy.

Our house is cramped.

He was behaving in a childlike way.

He was behaving in a childish way.

The cakes I've made are moist.

The cakes I've made are soggy.

5. A few more? We don't approve of people who are 'miserly', 'stingy', and 'nitpicking'. We do approve of them if they're 'thrifty', 'economical', and 'meticulous'.

6. This is why we have to be very careful when we read the papers, listen to the news, or call up a website. We should always be on our guard. Are the writers trying to put their own emotions into our heads? We might see this headline in one newspaper:

TERRORISTS MOVE SOUTH

7. But in another, talking about the same group of people, we might read:

FREEDOM FIGHTERS MOVE SOUTH

8. We can guess, from their choice of words, which side each newspaper is on.

9. Or imagine a news story about a number of people who moved into an empty building because they had nowhere else to live. If it went like this:

Several vagrants now live in the building

the writer is making us think badly of their actions, because 'vagrants' has negative connotations. But if it went like this:

Several homeless people now live in the building

the writer is making us think well of them, because 'homeless' has positive connotations. It's more likely to make us feel sympathetic. When language tries to make us think in one way rather than another, we say that it is 'biased'. Take a situation where an airport wants to build a new runway. If writers want to persuade us to support the idea, they'll write such things as 'Building a new runway will create hundreds of jobs'. If they want us to oppose the idea, they'll write such things as 'Hundreds of homes will be demolished if the runway goes ahead'. A balanced report tells both sides of a story. A biased report tells us only one side.

10. One of the most important reasons for finding out about language – and for reading a book like this one – is to make ourselves aware of the way people often try to manipulate our thoughts and feelings by the way they speak and write. They're trying to persuade us to behave in a certain way, and they do this by cleverly choosing certain words, sounds, and sentence patterns. We hear politicians do it, when they make a speech asking us to vote for them. We see advertisers doing it, when we see a commercial that asks us to buy something. We need to know what people are up to, so that we're not fooled. In a word, we have to understand their rhetoric (pronounced 'ret-o-rik').

11. Rhetoric is the use of language to persuade or influence people. Advertisements use lots of rhetorical features, because they're trying to persuade us to buy things. There will be words which make a product sound really attractive:

new, wonderful, beautiful, best, great value, delicious, special, extra, lovely, crunchy, safe.

12. You won't see ads which use words saying that the product is

smelly, dangerous, expensive, tasteless, ordinary, worst, out-of-date.

13. We can be sure that an ad for some sort of diet food is going to say:

This is the easy way to stay slim!

and not:

This is the easy way to stay skinny!

14. Ads also use clever sounds and rhythms to make the name of the product stay in our mind:

Maybe it's Maybelline! (for a brand of make-up)

You can't get better than a Kwik-Fit fitter. (for a car-parts service)

15. Every bit of the language in an ad is very carefully chosen so that it has the right rhetorical effect on the listener or reader. The people who write ads can take months before they get the words exactly right. And when they do get it right, the evidence is that people remember the name of the product and want to buy it.

16. It's not just journalists, advertisers, and politicians who use rhetoric. Everybody does. For example, Kate wants to go to a concert, but her best friend Sue doesn't. What will Kate do? She'll do her best to persuade Sue to go by talking about how good it's going to be, how it's not very expensive, and so on. That's rhetoric.

17. Young people hear rhetoric from their parents and teachers from a very early age. Why some food is good for them and other food isn't. Why they have to wear school uniform. Why they shouldn't beat up their little brother or sister. And parents and teachers get lots of rhetoric in return. 'Please can I go to the party. Everyone's going to be there. I won't be back late. PLEEEASE!'

18. In all these examples, language is not just 'communicating ideas'. It's trying to make people feel or think about ideas in a particular way. Why do we say 'please'? It's not just a matter of being polite. Saying 'please' can actually persuade people to do what we want. 'You know how to get round me,' people sometimes say. That shows the rhetoric has worked well.

19. We hear language being used to express feelings every time we listen to two people having an argument. Watch an episode of some TV soaps, and you'll hardly hear anything else! The characters seem to be always arguing. And as the arguments get more and more intense, the language becomes more and more emotional. People start calling each other names. They swear at each other (though there are limits to what's allowed on television). And when they can't think of anything more to say, they stop using language completely. One of them walks out in a huff and slams the door. The argument is over – but only for the time being. The characters will have to talk to each other again in the next episode.

20. It's difficult to keep our feelings under control when we're having an argument. That's why it's great to do some debating. In a debate, the two sides have to present their points of view in as calm and reasoned a manner as possible and to listen to each other respectfully. It's a skill which

everyone can learn. Good debaters learn how to present both sides of an argument without letting their feelings get in the way. They don't need to shout, or swear, or call names, or walk out in a huff. They let well-chosen language do all the work.

21. Choosing the right sort of language is certainly what we need to aim for, whenever we speak or write or sign. But that isn't always easy.

Source: David Crystal, *A Little Book of Language* (Yale University Press, 2010).

Unit 3

TEXT A

The Ethos of the Feminine Professional

By Carolyn Skinner

Medical literature and medical feeling, it is all too obvious, need the refining and ennobling influences that the purity, and peculiar endowments of the true women are calculated to give. You bring into the profession your womanly tact and insight, your quick sympathies, your watchful care, and your high ideal of the purity and delicacy befitting the sacred office you have assumed. As women, with the experiences of your womanhood, and looking at the subject from a fresh standpoint, you cannot fail to unfold new resources in the art of healing, and, if you are true to yourselves, the gifts you bring must *enrich* as well as refine the profession you enter.

—Ann Preston, “Valedictory Address to the Graduating Class of the Woman’s Medical College of Pennsylvania” (1870)

1. On March 12, 1870, Ann Preston, dean and professor of physiology and hygiene at the Woman’s Medical College of Pennsylvania, advised the graduating class on the role of women in medicine. Like many proponents of the nineteenth-century American woman-doctor movement, Preston maintained that women would bring an important feminine perspective to medical research and practice. In doing so, she presented the class of 1870 with a model for behaving, speaking, and writing as feminine professionals; in other words, she suggested an ethos for women physicians that embraced femininity as an advantage, not a liability, to the individual practitioner, her patients, and the profession. Although many opponents of women physicians found femininity incompatible with the physical and intellectual work of medicine, thousands of women in nineteenth-century America thrived in their careers. Many converted their new professional roles into a standpoint from which to speak authoritatively to their patients, to their communities, and to their medical colleagues.

2. *Women Physicians and Professional Ethos in Nineteenth-Century America* examines the public speech and writing of women who practical medicine as the field began its transformation into the authoritative, professional collection of expert practitioners and institutions that we know today. Women's presence in medicine during this important development means that, as Susan Wells has observed in *Out of the Dead House: Nineteenth-Century Women Physicians and the Writing of Medicine*, "Women doctors intervened in medical discourse at the very formation of the modern scientific profession". It also means that women sought admission to a field that increasingly insisted on traits that were, according to nineteenth-century gender ideology, inaccessible to women: authority, specialized expertise, and independence. The profession sought to associate these characteristics with medicine's professional identity in order to secure an elevated social status for its members. Yet a woman physician who displayed only these characteristics would have been derided as "manly" and "unsexed" and so find herself without patients or collegial support. Indeed, much of the debate over whether or not women should be physicians hinged on the character of the woman physician: was it possible for a woman to possess the traits of a successful physician? If so, would she still be recognizably feminine enough to associate with? For nineteenth-century women, communicating as physicians required the development of multiple and complex versions of ethos (pluralized as *ethē*) that would appeal to both public and professional audiences. Although women's behavior is less tightly constructed today than it was in the nineteenth century, modern professional women still often find themselves juggling competing expectations for speaking as women and as professionals, balancing the authority and assertiveness expected of the professional with the self-effacement many women are socialized to perform. In the rhetoric of nineteenth-century women physicians, we see an early phase of this common dilemma for professional women.

3. Nineteenth-century American women physicians spoke and wrote in a range of genres appropriate to their status as physicians. Because my interest is in women physicians' strategic uses of ethos in their efforts to influence popular and medical discourse, I have selected texts that addressed relatively large audiences, including articles in popular and professional periodicals, books written for a nonprofessional readership, and speeches at women's rights conventions rather than texts intended for smaller audiences, such as medical school theses, patient histories, or letters. In order to achieve a broad perspective on the rhetorical activity of the thousands of women who had practiced medicine by 1900, I sought texts not only by well-known pioneers in the profession but also by women who have received less attention from contemporary scholars. The prominent women physicians provided leadership to other women in the field, so their approaches to building and using ethos are important; however, women occupied a range of positions in the profession, and a narrow focus on only the most famous in the field would skew our perception of the discursive practices of professional women. Therefore, in addition to texts by well-known physicians, I examine texts by women who did not consider themselves to be leaders to discover how they communicated with the public and the profession. Performing these "everyday" rhetorical acts was necessary if women were to achieve more than a token presence in the field.

4. Although most of the women whose speech and writing is discussed here were practitioners of "regular" medicine (called "allopathy" by those who practiced alternative medicine, whom the "regular" in turn called "irregular"), several were members of alternative sects, such as homeopathy, eclecticism, and hydropathy. A few might have been called "healers" or

“abortionists” by their contemporaries, but I use “women physicians” to refer to all of them, following Mary Roth Walsh, who argues that historians have required greater proof of women’s professional medical standing than they have of men’s: “The fact that Elizabeth Blackwell is usually credited with being America’s first woman doctor reflects a historical double standard. Blackwell’s status results from having been the first woman who have received a medical degree, a standard which, if applied to her male colleagues, would have sharply reduced the number of male doctors in the country. Historians have scrutinized the credentials of female physicians more carefully than those of male physicians, many of whom practiced with no medical degree whatsoever”. In addition to the rationale offered by Walsh, this book’s focus on the construction of medical professionalism as a resource for women’s *ethē* makes attending to the rhetoric of a broad range of “physicians” appropriate, because it allows for an examination of the ways that differently situated women imagined and capitalized on their relationship to “the profession.”

5. I have also made an effort to be as geographically comprehensive as possible, though many of the women discussed here lived near (and often worked at) the institutions offering medical education to women in Philadelphia, New York, and Boston; the Midwest is also relatively well represented, as schools in states such as Ohio and Michigan provided early sites for women’s medical education. I was unable to locate many texts by women physicians addressing large audiences in the western United States, perhaps because of their distance from the eastern centers of publishing and the large hospitals and medical schools that provided much of the material and motivation for medical writing. Although most of the women practicing medicine in the nineteenth-century were white, African-American and American Indian women physicians contribute important elements to our understanding of how professional women crafted and employed *ethos*.

6. Although I rely extensively on histories of medicine, and particularly histories of women in medicine, to understand the context surrounding nineteenth-century women physicians’ rhetorical activity, this book itself is not a history of women in medicine in the usual sense. Instead, it is a study of women physicians’ rhetorical strategies, especially their strategies for constructing persuasive characters—their *ethē*—at a time when *woman* and *physician* were believed to be incompatible roles. Because I am interested in the persuasive tools developed by practicing women physicians, I do not trace in detail the long struggles women faced in gaining admission to medical colleges and professional organizations; the opening of women’s medical schools around midcentury (and the communities of support they created) and the closure of many of them near the turn of the century (and the subsequent loss of communities of women as professional peers and mentors); the restricted opportunities women had for clinical instruction following graduation and some women’s pursuit of clinical training in Europe; or the variety of paths women physicians’ careers took into private practice, hospital work, public health, missionary fields, and institutional sites such as colleges, asylums, and insurance companies. These and other historical factors influenced the rhetorical situations in which women physicians spoke and wrote; as such, they are considered as part of the context to which women physicians responded as they crafted their *ethē* and the other rhetorical strategies that made them persuasive participants in the public and professional discourses of their time.

7. This project makes substantial contributions to women’s rhetorical historiography. First, it illuminates the role of medical professionalism as a rhetorical resource for historical women, offering persuasive tools, subjects for discourse, and access to genres previously unavailable to

them. For example, women physicians actively and persistently used their medical knowledge to challenge conventional representations of women, seeking to alter the social, political, occupational, and rhetorical opportunities available to them. Second, the examination of women physicians' rhetoric presented here intervenes in conventional theorizations of ethos by exploring how marginalized speakers and writers have developed persuasive ethē despite the belief that they were not supposed to be effective or authoritative communicators. In acknowledging their practices as part of our understanding of how ethos is crafted and how it functions to persuade, we not only learn about the rhetorical practices of the marginalized, but we also gain a more nuanced understanding of how ethos operates for all speakers and writers.

Source: Carolyn Skinner, *Women Physicians and Professional Ethos in Nineteenth-Century America* (Southern Illinois University Press, 2014), pp. 1-5.

TEXT B

Becoming Really Good

By Joel J. Kupperman

1. One suggestion that Confucius, like Aristotle, thought of education in real goodness—as something that takes place against the background of a partly formed self—is the exchange between Tzu-kung and Confucius reported in Book I, 15 (p. 87) of the *Analects*. Tzu-kung begins with “Poor without cadging, rich without swagger,” to which Confucius counters “Poor, yet delighting in the Way; rich, yet a student of ritual.” Tzu-kung then picks up the theme, quoting the *Songs*: “As thing cut, as thing filed, /As thing chiselled, as thing polished.” Confucius is delighted by the acuity this displays.
2. A number of Confucian themes are captured in this small space, and they are worth noting. First of all, the extreme allusiveness of the dialogue answers to a basic Confucian conception of what constitutes effective teaching. It must present only, as it were, a corner of the subject, leaving the student to complete the rest (cf. Book V, 8, p. 109; Book VII, 8, p. 124). Confucius never engages in the “spoon-feeding” that is characteristic of so much American undergraduate teaching. If the goal is to develop really good people, his teaching strategy makes a great deal of sense, in that it engages the student and forces the student to be active rather than passive. We have already seen that passive absorption of an ethics does not guarantee reliable goodness, and it is plausible that only someone who comes of herself or himself to certain conclusions is likely to internalize them properly.
3. Second, there is a wealth of meaning in Confucius' initial reply to Tzu-kung. “Poor, yet delighting in the Way” may remind us of Confucius' view that it is unreasonable to expect the poor very generally to be law-abiding in times of great poverty, especially when they receive poor examples from above. This view is a generalization about human nature under pressure to which there are implicit exceptions. (There is some parallel to Plato's presentation of the Myth of Gyges in Book II of the *Republic*: there it is suggested to the reader that people who find a ring of invisibility, and realize that with it they could do anything with impunity, could not be trusted, but the reader is meant to think that this would not be true of Socrates.) A truly good person of course

would be law-abiding and would continue to delight in the Way, even in poverty.

4. “Rich, yet a student of ritual” reminds us that ritual may seem more important to those in dependent positions than to those who are wealthy and powerful. (One might think of the ways in which rudeness has sometimes been taken, in some societies, as an aristocratic privilege.) Ritual is never completely and finally mastered, particularly in that it includes implicit attitudes and messages conveyed by posture of the body, facial expressions, and by the timing of one’s movements. The way in which such nuances can be important is conveyed by Confucius’ comment (Book II, 8, p. 89) that demeanor, above and beyond specific actions, is crucial in the treatment of parents. Therefore a good person will remain a student of ritual.

5. This is consonant with Confucius’ repeated insistence that he himself had much (in general) to learn from others (cf. Book VII, 3, p. 123; Book VII, 21, p. 127; Book IX, 7, p. 140). Perfection is never presented as a realizable goal. It is a hallmark of a gentleman that he “grieves at his own incapacities” (Book XIV, 32, p. 188).

6. It is important that the central message of Book I, 15, is conveyed by a quotation from the *Book of Songs*. That collection might seem to most modern readers to have a folk song-like quality and to be without any significant philosophical or ethical content. (This quality is brought out nicely in the translation by Arthur Waley, and in some ways even more so in the translation by Ezra Pound.) Yet the masters of allusiveness found much of ethical importance in this source. A good student might be expected to know the *Songs*, as Tzu-kung did, and to be able (quite rapidly) to cite the right text in relation to a line of thought. This element of cultural tradition, in short, was seen as a wellspring of ethical insight.

7. Finally, we have to take seriously what Tzu-kung saw in the song he quoted. It refers, as did the earlier sayings, to the ethical ideal. The process of becoming the best kind of person involves something akin to cutting, filing, chiseling, and polishing. (We might speak of fine-tuning, but the point is essentially the same.) What is required, in short, is nothing like a conversion experience or a drastic realignment of character. Rather it is a slow and subtle process of refinement, which can be viewed as a number of kinds of adjustment (like cutting, filing, etc.) rather than a single unified change. Refinement will work, of course, only if what is refined is already near to true goodness: there must be the right kind of partly formed self at the outset of this stage. The *Songs* and ritual both play a part in the creation of this proto-self, but that does not mean that they cannot also have a role in its further refinement.

8. There may be a natural progression. At one point Confucius says, “Let man be first incited by the *Songs*, then given a firm footing by the study of ritual, and finally perfected by music” (Book VIII, 8, p. 134). One of the uses of the *Songs*, apart from their implicit messages, is to incite emotions (Book XVII, 9, p. 212). Ritual, on the other hand, comes after groundwork (Book III, 8, pp. 95-96).

9. What music does is more subtle. Good music can be delightful. But the quality of music also is ethically and politically important. Confucius, like Plato, thought it to be important to insist on the right sorts of music. He wanted to do away with the licentious tunes of Cheng (Book XV, 10, pp. 195-196), which presumably were like the Lydian and Ionian harmonies that Plato (*Republic*, Book III) thought so little of. It is important when Lu reforms its music (Book IX, 14, pp. 141-2).

10. We know that Confucius himself played the zither (Book XVII, 20, p. 214), and that he made evident his enthusiasm for good music (cf. VII, 13, p. 125; VIII, 15, p. 135). All the same, music means “more than bells and drums” (Book XVII, 11, p. 212). It may be that Confucius’

view of the power of good music is like the view of aesthetic goodness developed by I. A. Richards (1925; see also Richards 1932). This is that the mark of aesthetic goodness is a work's function in rendering the psychological system (especially the attitudes) of one who appreciates it more balanced and nuanced. We know that a view in some respects like this was taken seriously in Confucius' circle. The disciple Tzu-yu, given command of a small walled town, teaches music and promotes musical performances (Book XVII, 4, pp. 209-10). Confucius teases him about it, comparing it to using an ox-cleaver to kill a chicken, but has to admit that there is some reasonable basis for Tzu-ye's policy.

11. The refinement of goodness plays a central role in the ethics of the *Analects*. It is clear that it is a long, gradual process, one that (if Confucius' remarks about himself are taken at face value) may never be finished. The process is not stressful, but it does require effort.

12. Why would someone devote himself or herself to this? Clearly there is no single answer that fits all cases, and perhaps there rarely or never is a simple answer that fits any case. Normally people have mixed motives. Let me suggest though that a common motive grows out of a sense of the value of some kinds of lives. I have argued elsewhere (Kupperman 1999) that there is emotional awareness of value that in some cases amounts to knowledge. Someone can have sense of value linked to changes in his or her life. There always is the possibility also of a strong sense of the value of a certain kind of life as part of one's experience of a person who embodies it. This must have been a major factor for Confucius' students.

Source: Kupperman, Joel J., "Tradition and Community in the Formation of Character and Self" in Wong, David B. & Shun, Kwong-loi eds., *Confucian Ethics: A Comparative Study of Self, Autonomy, and Community* (Cambridge University Press, 2004), pp. 110-112.

Unit 4

TEXT A

Can Emotional Intelligence Be Taught?

By Jennifer Kahn

1. One day last spring, James Wade sat cross-legged on the carpet and called his kindergarten class to order. Lanky and soft-spoken, Wade has a gentle charisma well suited to his role as a teacher of small children: steady, rather than exuberant. When a child performs a requested task, like closing the door after recess, he will often acknowledge the moment by murmuring, "Thank you, sweet pea," in a mild Texas drawl.

2. As the children formed a circle, Wade asked the 5-year-olds to think about "anything happening at home, or at school, that's a problem, that you want to share." He repeated his invitation twice, in a lulling voice, until a small, round-faced boy in a white shirt and blue cardigan raised his hand. Blinking back tears, he whispered, "My mom does not like me." The problem, he said, was that he played too much on his mother's iPhone. "She screams me out every

day,” he added, sounding wretched.

3. Wade let that sink in, then turned to the class and asked, “Have any of your mommies or daddies ever yelled at you?” When half the children raised their hands, Wade nodded encouragingly. “Then maybe we can help.” Turning to a tiny girl in a pink T-shirt, he asked what she felt like when she was yelled at.

“Sad,” the girl said, looking down.

“And what did you do? What words did you use?”

“I said, ‘Mommy, I don’t like to hear you scream at me.’”

4. Wade nodded slowly, then looked around the room. “What do you think? Does that sound like a good thing to say?” When the kids nodded vigorously, Wade clapped his hands once. “O.K., let’s practice. Play like I’m your mommy.” Scooting into the center of the circle, he gave the boy, Reedhom, a small toy bear to stand in for the iPhone, then began to berate him in a ridiculous booming voice. “Lalalala!” Wade hollered, looming overhead in a goofy parody of parental frustration. “Why are you doing that, Reedhom? Reedhom, why?” In the circle, the other kids rocked back and forth in delight. One or two impulsively begin to crawl in Reedhom’s direction, as if joining a game.

5. Still slightly teary, Reedhom began to giggle. Abruptly, Wade held up a finger. “Now, we talked about this. What can Reedhom do?” Recollecting himself, Reedhom sat up straight. “Mommy, I don’t like it when you scream at me,” he announced firmly.

“Good,” Wade said. “And maybe your mommy will say: ‘I’m sorry, Reedhom. I had to go somewhere in a hurry, and I got a little mad. I’m sorry.’”

Reedhom solemnly accepted the apology — then beamed as he shook Wade’s hand.



6. **Wade’s approach** — used schoolwide at Garfield Elementary, in Oakland, Calif. — is part of a strategy known as **social-emotional learning**, which is based on the idea that emotional skills are crucial to academic performance.

7. “Something we now know, from doing dozens of studies, is that emotions can either enhance or hinder your ability to learn,” Marc Brackett, a senior research scientist in psychology at Yale University, told a crowd of educators at a conference last June. “They affect our attention and our memory. If you’re very anxious about something, or agitated, how well can you focus on what’s being taught?”

8. Once a small corner of education theory, S.E.L. has gained traction in recent years, driven in part by concerns over school violence, bullying and teen suicide. But while prevention programs tend to focus on a single problem, the goal of social-emotional learning is grander: to instill a deep

psychological intelligence that will help children regulate their emotions.

9. For children, Brackett notes, school is an emotional caldron: a constant stream of academic and social challenges that can generate feelings ranging from loneliness to euphoria. Educators and parents have long assumed that a child's ability to cope with such stresses is either innate — a matter of temperament — or else acquired “along the way,” in the rough and tumble of ordinary interaction. But in practice, Brackett says, many children never develop those crucial skills. “It's like saying that a child doesn't need to study English because she talks with her parents at home,” Brackett told me last spring. “Emotional skills are the same. A teacher might say, ‘Calm down!’ — but how exactly do you calm down when you're feeling anxious? Where do you learn the skills to manage those feelings?”

10. A growing number of educators and psychologists now believe that the answer to that question is in school. George Lucas's Edutopia foundation has lobbied for the teaching of social and emotional skills for the past decade; the State of Illinois passed a bill in 2003 making “social and emotional learning” a part of school curricula. Thousands of schools now use one of the several dozen programs, including Brackett's own, that have been approved as “evidence-based” by the Collaborative for Academic, Social and Emotional Learning, a Chicago-based nonprofit. All told, there are now tens of thousands of emotional-literacy programs running in cities nationwide.

11. The theory that kids need to learn to manage their emotions in order to reach their potential grew out of the research of a pair of psychology professors — John Mayer, at the University of New Hampshire, and Peter Salovey, at Yale. In the 1980s, Mayer and Salovey became curious about the ways in which emotions communicate information, and why some people seem more able to take advantage of those messages than others. While outlining the set of skills that defined this “emotional intelligence,” Salovey realized that it might be even more influential than he had originally suspected, affecting everything from problem solving to job satisfaction: “It was like, this is predictive!”



12. In the years since, a number of studies have supported this view. So-called noncognitive skills — attributes like self-restraint, persistence and self-awareness — might actually be better predictors of a person's life trajectory than standard academic measures. A 2011 study using data collected on 17,000 British infants followed over 50 years found that a child's level of mental well-being correlated strongly with future success. Similar studies have found that kids who develop these skills are not only more likely to do well at work but also to have longer marriages and to suffer less from depression and anxiety. Some evidence even shows that they will be

physically healthier.

13. This was startling news. “Everybody said, Oh, it’s how kids achieve academically that will predict their adult employment, and health, and everything else,” recalls Mark Greenberg, a Penn State University psychologist. “And then it turned out that for both employment and health outcomes, academic achievement actually predicted less than these other factors.”

14. Should social-emotional learning prove successful, in other words, it could generate a string of benefits that far exceeds a mere bump in test scores. This prospect has led to some giddiness among researchers. Maurice Elias, a psychology professor at Rutgers University and the director of the Rutgers Social-Emotional Learning Lab, has lauded emotional literacy as “the missing piece” in American education.

15. But finding ways to measure emotional awareness — never mind its effects — is tricky. It’s also still unclear whether S.E.L. programs create the kind of deep and lasting change they aspire to. The history of education reform is rife with failures: promising programs that succeed in studies, only to falter in the real world. The phenomenon is so common that researchers even have a name for it: the Hawthorne effect — the fact that simply focusing attention on something, like a school, is enough to cause a temporary uptick in performance.

16. The problem of evaluating S.E.L. is compounded both by the variety of “prosocial” programs on offer and by the ways in which they end up being used in the classroom. Some of them — including one of the most popular, Second Step — are heavily scripted: teachers receive grade-appropriate “kits” with detailed lesson plans, exercises and accompanying videos. Others, like *Facing History and Ourselves* — in which children debate personal ethics after reading the fictionalized letters of a Nazi colonel and a member of the French Resistance — are more free-form: closer to a college philosophy seminar than to a junior-high civics class. “‘Mindful eating’ is social-emotional learning, according to some people,” Brackett told me. “It’s a mess. Everybody wants to jump on the bandwagon.”

17. David Caruso, a psychologist who does consulting and training in emotional intelligence, has called the current boom in social-emotional programs “promising,” but he worries that the field might be getting ahead of itself. “There are people who want to write this into the Common Core right now,” Caruso told me. “But before we institutionalize this, we’d better be sure that it makes a difference in the long run.”

18. Leataata Floyd Elementary, a school in a low-income part of Sacramento, has few problems with gangs or guns but a long history of dysfunction. Until recently, the staff attrition rate was more than 20 percent a year, and student test scores were regularly among the lowest in the state. Before the current principal, Billy Aydlett, was hired in 2010, there were six separate principals in five years.

19. Not long after he arrived, Aydlett created a detailed plan to boost the school’s academic performance. He recruited a roster of highly regarded teachers and developed an aggressive new curriculum full of rich and invigorating lessons. Once the school year started, however, it became clear that the new strategy was a bust. “Literally within the first month of school, we realized that we hadn’t planned for the right thing,” Aydlett recalled when I visited the school last spring. “What we discovered was that these kids weren’t going to be able to make progress on the academics until they’d gotten help with their social and emotional issues.”



20. With the district's support, Aydlett attended social-emotional learning training. The program was an unlikely choice for Aydlett — a socially awkward man who confesses to being “awful” at ordinary human encounters. But since beginning the emotional-literacy work, Aydlett said, he had become more aware of interpersonal dynamics, and even made going on a vacation with his wife a priority — something he never bothered to do before. (“I didn't see the point in that kind of connectedness,” he admitted. “But I've learned that it's important.”) On the morning I visited, he stood greeting children at the gate with high-fives, then led me to the classroom of Jennifer Garcia, who teaches second grade.

21. As Aydlett and I watched, Garcia walked her class through an exercise in nonverbal cues, asking the children to imagine times when they felt sad or angry or frustrated, and then to freeze in those expressions and postures. As the kids slumped forward in exaggerated positions of woe, Garcia complimented them on small details: a bowed head or hangdog expression. Afterward, Garcia turned to the class. “This is the thinking part of your brain,” she said, holding up her thumb. She pointed to her fingers. “And this is the feeling part of your brain.” Folding her thumb into the center of her palm, she closed her fingers around it. “When we have strong emotions, the thinking part of our brain can't always control them,” Garcia explained, wagging her fist. “What do we do in those moments?” As the kids called out answers — counting to five, “self-talk,” “dragon breaths” (a kind of deep-breathing exercise) — Garcia nodded.

22. Such strategies may seem simplistic, but researchers say they can have a profound effect. When I spoke with Mark Greenberg, who developed a social-emotional curriculum known as Paths (Promoting Alternative Thinking Strategies), he noted that repeatedly practicing these skills means they gradually become automatic. “The ability to stop and calm down is foundational in those moments.”

23. The value of such skills was evident later that day, when I sat in on a fourth-grade class meeting, in which students worked through interpersonal conflicts as a group. Sitting in a circle on the carpet, Anthony, a small boy in a red shirt, began by recounting how he cried during a class exercise and was laughed at by some of the other students. Asked whether he thought the kids were giggling to be mean, or just giggling because they were uncomfortable, Anthony paused. “I think that some people didn't know what to do, and so they giggled,” he admitted finally — though he was also adamant that a few of the kids were actually laughing at him. “I was really sad about that,” he added.

24. Though Anthony was still upset, his acknowledgment that not all the kids were snickering — that some may just have been laughing nervously — felt like a surprisingly nuanced insight for a 9-year-old. In the adult world, this kind of reappraisal is known as “reframing.” It’s a valuable skill, coloring how we interpret events and handle their emotional content. Does a casual remark from an acquaintance get cataloged as a criticism and obsessed over? Or is it reconsidered and dismissed as unintentional?

25. Depending on our personalities, and how we’re raised, the ability to reframe may or may not come easily. Richard Davidson, a neuroscientist at the University of Wisconsin-Madison, notes that while one child may stay rattled by an event for days or weeks, another child may rebound within hours. (Neurotic people tend to recover more slowly.) In theory, at least, social-emotional training can establish neurological pathways that make a child less vulnerable to anxiety and quicker to recover from unhappy experiences. One study found that preschoolers who had even a single year of a social-emotional learning program continued to perform better two years after they left the program; they weren’t as physically aggressive, and they internalized less anxiety and stress than children who hadn’t participated in the program.

26. It may also make children smarter. Davidson notes that because social-emotional training develops the prefrontal cortex, it can also enhance academically important skills like impulse control, abstract reasoning, long-term planning and working memory. Though it’s not clear how significant this effect is, a 2011 meta-analysis found that K-12 students who received social-emotional instruction scored an average of 11 percentile points higher on standardized achievement tests. A similar study found a nearly 20 percent decrease in violent or delinquent behavior.

27. When I spoke with teachers at Leataata Floyd, they reported seeing similar results. One teacher remembered the pre-S.E.L. school as being out of control, with kids throwing food and angrily upending their desks in class. Now, she says, “they may still blow up, but they take responsibility. That’s a new thing: they always used to blame somebody else. For them to take responsibility — it’s huge.”



Source:

<https://www.nytimes.com/2013/09/15/magazine/can-emotional-intelligence-be-taught.html>

TEXT B

How Cognitive Bias Can Explain Post-Truth

By Lee McIntyre

1. To say that facts are less important than feelings in shaping our beliefs about empirical matters seems new, at least in American politics. In the past we have faced serious challenges — even to the notion of truth itself — but never before have such challenges been so openly embraced as a strategy for the political subordination of reality, which is how I define “post-truth.” Here, “post” is meant to indicate not so much the idea that we are “past” truth in a temporal sense (as in “postwar”) but in the sense that truth has been eclipsed by less important matters like ideology.
2. One of the deepest roots of post-truth has been with us the longest, for it has been wired into our brains over the history of human evolution: cognitive bias. Psychologists for decades have been performing experiments that show that we are not quite as rational as we think. Some of this work bears directly on how we react in the face of unexpected or uncomfortable truths.
3. A central concept of human psychology is that we strive to avoid psychic discomfort. It is not a pleasant thing to think badly of oneself. Some psychologists call this “ego defense” (after Freudian theory), but whether we frame it within this paradigm or not, the concept is clear. It just feels better for us to think that we are smart, well-informed, capable people than that we are not. What happens when we are confronted with information that suggests that something we believe is untrue? It creates psychological tension. How could I be an intelligent person yet believe a falsehood? Only the strongest egos can stand up very long under a withering assault of self-criticism: “What a fool I was! The answer was right there in front of me the whole time, but I never bothered to look. I must be an idiot.” So the tension is often resolved by changing one of one’s beliefs.
4. It matters a great deal, however, which beliefs change. One would like to think that it should always be the belief that was shown to be mistaken. If we are wrong about a question of empirical reality — and we are finally confronted by the evidence — it would seem easiest to bring our beliefs back into harmony by changing the one that we now have good reason to doubt. But this is not always what happens. There are many ways to adjust a belief set, some rational and some not.

Three Classic Findings from Social Psychology

5. In 1957, Leon Festinger published his pioneering book “A Theory of Cognitive Dissonance,” in which he offered the idea that we seek harmony between our beliefs, attitudes, and behavior, and experience psychic discomfort when they are out of balance. In seeking resolution, our primary goal is to preserve our sense of self-value.
6. In a typical experiment, Festinger gave subjects an extremely boring task, for which some were paid \$1 and some were paid \$20. After completing the task, subjects were requested to tell the person who would perform the task after them that it was enjoyable. Festinger found that subjects who had been paid \$1 reported the task to be much more enjoyable than those who had been paid \$20. Why? Because their ego was at stake. What kind of person would do a meaningless, useless task for just a dollar unless it was actually enjoyable? To reduce the dissonance, they altered their belief that the task had been boring (whereas those who were paid \$20 were under no illusion as to why they had done it). In another experiment, Festinger had subjects hold protest signs for causes they did not actually believe in. Surprise! After doing so, subjects began to feel that the cause was actually a bit more worthy than they had initially thought.
7. To one degree or another, all of us suffer from cognitive dissonance.

8. But what happens when we have much more invested than just performing a boring task or holding a sign? What if we have taken a public stand on something, or even devoted our life to it, only to find out later that we've been duped? Festinger analyzed just this phenomenon in a book called *The Doomsday Cult*, in which he reported on the activities of a group called The Seekers, who believed that their leader, Dorothy Martin, could transcribe messages from space aliens who were coming to rescue them before the world ended on December 21, 1954. After selling all of their possessions, they waited on top of a mountain, only to find that the aliens never showed up (and of course the world never ended). The cognitive dissonance must have been tremendous. How did they resolve it? Dorothy Martin soon greeted them with a new message: Their faith and prayers had been so powerful that the aliens had decided to call off their plans. The Seekers had saved the world!

9. From the outside, it is easy to dismiss these as the beliefs of gullible fools, yet in further experimental work by Festinger and others it was shown that — to one degree or another — all of us suffer from cognitive dissonance. When we join a health club that is too far away, we may justify the purchase by telling our friends that the workouts are so intense we only need to go once a week; when we fail to get the grade we'd like in organic chemistry, we tell ourselves that we didn't really want to go to medical school anyway. But there is another aspect of cognitive dissonance that should not be underestimated, which is that such "irrational" tendencies tend to be reinforced when we are surrounded by others who believe the same thing we do. If just one person had believed in the "doomsday cult" perhaps he or she would have committed suicide or gone into hiding. But when a mistaken belief is shared by others, sometimes even the most incredible errors can be rationalized.

10. In his path-breaking 1955 paper "Opinions and Social Pressure," Solomon Asch demonstrated that there is a social aspect to belief, such that we may discount even the evidence of our own senses if we think that our beliefs are not in harmony with those around us. In short, peer pressure works. Just as we seek to have harmony within our own beliefs, we also seek harmony with the beliefs of those around us.

11. In his experiment, Asch assembled seven to nine subjects, all of whom but one were "confederates" (i.e., they were "in on" the deception that would occur in the experiment). The one who was not "in on it" was the sole experimental subject, who was always placed at the last seat at the table. The experiment involved showing the subjects a card with a line on it, then another card with three lines on it, one of which was identical in length to the one on the other card. The other two lines on the second card were "substantially different" in length. The experimenter then went around the group and asked each subject to report aloud which of the three lines on the second card were equal in length to the line on the first card. For the first few trials, the confederates reported accurately and the experimental subject of course agreed with them. But then things got interesting. The confederates began to unanimously report that one of the obviously false choices was in fact equal to the length of the line on the first card. By the time the question came to the experimental subject, there was obvious psychic tension. As Asch describes it:

He is placed in a position in which, while he is actually giving the correct answers, he finds himself unexpectedly in a minority of one, opposed by a unanimous and arbitrary majority with respect to a clear and simple fact. Upon him we have brought to bear two opposed forces: the evidence of his senses and the unanimous opinion of a group of his peers.

12. Before announcing their answer, virtually all dissonance-primed subjects looked surprised, even incredulous. But then a funny thing happened. Thirty-seven percent of them yielded to the majority opinion. They discounted what they could see right in front of them in order to remain in conformity with the group.

13. Another piece of key experimental work on human irrationality was done in 1960 by Peter Cathcart Wason. In his paper “On the Failure to Eliminate Hypotheses in a Conceptual Task,” Wason took the first in a number of steps to identify logical and other conceptual mistakes that humans routinely make in reasoning. In this first paper, he introduced (and later named) an idea that nearly everyone in the post-truth debate has likely heard of: confirmation bias.

14. Wason’s experimental design was elegant. He gave 29 college students a cognitive task whereby they would be called on to “discover a rule” based on empirical evidence. Wason presented the subjects with a three-number series such as 2, 4, 6, and said that their task would be to try to discover the rule that had been used in generating it. Subjects were requested to write down their own set of three numbers, after which the experimenter would say whether their numbers conformed to the rule or not. Subjects could repeat this task as many times as they wished, but were instructed to try to discover the rule in as few trials as possible. No restrictions were placed on the sorts of numbers that could be proposed. When they felt ready, subjects could propose their rule.

15. The results were shocking. Out of 29 very intelligent subjects, only six of them proposed the correct rule without any previous incorrect guesses. Thirteen proposed one incorrect rule and nine proposed two or more incorrect rules. One subject was unable to propose any rule at all. What happened?

16. As Wason reports, the subjects who failed at the task seemed unwilling to propose any set of numbers that tested the accuracy of their hypothesized rule and instead proposed only those that would confirm it. For instance, given the series 2, 4, 6, many subjects first wrote down 8, 10, 12, and were told “yes, this follows the rule.” But then some just kept going with even numbers in ascending order by two. Rather than use their chance to see whether their intuitive rule of “increase by intervals of two” was incorrect, they continued to propose only confirming instances. When these subjects announced their rule they were shocked to learn that it was incorrect, even though they had never tested it with any disconfirming instances.

17. When a mistaken belief is shared by others, sometimes even the most incredible errors can be rationalized.

18. After this, 13 subjects began to test their hypotheses and eventually arrived at the correct answer, which was “any three numbers in ascending order.” Once they had broken out of their “confirming” mindset, they were willing to entertain the idea that there might be more than one way to get the original series of numbers. This cannot explain, however, the nine subjects who gave two or more incorrect rules, for they were given ample evidence that their proposal was incorrect, but still could not find the right answer. Why didn’t they guess 9, 7, 5? Here Wason speculates that “they might not have known how to attempt to falsify a rule by themselves; or they might have known how to do it, but still found it simpler, more certain or more reassuring to get a straight answer from the experimenter.” In other words, at this point their cognitive bias had a firm hold on them, and they could only flail for the right answer.

19. All three of these experimental results — (1) cognitive dissonance, (2) social conformity, and (3) confirmation bias — are obviously relevant to post-truth, whereby so many people seem prone to form their beliefs outside the norms of reason and good standards of evidence, in favor of accommodating their own intuitions or those of their peers.

20. Yet post-truth did not arise in the 1950s or even the 1960s. It awaited the perfect storm of a few other factors like extreme partisan bias and social media “silos” that arose in the early 2000s. And in the meantime, further stunning evidence of cognitive bias — in particular the “backfire effect” and the

“Dunning–Kruger effect,” both of which are rooted in the idea that what we hope to be true may color our perception of what actually is true — continued to come to light.

Implications for Post-Truth

21. In the past, perhaps our cognitive biases were ameliorated by our interactions with others. It is ironic to think that in today’s media deluge, we could perhaps be more isolated from contrary opinion than when our ancestors were forced to live and work among other members of their tribe, village, or community, who had to interact with one another to get information. When we are talking to one another, we can’t help but be exposed to a diversity of views. And there is even empirical work that shows the value that this can have for our reasoning.

22. In his book *Infotopia*, Cass Sunstein has discussed the idea that when individuals interact they can sometimes reach a result that would have eluded them if each had acted alone. Call this the “whole is more than the sum of its parts” effect. Sunstein calls it the “interactive group effect.”

23. When we open our ideas up to group scrutiny, this affords us the best chance of finding the right answer.

24. In one study, J. C. Wason and colleagues brought a group of subjects together to solve a logic puzzle. It was a hard one, and few of the subjects could do it on their own. But when the problem was later turned over to a group to solve, an interesting thing happened. People began to question one another’s reasoning and think of things that were wrong with their hypotheses, to a degree they seemed incapable of doing with their own ideas. As a result, researchers found that in a significant number of cases a group could solve the problem even when none of its members alone could do so. (It is important to note that this was not due to the “smartest person in the room” phenomenon, where one person figured it out and told the group the answer. Also, it was not the mere “wisdom of crowds” effect, which relies on passive majority opinion. The effect was found only when group members interacted with one another.)

25. For Sunstein, this is key. Groups outperform individuals. And interactive, deliberative groups outperform passive ones. When we open our ideas up to group scrutiny, this affords us the best chance of finding the right answer. And when we are looking for the truth, critical thinking, skepticism, and subjecting our ideas to the scrutiny of others works better than anything else.

26. Yet these days we have the luxury of choosing our own selective interactions. Whatever our political persuasion, we can live in a “news silo” if we care to. If we don’t like someone’s comments, we can unfriend him or hide him on Facebook. If we want to gorge on conspiracy theories, there is probably a radio station for us. These days more than ever, we can surround ourselves with people who already agree with us. And once we have done this, isn’t there going to be further pressure to trim our opinions to fit the group?

27. Solomon Asch’s work has already shown that this is possible. If we are a liberal we will probably feel uncomfortable if we agree with most of our friends on immigration, gay marriage, and taxes, but are not so sure about gun control. If so, we will probably pay a social price that may alter our opinions. To the extent that this occurs not as a result of critical interaction but rather a desire not to offend our friends, this is likely not to be a good thing. Call it the dark side of the interactive group effect, which any of us who has ever served on a jury can probably describe: we just feel more comfortable when our views are in step with those of our compatriots. But what happens when our compatriots are wrong? Whether liberal or conservative, none of us has a monopoly on the truth.

28. I am not here suggesting that we embrace false equivalence, or that the truth probably lies somewhere between political ideologies. The halfway point between truth and error is still error. But I am suggesting that at some level all ideologies are an enemy of the process by which truth is discovered. Perhaps researchers are right that liberals have a greater “need for cognition” than conservatives, but that does not mean liberals should be smug or believe that their political instincts are a proxy for factual evidence. In the work of Festinger, Asch, and others, we can see the dangers of ideological conformity. The result is that we all have a built-in cognitive bias to agree with what others around us believe, even if the evidence before our eyes tells us otherwise. At some level we all value group acceptance, sometimes even over reality itself. But if we care about truth, we must fight against this. Why? Because cognitive biases are the perfect precursor for post-truth.

29. If we are already motivated to *want* to believe certain things, it doesn’t take much to tip us over to believing them, especially if others we care about already do so. Our inherent cognitive biases make us ripe for manipulation and exploitation by those who have an agenda to push, especially if they can discredit all other sources of information. Just as there is no escape from cognitive bias, a news silo is no defense against post-truth. For the danger is that at some level they are connected. We are all beholden to our sources of information. But we are especially vulnerable when they tell us exactly what we want to hear.

Source: This article is adapted from Lee McIntyre’s book *Post-Truth*
<https://thereader.mitpress.mit.edu/how-cognitive-bias-can-explain-post-truth/>

Unit 5

TEXT A

We Need a Paris Agreement for Plastics

They’re flowing into the natural environment every day at an unprecedented rate

By Dave Ford

1. My entry into the ocean plastics crisis began when our organization, SoulBuffalo, ran the first ever activist-to-industry ocean plastics summit in May of 2019. To imagine the summit, picture 165 senior leaders from Coca-Cola, Dow, Greenpeace, the American Chemistry Council, the World Bank, World Wildlife Fund (WWF) and representatives of some of the world’s 15 million informal waste pickers all stuck on a boat together in the middle of the Atlantic Garbage Patch for four days.
2. These stakeholders have wildly different strategies, visions and objectives. Our mission was to bring them together in the heart of the crisis to ignite new relationships and accelerate action. We snorkeled together in a sea of plastics and hosted boundary-pushing conversations between leaders that don’t usually sit in the same room.
3. We saw up close the paradox of plastic, part wonder material, part environmental scourge. Lightweight and strong, plastic preserves food like no other material. Yet it breaks down into

microplastics and nanoplastics, which can now be found everywhere in the world—from the deepest oceans to our very own bodies. Every day plastic is flowing into our natural environment at an unprecedented rate—a dump truck’s worth every minute into our oceans alone. As I wrote in *Scientific American* in August, the pandemic has made it worse. Enough masks are being made per year to cover the entire country of Switzerland.

4. Confronting this reality together in the Atlantic Garbage Patch built bridges between the plastic industry and environmental NGOs. Five of the ideas workshopped during the summit are funded and up and running today (including the Plastic Pickers Operational Working Group). The summit made a powerful impact, but the crisis is far from resolved. The need for a complete overhaul of our broken system for managing waste is clear. The growing consensus is that the most effective way to do this is through a U.N. Global Treaty on Plastics. In 14 months at United Nations Environmental Assembly’s Fifth Session (UNEA-5), the U.N. will decide on whether to move a treaty forward.

5. The 70-plus-member Ocean Plastics Leadership Network, the activist-to-industry network dedicated to the plastics crisis that was born on that ship in the middle of the Atlantic, is committed to accelerating the work towards a “Paris Agreement” for plastics. We are currently at work on a yearlong series of virtual dialogues during the 14-month groundwork period leading up to the UNEA5 decision in February 2022 on whether to develop a global plastics treaty. Our role is to help map consensus amongst major stakeholders to accelerate a plastics treaty. Traditionally, negotiations on global treaties are incredibly hard, and the vast number of stakeholders in the global plastics crisis only adds to the complexity of the task.

6. Among the stakeholders for a new global agreement on plastic pollution are 193 U.N.-recognized governments; thousands of companies dependent on plastic; trade and advocacy groups; activists and industry-facing nonprofits; waste pickers in the developing world who are responsible for picking plastic out of landfills and off beaches; and seven billion consumers who recycle on average 14 percent of the total amount of plastic they consume.

7. We’re under no illusion about the scope of this challenge. We must create a safe forum for tough conversations to take place among this vast and varied group in advance of the February 2022 decision to inform negotiators at the U.N. and help advance the treaty. In the words of Costa Rican diplomat Christiana Figueres, who was central to the realization of the Paris Agreement, we must employ “relentless optimism,” coupled with “radical collaboration.”

8. Despite this complexity, we believe a meaningful global agreement can be reached and that we must make it happen faster than any treaty before. There are good reasons for optimism. In 1988, the International Maritime Organization ratified a global agreement titled MARPOL Annex V making it illegal for ships to dump plastic in the ocean anywhere in the world. It is still in effect today, proving there’s precedent for global agreements to preserve our oceans. All of the Caribbean nations, the Nordic countries and the Pacific Island states have called for a new global agreement. Sixty-eight countries have publicly expressed interest in a plastics treaty, as have a broad coalition of African countries, and the European Union. While the U.S. has been notably silent on the topic, the groundswell of worldwide support is encouraging.

9. In November, the U.K.’s environmental minister declared the time to start negotiating a plastics treaty is now. “We have a chance now to tackle plastic pollution in the way that the Paris agreement has done for climate change.” said Lord Zac Goldsmith. There is also hope across the

environmental community that the recently elected Biden administration will be a meaningful force on the plastics treaty, as the Obama administration was for climate.

10. Major reports released in 2020 from industry, NGOs and government also provide a useful blueprint to ground discussions. WWF, Ellen MacArthur Foundation and Boston Consulting Group laid out the business case for a global treaty, and 30 major companies have signed onto a “Business Call for a U.N. Treaty On Plastic Pollution.” They urged others to join them in advocating for an international response that aligns businesses and governments and offers a clear approach to addressing the plastic crisis.

11. Environmental NGO groups also voiced their support for a plastics treaty in a report from the Center for International Environmental Law, the Environment Investigation Agency and GAIA (Global Alliance for Incinerator Alternatives). The report has the backing of the Break Free from Plastic movement and Greenpeace. Finally, just a few weeks ago, the Nordic Council of Ministers rolled out a 148-page report that provides a suggested framework and positioning for a future treaty.

12. These reports reveal that there is already alignment on some fundamental points. First, they all call for harmonized reporting on plastics throughout their life cycle, making it possible to account for everything that is being made and how it is handled. This requires a standardization of terms for all things plastic, so regions and stakeholders all speak the same language.

13. Second, all the reports recommend national action plans, where each country sets up its own plans to manage waste based on minimum requirements, much as nations do with greenhouse gas emissions under the Paris accord. Finally, the reports agree that scientific panels should monitor progress globally, and a financial mechanism must support developing countries and distribute funds internationally.

14. While environmental organizations (like OPLN member Greenpeace) and industry groups (like OPLN member American Chemistry Council) may agree on some of the basic structures of a global agreement there are still challenging issues to address.

15. Environmental groups call for mandatory plastic reduction goals and enforceable mechanisms in the treaty, as well as limits on new fossil fuel-derived virgin plastic production.

16. Meanwhile, many industry groups believe a treaty can be successful without mandatory reduction goals and heavily emphasize the expansion of advanced recycling or chemical recycling technologies. Many environmental activist groups see the advanced recycling models as a license to continue with the status quo on consumption.

17. A landmark report from the Pew Charitable Trusts, SYSTEMIQ and various academic partners, titled “Breaking the Plastic Wave,” points toward a way to help bridge this divide: we need to dramatically ramp up *both* upstream solutions such as reduction goals championed by environmental groups *and* downstream solutions championed by industry, including fixing our broken mechanical recycling system and investing in new technologies.

18. How long will bridging this divide take? The road to the Paris Agreement actually began in 1991 with the U.N. Framework Convention on Climate Change, and continued with the Kyoto Protocol in 1997, and the failed meetings in Copenhagen in 2009. The Paris Agreement was finally signed in 2016, 25 years after the first framework was agreed upon.

19. The Montreal Protocol, which has been instrumental in repairing our ozone layer, was signed in 1987, 14 years after CFCs were posited to pose a danger—speedy by U.N. standards. A high

seas treaty to conserve marine biological diversity in international waters has been under discussion for 12 years now.

20. However, there is a precedent for greater speed when the issue is plastic. The Basel plastic amendments included plastic waste in a legally binding framework to make global trade in plastic waste more transparent and better regulated. This was a major accomplishment, and the time between the first proposal and unanimous adoption by governments was just eight months, previously an unheard-of time frame in which to negotiate an international agreement.

21. Reports such as “Breaking the Plastic Wave” tell us we’re running out of time. We must rapidly accelerate both upstream and downstream solutions to have any chance of solving this crisis. If we delay dramatic action by just five years and maintain current government and industry commitments, an additional 80 million metric tons of plastic will end up in the ocean by 2040 (or about half of all the plastic that has accumulated from the start of the plastics era up to now).

22. Preventing this disaster for ocean ecosystems and human health and well-being requires creating safe spaces for discussion between environmental and industry groups now. The only way forward is to approach the obstacles head-on in the belief that tension equals progress, and that all parties, regardless of their perspective and approach, should have a seat at the table.

23. If we are brave enough to have those conversations, we have reason to be relentlessly optimistic that an ambitious plastics treaty matching the scale and urgency of the problem can be realized in record time.’

Source: <https://www.scientificamerican.com/article/we-need-a-paris-agreement-for-plastics/>

TEXT B

The Climate Emergency: 2020 in Review

Despite some promising developments, the need for action has grown even more urgent

By William J. Ripple, Christopher Wolf, Thomas M. Newsome, Phoebe Barnard, William R. Moomaw

1. The climate emergency has arrived and is accelerating more rapidly than most scientists anticipated, and many of them are deeply concerned. The adverse effects of climate change are much more severe than expected, and now threaten both the biosphere and humanity. There is mounting evidence linking increases in extreme weather frequency and intensity to climate change. The year 2020, one of the hottest years on record, also saw extraordinary wildfire activity in the Western United States and Australia, a Siberian heat wave with record high temperatures exceeding 38 degrees C (100.4 degrees Fahrenheit) within the Arctic circle, a record low for October Arctic sea ice extent of 2.04 million square miles, an Atlantic hurricane season resulting in more than \$46 billion in damage, and deadly floods and landslides in South Asia that displaced more than 12 million people.

2. Every effort must be made to reduce emissions and increase removals of atmospheric carbon in order to restore the melting Arctic and end the deadly cycle of damage that the current climate is delivering. Scientists now find that catastrophic climate change could render a significant

portion of the Earth uninhabitable consequent to continued high emissions, self-reinforcing climate feedback loops and looming tipping points. To date, 1,859 jurisdictions in 33 countries have issued climate emergency declarations covering more than 820 million people.

3. In January 2020, we warned of untold human suffering in a report titled World Scientists' Warning of a Climate Emergency with more than 11,000 scientist signatories from 153 countries at time of publication. As an Alliance of World Scientists, we continue to collect signatures from scientists, with now more than 13,700 signatories. In our paper, we presented graphs showing vital signs of very troubling climate change trends with little progress by humanity. Based on these trends and scientists' moral obligation to "clearly warn humanity of any catastrophic threat" and to "tell it like it is," we declared a climate emergency and proposed policy suggestions. We called for transformative change with six steps involving energy, short-lived air pollutants, nature, food, economy and population.

4. Here, we investigate progress for these six steps during 2020. We have seen a few promising developments on energy, nature and food. Impressively, the European Union is on track to meet its emissions reduction goal for 2020 and become zero net carbon by 2050; however, this goal will still increase temperatures from the damaging levels of today. We are also encouraged by the recent trend of governments committing to zero net carbon, including China by 2060 and Japan by 2050. Similar pledges have been made by the United Kingdom, many subnational governments and some corporations, although there is mounting evidence that a 2050 or later target may be inadequate and net zero carbon should be reached much earlier, for example, by 2030.

5. U.S. President-elect Joe Biden has pledged that the U.S. will rejoin the Paris agreement and proposed a \$2 trillion climate plan to phase down fossil fuels by expanding renewable energy capacity while creating jobs, reducing pollution and investing in historically disadvantaged communities. It is critically important to significantly reduce CO₂ emissions while simultaneously increasing carbon accumulation by forests, mangroves, wetlands and other ecosystems. Progress for nature came in the form of the Bonn Challenge to restore forest and other ecosystems, but much more investment is needed in natural climate solutions. Global meat consumption, which must be reduced for climate mitigation, is expected to decline 3 percent this year, largely as a result of COVID-19. While likely a temporary decline, this coincides with increasingly popular meat substitutes; annual U.S. sales are projected to reach \$1 billion in 2020.

6. Although lockdowns associated with the COVID-19 pandemic resulted in a decrease in CO₂ emissions of 7 percent in 2020, this reduction is unlikely to be long-lived because there has been no major concurrent shift in the way we produce energy. This drop in emissions was a tiny blip compared to the cumulative buildup of greenhouse gases, which has led to all five of the hottest years on record occurring since 2015. In fact, atmospheric concentrations of CO₂ continued to rise rapidly in 2020 reaching a record high in September. COVID-19 also led to a one year postponement of the COP26 United Nations climate change conference, after the 2019 failure of the COP25 conference to make meaningful progress. We are concerned that no major industrialized country is on track to limit warming to 1.5 degrees C, the target of the Paris Agreement. Instead, the actions of many wealthy countries—including the U.S.—are consistent with greater than three degrees C warming. Unfortunately, progress in 2020 has also been limited in the areas of short-lived air pollutants, the economy and population.

7. As we move into 2021 and beyond, we need a massive-scale mobilization to address the climate crisis, including much more progress on the six steps of climate change mitigation. Key actions for each step include the following:

Energy. Swiftly phasing out fossil fuels is a top priority. This can be achieved through a multipronged strategy based on rapidly transitioning to low-carbon renewables such as solar and wind power, implementing massive conservation practices, and imposing carbon fees high enough to curtail the use of fossil fuels.

Short-lived pollutants. Quickly cutting emissions of methane, black carbon (soot), hydrofluorocarbons and other short-lived climate pollutants is vital. It can dramatically reduce the short-term rate of warming, which may otherwise be difficult to affect. Specific actions to address short-lived pollutants include reducing methane emissions from landfills and the energy sector (methane), promoting improved clean cookstoves (soot) and developing better refrigerant options and management (hydrofluorocarbons).

Nature. We must restore and protect natural ecosystems such as forests, mangroves, wetlands and grasslands, allowing these ecosystems to reach their ecological potential for sequestering carbon dioxide. The logging of the Amazon, tropical forests in Southeast Asia, and other rainforests including the proposed cutting in the Tongass National Forest of Alaska is especially devastating to the climate. Creation of new protected areas, including strategic forest carbon reserves, should be a top priority. Payment for ecosystem services programs offer an equitable way for wealthier nations to help protect natural ecosystems.

Food. A dietary shift toward eating more plant-based foods and consuming fewer animal products, especially beef, would significantly reduce emissions of methane and other greenhouse gases. It would also free up agricultural lands for growing human food and, potentially, reforestation (“Nature” step). Relevant policy actions include minimizing tillage to maximize soil carbon, cutting livestock subsidies and supporting research and development of environmentally friendly meat substitutes. Reducing food waste is also critical, given that at least one third of all food produced is wasted.

Economy. We must transition to a carbon-free economy that reflects our dependence on the biosphere. Exploitation of ecosystems for profit absolutely must be halted for long-term sustainability. While this is a broad, holistic step involving ecological economics, there are specific actions that support this transition. Examples include cutting subsidies to and divesting from the fossil fuel industry.

Population. The global human population, growing by more than 200,000 people per day, must be stabilized and gradually reduced using approaches that ensure social and economic justice such as supporting education for all girls and women, and increasing the availability of voluntary family planning services.

8. These steps synergize with each other and together ensure a sustainable future. They also have many co-benefits beyond climate mitigation. For example, stabilizing human population size can improve climate adaptation capacity in the event of declining crop yields. Similarly, plant-rich diets offer significant benefits for human health.

9. In December 2020, U.N. Secretary-General Antonio Guterres pleaded for every nation to declare a “climate emergency.” Thus, we call for the U.S. government to proclaim a climate emergency with either Joe Biden declaring a national climate emergency through an executive

order or Congress passing major climate mitigation funding and a declaration of a climate emergency (H.Con.Res.52, S.Con.Res.22) that has been buried in a Congressional committee throughout 2020. One year ago, we were troubled about poor progress on mitigating climate change. We are now alarmed by the failure of sufficient progress during 2020.

10. However, there are glimmers of hope. Young people in more than 3,500 locations continued global climate strikes calling for urgent action. The Black Lives Matter movement has brought deep social injustice and inequality to the surface of our social and economic systems. Rapid progress in each of the six steps can be achieved when they are framed from the start in the context of climate justice, as climate change is a deeply moral issue. But this is only possible when those who face the greatest climate risks help shape the response, including Indigenous peoples, women, youth, people of color and low-income people. Aggressive transformative change, if framed holistically and equitably, will accelerate broad-based restorative action and avert the worst of the climate emergency. The survival of our society as we know it depends upon this unprecedented change.

Source: <https://www.scientificamerican.com/article/the-climate-emergency-2020-in-review/>

Unit 6

TEXT A

The Failure of Privatization

By Henry Reichman

1. Christopher Newfield's *The Great Mistake: How We Wrecked Public Universities and How We Can Fix Them* (2016) is probably the most important, and certainly one of the best, books published on higher education in this century. It should be essential reading for everyone—faculty members, administrators, trustees, philanthropists, and politicians—looking to rescue our floundering public higher education system from the pitiful morass into which it has descended.

2. That is high praise, I know, but it is much deserved. The book is both profound and engaging. _____¹_____ He is that rare humanist who is at home among numbers but has an uncanny ability to translate data into pithy, almost aphoristic, sentences.

3. Newfield's basic argument can therefore easily be presented in his own words. Against the conventional wisdom that, in order to survive, US colleges and universities “must be closer to business and be more like business,” he argues,

Today's problems do not reflect a failure to introduce market thinking but the effects of its long-term presence. . . . What I call the American Funding Model is indeed broken, but it has not been broken by too much public funding, public service, and public slack. It has been broken by too much private funding and service to private interests. . . .

Submitting public universities to private sector standards hasn't increased their overall

wealth and made their education more efficient. It has increased their costs and shifted resources from the educational core. . . Private sector “reforms” are not the cure for the college cost disease—they are the college cost disease.

4. From this starting point the book maps out eight “stages of decline” that are both temporal and conceptual. “The crisis within public universities has been caused not by any one privatization decision,” Newfield argues, “but by their interaction.” Politicians, he notes, want universities to “spend less money on each degree.” But this view is shortsighted, at best, for ultimately you get what you pay for. To be sure, “the country is spending plenty of money on education. It’s just not spending it to improve public colleges.”
5. The crisis begins, however, not with the politicians but with public universities’ own strategic retreat from the public good, the first of Newfield’s eight stages. That shift has sometimes been blamed on the increasing impatience of voters with unchecked spending. But, writes Newfield, “There was no voter shift away from public goods.” Rather, “there was an abandonment of the political fight for them by academic managers.” This retreat leads to a second stage, in which public universities end up subsidizing their private sponsors, including through research support. “Privatization is subjecting public universities to a permanent redesign,” Newfield argues. “Officials are turning great universities into unfocused private businesses that, among other things, subsidize multiple private parties whose condition of involvement is generally to take more than they give.” As resources are reallocated from educational to non-educational purposes and personnel in order to meet privatization goals, institutional costs are driven higher. This second stage then leads to “large, regular tuition hikes” (stage three) and then to the increasingly draconian cuts in public funding (stage four) that these hikes facilitate. As tuition rises, so, too, does student debt, Newfield’s fifth stage. Then the problems are compounded as private vendors leverage public funds (stage six).
6. In stage seven funding inequalities affect educational achievement, especially for those outside a shrinking handful of elite institutions. Here Newfield comments perceptively on the widely publicized charges of reduced rigor and grade inflation found in the best-selling study *Academically Adrift*. That book “identified behaviors like fewer hours of studying for the same or higher overall grades and traced them to moral failures like [student] disengagement.” But, counters Newfield, the authors “should have traced them to teaching and learning conditions that have been degraded by years of underinvestment” and understood them as reasonable “adaptations to resource constraints that have been deliberately imposed by governments.”
7. This yields Newfield’s final stage, what he calls “post-productivity capitalism,” in which public colleges and universities, once powerful engines for creating the middle class, have become vehicles for creating and sustaining “the increasingly unequal society we have right now” and have hastened the “transition from a large, culturally dominant middle class to a smaller, more insecure one.”
8. _____2_____ But three points bear greater scrutiny. The first concerns the costs of research. Faculty members at public research universities have long been aware that research projects supposedly subsidized by private funders in fact create quite real burdens on institutional budgets. But to the public this has been our “dirty little secret,” which Newfield now exposes to devastating effect. “The rare public admission,” he writes, is that “around 20 percent of the cost of externally funded research is supported *internally* by universities themselves.” This, he argues, results in cross-subsidies that support the sciences at the expense of the humanities and

undergraduate students, who effectively subsidize research through higher tuition and larger classes. “In short,” Newfield concludes, “privatized research funding is not a way that public universities can cost-share with the private sector. It is a way for the private sector to extract value from the public.”

9. Perhaps Newfield’s most controversial argument can be found in his provocative treatment of the relationship between tuition hikes and cuts in public funding. _____3_____ Newfield, however, reverses this argument. “Public funding cuts have indeed done enormous damage to public university finances,” he writes. “But they are not the prior cause of tuition hikes. Tuition hikes preceded and were independent of the most serious cuts.” He adds, “In reality, ongoing cuts are the bitter fruit of two university practices: a long-term willingness to raise tuition, which taught legislatures that universities could replace cuts with the user fee called tuition, and the failure to explain the irreplaceable role of public funding.” Tuition hikes, moreover, do not cover only the costs of state cuts. They also cover the costs of privatization initiatives taken by the universities themselves both prior to and ostensibly in response to the loss of public funding: “Cut our funding and we won’t complain if you let us hike tuition: this is the hidden contract between public university executives and their state officials.”

10. That privatization has become a significant driver of growing economic and social inequality is another of Newfield’s most powerful arguments. “The purpose of privatization,” he writes, “is to move resources toward those willing to pay for them, which in practice means giving more to those with more, and giving less to those with less.” Newfield quotes a Georgetown University study, which found that “higher spending in the most selective colleges leads to higher graduation rates, greater access to graduate and professional schools, and better economic outcomes in the labor market, when comparing with white, African- American, and Hispanic students who are equally qualified but attend less competitive schools.” “Since 1982,” the report reveals, “80 percent of new white enrollments have gone to the 468 most selective colleges, while 72 percent of new Hispanic enrollment and 68 percent of new African-American enrollment have gone to the two-year and four-year open-access schools.” These are the institutions, Newfield demonstrates, that spend the least per student and have the fewest resources to respond to cuts. In short, as the students get darker, the funding diminishes.

11. _____4_____ Hence many of his examples are taken from California. This context is important because it highlights the bipartisan nature of the mistaken consensus that Newfield demolishes. It is not just “red-state” Republican administrations that engage in the privatization project. In deepest “blue” California, that project is already well advanced. Here, Newfield acidly remarks, “public universities have become what [Democratic governor] Jerry Brown said they are: desires dressed as needs claiming rights, without the guts to become a lawsuit.”

12. What is to be done? That is the topic of the book’s final forty pages, and once more Newfield pulls no punches: “Nothing less will do than stark opposition to the entire devolutionary cycle.” Can such opposition be built? Newfield answers “yes” and offers some ideas for reversing the painful process he has described. Key here is less policy than confidence and vision. “Our problem isn’t actually lack of money,” he writes. It’s the lack of “confidence and vision to think outside the framework” of the American funding model. We can afford to build a reconstructed public university system, he declares, “but ‘we’ have to want to, and want it with enough conviction to force the political system to deliver it.”

13. _____5_____ *The \$48 Fix* demonstrates how California’s three-tiered system can return to

the no-tuition principle of the state's visionary 1960 Master Plan and restore funding to year 2000 levels for just a \$48 surtax on the median taxpayer. The plan has been endorsed by numerous education and labor groups in the state, including the AAUP's state conference. It evolved from a study by Stanton Glantz and Eric Hays that Newfield discusses in his concluding section. That plan will, I hope, be used to compel the state's politicians to endorse its goals or, if they can't stomach its mechanism (taxation), to come up with workable plans of their own. Clearly, in California as elsewhere, the privatization status quo is unacceptable.

14. Even among those who accept Newfield's critique of the current failed system, many readers will see his proposed "recovery cycle" as unrealistic, even utopian. But that would be another self-fulfilling prophecy. To those who cynically assure us that "the funding won't return," we need to respond by pointing out that the only guarantee it won't is to embrace their acquiescent attitude. According to Newfield, "Everything we need to achieve—sustainable economics, racial equality, cross-cultural accommodation, environmental justice, radically reduced warfare—depends in some real measure on ending the scarcity of transformative public higher education. We do have to bite the bullet of paying for it. The good news is that we can."

15. Newfield offers "no guarantees" that his solution will work. But he does correctly conclude that "it will work a lot better than what we are doing now." Read this book and organize.

Source: Henry Reichman, "The Failure of Privatization" in *Academe* Vol. 103, No. 5, September-October 2017 (<https://www.aaup.org/article/failure-privatization#.Wemt5NIjdj3Q>).

Glossary

philanthropist	<i>n.</i>	a person who helps the poor, especially by giving them money 慈善家
flounder	<i>vt.</i>	to experience great difficulties or be completely unable to decide what to do or say next 挣扎, 勉强应付
morass	<i>n.</i>	a complicated and confusing situation that is very difficult to get out of 困境; 沼泽
pithy	<i>adj.</i>	short, direct, brief, concise 简明扼要的
aphoristic	<i>adj.</i>	brief and witty and like a maxim or containing aphorisms or maxims 警句, 格言(似)的
slack	<i>n.</i>	the fact that something is too loose 懈怠, 放松
temporal	<i>adj.</i>	relating to time; relating to practical matters or physical things, rather than spiritual ones 时间的, 暂时的; 世俗的
draconian	<i>adj.</i>	very strict and cruel 严厉的, 苛刻的
leverage	<i>vt.</i>	to use borrowed money to buy an investment or company 举债经营; 借贷收购
Hispanic	<i>adj.</i>	connected with Spain or Spanish-speaking countries, especially those countries in Latin America 西班牙及相关的
devolutionary	<i>adj.</i>	relating to the moving of power or responsibility from a main organization to a lower level 移交, 授权的
median	<i>adj.</i>	middle 中间的
endorse	<i>vt.</i>	to express formal support or approval 支持, 赞同
prophecy	<i>n.</i>	a statement that something will happen in the future 预言
cynically	<i>adv.</i>	not caring that something might not be morally right, might hurt

		someone etc., when you are trying to get something for yourself 不顾他人的
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Cultural & Background Notes

1. **American Funding Model** refers to the way American universities get their funding. Unlike European universities which are largely state-funded, American universities are funded by a variety of different sources, not just government but also philanthropists, businesses and the students themselves.
2. **Deepest “blue” California** points to the fact that California is Democratic-dominated and its citizens haven’t voted for a Republican presidential candidate in decades. The current terminology of “red states” and “blue states” was coined by journalist Tim Russert during his televised coverage of the 2000 U.S. presidential election. Since then, “red states” and “blue states” have referred to states of the U. S. whose voters predominantly choose either the Republican Party (red) or Democratic Party (blue) presidential candidates.
3. **1960 Master Plan**, also known as the California Master Plan for Higher Education of 1960, set up a coherent system for postsecondary education which defined specific roles for the already-existing UC, the California State College system of senior colleges, now California State University, and the California Community Colleges system. The Master Plan also proposed a statutory framework for its implementation, which was signed into law by Governor Brown on April 27, 1960. The statute actually implementing the Master Plan is formally titled the Donahoe Higher Education Act (now located at Part 40 of Division 3 of Title 3 of the California Education Code).
4. **Professional schools** is graduate-school-level institutions that prepare students for careers in specific fields. Some of the schools also offer undergraduate degrees in specific professions. Examples of this type of school include Business school, Journalism school, Law school, Education school (also known as Normal school), Public policy school, among others.

Exercises

I. Skimming: Sentence Insertion

Directions: The 5 digits in the text refer to some missing sentences. Skim the context and decide where the given sentences should go.

- a. Newfield teaches at the University of California, Santa Barbara, and previously chaired the UC system-wide Senate Committee for Planning and Budget.
- b. And here I should mention that Newfield has worked with others in California to devise a concrete plan.
- c. It is a standard argument among many advocates for increased public funding— indeed, it is an argument that I have made more than a few times myself—that the principal driver of skyrocketing college tuition in the public sector has been the defunding of public higher education by the states.
- d. Newfield has done something quite remarkable: he has mastered an enormous amount of quantitative and qualitative data while simultaneously analyzing and presenting those data in an accessible manner.

- e. It is impossible in a brief review to capture even close to fully the impressive scope, nuance, and power of Newfield's arguments.

II. Matching Headings to Sections

Directions: Read the section headings in the table and match them to the paragraphs in the text. There are 6 main sections in the text. So there is one extra heading.

Heading	Paragraphs
Overall comments	
Intended audience	
Stages of decline	
Controversial arguments	
Basic argument	
Solution	

III. Identifying and Summarizing Key Points

- i. Directions: Use information from paragraphs 4-7 to complete the following list. Write single words or short phrases.

Stages of Decline for Public Universities	
1	
2	
3	large, regular tuition hikes
4	
5	
6	
7	
8	post-productivity capitalism

- ii. Use information from paragraphs 8-11 to complete the following summaries of Newfield's arguments.

Argument #1

The costs of research, supposedly subsidized by _____, are actually covered by _____. This results in _____ and creates quite real burdens on _____. As such, _____ is not how public universities can cost-share with the private sector.

Argument #2

_____ happen before and have nothing to do with _____. Besides, they cover the costs of both _____ and _____.

Argument #3

Compared with _____, _____ are more willing to pay to attend private, selective colleges. In effect, higher spending in such colleges has better returns in

that it leads to _____, _____ and
_____. This disparity results in
_____.

IV. Reading for Specific Details

Directions: Read the text and try to find answers to the following questions.

1. What does Newfield think of the American Funding Model?

2. Newfield uses what argument as a starting point of his book?

3. What consequences does privatization bring to public universities?

4. What does Newfield make of university students' reduced rigor and grade inflation?

5. How has the American society and its middle class been affected by the crisis within public universities?

6. What is key to Newfield's solution?

7. What is Reichman's (the book reviewer) attitude towards Newfield's solution?

V. Translation

Directions: Please translate the following English into Chinese.

That privatization has become a significant driver of growing economic and social inequality is another of Newfield's most powerful arguments. "The purpose of privatization," he writes, "is to move resources toward those willing to pay for them, which in practice means giving more to those with more, and giving less to those with less." Newfield quotes a Georgetown University study, which found that "higher spending in the most selective colleges leads to higher graduation rates, greater access to graduate and professional schools, and better economic outcomes in the labor market, when comparing with white, African-American, and Hispanic students who are equally qualified but attend less competitive schools."

TEXT B

Inequality Is Not the Problem

By Jeff Madrick

1. In his celebrated book *Capital in the 21st Century*, Thomas Piketty notes that Napoleon justified concentrations of wealth and high levels of inequality in France because, he claimed, the nation was a meritocracy. If you worked hard and had talent, you could rise—even back then.
2. Such inflated claims about income mobility have long been the refuge of the privileged at the top of the distribution of wealth. The American dream is of course built on this central assertion. Since the beginning of the year, however, the powerful findings of Piketty and other economists have entered mainstream debate as never before, challenging long-held assumptions that America is a meritocracy. Bringing into focus how lopsided the income distribution is, these findings have not only shown that inequality is widespread. They have also demonstrated that there is relatively little opportunity for those in the lower quintiles of earners to move up to a higher bracket.
3. Traditionally, economic conservatives have maintained that inequality is fine as long as income mobility is robust. So what if a few people make huge fortunes; everyone else has a fair chance at the opportunity to do so. But these days, even important members of the Republican Party, the traditional bastion of America privilege, have given up on this argument.
4. Economic data gathered since the early 2000s have shown conclusively that American social mobility is low and has been so for half a century—indeed, it is considerably lower than the nation’s supposedly stultified European competitors, where social safety nets are much larger and taxes much higher. Among the most impressive of the new work is a comprehensive study, led by Raj Chetty of Harvard and Emmanuel Saez of Berkeley, among others, published this January. It shows that income mobility has remained at roughly the same low levels since the 1970s.
5. The way income mobility is generally measured is to determine whether children born to parents in one quintile of earners—say, the bottom 20 percent—move to the next quintile, and then up and beyond. According to the Harvard-Berkeley study, only 8.4 percent of children born in 1971 to parents in the bottom fifth rose to the top fifth as adults, a proportion that grew only slightly, to 9 percent, for those born in 1986. More sobering, children born into the second quintile from the bottom are now doing worse. In 1971, such a child had a 17.7 percent chance to move to a higher quintile; for those born in 1986, the odds were only 13.8 percent, or less than one in seven.
6. These figures—measuring what we think of as traditional or “relative” income mobility—provide a stark picture of how fluid economic opportunity is and many progressives have flocked to them. In recent weeks, many commentators have decried the unequal distribution of income and wealth and argued that we should take steps to limit inequality at the top and make it easier for people to climb the ladder.
7. But for every poor kid who rises to the top fifth in income, roughly speaking, someone must fall out of the top fifth. And the proportion of those who rose was probably never robust, even in the nineteenth century. What matters still more, then, is “absolute” mobility: the degree to which the economy can produce rising wages for all.

8. The American dream should be built on expanding opportunities for the entire society, which can only come about if average real wages go up. Earning more than your parents is as much or even more a result of the rise of wages after inflation across the economy as it is a reflection of income mobility. In other words, if you are born into the bottom quintile but real wages rise, you will likely exceed your parents' income even if you remain in that quintile.
9. Such real incomes rose throughout the nineteenth and twentieth centuries in America, but they rose especially fast in the twenty to thirty years after World War II. As Isabel Sawhill of Brookings pointed out in one of the finest studies of income mobility, made with the Pew Foundation five years ago, from 1947 to 1973, the rate of growth of the typical family's income was unusually rapid, roughly doubling in a generation's time. However, since 1973 the increase over a generation's time has been much smaller, about 20 percent.
10. Since the Great Recession, there has been even less growth. Such historic comparisons of family income can be tricky. On the one hand, families tend to have fewer children than they did a generation ago, but on the other, the rapid growth of households with two working parents creates additional childcare costs. The distribution of family income is also skewed as more children are born to unwed mothers, who don't benefit from two incomes. According to Sawhill, none of this overturns "the basic conclusion that family income growth has slowed."
11. *The New York Times* just published calculations based on the detailed data collected by the Luxembourg Income Study that show middle class incomes in America are now lower than in some other nations. And Sawhill shows that out of every three adults who were children in 1968, one is earning less than his or her parents did. That latter number is troublingly big, and since the Great Recession it has probably risen.
12. What we now know is that we can't rely on income mobility to solve these problems. Because there has been growth, if modest compared to earlier times, about two out of three children are doing better than their parents. But many of them are not doing much better—about half of this group remain in the same quintile they were born into. Indeed, rising income inequality also makes it harder to move from one quintile to another: the rungs on the ladder are farther apart.
13. Consider that we now know 42 percent of those born into the bottom fifth of earners will remain there, and another 42 percent will rise only to the next two levels. At the same time, 39 percent born into the top will remain at the top, and 23 percent will fall but only to the next level down.
14. Yet for all this, the problem of inequality is an inadequate description of the situation. Inequality has traditionally meant that incomes at the top grow faster than the next category down, which in turn grow faster than the next category, and so on. All categories can grow to some extent. As has been apparent to economists for several years, however, this is no longer the case. We now have stagnating incomes for a large majority of Americans and runaway incomes at the very top—especially the top tenth of the top one percent. This is not so much "inequality" as a complete lack of growth for much of the country. And this is what the nation should focus on.
15. The authors of the recent Harvard-Berkeley study provide some clues about how to proceed. They find both relative and absolute mobility differs by cities. Those in the Southeast have generally low mobility rates while those in the mountain and western states high rates, for example. In urban areas with more healthy economies, like San Francisco, Seattle, and Salt Lake

City, the poor are less segregated, the quality of education is higher, and there are fewer unwed mothers. But these conditions cannot be readily duplicated elsewhere.

16. The main lesson is that a combination of social policies and growth policies are needed that aim at producing rising wages for all. They could include a higher minimum wage, child allowances, and educational programs for the young about the disadvantages of early pregnancies.

17. But they should also include serious stimulus measures by the federal government, including a recognition that deficits are now low enough and that further austerity is unnecessary. In particular, government spending programs should aim to sustain decent income levels through unemployment insurance, expanded earned income and child tax credits, and outright cash allowances. The government should also aim at foundational projects that facilitate long-term economic growth, including intelligent and aggressive expansion of transportation, and Internet infrastructure.

18. There is simply no escaping the central fact that the welfare of Americans depends on faster economic growth. Progressives and conservatives should agree on this. This economic recovery so far has been slow. Debt overhangs from the mortgage crisis explain part of it, but the lack of appropriate policy to offset the ramifications of the financial and housing crashes are inexcusable. Efforts to enhance income mobility alone cannot be the answer.

Source: <http://www.nybooks.com/daily/2014/04/24/inequality-not-problem/>

Unit 7

TEXT A

The Perils of “Sharenting”

All those Facebook photos are cute—but how are they affecting the kids?

By Adrienne LaFrance

1. Babies, like cats, are everywhere on the web.
2. In the United States, the vast majority of 2-year-olds—more than 90 percent of them, according to a 2010 survey—already have an online presence. More than 80 percent of babies younger than that are already on social media, too. Many children make their internet debut as grainy gray blobs on Facebook-posted ultrasound images before they’re even born. Sometime past toddlerhood, these kids might become aware that their online identities are already being shaped in some depth, and usually by their parents. _____ 1 _____
3. As a result, researchers, pediatricians, and other children’s advocates are in the early stages of designing a public-health campaign to draw attention to what they say is an inherent conflict between a parent’s freedom to publish and a child’s right to privacy. “It’s very rare that parents are sharing maliciously, but they haven’t considered the potential reach or longevity of what is happening with the information they’re posting,” says Stacey Steinberg, a law professor at the University of Florida’s Levin College of Law and the associate director of the school’s Center on Children and Families.

4. It's typical for adults to mention a child's name and birthdate in birth announcements and other posts on sites like Facebook and Instagram, for instance, which puts kids at risk of identity theft and digital kidnapping—when someone lifts images of another person's kids and portrays them as their own. _____ 2 _____

5. In Steinberg's new paper, "Sharenting: Children's Privacy in the Age of Social Media," set to be published in the *Emory Law Journal* in the spring of 2017, she writes of a blogger who posted photos of her young twins while they were potty training. "She later learned that strangers accessed the photos, downloaded them, altered them, and shared them on a website commonly used by pedophiles," Steinberg wrote. "This mother warns other parents not to post pictures of children in any state of undress, to use Google's search features to find any images shared online, and to reconsider their interest in mommy blogging." "I'm the one responsible," the woman wrote in a 2013 blog post about the incident, warning her readers to be careful about what they publish online. "I took the picture and shared it. There's nobody to blame but me."

6. But even posting baby photos to a private Facebook group or protected Instagram account is not without risk. _____ 3 _____ Parents and caregivers don't just have to trust that the people they choose to share with won't download, redistribute, or otherwise misuse images—they also have to trust that the people who can access shared baby photos have their own robust privacy settings, and that they control who else can use their social media accounts, and so on. Many parents believe privacy settings are enough of a safety net, Steinberg wrote, so "they use little discretion sharing with their chosen audience. In reality, even these posts can reach a large audience."

7. The implications of all this sharing extend far beyond questions of security, and get at the heart of a new paradigm in parenting. Caregivers are no longer merely gatekeepers for their children but also, in many cases, potentially the distributors of information about their children to mass audiences. There are clear benefits to all this sharing—for families and friends who are geographically dispersed, and for parents who share details about their children's lives to seek advice from trusted friends, for example—but this new model can also pose a threat to a child's sense of autonomy over her developing identity.

8. Consider, for instance, a Christmas card that ends up going viral online—a now-routine seasonal phenomenon. Last year, controversy erupted over a Louisiana family's photo, which featured a mother and two girls with tape placed over their mouths, a small boy making a thumbs-up gesture, and a father holding a sign that said "peace on Earth." In the ensuing backlash, critics decried the photo as sexist. In the backlash to the backlash, those critics were called killjoys. Besides, the second argument went, people have a right to express season's greetings in whatever manner they choose. _____ 4 _____

9. Parents make value-based choices for their children all the time. A toddler may want to opt out of wearing any clothing whatsoever to the playground, but the grown-ups of the house make the kid put on pants and a T-shirt anyway. Parents often tell their kids what to believe about God, and which football team to root for. Even infants are outfitted in tiny rompers that declare partisan political affiliations. There is no "bright line," Steinberg says, that dictates when and how it's appropriate for parents to express themselves through their children. That's part of why, especially in the United States, there's enormous cultural deference to parents to do what they believe is right. Yet when identity-shaping decisions—made by parents, then distributed online in ways that ultimately remove parental control—are digitally preserved for years or longer, such decisions

potentially get in the way of a child's self-actualization.

10. "It might be only natural for parents to want a child to embrace their values and to believe their beliefs," wrote the Georgetown Law professor Jeffrey Shulman in a 2010 paper, "but the expressive liberty of parents becomes despotic when the child is given no real opportunity to embrace other values and to believe other beliefs." Similarly, Steinberg writes:

Child advocates in both the medical and behavioral arenas recognize that childhood well-being is not limited to traditional notions of health. Indeed, children who grow up with a sense of privacy, coupled with supportive and less controlling parents, fare better in life. Studies report these children have a greater sense of overall well-being and report greater life satisfaction than children who enter adulthood having experienced less autonomy in childhood. Children must be able to form their own identity and create their own sense of both private and public self to thrive as young people and eventually as adults.

11. Despite the argument that social media has ushered in a post-privacy world in which young people's concepts of—and expectations for—privacy will be all but nonexistent, there's evidence that digital natives still care about privacy online. "We are seeing a move towards more private behavior online, even among children," wrote the authors of a paper presented last year at the 24th International World Wide Web Conference. _____ 5 _____

12. Children's advocates argue that kids have a moral right to control their own digital footprint, and perhaps even a legal right. Steinberg suggests that so-called "right to be forgotten" laws—like ones in the European Union and in Argentina that allow an individual to request personal information be scrubbed from search-engine results—could be passed to protect minors in the United States. The country's strong free-press protections make this a complicated (and ultimately unlikely) prospect, however. Steinberg is also asking the American Academy of Pediatrics to develop best practices for parents with regard to online sharing. Standard guidelines might include giving children "veto power" over what's published online, setting up Google alerts for children's names, and reading—actually reading, not just agreeing to—the privacy policies of websites before publishing photos there.

13. Giving children the right to say "no, it's not okay for you to post that"—regarding images and quotes, as well as descriptions of their accomplishments and challenges—is something Steinberg says she feels especially strongly about. "By age four, children have an awareness of their sense of self," she writes. "At this young age, they are able to build friendships, have the ability to reason, and begin to compare themselves with others. Parents who post regularly can talk about the internet with their children and should ask young children if they want friends and family to know about the subject matter being shared."

14. Children benefit from being "heard and understood," she says, but it seems likely that such conversations would also encourage children to think critically about how online sharing might affect them. _____ 6 _____ Steinberg underscored repeatedly—in her paper and in my conversation with her—that she doesn't want to discourage parents from posting photos and stories about their kids online.

15. Someone might blog about a child's medical condition as a way to seek or offer support, or to raise crucial funds for health care. Sharing baby photos on Facebook is a way to keep far-flung families feeling close. "I feel so strongly in not silencing parents' voices," she told me. "There are so many benefits to sharing information ... and very valid reasons to share. That's why this is so

complex.” But the benefits of sharing still don’t outweigh the potential harm that can be caused. “The reality is that the data shared by parents could be revealed by Google search algorithms for years to come,” Steinberg told me. “And we don’t know what our children’s goals might be when they get older.” “This first generation of children who grew up on social media are coming of age, and they’re just now entering adulthood and the job market,” she added. “It would be wise of us to invite them to the table as children’s rights advocates as we talk about the best way to move forward.”

16. The bottom line, Steinberg says: “Don’t share something online that you wouldn’t be okay sharing publicly.”

Source: Adrienne LaFrance, “The Perils of Sharenting” in *The Huffington Post* Oct. 11, 2016 (http://www.huffingtonpost.com/entry/the-perils-of-sharenting_us_57fd4a3ee4b0dcccfa3908c59).

Glossary

debut	<i>n.</i>	a first public appearance or presentation, as of a performer, artistic work, or new product 初次登台, 首秀
blob	<i>n.</i>	an indistinct or shapeless form or object 难以名状的一团, 轮廓不清的物体
toddlerhood	<i>n.</i>	the state or condition of being a toddler 儿童学步期
dual	<i>adj.</i>	twofold; double 双重的, 二元的
pediatrician	<i>n.</i>	a physician who specializes in pediatrics 儿科医生
maliciously	<i>adv.</i>	having the nature of or resulting from malice; deliberately harmful; spiteful 蓄意地, 恶意地
pedophile	<i>n.</i>	an adult who is sexually attracted to children 恋童癖者
discretion	<i>n.</i>	the quality of behaving or speaking in such a way as to avoid social embarrassment or distress (言行) 谨慎, 慎重
disperse	<i>vt.</i>	to strew or distribute widely (广为) 散布, 散播
viral	<i>adj.</i>	of or relating to the rapid propagation of information, ideas, or trends by means of social networks rather than conventional mass media (信息、观点等在社交网络上) 疯传
backlash	<i>n.</i>	a sudden and adverse reaction, esp. to a political or social development 强烈反对, 反冲
killjoy	<i>n.</i>	one who spoils the enthusiasm or fun of others 煞风景的人, 令人扫兴的人
romper	<i>n.</i>	a one-piece garment combining a shirt and short, bloomer-like pants, worn by young children (幼儿穿的) 宽松的连衫裤

partisan	<i>adj.</i>	biased in support of a party, group, or cause (盲目地)效忠于某一党派、组织或事业的
despotic	<i>adj.</i>	characteristic of an absolute ruler or absolute rule 暴君的, 专横的

Cultural & Background Notes

1. **Instagram** is a mobile, desktop, and Internet-based photo-sharing application and service that allows users to share pictures and videos either publicly, or privately to pre-approved followers. After its launch in 2010, Instagram rapidly gained popularity, with one million registered users in two months, and ultimately 800 million as of September 2017. It has been named “one of the most influential social networks in the world”. However, it has also been the subject of criticism, most notably for policy and interface changes, allegations of censorship, and illegal or improper content uploaded by users.

2. **Potty training**, or toilet training, is the process of training someone, particularly a toddler (18 months to 3 years old), to use the toilet for urination and defecation. The training may start with a smaller toilet bowl-shaped device (often known as a potty).

Exercises

I. Preview Discussion

Directions: Consider the following questions and then discuss them with another student.

1. Have you ever posted selfies online through Apps? If you have, would you list the websites or apps you usually use?
2. Who do you think could view your photos? Do you care whether the photos will be spread to different websites and viewed by strangers? Why or why not?
3. What do you know about sharenting? Could you predict what this article is concerned with?

II. Search Reading

Directions: In the text there are some missing sentences indicated by numbers. Read the text through and choose a sentence from the following choices to fill in each blank. There is one extra choice that is not going to be used.

- A. “Applications such as Snapchat, which circumvent the permanence of most digital communications, are very popular among adolescents and teens, since they allow users to share intimate moments without the drama or long-term consequences of persistent messaging applications.”
- B. Some parents publish real-time information about their children’s whereabouts, potentially risking their safety. And well-meaning adults readily go online to share photos of their kids in a variety of intimate settings.
- C. Given the searchable, shareable, long-lasting nature of what’s published on the web, this dual role of parent and publisher raises a host of questions about privacy, consent, and the

parent-child relationship more broadly.

D. Regardless of where you stand on the issue, the episode helps illustrate one of the perils of sharenting: There are three children in the photo, none of whom can opt out of the digital footprint their family has now established for them. Is that fair to the kids?

E. These children might have legal arguments that could offer them privacy protections from their parents' online disclosures, but it is also possible that a public health model will offer them even better protections while respecting family autonomy. Similar to the online decisions children will one day make on their own accord, the digital information has the potential to follow them throughout life.

F. "With private groups, there is this false sense that everybody in the group knows each other and has the same interests in mind," Steinberg told me.

G. Developing this line of thinking from an early age prepares children to manage their own behaviors online as they grow—and it's a more nuanced way of thinking about online publishing than teaching kids to never share anything whatsoever.

III. Reading for Specific Details

Directions: Read the text again and decide whether the following statements agree with the information in the text? Write

True	if the text confirms the statement
False	if the text contradicts the statement
Not Given	if it is impossible to know from the text

- _____ 1. More than 90 percent of babies made their first internet debut as ultrasound images online.
- _____ 2. Consequently, a public-health campaign is carry out to draw attention to the inherent conflict between a parent's freedom to publish and a child's right to privacy.
- _____ 3. Identity theft and digital kidnapping refer to someone lifts images of another person's kids and portrays them as their own.
- _____ 4. A blogger was quoted in Steinberg's new paper to prove the risky consequence of sharing photos of kids online.
- _____ 5. Privacy settings on websites are enough of a safety net to control your private information online.
- _____ 6. Caregivers are no longer solely gatekeepers for their children but potentially the distributors of information about their children to mass audience.
- _____ 7. A now-routine seasonal phenomenon is a Christmas card that ends up going viral online.
- _____ 8. A bright line could be drawn to dictate when and how it's appropriate for parents to express themselves through their children.
- _____ 9. A "right to be forgotten" law is very likely to be passed in America to request personal information be erased from search-engine results.
- _____ 10. According to the article, parents or guardians should be discouraged from posting photos and stories about their kids online in the future.

IV. Reflecting on Key Points

Directions: Read the text again and consider the following questions.

1. With Facebook and Twitter, perhaps the two strongest social media drivers leading what is now being referred to as a “post-privacy world”, one can’t help but acknowledge the impact that social sharing has had on younger generations of parents who’ve become so accustomed to freely distributing intimate details of their lives. Do you agree that it is natural for them to share the information on behalf of their children too? Why or why not?
2. Major Websites collect Big Data, a very large amount of information and also the tools that allow us to see patterns and make use of the knowledge. In your opinion who should have the right to own your personal data and how can it be used? What do you think the web companies should do to better protect your privacy?
3. Identity theft on the internet is a big problem, and there are worries that criminals or terrorists could get control of important personal or national information. What do you think the government and law enforcement agencies could do about that? What suggestions do you have to improve the awareness of online privacy protection?

V. Group Discussion

Directions: Share your opinions on the following questions within small groups.

Sharing photos of babies and children on social media—often called “sharenting”—is a common practice among parents who are used to sharing details about their lives online. But concerns have been raised about when sharenting crosses the line and jeopardizes children’s rights to privacy: for example, in cases of naked baby photos, potty-training toddlers, and embarrassing stories that chronicle childhood development in a public forum.

In your opinion, who should decide what to share online? Why? What are the common rules that young parents should possibly follow? Work with your classmates and draft a list of “golden rules” for sharenting.

VI. Translation Practice

Directions: Please translate the following English into Chinese.

Give children the right to say “no, it’s not okay for you to post that”—regarding images and quotes, as well as descriptions of their accomplishments and challenges. Parents who post regularly can talk about the internet with their children and should ask young children if they want friends and family to know about the subject matter being shared. Adopting a “child-centered perspective” is necessary, but because there are no legal policies in place that offer our youth a way to address conflicts that arise from sharenting, it’s up to the next generation of parents to reform digital habits to ensure that their children can exercise their privacy rights, freely define their personalities, and evolve their digital footprints on their own terms.

TEXT B

Our Social Media Obsession

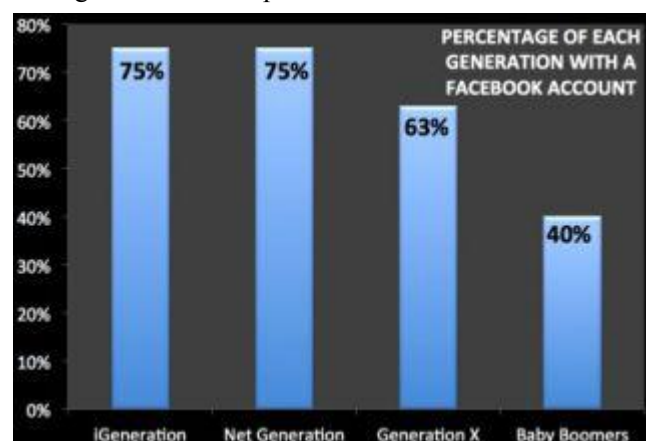
What is driving people to constantly check in with social media?

By Larry D. Rosen

1. As part of my continuing process of examining the impact of technology, my colleagues and I at the George Marsh Applied Cognition Lab have recently completed a large study looking at a variety of technology and media uses across members of four generations: Baby Boomers (born between 1946 and 1964), Generation X (1965-1979), Net Generation (1980-1989) and iGeneration (1990-1999). In the current study we administered a variety of survey instruments to 1,038 members of these generations to determine what technologies people were actually using, how they were navigating their commitment to social media and, finally, what factors might predict who would use more or less technology. This post will deal with the question of social media use. Future posts will cover more general technology use as well as what might predict more or less use of various technologies.

2. As part of this study, participants were asked whether they had a social media presence on eight sites including Facebook, MySpace, Twitter, LinkedIn, Tumblr, Pinterest, Flickr and Instagram. A final question asked participants to list additional sites that they used but none were used by more than a handful of people other than the eight listed sites.

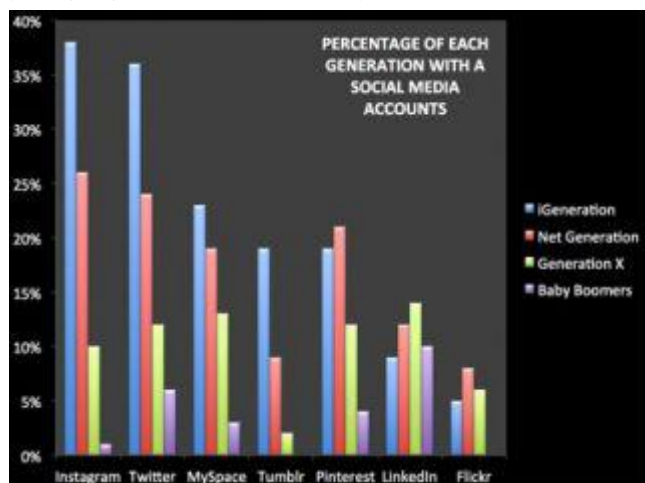
3. Let's start with Facebook since it is the most common social media site. Overall, across all generations, 70 percent of participants had a Facebook account, which parallels the worldwide statistics. The chart below with the blue bars shows the percentage of participants who reported having a social media presence on Facebook.



4. Although younger generations are more prominently featured as Facebook users, even 40 percent of Baby Boomers have a Facebook account.

5. Looking at only those participants who used at least one social media site, overall younger generations used more social media sites than older ones but the average for younger generations was only around two compared to one site for older generations. As I said previously, the most popular site was Facebook. Across all generations, in order the following percentage of participants used a variety of social media sites: Instagram (27 percent), Twitter (26 percent), MySpace (18 percent), Pinterest (17 percent), Tumblr (12 percent), LinkedIn (11 percent), Flickr (5 percent). All showed the same generational trends as Facebook except LinkedIn and Flickr, which showed no difference across generations. The figure below with the multi-colored lines shows the generational similarities and differences in social media usage across generations. Other

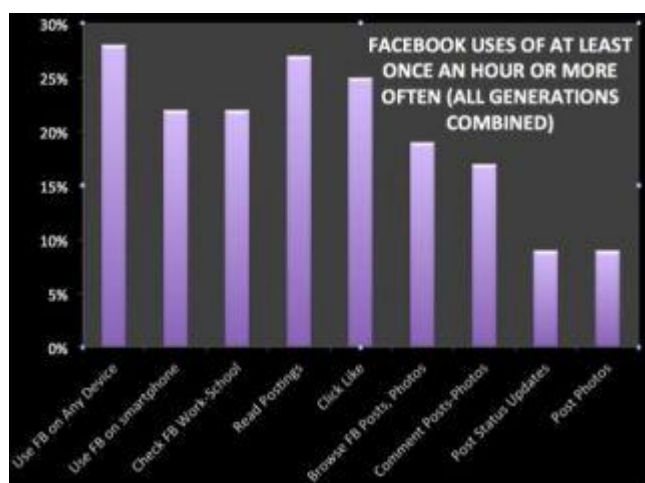
than LinkedIn and Flickr at the far right, the other social media sites showed similar patterns with younger generations more likely to have social media accounts than older generations.



6. In fact, just as with Facebook, there appears to be a clear generational difference with iGeneration and Net Generation young adults being the avid social media users while Gen Xers and Baby Boomers are less likely to use all social media sites.

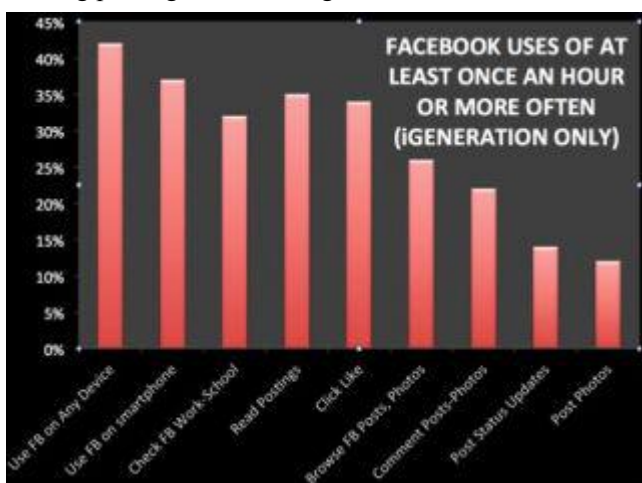
Facebook Use

7. The measurement tool also queried specific uses of Facebook, which sheds light on exactly what activities people are doing on the most popular social media site. The first chart below with light purple bars shows the data for all participants in any generation and the one below that with the pink bars shows the same results for the iGeneration teens and young adults only. The bars show the percentage of people who are using Facebook or various Facebook activities AT LEAST ONCE AN HOUR OR MORE OFTEN.



8. It is obvious that whether you look at every participant or just the iGeneration older teens and young adults Facebook is being used often on a smartphone and also at work or at school. In addition, the most common activities are reading postings followed by clicking “Like” and browsing posts and photos with fewer people commenting and posting their own updates or photos.

9. Below is the chart with the pink bars for the iGeneration older teens and young adults where more than one in three iGeneration older teens and young adults are doing the main five Facebook activities—using it on any device, using it on a smart phone, checking it at work or school, reading postings and clicking “Like”—at least once an hour.



10. Facebook users were also asked about their online friendships including their total number of Facebook friends, the number of Facebook friends they also know in person, the number of people they had met online and never met in person and the number of people that they regularly interact with online and have never met in person on a nine-point scale ranging from “never” to 751 or more. The table below shows the results across generations. As you can see, there is a steady increase in Facebook friends from between 51 and 100 for Baby Boomers to 251-375 for iGeners and the same trend is evident from those that they know in person although it is clear that all generations know more than four in five of their Facebook friends ranging from 82 percent of the iGeneration to 87 percent of Gen X, 86 percent of Baby Boomers and 85 percent of Net Geners. In terms of people they know online but have not met in person, there were no generational differences with an average of about 1-50 people with the mean closer to the lower end and the same is true for people they regularly interact with online but do not know in person which averages somewhat fewer people than those met online and have not met in person. All in all, the people on Facebook know most of their “friends” and have very few friends that they interact with regularly online but don’t know in the real world.

ONLINE FRIENDSHIPS	iGeneration	Net Generation	Generation X	Baby Boomers	Stats
Number of Facebook Friends	5.97	5.15	4.06	3.39	p<.001
Facebook Friends Known in Person	4.89	4.37	3.53	2.91	p<.001
People Met Online and Not Know in Person	2.26	2.03	1.88	1.95	ns
People Regularly Interact With Online and Never Met in Person	1.86	1.74	1.67	2.02	ns
MEASUREMENT SCALE: 1=0, 2=1-50, 3=51-100, 4=101-175, 5=176-250, 6=251-375, 7=376-500, 8=501-750, 9=751 or more					

Predicting Social Media Use

11. In keeping with the theme of social media, participants were asked a series of questions about their level of anxiety if they are not allowed to check in with their technological world. For example, when asked, “If you can’t check in with text messages as often as you’d like, how

anxious do you feel?” and nearly half of iGeneration and Net Generation participants said they would feel moderately anxious to highly anxious. With respect to social media they were asked, “If you can’t check in with Facebook as often as you’d like how anxious do you feel?” and although the anxiety about missing out on social media is not as high as not checking text messages, one in four iGeneration participants and one in five Net Generation participants reported that they would feel moderately-to-highly anxious if they were not allowed to check in with Facebook as often as they like.

12. Finally, the study was designed to attempt to predict technology use, which, in this blog post, is social media use. In addition to the data reported, we also administered a measure of multitasking preference, an executive functioning measure, as well as assessing positive and negative attitudes toward technology in general, anxiety about not checking in with “new communication modalities” (e.g., texts, social media and cellphone calls), anxiety about not being able to check in with “old communication media” (e-mail and voicemail), anxiety and dependence on technology in general and the total number of social media sites at which they had an account. Each of these was entered in a hierarchical regression equation, first factoring out all demographic variables including age, median income, gender, ethnic background, etc., and then determining which of those measures best predicted a host of technology use variables. For this blog post I want to point out a few of those:

- Social Media Usage (derived from our recently published Media, Technology Usage and Attitude Scale) was best predicted by only one variable: ***ANXIETY ABOUT NOT BEING ABLE TO CHECK IN WITH NEW COMMUNICATION MODALITIES AS OFTEN AS YOU’D LIKE.***
- Number of Facebook Friends was best predicted by three variables (in order of contribution): total social media sites at which the participant had an account, negative attitudes toward technology (a negative predictor) and anxiety about not being able to check in with new communication modalities as often as they would like.

13. The fact that anxiety plays such a huge role in the use of social media also was seen in predicting the use of other technologies including a measure of total daily technology use. Anxiety about not be able to check in was a significant predictor in all 12 regression analyses, followed by total social media sites (a predictor in 7 of the 12), positive attitudes (7 of the 12), and multitasking preference (5 of the 12).

What is Driving Us? Anxiety or Pleasure?

14. The bottom line is that we are finding ourselves using technology for a variety of reasons ranging from anxiety to pleasure (positive attitudes). What does it all mean? From our study alone it appears that people are using their technology for a combination of gaining some pleasure and from avoiding anxiety about not knowing what is going on at every moment on every electronic communication platform including social media. If I had to estimate the contributions to our behavior I would say that our data support about a 3:1 ratio of anxiety reduction to pleasure. We are still checking in all the time to gain a bit of pleasure (perhaps a squirt of dopamine or serotonin) but I think that what is driving our behavior of constantly checking in with our technology regardless of whether we have received an alert or notification—an external interruption—or we are musing about missing out on something in our virtual social world—an internal

interruption—is akin to an obsession or compulsion, both of which are anxiety-driven issues. We have not sunk to the level of a psychiatric disorder like Obsessive-Compulsive Disorder but we are not far away. Just watch people in the world around you. If you are watching a young person who is not looking at his or her phone keep watching. Soon that phone will come out of the pocket or purse, most likely without having gotten an alert or notification but being driven by a combination of pleasure and anxiety.

15. My question to you is how much do you feel you “check in” with your virtual world due to wanting to feel good about what you will find there or making sure that you are not missing out on something important going on that you were privy to? From observation alone I would guess that if you are, say, under 35 or 40 you are probably driven by anxiety more than pleasure, particularly when it comes to social media. That makes sense to me because in the last few years we have gone from a world with only a few electronic communication modalities (e-mail, phone calls, text messages) to one in which our communications come from so many social media sites that we may not even be able to list them all. My guilty pleasures are checking Facebook and Twitter and they both provide me with little “reminders” to check in. Right now, my Facebook tab shows that I have four alerts, messages, comments, or whatever and my Twitter feed, scary as it sounds, tells me that I have 128 tweets among the dozen or so neuroscientists that I follow... nope, that just jumped to 129 ... and now 130. Now I am really getting anxious. How will I ever keep up?

Source:

<https://www.psychologytoday.com/blog/rewired-the-psychology-technology/201407/our-social-media-obsession>