



The 10th SFLEP National Foreign Language Teaching Contest

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大学英语综合课组

授课文本

主办：

教育部高等学校外国语言文学类专业教学指导委员会

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授课文本 A

Breaking Stereotypes



Overview

In this unit, you will

- reconsider what a “typical” Japanese woman is;
- identify cultural stereotypes and their positive and negative impacts;
- learn some stereotyped views people may express in their statements.

I've never understood labels. I don't need anybody to tell me I'm Latino or Black or anything else.

— Zoe Saldana

The problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.

— Chimamanda Ngozi Adichie

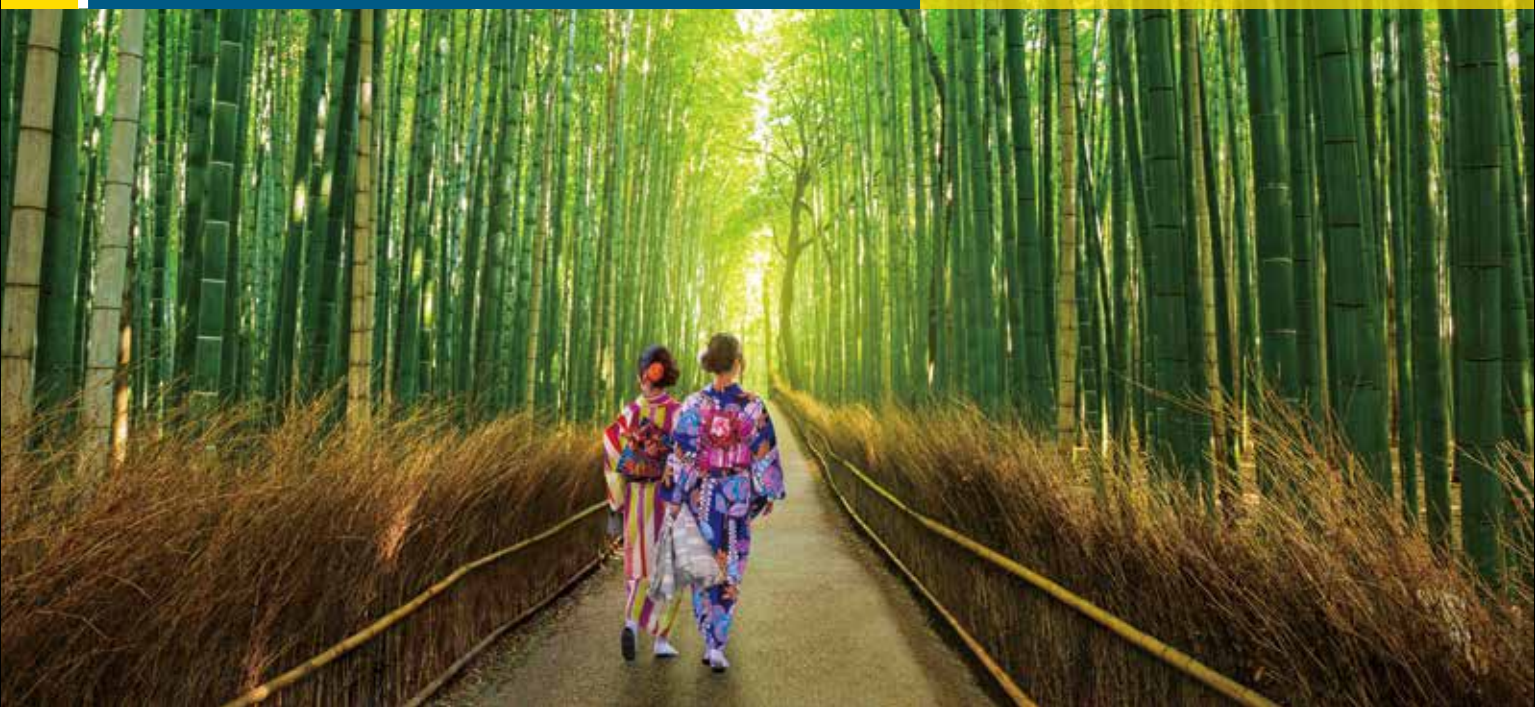
Warm-up



Watch a clip from the movie *Shanghai Calling* and answer the following questions.



1. When Sam heard that he would be sent to China, what came to his mind?
2. You may have seen or heard some things about Japanese women. What's your impression of them?



Kansai Women's University 日本
关西女子大学

rarely /'reəli/ *ad.* 很少

column /'kɒləm/ *n.* 专栏

gaijin /'gaɪdʒɪn/ *n.* 〈日〉外国人

typical /'tɪpɪkəl/ *a.* having the
usual features or qualities 典型的

without hesitation 毫不犹豫地

preconception /ˌpri:kən'sepʃən/
n. 偏见

Text

Are They Typical?¹

Cathy N. Davidson²

1 Unlike my American students, students at Kansai Women's University rarely attended my office hours. Then one day a local newspaper reporter interviewed me for a column about *gaijins'* impression of the typical Japanese woman.

2 Before moving to Japan, I could answer without hesitation. I had the same preconceptions that most Westerners have about Japanese women

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1. This text is excerpted and adapted from the book *36 Views of Mount Fuji: On Finding Myself in Japan* (1994).
 2. Cathy N. Davidson is a professor of both English and Humanities at Duke University. She has been appointed to the National Humanities Council by President Obama, and serves as a leading innovator of new ideas and methods for learning and professional development.

— submissive, flirtatious and accommodating. After teaching in Japan for several months, I was unable to characterize the Japanese women I'd met. I was impressed, in general, by their strength and independence, but I didn't know how to describe "the typical Japanese woman."

3 "Is there one?" I finally asked helplessly.

4 I told the reporter that I now knew what was not typical (I'd seen only two geisha), but I had no clue what a typical Japanese woman was.

5 "I guess I'll have to spend the rest of my year trying to find her!" I joked.

6 I don't know how this joke translated but according to the article, I was described as a "feminist" who had come to Japan partly to learn more about Japanese women. Suddenly students began showing up during my office hours, as if my words in the newspaper were an invitation for them to come to discuss personal matters with me or ask my advice without compromising their own lives. Apparently, I had said publicly that I was interested in learning more about Japanese women so students came to share their opinions.

7 "I am the typical Japanese woman," my neighbor, Mrs. Okano, insists a few mornings after reading the newspaper.

8 "I'm serious," my neighbor says, "if you want to know anything about typical Japanese women, you can ask me."

9 "Why do you consider yourself 'typical'?" I ask her.

submissive /səb'mɪsɪv/ *a.* always willing to obey sb. and never disagreeing with them, even if they are unkind to you 服从的, 顺从的

flirtatious* /flɜ:'teɪʃəs/ *a.* behaving as if one is sexually attracted to sb. else, especially not in a serious way 轻浮的

accommodating /ə'kɒmədətɪŋ/ *a.* helpful and willing to do what sb. else wants 乐于助人的

characterize /'kærəktəraɪz/ *vt.* describe the qualities of sb. or sth. in a particular way 描述……的特征

impress ... by ... 给某人留下深刻的好印象

geisha /'geɪʃə/ *n.* 〈日〉艺伎

have no clue 一无所知

feminist* /'femɪnɪst/ *n.* 女权主义者

show up 露面, 出席

compromise /'kɒmprəmaɪz/ *vt.* cause the impairment of sth. 损害, 削弱



admiringly /əd'maɪrɪŋli/ *ad.*
with great respect or approval
佩服地, 赞赏地

remind /rɪ'maɪnd/ *vt.* 提醒

deliver /dɪ'lɪvə/ *vt.* take goods,
letters, packages, etc. to a
particular place or person 递送

gomennasai <日> 对不起

unaware /ˌʌnə'weə/ *a.* not
noticing or realizing what is
happening 没意识到的

Maison Showa 昭和公寓

conceal /kən'si:l/ *vt.* hide sb. or
sth. 隐藏

insist on 坚持做……

beam /bi:m/ *vi.* smile very
happily 眉开眼笑

confused /kən'fju:zd/ *a.* unable
to think clearly or understand
what is happening 不清楚的,
迷惑的

up /ʌp/ *vt.* increase the amount
or level of sth., make higher 提
升

shocked /ʃɒkt/ *a.* feeling
surprised at sth. very
unexpected 震惊的

financial /faɪ'nænʃəl/ *a.* relating
to money or the management
of money 财务的, 金融的

consult /kən'sʌlt/ *vt.* discuss
sth. with sb. in order to make a
decision 咨询, 商议

- 10 “Because I am,” she laughs. “There’s nothing unusual about me at all!”
- 11 “I think it’s unusual,” I say admiringly, “for somebody to admit they’re typical. Most people think they are pretty special.”
- 12 “Oh, maybe in America,” she laughs. “But in Japan, every woman thinks they’re typical.”
- 13 As we laugh, the mailwoman approaches and Mrs. Okano excuses herself to meet her.
- 14 She reminds the mailwoman that from now on her mail should be delivered to her new address.
- 15 “You’re moving today?” I ask, surprised at how disappointed I feel.
- 16 “*Gomennasai, gomennasai*,” she apologizes, realizing that I was unaware. Probably everyone else at Maison Showa has known for weeks.
- 17 I tell her I’m sorry to hear that she is moving, but that I hope she will enjoy her new apartment.
- 18 “It’s a house,” she says, unable to conceal her pride.
- 19 She is expecting the movers soon but insists on inviting me to give me a copy of a map she has neatly drawn, marking the way to her new house.
- 20 “Now you can come and visit me,” she beams, handing it to me. “I also gave my husband a map this morning so he can find it tonight after work.” She says this casually.
- 21 “I don’t understand. You mean, he doesn’t remember the way?”
- 22 “He’s never been there.”
- 23 “I don’t understand,” I repeat, this time in Japanese. “He’s never been there?”
- 24 Now she’s confused, and repeats again, in her best English.
- 25 “Excuse me, please,” I say, upping my politeness level in Japanese. “I don’t understand, how could he have bought a house without seeing it?”
- 26 “He didn’t buy the house, I did.”
- 27 “And he never saw it before you bought it?”
- 28 “Of course not. That’s woman’s work. I told you I’m a typical Japanese woman. Isn’t this how women do it in America?”
- 29 Mrs. Okano is shocked when I tell her that few American married women make major financial decisions without consulting their husbands. There might be some, but I don’t know any.



- 30 “Really?” She shockingly responds.
- 31 “Never.”
- 32 “What about a car?” she asks me.
- 33 I shake my head no.
- 34 “Appliances — refrigerator, television?”
- 35 “Not usually.”
- 36 “Furniture?”
- 37 “Probably not. Most American husbands would be mad to come home and discover their wife had just bought a new couch or dining room set without consulting them.”
- 38 “I thought all American women work, earn their own money?” She strangely replies.
- 39 “It’s true that many American women work outside the home,” I reply, slowly. “But even the ones who earn their own money often consult their husbands about big purchases.”
- 40 “This is what Americans call ‘women’s lib’³?” Mrs. Okano laughs but quickly apologizes for her rudeness.
- 41 By noon, everyone in our apartment complex will have heard about how the poor *gaijin* woman is a full-time college teacher, but can’t buy a sofa without asking her husband’s permission.
- 42 “*Kawaiso!*” she says finally, exchanging her laughter for an expression of sympathy (How ridiculous!). She reaches out and pats my back, as if I’m a small child badly in need of comforting.
- 43 “No wonder you like Japan so much!” she says.

(846 words)

respond /rɪˈspɒnd/ *vi.* give a spoken or written answer to sb. or sth. 回答, 回应

appliance /əˈplaɪəns/ *n.* (家用) 电器

purchase /ˈpɜːtʃəs/ *n.* sth. that is bought 购买的物品

complex /ˈkɒmpleks/ *n.* 综合体

permission /pəˈmɪʃən/ *n.* 许可, 允许

kawaiso 〈日〉好可怜

exchange ... for ... 交换, 兑换

sympathy /ˈsɪmpəθi/ *n.* 同情, 怜悯

ridiculous /rɪˈdɪkjʊləs/ *a.* very silly or unreasonable 荒唐可笑

comfort /ˈkʌmfət/ *vt.* make sb. feel less worried, unhappy, or upset 安慰

3. women’s lib (妇女解放运动): “Lib” is an abbreviation for “liberation.” The phrase refers to the movement aimed at equal rights for women.

Reading Comprehension

1. Provide a brief answer for each of the following questions.

- 1) What was the author's general impression of Japanese women before she moved to Japan?
- 2) What did the author think of the Japanese women after teaching in Japan for several months?
- 3) Why did Mrs. Okano insist that the author should consult her on the image of typical Japanese women?
- 4) During Mrs. Okano's conversation with the author, what shocked Mrs. Okano?
- 5) What did Mrs. Okano mean when she said "No wonder you like Japan so much"?

2. Reorganize the following sentences in the right order to form a coherent summary of the text.

- _____ A. The author's neighbor, Mrs. Okano, told her that she was a typical Japanese woman.
- _____ B. Mrs. Okano laughed unbelievably at the author's description of American women.
- _____ C. The author could not come up with a description, so the news article described her as a feminist who came to Japan to learn more about Japanese women.
- _____ D. The author was interviewed on her impressions of typical Japanese women.
- _____ E. Mrs. Okano explained that Japanese women usually made major financial decisions without consulting their husbands.
- _____ F. The author told Mrs. Okano that a typical American woman almost always consulted her husband before making big decisions.
- _____ G. During their conversation, the author realized that Mrs. Okano was moving to her newly purchased house. She was surprised to find out that Mrs. Okano's husband had not yet seen the house.

3. Decide whether the following statements are true (T) or false (F).

- 1) Students at Kansai Women's University often visited me during my office hours. ()
- 2) Most Westerners, including me, believed Japanese women to be less independent. ()
- 3) After staying in Japan for several months, I grew increasingly confident about what a typical Japanese woman was like. ()
- 4) Mrs. Okano drew a map for her husband because he didn't know how to get to their new house. ()
- 5) According to Mrs. Okano, a typical Japanese woman can decide on almost every major family purchase. ()
- 6) After the conversation, Mrs. Okano realized American women were more independent than Japanese women. ()

4. Read the sentences from the text and choose the answer that best explains each underlined part.

- 1) I told the reporter that I now knew what was not typical (I'd seen only two geisha), but I had no clue what a typical Japanese woman was.
 - A. had no idea about
 - B. did not receive information about
- 2) "Because I am," she laughs. "There's nothing unusual about me at all!"
 - A. There is something special about me.
 - B. I am like every other Japanese woman.
- 3) "Excuse me, please," I say, upping my politeness level in Japanese.
 - A. raising my voice politely in Japanese
 - B. trying to speak in a more polite way in Japanese
- 4) "No wonder you like Japan so much!" she says.
 - A. There aren't any special reasons for your love of living in Japan.
 - B. Now I can finally understand why you love living in Japan.

5. Discuss the following questions with a partner.

- 1) Have you ever been misunderstood or treated unfairly because of your cultural background?
- 2) How can we avoid stereotyping people from different cultures?

Language Practice

Key words & expressions

| | | | |
|--------------------|----------------------|--------------------|---------------|
| typical | compromise | conceal | purchase |
| unaware | submissive | approach | confused |
| respond | sympathy | ridiculous | shocked |
| financial | characterize | deliver | comfort |
| admiringly | beam | consult | accommodating |
| remind | insist on | without hesitation | have no clue |
| impress ... by ... | exchange ... for ... | | |

Vocabulary building

1. Fill in the blanks with the most appropriate words or expressions from the box. Change the form when necessary.

| | | | | |
|---------|------------|----------|--------------|------------|
| typical | compromise | conceal | characterize | purchase |
| unaware | submissive | approach | confused | ridiculous |
| remind | sympathy | shocked | financial | comfort |

- 1) As a matter of fact, a credit card can cost nothing and help you through a period of _____ difficulty.
- 2) To be “in the dark” means you are _____ of what’s happening.
- 3) Both companies have _____ the relationship as friendly.
- 4) I was really surprised to see these _____ stories in those TV series for the first time.
- 5) _____ users of online supermarkets include the elderly, people who work long hours and those without their own means of transportation.
- 6) The fans of Michael Jackson said they were _____ and saddened by the news of his sudden death.
- 7) Please pay the money over there and then come back to get your _____.
- 8) We cannot reveal that information without _____ national security.
- 9) Susan’s friends tried to _____ her when they got the news that she failed the exam.
- 10) He was a total stranger to me, but I could not _____ the fact that I was impressed by his speech that day.
- 11) In case I forget, please _____ me of my promise.
- 12) These naughty boys were quiet and _____ in the headmaster’s presence.
- 13) He felt very _____ about it, so he made a call to the company for inquiry.
- 14) As autumn _____, the plants and colors in the garden changed.
- 15) They show great _____ for those people in the flooded villages.

2. Rewrite the following sentences with the words or expressions given in parentheses without changing the original meaning.

Example

Most people have now moved from the countryside to cities and live in tall buildings. (dwell)
Most people have now moved from the countryside to cities and dwell in tall buildings.



- 1) A large number of educated Greeks followed Alexander with a feeling of great respect.
(admiringly)

- 2) “Welcome back!” She greeted her students returning from a China-Canada student exchange
program with a happy smile. (beam)

- 3) Many psychologists describe emotions as complex psycho-physiological processes.
(characterize)

- 4) This plan was made without getting advice from the new dean first. (consult)

- 5) They won’t hire me, because I demand firmly that we should use the best material for the
new product. (insist on)

- 6) Through these programs we will be able to find out problems and take actions without any
delay. (without hesitation)

- 7) Curz could hardly hide his pride while his daughter was giving her commencement speech.
(conceal)

- 8) She worried that the lack of financial support would make her children’s education less
desirable. (compromise)

- 9) She seems less willing to meet the demands of her boss than she used to be. (accommodating)

- 10) His ideal wife is one who is quiet and willing to obey every word of his. (submissive)

3. Fill in each blank with a preposition or an adverb. Pay attention to the collocation.

- 1) Where can I exchange my dollars _____ pounds?
- 2) By the way, could you deliver my luggage _____ the airport in advance?
- 3) You have several ways to respond _____ this silly question.
- 4) This part of England is characterized _____ the rolling hills.
- 5) Advertisements (广告) introduce us to new products or remind us _____ the existence of ones we have already known about.

4. Complete each of the following sentences by adding a prefix to the word given in parentheses.

Word formation: Derivation — prefix

Prefix refers to a letter or a group of letters added to the beginning of a word to change its meaning and make a new word. In this unit, our major focus is on **prefixes which refer to time or order**, e.g. “before, advance” (pre-, fore-), “middle” (mid-), “after” (post-), “again” (re-).

Examples

pre → **preconception**, preheat (预先加热)

fore → forehead, foretell (预言)

mid → midsummer, midnight

post → postwar, post-modern

re → retell, rewrite

- 1) In order to reduce your anxiety, my suggestion is that you _____ (view) each slide before you present your paper.
- 2) With this _____ (cast) in mind, all Virginians should take the necessary measures to ensure they are well prepared for a cold weather period.

- 3) The _____ (autumn) Festival is a harvest festival celebrated by Chinese and Vietnamese people.
- 4) He _____ (fresh) himself with a cool shower.
- 5) Do you want to extend your subject knowledge past _____ (graduate) level? We can help you find the right study option for you.
- 6) Pittsburgh is the kind of _____ (industrial) city that for decades looked as though its best days were behind it.
- 7) He was a 17th century prophet (先知) who _____ (tell) how the world would end.
- 8) His introductory course on the earth and its _____ (history) started with the ice ages.

Grammar exercise

- 5. Combine each pair of sentences into a single sentence following the example. Pay attention to the usage of appositive clauses.**

Example

I had the same preconceptions as most Westerners.

We believed most Japanese women are submissive, flirtatious and accommodating.

→ I had the same preconceptions as most Westerners that most Japanese women are submissive, flirtatious and accommodating.

- 1) Early in the day came the news.
Germany had started a war on Russia.
- 2) He finally learned the fact.
The fact is that the students who will be most successful are those who have read extensively.
- 3) Several years later, words came.
It was said that Napoleon was coming to inspect them.
- 4) The Netherlands has declared same-sex marriages legal.
The event grabbed the headlines worldwide.
- 5) I'm flying high today after hearing the news.
J. K. Rowling, the author of *Harry Potter*, will speak at Harvard University this June.

Integrated skills

6. Translate the following sentences into English. Use the words or expressions given in parentheses.

- 1) 他毫不犹豫地接受了这份工作。(without hesitation)

- 2) 当我们对一个城市一无所知的时候，不要急着去判断它的好坏。(have no clue)

- 3) 杭州让人印象深刻的不仅是美景美食，还有悠闲的生活方式。(impress ... by ...)

- 4) 去夏威夷度假之前，他把一些人民币换成了美元。(exchange ... for ...)

- 5) 即使身为一名囚犯，他仍坚持自己应受到应有的尊重。(insist on)

Window to the World



Home of Pizza

I am from Naples (那不勒斯), the southern part of Italy. There are so many things to say about the Neapolitan (那不勒斯的) culture, but this time I will talk about one of the most original aspects, which is the Neapolitan cuisine. Naples is famous for pizza and wine. The ingredients are especially famous as they are full of flavor and of course, offered at a reasonable price to the public. While most people may think of pizza as America's invention, Naples is traditionally credited for being the home of pizza. This originated as a meal for the poor, but under King Ferdinand IV (那不勒斯国王斐迪南四世), it became popular among the upper classes. It is well known that the Margherita pizza was named after Queen Margherita of Savoy (萨瓦女王玛格丽特) following her visit to the city. Pizza is traditionally cooked on a wood burning oven and often has a thin crust. Neapolitan pizza is strictly regulated; in fact, the ingredients have been protected by law since 2004. The pizza must include a certain kind of wheat flour, special local yeast, natural mineral water, peeled tomatoes or fresh cherry tomatoes, mozzarella cheese (马苏里拉干酪), Italian sea salt, and local extra virgin olive oil (特级初榨橄榄油). While Neapolitan pizza is a world-famous dish, it is likely that you will never eat real pizza until you visit Naples. Don't miss this opportunity!

Adapted from a personal account of an Italian student at Shanghai International Studies University



Cultural Exploration

Task I: Turning off Stereotypes

Step 1: Discuss Stereotypes in a Joke

A *stereotype* is an overly simplified idea about a person, group, etc. Can you find the stereotypes in the joke below?

It has been said:

The best life comes from having

A Japanese wife and
A Chinese chef
An American house

The worst life comes from having

A Chinese house
A Japanese chef
An American wife

| | | | |
|--------------------|-----------------|---------|--|
| A stereotype about | Japanese women | is that | |
| | Chinese chefs | | |
| | American houses | | |
| | Chinese houses | | |
| | Japanese chefs | | |
| | American women | | |

Bonus question: In what ways do you think these stereotypes are accurate, partly true, or exaggerated? Why?

Step 2: Discover Your Own Stereotypes

Complete the sentences on your own. Then form a group and compare your answers and see whether you hold similar stereotypes towards people from these cultures.

Here is an example:

The English (are)

always highly class-conscious.

never talk about money face to face.

sometimes go to pubs for fun.

A. The Japanese (are)

always _____.

never _____.

sometimes _____.

B. The Americans (are)

always _____.

never _____.

sometimes _____.

C. The Chinese (are)

always _____.

never _____.

sometimes _____.

Step 3: Gain an Intercultural Insight



Listen and fill in the blanks.

A 1) _____ is a fixed, over generalized belief about a particular group or class of people. One 2) _____ of a stereotype is that it enables us to respond rapidly to situations because we may have had a similar experience before. One 3) _____ is that it makes us ignore differences between individuals; therefore, we think things about people that might not be 4) _____. The use of stereotypes is a major way in which we 5) _____ our social world, since they reduce the amount of processing we have to do when we meet a new person.

By stereotyping we infer that a person has a whole range of 6) _____ and abilities that we assume all members of that group have. Stereotypes lead to social categorization, which is one of the reasons for 7) _____ that leads to in-groups and out-groups. Most stereotypes probably tend to convey a negative 8) _____. Here are some positive examples: “sober as a judge” would suggest this is a stereotype with a very respectable set of characteristics; 9) _____ people are often seen as “jolly”; and television news readers are usually seen as highly dependable and respectable. 10) _____ stereotypes seem far more common, however.

Task II: Exploring Japanese Culture and Behavior

Step 1: Assess Your Perception

What is your impression of the Japanese? Rate how you see their qualities on the scales below.

| | | |
|------------|-----------------|--------------|
| Clean | ○—●—○—○—○—○—○—○ | Dirty |
| Humble | ○—○—○—○—○—○—○—○ | Proud |
| Serious | ○—○—○—○—○—○—○—○ | Humorous |
| Brave | ○—○—○—○—○—○—○—○ | Timid |
| Friendly | ○—○—○—○—○—○—○—○ | Hostile |
| Innovative | ○—○—○—○—○—○—○—○ | Conservative |

Step 2: Analyze an Intercultural Incident



Watch a clip from the movie *My Darling Is a Foreigner* and answer the following questions.


1) Why did Tony feel shocked?

2) How did Mika's mother explain the situation?

Step 3: Compare Chinese Culture with Japanese Culture

Chinese culture and Japanese culture are generally viewed as similar and are frequently confused by Westerners. Make a list of what you consider to be the similarities and differences between these two cultures and then share your work in class.

| Chinese culture vs. Japanese culture |
|--------------------------------------|
| Differences: |
| Similarities: |



Critical Thinking & Creative Writing

Getting to Know a Non-Typical Chinese

Step 1

Brainstorm with your partner what foreigners usually think about the Chinese and decide how much you agree with them. Add items to each list.

| | Looks | Behavior/Habits | Attitudes/Beliefs |
|---|---|--|---|
| What do foreigners think about the Chinese? | <ul style="list-style-type: none">• yellow skin••• | <ul style="list-style-type: none">• good at Chinese Kungfu••• | <ul style="list-style-type: none">• concern for <i>guanxi</i> (connections)••• |
| Do you agree? | | | |
| Why? | | | |

Step 2

Write a paragraph to confirm or refute a stereotype foreigners may have about the Chinese.

Foreigners often think that the Chinese _____.
_____. I agree/disagree with this
observation. In my opinion, the Chinese _____.
_____. For example, _____.
_____.
So, next time if foreigners say _____,
_____, I will tell them _____.
_____.
_____.

Reading & Reflecting



Text

It's Only Skin Deep¹

Julia Wood²

1 Communication professor Robert Entman studied national nightly news programming. He reports that in stories about black issues, 33 black experts and 27 white experts appeared. In news stories about issues not specifically relevant to African Americans, 94 white experts and only 15 black experts appeared. This pattern encourages viewers to assume that African Americans can speak knowledgeably only about African American issues, whereas whites can speak with authority about African American and other issues alike.

programming /'prəʊgræmɪŋ/ *n.* (尤指广播或电视) 节目的编排

specifically /spɪ'sɪfɪkəli/ *ad.* relating to or intended for one particular type of person or thing only 特定地, 具体地

(be) relevant to 与……有关

viewer /'vjʊə/ *n.* 电视观众

knowledgeably /'kɒlɪdʒəblɪ/ *ad.*

knowing a lot 博学地, 有见识地

authority /ɔ:'θɒrəti/ *n.* 权威

1. This text is excerpted and adapted from the book *But I Thought You Meant: Misunderstandings in Human Communication* (1998).
2. Julia Wood earned her Ph.D. at 24 and joined the Department of Communication Studies at the University of North Carolina at Chapel Hill, USA. Many of her books serve as valuable sources and help people enhance their appreciation of social diversity.

stereotypically*

/ˌsteriəʊ'tɪpɪkəli/ *ad.* 带有成见地

conform to 遵照, 遵从

perception /pə'sepʃən/ *n.* 见解, 看法

assign sb. to ... 认为某人属于……

stereotype* /'steriəʊtaɪp/ *n.* 刻板模式

call attention to 唤起注意

spotlight* /'spɒtlaɪt/ *vt.* give special attention to 使突出, 使受注意

worthy of 值得

stereotyped* /'steriəʊtaɪpt/ *a.* (of ideas) set or fixed 老一套的, 固定的

exception /ɪk'sepʃən/ *n.* 例外

reveal /rɪ'vi:l/ *vt.* show sth. that was previously hidden 展现, 显露

reinforce /ˌri:m'fɔ:s/ *vt.* give support to an opinion, idea, or feeling, and make it stronger 加强, 强化

remove /rɪ'mu:v/ *vt.* 去掉, 消除

exceptional /ɪk'sepʃənəl/ *a.* 例外的, 不寻常的

able-bodied /ˌeɪbl'bɒdɪd/ *a.* physically strong and healthy 体格健全的

be amazed at 对……感到惊讶

articulately* /ɑ:'tɪkjʊlətli/ *ad.* clearly expressed or pronounced 能清楚地表达地

stuffy /'stʌfi/ *a.* too formal and old-fashioned 一本正经的

2 When we think stereotypically, we expect people to conform to our perceptions of the group to which we assign them. Sometimes, however, we meet somebody who doesn't fit our stereotypes of the group to which we think he or she belongs. Have you ever said or heard the phrases “woman doctor,” “male nurse,” or “woman lawyer”? Notice how they call attention to the sex of the doctor, nurse, or lawyer. Have you ever heard or used the phrases “man doctor,” “women nurse,” or “man lawyer”? Probably not — because it is considered normal for men to be doctors and lawyers and women to be nurses. “Woman doctor,” “male nurse,” and “woman lawyer” spotlight the sex of individuals as the element worthy of notice. The phrases also reflect stereotyped views of the professional groups.

3 When we mark an individual as an exception to his or her groups, we unknowingly reveal our own stereotypes. In fact, we may reinforce them because marking an individual who doesn't conform to the stereotypes as unusual leaves our perceptions of the group unchanged. All we do is to remove the “exceptional individual” from the group. Consider these statements:

| | |
|--|--|
| White manager to black manager: | “You really are exceptional at your job.” |
| Male professional to female professional: | “You don't think like a woman.” |
| Able-bodied individual to person in wheelchair: | “I'm amazed at how well you get around.” |
| Upper-class person to working-class person: | “It's remarkable that you take college classes.” |
| White person to African American: | “I can't believe you don't like to dance.” |
| Homeowner to maid: | “You speak so articulately.” |
| White man to black man: | “I never think of you as black.” |
| African American to white person: | “You're not as stuffy as most of your people.” |



Christian to

“I’m surprised at how generous you are.”

Jew:

4 Would any of the above statements be made to a member of the speaker’s group? Would a heterosexual say to a heterosexual woman, “It’s great that you have some male friends”? Would a white man say to another white man, “I never think of you as white”? Would a maid say to his or her employer, “You speak so articulately”? Would a white person say to another white person, “I can’t believe you don’t like to dance”? In each case, it’s unlikely. By changing the speakers in the statements, we see how clearly the statements reflect stereotypes of groups.

5 Communicating that you perceive an individual as an exception to his or her group invites two results. First, it expresses your perception that the person belongs to a group about which you have preconceptions. Understandably, this may alienate the other person or make her or him defensive. The person may feel compelled to defend or redefine the group from which you have removed that individual. An African American might, for instance, say “lots of blacks don’t enjoy dancing.” A working-class person might inform an upper-class person that “education has always been a priority in my family.”

6 A second possible response to communication that marks an individual as an exception to her or his group is the effort to deny identification with the group. A professional woman may strive not to appear feminine to avoid being judged by the colleagues’ negative perceptions of women. A white person may try to “talk black” or play music by black artists to prove he or she isn’t like most whites. The group stereotypes — no matter how inaccurate — are left unchallenged.

7 Whether individuals defend or redefine their groups or separate themselves from the groups, there is one result: The possibilities for open communication and honest relationships are compromised. So the single most important conclusion is that we need to be aware that seeing an individual as an exception to his or her group might also communicate our stereotypes.

unlikely /ʌnˈlaɪklɪ/ *a.* 不太可能的
perceive /pəˈsi:v/ *vt.* understand or think of sth. or sb. in a particular way 认为
alienate* /ˈeɪljəneɪt/ *vt.* make sb. less friendly or sympathetic towards you 使疏远
defensive /dɪˈfensɪv/ *a.* behaving in a way that shows one feels unsure or threatened 自卫的
feel compelled to do sth. 被迫做(某事)
defend /dɪˈfend/ *vt.* use arguments to protect sth. or sb. from criticism, or to prove that sth. is right 为……辩解
redefine /ˌriːdɪˈfaɪn/ *vt.* cause people to consider sth. in a new way 重新定义
priority /praɪˈɒrəti/ *n.* 优先考虑的事
identification /aɪˌdentɪfɪˈkeɪʃən/ *n.* 认同
strive /straɪv/ *vi.* make a great effort to achieve sth. 努力, 奋斗
feminine* /ˈfemɪnɪn/ *a.* 女性的
inaccurate /ɪnˈækjʊrət/ *a.* not exact or accurate; with mistakes 不准确的
unchallenged /ˌʌnˈtʃælɪndʒd/ *a.* accepted and believed by everyone and not doubted 不受质疑的

(728 words)

Reading Comprehension

1. Do the following statements agree with the information given in the text? Please write:

- YES** *if the statement agrees with the information given in the text;*
NO *if the statement contradicts the information given in the text;*
NG (not given) *if it is impossible to find relevant information in the text.*

- 1) People are encouraged to assume that African Americans have less authority when they speak about issues other than African Americans. ()
- 2) When people communicate with members of their own group, they tend to use fewer stereotypes. ()
- 3) People commonly have stereotypical views of professions such as nurses, doctors, and lawyers. ()
- 4) A person who is treated based solely on stereotypes of his/her group may feel depressed. ()
- 5) Perceiving individuals as an exception to their groups may lead them to identify more with their own groups. ()

2. Read the following statements and decide which stereotype(s) is associated with each statement.

You can choose more than one answer.

- A *professional stereotype*
B *class stereotype*
C *physical stereotype*
D *gender stereotype*
E *race stereotype*

- 1) I'm amazed at how well you, a female, can perform this operation. _____
- 2) It's exceptional for you to speak like a white man. _____
- 3) How can you, a cleaner, have the privilege to speak at such a meeting? _____
- 4) It's remarkable that you can cross the road without any help. _____
- 5) You act more like a male. _____

Translation

Translate the following paragraph into Chinese.

When we mark an individual as an exception to his or her groups, we unknowingly reveal our own stereotypes. In fact, we may reinforce them because marking an individual who doesn't conform to the stereotypes as unusual leaves our perceptions of the group unchanged. All we do is remove the "exceptional individual" from the group.

Questions for Discussion

1. Think about your relationships with people you perceive as culturally different from you in important ways. How do these cultural differences influence the relationships between you and these people?
2. What are some of the negative effects that stereotypes may have on daily communication? Do stereotypes have a positive role to play?

SCRIPTS

Warm-up

Transcript

Sam's Boss: "Here, Sam, we've got some exciting news for you. We are sending you to China."

Sam: "I'm sorry. Okay, this is ... this is Yincheng Road. So that's gotta be ... that's gotta be ... I have no idea ... Which means ... Screw it. Taxi! Hi, can you take me to this address, please? Just take me to the address. Why are we arguing? Okay, all right. I get it. I'm from New York City. So don't think that just because I'm from out of town, you can pad the fare by going the long way, or whatever it is you are trying to do. Just take me here. Thank you."

Cultural Exploration

Task I: Turning off Stereotypes

Step 3: Gain an Intercultural Insight

Key and transcript

A 1) stereotype is a fixed, over generalized belief about a particular group or class of people. One 2) advantage of a stereotype is that it enables us to respond rapidly to situations because we may have had a similar experience before. One 3) disadvantage is that it makes us ignore differences between individuals; therefore, we think things about people that might not be 4) true. The use of stereotypes is a major way in which we 5) simplify our social world, since they reduce the amount of processing we have to do when we meet a new person.

By stereotyping we infer that a person has a whole range of 6) characteristics and abilities that we assume all members of that group have. Stereotypes lead to social categorization, which is one of the reasons for 7) prejudice that leads to in-groups and out-groups. Most stereotypes probably tend to convey a negative 8) impression. Here are some positive examples: "sober as a judge" would suggest this is a stereotype with a very respectable set of characteristics; 9) overweight people are often seen as "jolly"; and television news readers are usually seen as highly dependable and respectable. 10) Negative stereotypes seem far more common, however.

Task II: Exploring Japanese Culture and Behavior

Step 2: Analyze an Intercultural Incident

Transcript

Guest: Mika's a beautiful bride!

Kenji's mother: She's wasted on our Kenji.

Mika's mother: Our policy is "no returns" ...

Kenji: That's fine with me.

Mika's brother: You're sure about that?

Mika: You're drunk, Shinsuke.

Mika's brother: You know, I was awake all night thinking ... about what good qualities my little sister might have. I couldn't think of even one! Sorry.

Mika's mother: It's true! My children are a constant embarrassment.

Saori: Tony?

Mika's mother: The only one I'm proud of is this one! My daughter-in-law.

Mika's brother: My wife!

Tony: Why? Why are you saying that? She's a fine person! She's close to Saori, and she's always nice to me. And Saori's a wonderful person. Why do you say that?

Mika's mother: Stop it, will you? We're just saying that. We don't mean it!

Tony: You don't?

Mika's mother: My kids are great! We all know that.

Tony: Then why say things you don't mean? Why?

Mika's mother: I don't believe this guy! Hey, Saori! I'm impressed! He's a really nice kid. I like him!
You don't see many like that these days.

Saori: Remember what you just said?

Mika's mother: Now look, I want you to be nice to him. Tony! Tony! Let's go and get you some food.
A boy needs meat!

Mika's brother: Eat! Eat! Meat! Beef!

(Note: This movie clip lasts 2 minutes 21 seconds and the language is Japanese with an English subtitle.)

