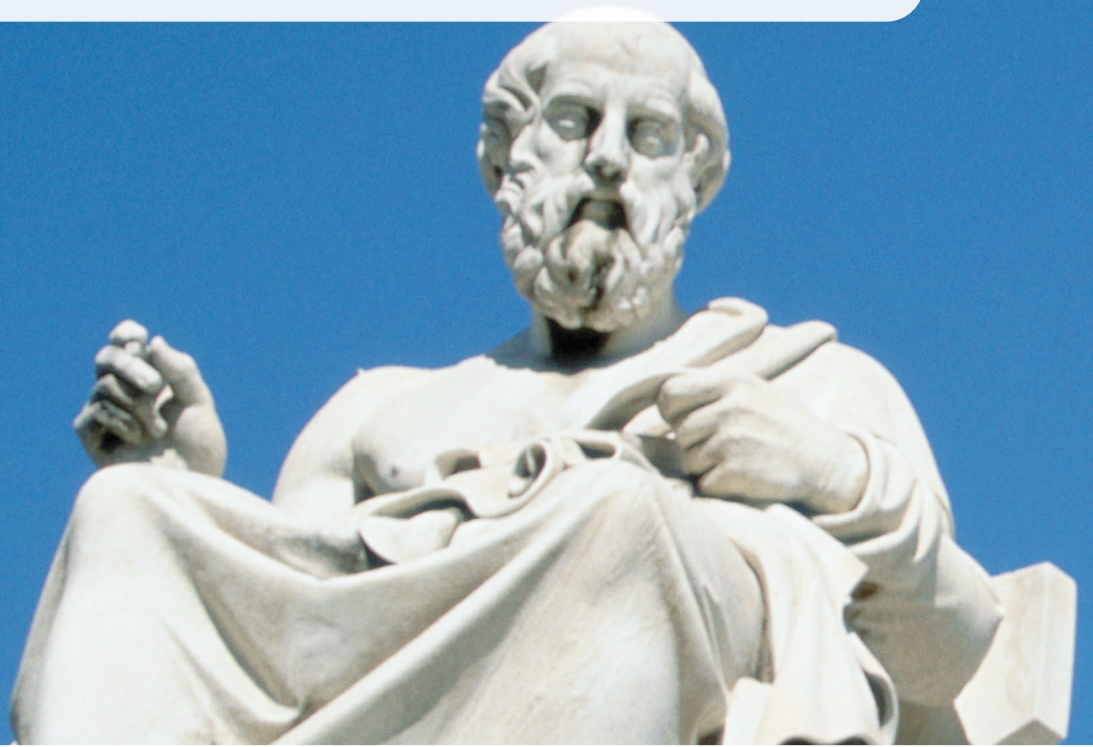


Map of the book

Unit	Listening Skills & Strategies
Unit 1 Philosophy P2	<ul style="list-style-type: none"> • listen to detailed information while taking notes • make comparisons between the philosophical and non-philosophical way of thinking
Unit 2 Economics P24	<ul style="list-style-type: none"> • recognize the main ideas • interpret the speakers' intention • use technical words and phrases related to economics
Unit 3 Law P46	<ul style="list-style-type: none"> • recognize the chronological order in a listening passage • identify the logical structure of a lecture
Unit 4 Political Science P68	<ul style="list-style-type: none"> • note down the key information in a speech • use visual cues such as subheadings to grasp key ideas in a speech
Unit 5 Sociology P88	<ul style="list-style-type: none"> • grasp the main idea of a listening passage • figure out a word's meaning according to its context or the root word • familiarize yourself with the accents of non-native English speakers
Unit 6 Anthropology P108	<ul style="list-style-type: none"> • retain chunks of language of different lengths in short-time memory • identify the thesis of a lecture
Unit 7 Education P132	<ul style="list-style-type: none"> • listen for statistics in a lecture • identify the logical structure of a lecture
Unit 8 Psychology P150	<ul style="list-style-type: none"> • deduce the meaning of new vocabulary based on context • take notes while listening to academic lectures
Unit 9 Journalism P170	<ul style="list-style-type: none"> • interpret visual texts such as maps and graphs • listen for the gist of a short talk on how to be a good journalist
Unit 10 History P188	<ul style="list-style-type: none"> • recognize cohesive devices used in a text • explain words according to the context • identify different persuasive techniques, such as using quotes or statistics

	Critical Thinking Skills	Intercultural Competence
	<ul style="list-style-type: none"> • evaluate the validity of arguments • distinguish between two types of moral reasoning 	<ul style="list-style-type: none"> • infer deeper differences in philosophical thoughts between China and the West • understand the purpose of the thought experiment of veil of ignorance
	<ul style="list-style-type: none"> • predict the future of money • analyze the role of the invisible hand • understand healthy economic development 	<ul style="list-style-type: none"> • compare the economic behaviors of Chinese people with those in other countries
	<ul style="list-style-type: none"> • compare the differences between laws and rules • summarize the characteristics of legal origins in each time period and evaluate their impact on modern society • compare the major traits of a good lawyer and a bad lawyer 	<ul style="list-style-type: none"> • evaluate positive and negative effects of the death penalty from an intercultural perspective
	<ul style="list-style-type: none"> • understand analogical reasoning in a speech • identify assumptions implicit in realistic and liberal viewpoints • examine causal reasoning in an academic speech • make connections between cartoons and given topics 	<ul style="list-style-type: none"> • identify and compare cultural differences in interpretations of China's rise • analyze international events from the perspective of political science
	<ul style="list-style-type: none"> • explain certain social phenomena from a sociological perspective • explain a principle with examples • interpret the sociological significance of photography • generate solutions to a common Internet-age problem 	<ul style="list-style-type: none"> • explain China's role in cultural globalization
	<ul style="list-style-type: none"> • distinguish between literal and implied meanings of statements • define a concept and support an argument • analyze cultural biases 	<ul style="list-style-type: none"> • explore cultural differences, such as taboos and attitudes toward life and death • locate factors that condition and generate civilizations
	<ul style="list-style-type: none"> • summarize the changes and challenges facing teachers and students in a globalized world • evaluate the positive and negative effects of technology on education • visualize the future of education reshaped by IT 	<ul style="list-style-type: none"> • recognize similarities and differences in children's education across cultures
	<ul style="list-style-type: none"> • gain a basic understanding of research methodology in psychology • identify both the benefits and limitations of the discipline of psychology • infer the assumptions or presuppositions behind some empirical studies • distinguish between traditional psychology and positive psychology 	<ul style="list-style-type: none"> • analyze real-life events and relationships from a psychological perspective • compare parenting styles across cultures
	<ul style="list-style-type: none"> • identify the reasoning of an argument • evaluate the possibility of impartiality in journalism 	<ul style="list-style-type: none"> • compare journalism ethics across cultures
	<ul style="list-style-type: none"> • interpret implied messages • distinguish between memory and history • analyze the style and features of a speech 	<ul style="list-style-type: none"> • evaluate historical events from a variety of perspectives

Unit 1 | Philosophy



What is philosophy? The word “philosophy” comes from the ancient Greek word *philosophia*, which literally means “love of wisdom”. Why do we study philosophy? We study philosophy because philosophy is systematic, reflective thinking on life. Out of all the subjects that fascinate philosophers, in this unit we will focus on two major topics: truth and justice. What is truth? How do we evaluate an argument? We will then turn our attention to the theory of justice in particular and political philosophy in general, through an examination of how Harvard professor Michael Sandel uses the Socratic method to analyze two kinds of moral reasoning and the nature of a just society.



Learning Objectives

In this unit, you will learn to:

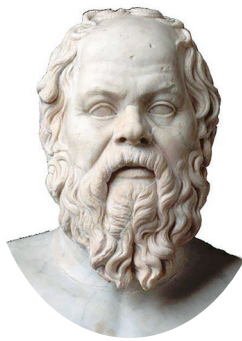
- listen to detailed information while taking notes
- make comparisons between the philosophical and non-philosophical way of thinking
- evaluate the validity of arguments
- distinguish between two types of moral reasoning
- infer deeper differences in philosophical thoughts between China and the West
- understand the purpose of the thought experiment of veil of ignorance

Session One

What Is Truth?

Warming Up

What do you know about these philosophers? List your Top 5 philosophers and tell your partner why they are on your list.



A. Socrates



B. Confucius



C. Nietzsche



D. Locke



E. Aristotle



F. Descartes

Part One: What Is Philosophy For?

Lead-in

Task 1 Watch a video clip about five philosophers who came top of an online poll. Match the description with the philosopher concerned.

A. Confucius B. Descartes C. Nietzsche
D. Plato E. Aristotle

- () 1. He searched for remedies to the social and political chaos of his time.
- () 2. He concluded that no metaphysical notion of form existed without evidence of real substance.
- () 3. He believed that truth was best pursued through rational inquiry.
- () 4. He provided the foundations of modern scientific methodology and thought.
- () 5. He highlighted “the death of God”, and was sometimes considered a nihilist.



- 2** The words in bold are from Listening Skills & Strategies in this part. Listen to their definitions. Then complete each sentence with the correct word. Change the form if necessary.

- A. **Daftness** is an informal term for insanity.
- B. Someone who is **cross** is angry or irritated.
- C. A **Stoic** is a member of the ancient Greek school of philosophy founded by Zeno of Citium, holding that virtue and happiness can be attained by submission to destiny and the natural law.
- D. If you are **encumbered** by something, it prevents you from moving freely or doing what you want.
- E. If you describe something as **esoteric**, you mean it is known, understood, or appreciated by only a small number of people.
- F. If people **promulgate** a new law or a new idea, they make it widely known.
- G. A **precept** is a general rule that helps you to decide how you should behave in particular circumstances.
- H. A **byword** is a person or thing cited as a notable and outstanding example or embodiment of something.

1. _____ is a Greek school of philosophy, founded by Zeno of Citium in about 300 BC.
2. Heavy bags _____ the divers as they walked to the shore.
3. These objectives have to be _____ within the company so that every employee is motivated to achieve them.
4. I'm terribly _____ with him.
5. Students found it hard to understand those _____ philosophical theories.
6. He was _____ enough to pay £600 for a silly hat.
7. The electoral process was based on the central _____ that all people are born equal.
8. The Rolls-Royce brand name is a _____ for quality.



Listening Skills & Strategies

Task 1 Watch a video clip about five major ways in which philosophers are different from us and answer the following questions.

1. According to the video clip, what are philosophers really for?

2. Where did philosophers communicate their ideas in the past and how has this changed in modern times?



2 Watch the video clip for the second time and fill in the blanks to summarize these differences between the philosophical and non-philosophical way of thinking.

1. The non-philosophical way of thinking: doesn't ask _____ questions because questions are considered _____.
The philosophical way of thinking: knows how to break down these questions into _____.
2. Common sense: full of _____ and _____.
Philosophers: are interested in asking whether an idea is _____.
3. The non-philosophical way of thinking: lacking _____ into our satisfactions and dislikes.
The philosophical way of thinking: committed to _____ and its central precept is _____.
4. The non-philosophical way of thinking: _____ the power of some things to improve our lives and _____ others.
The philosophical way of thinking: seeking to be wise by getting more _____ about the activities and attitudes.

Critical Listening

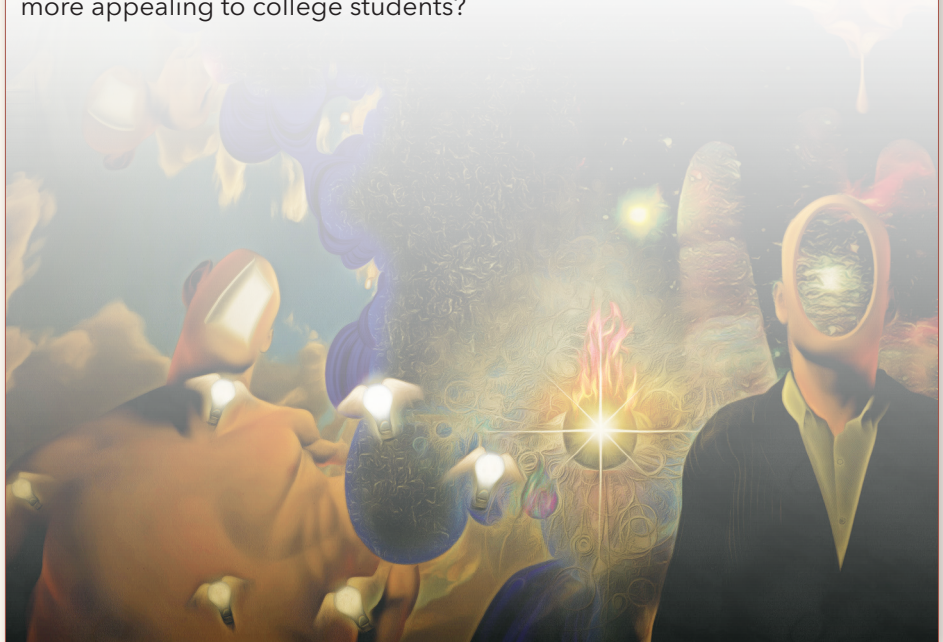
Task 1 Watch the video clip for the third time and discuss the following questions with your partner.

1. According to the speaker, philosophy can benefit common people in five main aspects. Choose a well-known philosopher that you are familiar with, and explain how his or her philosophy can make people wiser.
2. The speaker claims that common sense is often full of daftness and error. Use an example to illustrate how philosophy can help us navigate everyday life.

2 Discuss the following question in small groups.

According to the speaker, philosophy seems “weird, irrelevant and boring” to many people. And in many Chinese universities at least, philosophy as a humanities major is not as popular as engineering, economics or finance. Has the speaker changed your idea about philosophy? What could be done to make philosophy more appealing to college students?

Discussion



Part Two: What Is Truth?

Lead-in

Task 1 Watch a video clip about validity in its philosophical sense and fill in the blanks based on what you hear from the video.

An argument is _____ statements and one (or more) of these statements is offered _____ some other statements. The statements doing the _____ are called premises and the statements _____ are called conclusions.

2 The words in bold are from Listening Skills & Strategies in this part. Listen to the following sentences and write the word next to its definition.

- A. The **premise** is that schools will work harder to improve if they must compete.
- B. Alison cleverly **deduced** that I was the author of the letter.
- C. Some people, of course, denied the **validity** of any such claim.
- D. One of the **properties** of copper is that it conducts heat and electricity very well.

1. _____: a principle or statement that you consider to be true, that you base other ideas and actions on
2. _____: the quality of being well-grounded, sound, or correct
3. _____: a quality or trait belonging and especially peculiar to an individual or thing
4. _____: to know something as a result of considering the information or evidence that you have



Listening Skills & Strategies

Task **1** Watch a video clip about the concept of truth and validity for the first time and write down the two properties of statements and the two properties of arguments in philosophy. The first letter of each word has been provided.

- Two properties of statements: t_____ and f_____.
- Two properties of arguments: v_____ and i_____.

2 Watch the video clip for the second time and decide whether the following statements are true (T) or false (F).

- () 1. An argument is valid when the premises are true.
- () 2. Arguments can be persuasive or clear but they can't be true or false.
- () 3. If the conclusion follows logically from the premises, we can infer that the premises are true.
- () 4. We are often not in a position to know whether our premises are true or not.
- () 5. A false conclusion can validly be deduced from true premises.

Critical Listening

Task 1 Watch the video clip for the third time and choose the correct answer from a, b, c or d.

a

Peppa Pig is a pig.
All pigs can fly.
So, Peppa Pig can fly.

b

All fruit is rich in Vitamin C.
Strawberry is a kind of fruit.
So, strawberries are healthy.

c

Socrates is a man.
All men are mortal.
So, Socrates is mortal.

d

The Big Bang Theory is a British TV series.
British TV series are very good.
The Big Bang Theory is very popular in China.

- () 1. Which example is a valid argument with true premises?
- () 2. Which example is a valid argument with false premise(s)?
- () 3. Which example is an invalid argument with true premises?
- () 4. Which example is an invalid argument with false premise(s)?

Discussion

2 Discuss the following question in small groups.

As shown in the video, a valid argument could be deduced from false premises through logical reasoning. What's more, we are often not in a position to know whether our premises are true or not. In your opinion, which is more important: making sure the premises are true OR having a valid argument?

KEANU REEVES LAURENCE FISHBURNE

Part Three: Intercultural Reflection

- Task 1** In the book *A Short History of Chinese Philosophy*, Fung Yu-Lan argued that “Epistemology has never been developed in Chinese philosophy. Whether the table that I see before me is real or illusory, and whether it is only an idea in my mind or is occupying objective space, was never seriously considered by Chinese philosophers.” Discuss in groups the fundamental features and orientations of the two philosophical traditions of ancient Greece and China. Then prepare a 10-minute group presentation to give your opinions in your class. You might need to do some online research on this topic.
- 2** Watch the movie *The Matrix* (1999) and try to identify the major philosophical topics the movie alludes to.

Background

The Matrix is a 1999 science fiction action film written and directed by the Wachowskis and starring Keanu Reeves, Laurence Fishburne, Carrie-Anne Moss, Hugo Weaving, and Joe Pantoliano. It depicts a dystopian future in which reality as perceived by humans is actually a simulated reality called “the Matrix”, created by thought-capable machines (artificial beings) “to subdue the human population, while their bodies’ heat and electrical activity are used as an energy source.” Hacker and computer programmer Neo learns this truth and “is drawn into a rebellion against the machines”, which involves other people who have been freed from the “dream world”. The film contains numerous allusions to philosophical ideas, and while some critics see this element as important others prefer to view it as a highly entertaining action movie.

Session Two

What Is Justice?

Warming Up

Part One: What Is the Right Thing to Do?

Discuss these questions with your partner.

Have you ever encountered anything that seemed unfair? How did you deal with it? Do you think it is the individual's responsibility to protest and demand social justice or do you think it is a social problem deeply entrenched within an established system?

Lead-in

Task 1 Listen to an audio clip about the significance of political philosophy to modern society and answer the following question.

According to the speaker, how should we study political philosophy?

- 2** The words in bold are from Listening Skills & Strategies in this part. Listen to their definitions. Then complete each sentence with the correct word. Change the form if necessary.

- A. If someone or something **hurtles** somewhere, they move there very quickly, often in a rough or violent way.
- B. If you **shove** someone or something, you push them with a quick, violent movement.
- C. **Genocide** is the deliberate murder of a whole community or race.
- D. If you are **categorical** about something, you state your views very definitely and firmly.
- E. **Totalitarianism** is the form of government that theoretically permits no individual freedom and that seeks to subordinate all aspects of individual life to the authority of the state.

1. Every line of serious work that he has written since 1936 has been written, directly or indirectly, against _____ and for democratic socialism.
2. A pretty young girl _____ down the stairs.
3. Someone in the crowd gave me a _____ in the back, and I almost fell.
4. A _____ begins with the killing of one man – not for what he has done, but because of who he is.
5. His _____ denial of the charges of sexual harassment shocked the jury.

Listening Skills & Strategies

Task 1 Watch a video clip of Harvard professor Michael Sandel's open course "Justice" and answer the following questions.

1. What is the difference between the first trolley car story and the second one?

2. What is consequentialist moral reasoning and what is categorical moral reasoning?

2 Watch the video clip for the second time and decide whether the following statements are true (T) or false (F).

- () 1. In the first trolley car case, those in the majority would turn the trolley car onto the side track.
- () 2. In the second trolley car case, many would vote for pushing the fat man over the bridge.
- () 3. The students were consistent in adopting the principle of "better to save five lives even if it means sacrificing one."
- () 4. Jeremy Bentham is the most influential example of consequential moral reasoning.
- () 5. Immanuel Kant is the most influential example of categorical moral reasoning.

Critical Listening

Task 1 Watch the video clip for the third time and answer the following questions.

1. What difference does it make if you are not the driver of the trolley car, but an onlooker standing on a bridge overlooking a trolley car track?

2. Why does Michael Sandel start his lecture with the two examples? How do those thought experiments help him illustrate the two key concepts he later presents?

2 Discuss the following questions in small groups.

1. Imagine a bomb has been planted in New York City, and it will explode in twenty-four hours unless the police are able to find it. Would it be legal for the police to use torture to obtain information from the suspected bomber?
2. Moral character is, as defined by Kant, the law by which we govern ourselves, or the guiding force that transcends utilitarian logic. What are the pros and cons of acting in strict accordance with one's moral character? Use concrete examples in your discussion.

Discussion



Part Two: The Veil of Ignorance

Lead-in

Task 1 Watch a video clip about the famous thought experiment proposed by political philosopher John Rawls and answer the following questions.

1. What is the “thought experiment” that John Rawls proposes in his book?

2. According to John Rawls, what kind of society would people want to live in from behind the veil?

- 2** The words in bold are from Listening Skills & Strategies in this part. Listen to their definitions. Then complete each sentence with the correct word. Change the form if necessary.

- A. An amount or effect that is **negligible** is so small that it is not worth considering or worrying about.
- B. If something has been **shrouded** in mystery or secrecy, very little information about it has been made available.
- C. When people **squabble**, they quarrel about something that is not really important.
- D. Someone who is **sane** is able to think and behave normally and reasonably, and is not mentally ill.
- E. **Polemical** means arguing very strongly for or against a belief or opinion.
- F. If something such as information or an emotion **seeps** into or out of a place, it enters or leaves it gradually.
- G. **Patently** means unmistakably, clearly.
- H. **Regressive** behavior, activities, or processes involve a return to an earlier and less advanced stage of development.

1. The children were _____ over the remote-control for the television.
2. The impact could _____ through the economy, affecting everything from industrial production to credit cards.
3. The freelancers were careful about questioning or challenging employment practices, even if they were _____ unfair.
4. Our greatest fear is that if the business fails, this _____ stage will become permanent.
5. Michael Moore, the _____ documentarian, offers his own answers in his new film, *Capitalism: A Love Story*.
6. The cost of the electricity is _____, though the charger itself is a major capital investment.
7. For years the teaching of acting has been _____ in mystery.
8. No _____ person wishes to see conflict or casualties.

Listening Skills & Strategies

Task 1 Watch a video clip about the explanation of the theory of justice developed by John Rawls and answer the following questions.

1. What are John Rawls' personal reasons for becoming an academic and endeavoring to change the unjust world through the power of ideas?

2. How does John Rawls view the effect of the American Dream on people's response to the unfairness of society?

3. Who does the sane lottery player mentioned in the video refer to?

2 Watch the video clip for the second time and decide whether the following statements are true (T) or false (F).

- () 1. John Rawls was most famous for his book *A Theory of Justice* published in 1979.
- () 2. Bill Clinton regarded John Rawls as the greatest political philosopher of the 21st century.
- () 3. Unfairness in society is more serious than people normally feel because many people would like to believe that hard work and ambition will pay off.
- () 4. People find it hard to point out the unfairness of society in a rational way.
- () 5. Politicians don't bother to take up top-down reforms because they don't think our society is unjust.
- () 6. Once we think of the worst-case scenario, we know what society we really want to live in.

Critical Listening

Task 1 Watch the video clip for the third time and discuss the following questions with your partner.

1. According to Rawls, is America a just society? What evidence does he offer in support of his claim?
2. Rawls suggests that Switzerland and Denmark be regarded as examples of just societies. Look online for information about either of the countries in areas such as income tax, social housing, universal healthcare, life expectancy etc. Do you agree with Rawls? Why or why not?

2 Form groups of four or five and act out the thought experiment proposed by John Rawls.

Firstly, allocate each group member a fake identity as shown below. Imagine what kind of society you would want to live in if you were the person described in the box. Working alone, write your expectations down on a sheet of paper. After writing, compare notes with your group members.

Secondly, imagine you don't know what kind of person you will be and that you are "behind the veil of ignorance." Working alone, write your expectations down on a piece of paper. After writing, compare notes with your group members.

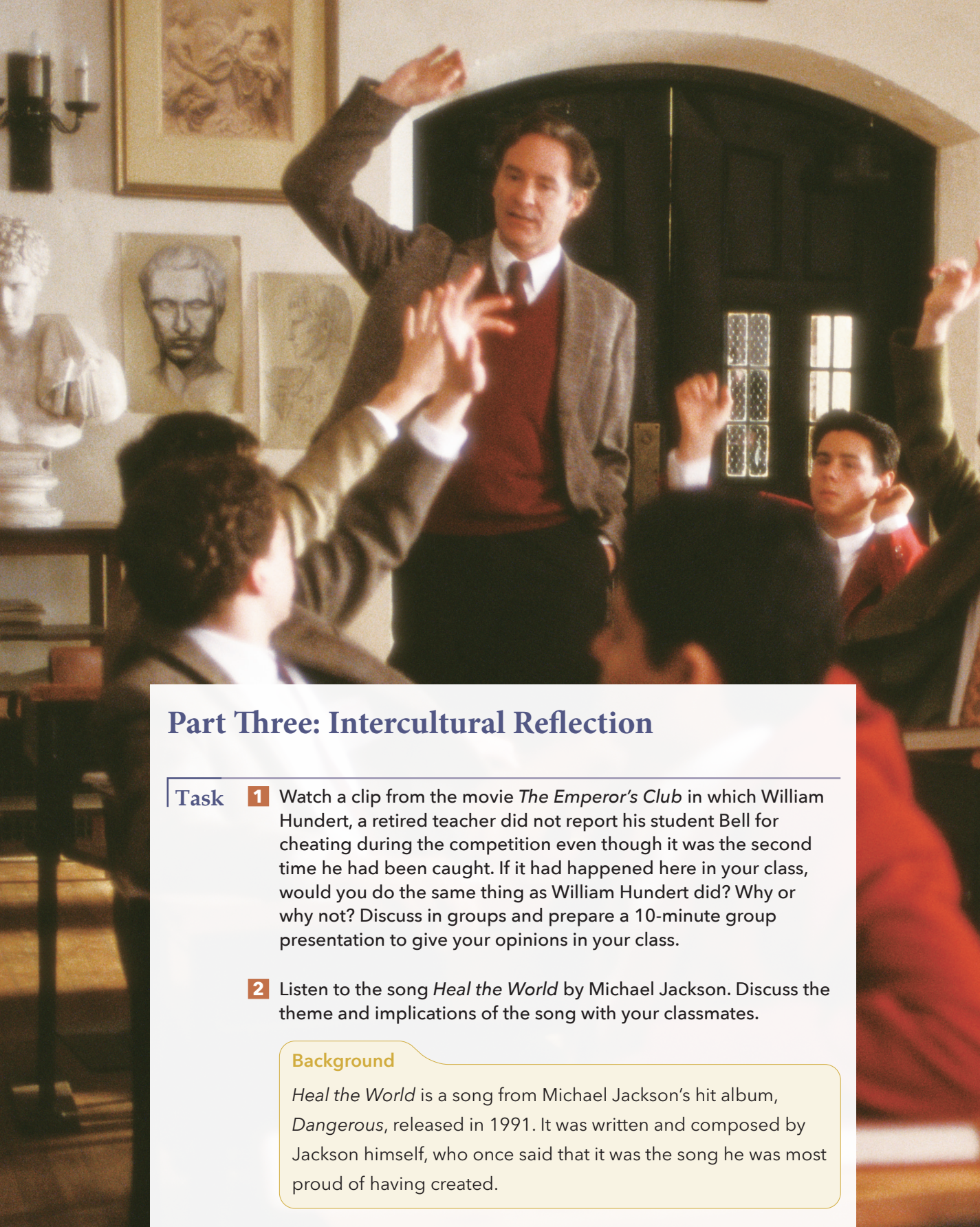
A handicapped, elderly, male, Asian, retired, used to be a construction worker

B single mom, black, 20-something, illiterate

C business person, billionaire, male, owning a large company

D a famous movie star, female with a happy family, harassed by paparazzi, no privacy

E could be A or B or C or D



Part Three: Intercultural Reflection

- Task**
- 1 Watch a clip from the movie *The Emperor's Club* in which William Hundert, a retired teacher did not report his student Bell for cheating during the competition even though it was the second time he had been caught. If it had happened here in your class, would you do the same thing as William Hundert did? Why or why not? Discuss in groups and prepare a 10-minute group presentation to give your opinions in your class.
 - 2 Listen to the song *Heal the World* by Michael Jackson. Discuss the theme and implications of the song with your classmates.

Background

Heal the World is a song from Michael Jackson's hit album, *Dangerous*, released in 1991. It was written and composed by Jackson himself, who once said that it was the song he was most proud of having created.

