

A satellite view of Earth at night, showing the continents of North and South America illuminated by city lights. The lights are concentrated in the eastern United States and the eastern coast of South America. The rest of the planet is in deep shadow, with only the thin blue line of the atmosphere visible against the blackness of space.

UNIT

3

Challenges at Home and Abroad

Earth's city lights (NASA)

Multiculturalism

TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. What happens to metals like iron and chromium put together inside a melting pot to melt?
2. Why do you think the melting pot and the patchwork quilt are often used as metaphors, or symbols, of the multicultural character of U.S. society?
3. Does cultural diversity in a society bring more benefits or more problems?



A multicultural parade moves through Little Italy and Chinatown in New York City.

VOCABULARY PREVIEW



CD 3, TR 1

A Read through the sentences below, which are missing vocabulary from the lecture. As you read, try to imagine which words would fit in the blanks. Then listen to the sentences and write the missing words in the blanks.

1. A melting pot is the traditional _____ for the way different groups of immigrants came together in the United States.
2. In theory, the result of many nationalities _____ together is one big, _____, culture.
3. It is like an _____, a combination of all the different parts mixed together into a single whole that is different from each of its parts.
4. Many groups, especially African, Asian, and American Indian, have at times been _____ from participating fully in society through _____ and discrimination.
 5. U.S. society does not _____ a new cultural group until later, after the new immigrants are viewed with less prejudice.
 6. The metaphor of the patchwork quilt seems right to the multiculturalists because they see the United States as a _____ of separate subcultures, each one distinct from the others.
 7. Of the 1.6 million children in the United States who are _____, about 18 percent are of a different race than their adopting parents, making their families _____.
 8. Cultural influences have distinct sources. We _____ some of our culture from our families. We _____ some of our culture subconsciously from just living in the culture—through TV and videos.
 9. With _____, individuals become part of the larger culture by accepting much, if not all, of that culture.
 10. The pluralistic view differs from the single culture view in that it does not mean that immigrants must forget or _____ their original culture.

B Check the spelling of the vocabulary words with your teacher. Discuss the meanings of these words and any other unfamiliar words in the sentences.

PREDICTIONS

Think about the questions in the Topic Preview on page 64 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.



NOTETAKING PREPARATION

Transition Words and Phrases

Formal speech, like formal writing, is characterized by more frequent use of transition words and phrases. Transition words like such as *however*, *therefore*, and *in fact* help a listener understand the relationship between ideas and sentences in the lecture.

A good understanding of transition words will make a formal lecture easier to follow.

On the other hand and *however* point out contrasts between two ideas.

For instance and *for example* present examples.

In fact is used for emphasis.

Rather is used like *instead* to signal an alternative.

Furthermore is used like *also* to signal an additional point.

Therefore and *consequently* mean *for this reason* to signal a result or consequence.

A Read through the sentences below. Choose the best transition word from the box above to complete each sentence. Write the transition word in the blank.

1. The melting pot metaphor is a very old one. _____, it's been used since the nineteenth century.
2. Culture comes to people in different ways. _____, we inherit some, and we absorb some.
3. There are many proponents of the multiculturalist view; _____, I don't really agree with this view.
4. The multiculturalists don't use the metaphor of the melting pot. _____, they use the patchwork quilt.
5. Some existing groups were excluded from participating fully in society; _____, newly arrived groups were discriminated against.
6. We are not satisfied with the metaphors for U.S. culture in this lecture. _____, we are going to look for a new one.

B **Discourse Cues** Number the following excerpts from the lecture from 1 to 5 in the order that you think you will probably hear them. Discuss with a partner or as a class the discourse cues that helped you figure out the order.

- ____ So, first is the single culture view of the United States as a "melting pot."
- ____ This last cultural view, the pluralistic view, is a combination of the first two.
- ____ To conclude, the United States has always reflected the cultures of its immigrants.
- ____ Let me begin today's lecture by explaining the meaning of the word culture.
- ____ Now let's move on to another view of U.S. culture.

FIRST LISTENING



CD 3, TR 2

A Listen to the beginning of the lecture. Circle the set of notes below that best records the information you hear.

a.

Cultr = trad + shared beliefs & val
 Ex. in fam; ed; bus.; pol; ent.
 US cultr ?? ppl othr countries & Am's
 Contrst 3 ways US cult seen

- Sing cult (old)
- Multicult. (new)
- Pluralistic

b.

Cultr ≠ traditions; = beliefs + val
 EX: fam. struc, ed. sys, etc.
 Ppl fr othr cultrs, ? Am cultr
 Nature US cult ? – contrast 3
 disc ↑ yrs
 decide = logical
 old (sing.), new (multi), third (pl)



CD 3, TR 3

B Now listen to the whole lecture and take notes. Look at the lecturer's visual aids as you listen. These may help you understand parts of the lecture.

Subtopic 1: Single Culture

Single Culture View

U.S. = Melting pot
 Homogeneous culture
 Myth?
 Excluded groups

Subtopic 2: Multicultural

Multiculturalist View

U.S. = a patchwork quilt
 Many different subcultures
 Opposition
 Ethnic and racial mixing

Subtopic 3: Pluralist

Pluralistic View

Combination of 1 & 2
Cultural influences
Inheritance
Absorption
Choice
Role of assimilation



CD 3, TR 4

SECOND LISTENING

Listen to the lecture again and make your notes as complete as possible.



CD 3, TR 5

THIRD LISTENING

- A** You will hear part of the lecture again. Listen and complete the notes by adding the information from the box.

i.e. M.P. → cult B. = diff

1. Singl. _____ view = U.S. as Melting Pot
A. _____ = trad. metaph
M.P. ← mix of _____ gps immigs blending
_____ big homog. cult
_____ comb of diff parts = new whole
_____ Many think one cult _____ myth

- B** Compare your answers with a partner. Then compare the notes in **A** with the notes you took for this part of the lecture.

ACCURACY CHECK



CD 3, TR 6

A Listen to the questions, and write short answers. Use your notes. You will hear each question one time only.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B Check your answers with your teacher. If your score is less than 70 percent, you may need to listen to the lecture again and rewrite some of your notes.

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with a partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. Which of the three views of U.S. culture makes the most sense to you? Explain.
2. How important is it for immigrants to assimilate to the culture in a new country?
3. How open is your country of origin to influences from other cultures? Do people who spend long periods of time there assimilate to the culture, or do they maintain their own cultures?
4. Can you think of a particular metaphor that fits your culture?

PRE-READING

The following Reading is about the city of Marseille in France. Before you read, answer the following questions. Share your answers with a classmate.

1. What does the title of the article suggest to you about the population of the city of Marseille?
2. Marseille is on the sea, in the southern part of France. Where do you think immigrants to Marseille come from?

READING

Now read the article.

Marseille's Melting Pot

As more European countries become nations of immigrants, the city of Marseille in southern France may be a vision of the future, even a model of multiculturalism. In November 2005, with riots happening in just about every other French city's immigrant-filled housing projects, Marseille stayed cool.

Some local people believe that the Marseille miracle of social peace has a lot to do with its beaches, which serve as its great melting pot. Farouk Youssoufa, 25, met his 20-year-old wife, Mina, at one of Marseille's beaches. Youssoufa was born on a French island in the Comoros between Tanzania and Madagascar, and his skin is as black as anyone's in Africa. Mina is the fair-skinned French-born daughter of Algerian immigrants. "The new generation is much more of a mixture," says Youssoufa, who works with boys and girls of almost every skin tone and ethnic background at a cultural center in Marseille. On the beach, especially, "there are a lot of different communities that mix," Youssoufa says one hot afternoon in May. "Voilà: With time we've learned to live together."

Jean-Claude Gaudin, the mayor of Marseille, points out that the beach isn't the only geographic feature that has kept the city's melting pot bubbling. "Marseille's good luck is that it is surrounded by a belt of mountains." Immigrants and long-time residents have learned to live more or less on top of each

other. When the country's growing economy needed foreign workers for factories, many French cities built housing projects for immigrants in distant suburbs.

"We did the opposite," says Gaudin. "We built in the city. Marseille is the oldest city in France. It's been in existence for 2,600 years. It's a port, and so we have always been used to having foreigners come here. The city itself is composed," he says, "of populations from abroad who came because of international developments." After 1915, Armenians began arriving. In the 1930s Italians who fled fascism settled in Marseille. And in 1962, after France had given up control of Algeria, Morocco, and Tunisia, tens of thousands of *pieds-noirs*, or "black feet," flooded Marseille. They were actually white French citizens fleeing newly independent Algeria, where many had lived for generations.

At the same time, Gaudin explains, Marseille gradually filled with other people—*issus de l'immigration*—produced by immigration. "That means that often the grandparents were in Algeria, the parents came here, and the grandchildren are French but have an Arab last name," says Gaudin. In other words, people who are French by birth but are still viewed as "foreigners."

Yet the mayor of Marseille can only guess how many of his city's residents are *issus de l'immigration*. He does not know how many are of Arab or African



The beach at Marseille where people of all ethnicities mix and mingle

descent. He does not know how many have Muslim roots. In France, it's against the law for any government official to record a citizen's race, religion, or ethnicity. Church and state are not only separate, but religion is officially ignored. If you are French, you are French: nothing more, nothing less, and nothing else.

Yet Gaudin knows that even for the second and third generations, assimilation does not always come easily. The challenge for any city with a large immigrant population is rarely how to deal with the first wave of arrivals, but how their children and grandchildren will adapt, or not.

DISCUSSION

Discuss these questions with a classmate.

1. Based on what you learned from the lecture, which of the three ways of looking at culture—the single culture view, the multiculturalist view, or the pluralistic view—best describes the situation in Marseille?
2. In what ways do you think the French attitude toward cultural assimilation is different from the American attitude?
3. What are the differences between how the French government and the U.S. government deal with immigration?

PURSuing THE TOPIC

Explore the topic of this chapter further by doing the following.

Watch the movie *Green Card*, a 1990s romantic comedy about a French man who marries an American woman in order to be able to obtain a visa to stay in the United States. Or watch the movie *My Big Fat Greek Wedding*, a 2002 family comedy about maintaining Greek culture and tradition in modern-day America. Be prepared to discuss the movie with your classmates.

Two Views on Crime

TOPIC PREVIEW

Answer the following questions with a partner or your classmates.

1. Do you think there has been an increase in violent crime in recent years? Why or why not?
2. What is the difference between “blue-collar” and “white-collar” crime?
3. Which of the following do you think is more responsible for whether a young person turns to crime—their family, their school, or the criminal justice system?



Forensic scientist collecting DNA evidence from a knife at a crime scene

VOCABULARY PREVIEW



CD 3, TR 7

A Read through the sentences below, which are missing vocabulary from the lecture. As you read, try to imagine which words would fit in the blanks. Then listen to the sentences and write the missing words in the blanks.

1. Some experts _____ this drop in the crime rate to _____: the U.S. population is getting older, and older people commit fewer crimes.
2. In recent years there has been stricter law _____ in big cities, and very tough _____ have been imposed on repeat offenders in general.
3. The encouraging statistics for violent crime may not be true for white-collar crime, crimes that include _____, political corruption, _____, and corporate policies that endanger workers and the public.
 4. So, some people _____ criminal behavior on society's _____, or failures.
 5. There are root causes like racism, poverty, and _____.
 6. In this theory, people become _____ from society because they do not have many of the benefits that most Americans have.
 7. The _____ is that part of the population that typically fits the following profile: poor, unemployed, badly educated, nonwhite, and living in older city neighborhoods.
 8. According to this theory, society tries to _____ this aggressiveness and potential violence in two ways: by socializing us and, if that fails, by punishing us.
 9. Society _____ us by giving us values—values to prevent killing and stealing, for example. And society also gives us values for honesty, _____, and kindness.
 10. Our _____ functions as a deterrent to violence and criminal behavior because we have been taught right from wrong.

B Check the spelling of the vocabulary words with your teacher. Discuss the meanings of these words and any other unfamiliar words in the sentences.

PREDICTIONS

Think about the questions in the Topic Preview on page 72 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.

NOTETAKING PREPARATION

Using Indentation to Organize Notes 2

In chapter 5, you learned to organize your notes visually with indents and bullets. Ideas and information you hear can have more than two levels of importance. These less important details, examples, and ideas can be further indented to the right. A symbol, such as a hyphen (-) or a plus sign (+), can be used to indicate these other levels.

For example, information about solutions to crime in a part of this lecture could be organized like this:

Possible solutions to crime

- the family's role
 - socializing the children
 - + children respect themselves and others

- A** Read the phrases below and decide their order of importance. Then complete the note outline by adding the phrases. Show order of importance with indenting and symbols.

help them feel like part of society / good education / good health care /
overcome the alienation of the underclass / ~~society's role~~ /
give them the same benefits that others have / ~~employment~~

society's role

- help them feel like part of society

+ employment

- B** **Discourse Cues** Number the following excerpts from the lecture from 1 to 5 in the order that you think you will probably hear them. Discuss with a partner or as a class the discourse cues that helped you figure out the order.

- ___ Well, let's go on and take a closer look at both theories.
- ___ Today we're going to look at American attitudes about human nature and crime.
- ___ OK, to start off with, people who believe social problems are caused by unequal opportunities prefer the first theory: that people are good by nature.
- ___ Today I'd like to take a look at two different theories.
- ___ Now, to go back to something I talked about earlier. This second theory helps us understand white-collar crime, I think.

FIRST LISTENING



CD 3, TR 8

A Listen to the beginning of the lecture. Circle the set of notes below that best records the information you hear.

a.

Am att to hum ntr & crime
 CR 13.4% 2010
 CR ↓ old ppl < yng ppl
 Law enfrcmnt & penalts ↑
 Wh-collar cr ↑
 • pub not afrd
 • incld disc. of cr in US
 Theor of cr = belief, hum ntr
 • ppl good
 • ppl aggress & violent
 Solutns to cr in US

b.

Am attitudes abt human nature & crime
 • stats
 - FBI: v. cr. ↓ 13.4% 2001-10 (ex: ag, aslt, rob, murd, etc.)
 + US pop older / older = ↓ cr,
 + ↑ enfrcmnt & >penalts rep. cr
 - Wht coll. C ↑ or ↓? (stats hard to get) (ex: brib, pol corrup, embez., dang. corp pol's)
 • 2 theor C bsd on hum ntr - look at
 - Theory 1: ppl good
 - Theory 2: ppl aggress, so can be v.
 - Pos. solutions to C in US



CD 3, TR 9

B Now listen to the whole lecture and take notes. Look at the lecturer's visual aids as you listen. These may help you understand parts of the lecture.

Subtopic 1: _____

Environment → Criminal behavior

- Root causes in U.S. society
- Existence of an underclass

Subtopic 2: _____

Aggressive nature → Violent behavior

- Socialization
- Punishment
- Connection to white-collar crime

Subtopic 3: _____

Meeting the Challenge

- Role of family
- Role of government



CD 3, TR 10

SECOND LISTENING

Listen to the lecture again and make your notes as complete as possible.



CD 3, TR 11

THIRD LISTENING

- A** You will hear part of the lecture again. Listen and complete the notes by adding the information from the box.

BUT ex NO polit. SO → wh-collar

Theor #2 explains _____ C

- wh-collar crim. not usually under-class
 - busnssmn
 - _____
 - bankrs
- have benef's of soc., _____ good ed, good neigh.
- _____ for ? reason
 - _____ well-dev. conscience
 - _____ ntrl aggress
 - + _____ C

- B** Compare your answers with a partner. Then compare the notes in **A** with the notes you took for this part of the lecture.

ACCURACY CHECK



A Listen to the following questions and write short answers. Use your notes. You will hear each question one time only.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B Check your answers with your teacher. If your score is less than 70 percent, you may need to listen to the lecture again and rewrite some of your notes.

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. Which type of crime, violent crime or white-collar crime, causes the most damage to society? Explain.
2. Have you seen examples of how racism and poverty can lead people to crime?
3. Which do you think is more effective in keeping most people from committing crime: a strong conscience or a fear of punishment?
4. Should governments spend more money on keeping criminals in prison or on improving public education?

PRE-READING

The following Reading is about the nation of Singapore. Before you read, answer the following questions. Share your answers with a classmate.

1. What do you know about Singapore? For example, where is it located? Is it a rich or a poor country? What kind of government does it have? Is there any crime?
2. Look at the title of the article. The word *solution* implies that there is or was a problem. What do you think the problem could be?

READING

Now read the article.

The Singapore Solution

Singapore is often called the Switzerland of Southeast Asia. The tiny island gained independence from Britain in 1963 and, in one generation, transformed itself into a country where the income for its 3.7 million citizens is larger than in many European countries. Singapore also has excellent education and health systems and almost no government corruption; 90 percent of people own their own homes, and you never see homeless people.

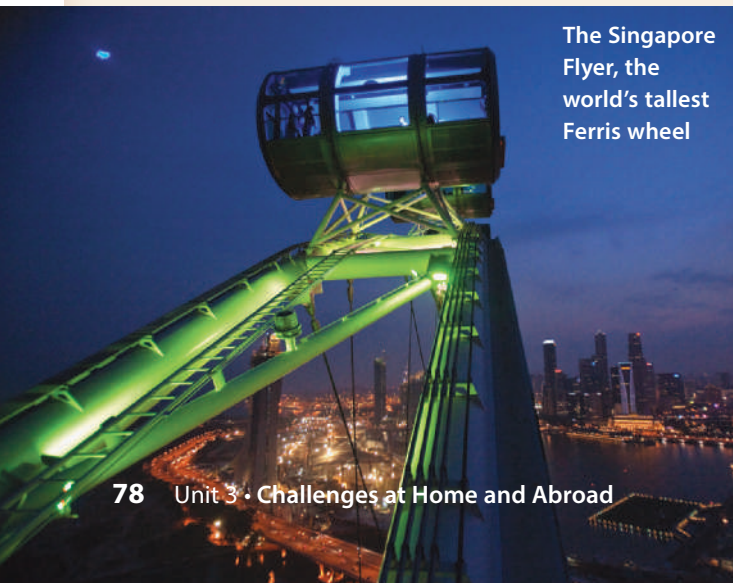
Achieving all this has involved a delicate balance between what some Singaporeans refer to as “the big stick and the big carrot.” First of all, the carrot: rapid financial growth. And the stick? Strict government control of citizens’ lives. Racial and religious disharmony? They’re simply not allowed, and no one steals anyone else’s wallet.

Behind the “Singapore Model,” a unique mix of economic empowerment and tightly controlled personal liberties, is Lee Kuan Yew. From a wealthy Chinese family, Cambridge University graduate Lee was Singapore’s first prime minister, serving for 26 years and then as senior minister for another 15. His current title of minister mentor (MM) was established when his son, Lee Hsien Loong, became prime minister in 2004.

In creating the “Singapore Model,” the MM turned a tiny country with no natural resources and a mix of ethnic groups into “Singapore, Inc.” He attracted foreign investment, made English the official language, created a superefficient government, and eliminated corruption.

To lead a society, the MM says “one must understand human nature.” He says, “The Confucian theory was man could be improved, but I’m not sure he can be. He can be trained, he can be disciplined.” In Singapore that has meant lots of rules (no gum chewing and spitting on sidewalks) with fines and occasional notices in the newspaper about those who break the rules. Following the rules becomes automatic; you don’t see very many police in Singapore. As one resident says, “The cop is inside our heads.”

Singapore, maybe more than anywhere else, raises a basic question: Are financial success and personal security worth the extreme limits placed on individual freedom?



The Singapore Flyer, the world’s tallest Ferris wheel

The Singapore government is aware that there are problems with its highly controlled society. One concern is the “creativity crisis.” This is the fear that Singapore’s schools, with their traditional educational methods, do not produce original thinkers. Another concern is a direct result of Singapore’s overly successful population-control program, started in the 1970s. Today Singaporeans are simply not having enough children, so immigrants are needed to keep the population growing.

But there is a positive side. You could feel it during the “We Are the World” performance in the National Day show. On stage were representatives of Singapore’s major ethnic groups: the Chinese, Malays, and Indians. After violent protests in the 1960s, the government started a strict system in public housing that required the different ethnic groups to live together. The purpose of this system may have been to control the population, but the apparently sincere expression of racial harmony at the performance was impressive.



Sculpture in
Central Singapore

There is something called Singaporean, and it is real. Whatever people’s complaints, Singapore is their home, and they love it despite everything. It makes you like the place, too.

DISCUSSION

Discuss these questions with a classmate.

1. Do any of the reasons mentioned in the lecture for a recent drop in crime in the United States also apply to Singapore? Which reasons? Explain your answer.
2. Which of the two theories of crime discussed in the lecture would Lee Kuan Yew of Singapore be most likely to agree with? Explain your answer using information in the reading and in the lecture.
3. Would the ways in which the Singaporean government has addressed social problems such as crime work in the United States? Why or why not? Use examples from the lecture to support your opinion.

PURSuing THE TOPIC

Explore the topic of this chapter further by doing the following.

The Web site for the Federal Bureau of Investigation (FBI) has a large amount of information about all aspects of crime in the United States. Individually or with a partner, choose a topic that interests you and read about it. Write up the details for a short presentation to the class.

www.fbi.gov

The United States and the World

TOPIC PREVIEW

Discuss the following questions with a partner or your classmates.

1. Ten years from now, which country, or countries, do you think will be the most powerful in the world?
2. What kinds of responsibilities, if any, do powerful countries have to other countries?
3. Rank these three kinds of power in order from most to least important: (a) military, (b) economic, (c) political. Explain your reasons.



Coke bottle design contest held in Nanjing, China

VOCABULARY PREVIEW



CD 3, TR 13

A Read through the sentences below, which are missing vocabulary from the lecture. As you read, try to imagine which words would fit in the blanks. Then listen to the sentences and write the missing words in the blanks.

1. Some experts are _____ that China will become the new global leader because of its size as well as its economic and military strength.
2. It seems very likely that the United States will remain very important globally, at least for the _____ future.
3. The United States can also help maintain financial _____ in the world because of the size of its economy.
4. I'm describing hard power—that is, the _____ or use of force.
5. This force can be economic, which would include _____ against trading with a country.
 6. For better or for worse, the United States has taken on the role of keeping a certain _____ of power in many parts of the world.
 7. The United States is also a member of NATO, an organization of mostly European nations _____ to keeping peace in the world.
 8. ASEAN countries like Indonesia and Malaysia engage in massive trade with China and may at times feel a little _____ by China's size and power.
 9. Soft power does not come from economic or military threat, but from how attractive or _____ a country's culture, political ideals, and policies are.
10. The United States is still a _____ to immigrants for both political and economic reasons.
11. My goal today was to give you a _____ for understanding some of what you learn in the media about the U.S. economic, military, and political influence in the world today.

B Check the spelling of the vocabulary words with your teacher. Discuss the meanings of these words and any other unfamiliar words in the sentences.

PREDICTIONS

Think about the questions in the Topic Preview on page 80 and the sentences you heard in the Vocabulary Preview. Write three questions that you think will be answered in the lecture. Share your questions with your classmates.



NOTETAKING PREPARATION

Acronyms and Abbreviations 1

Acronyms are formed from the first letter of each word in a group or name. They are pronounced as words. For example, BRIC, which stands for Brazil, Russia, India, and China, is pronounced /brik/.

Abbreviations, like UN (United Nations), are different from acronyms and are pronounced letter by letter. Two common abbreviations usually used only in written language come from Latin: *e.g.*, used for “for example,” and *i.e.*, used for “that is.”

A Practice saying these acronyms and abbreviations with a partner.

1. NATO (North Atlantic Treaty Organization /'neɪ.t̬əʊ/)
2. ASEAN (Association of Southeast Asian Nations /ə'ziː.ən/),
3. UNESCO (United Nations Educational, Social, and Cultural Organization /juː'nes.koʊ/)
4. EU (European Union)



CD 3, TR 14

B Listen and complete the following sentences using acronyms and abbreviations.

1. Many countries have better economies, _____, _____.
2. _____ is an important arm of the _____.
3. France is a member of _____.
4. Some _____ countries are small, _____, Cambodia.
5. Some people think the _____ countries should become a federation, _____, have a political structure that is similar to the _____.

C Discourse Cues Number the following excerpts from the lecture from 1 to 5 in the order that you think you will probably hear them. Discuss with a partner or as a class the discourse cues that helped you figure out the order.

_____ First, let me give you some of the economic reasons Yetiv gives for why the United States will probably continue to be an important player globally.

_____ Now let's move on to the United States' use of what I'm describing today as hard power—that is, the threat or use of force.

_____ Professor Steve Yetiv of Old Dominion University in Virginia wrote three articles in which he gave a number of reasons why believes the United States will remain a global leader.

_____ Today I'd like to discuss the role of the United States in the world.

_____ Soft power does not come from economic or military threat, but from how attractive or persuasive a country's culture, political ideals, and policies are.



CD 3, TR 15

FIRST LISTENING

Listen to the lecture and take notes. Look at the lecturer's visual aids as you listen. These may help you understand parts of the lecture.

Introduction

The U.S. and the World

- Introduction
- The U.S. economy
- U.S. hard power
- U.S. soft power

Subtopic 1: _____

Economic Reasons

- Ability to help others in crisis
- Ability to maintain financial stability
- U.S. dollar = global currency

Subtopic 2: _____

Hard Power

- Middle East
- NATO
- ASEAN

Subtopic 3: _____

Soft Power

- Democracy
- Economic competitiveness
- Education



CD 3, TR 16

SECOND LISTENING

Listen to the lecture again and make your notes as complete as possible.



CD 3, TR 17

THIRD LISTENING

- A** You will hear part of the lecture again. Listen and complete the notes by adding the information from the box.

ASEAN econ force Mid NATO wrld &

Hard Power = threat or use of _____

- _____

sanctions

- mil

US role = bal of power in _____

- _____ East (free flow of oil)

- Europe - _____ (organ of Eur ntns keep peace in wrld)

- Asia - bal bet. ASEAN _____ China

_____ incld e.g. Indonesia, Malaysia

- B** Compare your answers with a partner. Then compare the notes in **A** with the notes you took for this part of the lecture.

ACCURACY CHECK



A Listen to the following questions, and write short answers. Use your notes. You will hear each question one time only.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B Check your answers with your teacher. If your score is less than 70 percent, you may need to listen to the lecture again and rewrite some of your notes.

ORAL SUMMARY

Use your notes to create an oral summary of the lecture with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. Which of the four BRIC nations, besides China, is most likely to be the next superpower?
2. Would the world be a safer place if the United States were less powerful?
3. In what ways are economic sanctions preferable to military force?
4. What are the advantages of having more than one superpower in the world? What are the disadvantages?

PRE-READING

The following Reading is about China's rapid economic growth. Before you read, answer the following questions. Share your answers with a classmate.

1. Look at the title of the article. What do you think "Go Green" means?
2. Scan the article for sentences that mention the United States. What comparisons does the writer make between the United States and China?

READING

Now read the article.

Can China Go Green?

Rizhao, in Shandong Province, is one of the hundreds of Chinese cities beginning to really grow. The road into town is eight-lanes wide, even though at the moment there's not much traffic. But the port is very busy. A big sign tells the residents to "build a civilized city and be a civilized citizen."

Rizhao is the kind of place that has scientists around the world deeply worried—China's rapid growth and new wealth are pushing carbon emissions higher and higher. It's the kind of growth that has led China to pass the United States to become the world's largest source of global warming gases.

And yet, after lunch at the Guangdian Hotel, the

city's chief engineer, Yu Haibo, led me to the roof of the restaurant for another view. First we climbed over the hotel's solar-thermal system, a system that takes the sun's energy and turns it into all the hot water the kitchen and 102 rooms can possibly use. Then, from the edge of the roof, we looked at the view of the spreading skyline. On top of every single building a similar solar system could be seen. Solar is in at least 95 percent of all the buildings, Yu said proudly. "Some people say 99 percent, but I'm shy to say that."

Whatever the percentage, it's impressive—outside Honolulu, no city in the United States even comes close. China now leads the planet in energy produced by renewable solar and wind energy sources.

So, which is true? Is China the world's largest producer of global warming gases? Or is it the world's largest producer of renewable energy? The truth is, it's both.

Here's what we know: China is growing faster than any other big country has ever grown before, and that growth is opening real opportunities for environmental progress. Because it's putting up so many new buildings and power plants, the country can incorporate the latest technology more easily than countries with more mature economies. It's not just solar and wind energy. Some 25 Chinese cities are



putting in subway systems or adding to existing ones. High-speed rail tracks are spreading in every direction. But all that growth takes lots of steel and cement, and as a result pours carbon into the air, which overwhelms the environmental progress. According to many energy experts, China's carbon emissions will continue to rise until at least 2030. This means that environmental progress in China will probably come too late to prevent more dramatic global warming, which could lead to environmental disasters such as the melting of the Himalayan glaciers and the rise of the seas.

It's a dark picture. Changing it in any real way will require change beyond China—most important, some kind of international agreement involving economies that use the most carbon—including of course the United States. At the moment China is taking steps that make sense for both the environment and its economy. “Why would they want to waste energy?” Deborah Seligsohn of the World



Resources Institute asked, adding that “if the U.S. changed the game in a fundamental way—if it really committed to dramatic reductions—then China would look beyond its domestic interests and perhaps go much further.” But for the moment, China's growth will continue, a roaring fire that throws off green sparks but burns with dangerous heat.

DISCUSSION

Discuss these questions with a classmate.

1. How is the focus of the lecture different from the focus of the article? Are there topics in the reading that are not mentioned in the lecture? Are there topics in the lecture that are not mentioned in the reading?
2. Do you think the author of the article would agree with the lecturer's view of the importance of the United States as a global power? Why or why not?
3. Do you think the lecturer would agree with the author of the article about the importance of China as a global power? Why or why not?

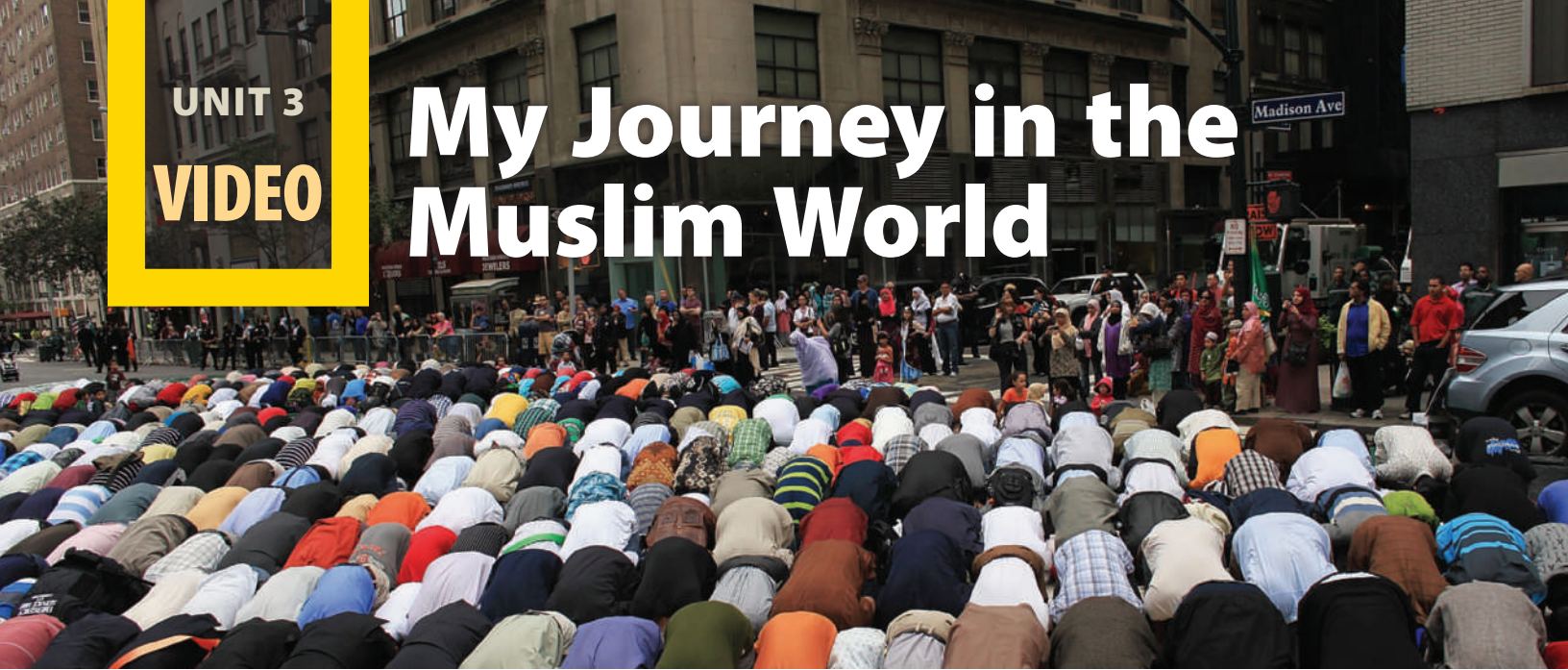
PURSuing THE TOPIC

Explore the topic of this chapter further by doing the following.

Watch a short YouTube video in which Professor Joseph Nye from Harvard's Kennedy School of Government speaks to Knoowii TV about the use of hard power, soft power, and smart power in international relations. Be prepared to discuss the ideas in the video with your classmates.

www.youtube.com/watch?v=cH9hn3_Q4qQ

My Journey in the Muslim World



BEFORE VIEWING

TOPIC PREVIEW

Alexandra Avakian is a photojournalist. She was asked to take photographs of Muslims living in the United States. Answer the following questions with a partner.

1. What images or scenes would you expect to see in her photographs?
2. What different types of people would you expect to see in her photographs?
3. Do you think that Muslims in America have more or fewer difficulties than other immigrants living in the United States? Why or why not?

VOCABULARY PREVIEW

A Read the definitions of these key words and phrases that you will hear during the video.

engaged in actively involved in or part of something

an expert a person having a lot of knowledge about a particular topic

post 9/11 after the September 11, 2001, attack on the United States

fled left an area quickly in order to escape danger

reflected shown on a surface such as a mirror; seen in a person's expression

mainstream average; usual for the typical people in a group

are converting to are changing from one belief system, such as a religion, to a new one

maximum-security prison a prison where the most dangerous criminals are kept

protective keeping someone or something safe from harm



B Work with a partner and write in the blank the word from the box that completes the sentence.

artistic	civil war	pressure	security
Catholics	granddaughter	relatives	village

1. The _____ she was under was **reflected** in her face.
2. The man was not an **expert** photographer, but his photos were very _____.
3. The _____ were very **protective** of their young _____.
3. **Post 9/11**, there has been increased _____ at U.S. airports.
4. There are **mainstream** _____ who **are converting to** Islam.
5. The whole _____ was very **engaged in** preparations for the fair.
6. Some people **fled** during the _____; others were placed in a **maximum-security prison**.

VIEWING



FIRST VIEWING

Watch the video, and then compare your first impressions with a partner. Talk about what you remember, what surprised you, and what interested you.



SECOND VIEWING

Watch the video again. Listen for the missing words and write them in the blanks.

1. I hope to _____ a wider view of a group of people much misunderstood, especially _____ 9/11.
2. And these are Ryazan _____, and they're an alternative, Islamic alternative to Barbie.
3. And you know Muslim Americans, like all Americans, have fled civil war, dictatorship, _____ hardship.
4. These are Persian Americans, Iranian Americans, and they jump over _____ on their New Year to cast off the bad luck of the previous year, you know, for good luck in the _____ year.

Islamic Center,
Dearborn, Michigan





THIRD VIEWING

Complete these notes as you watch the video. Write only important words, not full sentences, and abbreviate common words.

Book = not all Ms
- not an expt.
- about misunderstood ppl after 9/11

Photos:

- 1) Dolls
- 2) Ldy fled CW:
- 3) Latif M. and Flo M.:
- 4) Zulia:
- 5) Penn.
- 6) Los Angeles:

AFTER VIEWING

ORAL SUMMARY

Use your notes to create an oral summary of the video with your partner. As you work together, add details to your notes that your partner included but you had missed.

DISCUSSION

Discuss the following questions with a classmate or in a small group.

1. What information about Alexandra Avakian's personal life do you learn during her lecture?
2. The speaker says that Muslims are a "group of people much misunderstood." What do you think makes her feel this way?
3. Which of the photos of Muslim Americans most interested you? Explain.