

Unit 8 Ethnocentrism

Unit Overview

Do we always talk about other cultures in the same way as we talk about our own? If it is not an easy “yes” or “no”, part of the hesitation might be attributed to the subtlety and pervasiveness of ethnocentrism — the topic of this unit.

Text A debunks Eurocentrism into seven biases in history writing, with a number of concrete examples under each bias. According to Mazrui, traces of Eurocentrism can be easily found in historical accounts if we reflect on how the Europeans are depicted (first three biases), how other cultures are depicted (biases four, five, and six) and the Eurocentric paradigm that is often used to review historical events (the seventh bias). At the end of the text, Mazrui proposes a new paradigm to replace the Eurocentric one.

Text B, one of the most fascinating anthropologic articles, is highly recommended to teachers and students. The name of the tribe “Nacirema” seems as bizaare as all its rituals. Yet it is the author’s trick to spell “American” backwards. Every ritual in the writing is ironically what the Americans do every day, which appears strange enough for an outsider. The article reminds us how our culture may look from the outside and how we might have seen other ethnic groups.

Both addressing ethnocentrism, the two texts in this unit use different strategies. While Text A fires at Eurocentrism explicitly, Text B adopts an implicit approach by offering us a removed perspective. Students are encouraged to try both strategies in the tasks after the texts.

Teaching Objective

Reading Skills

- Understand words and expressions in context
- Identify the structure of the text
- Relate new information to old information

Communicative Competence

- Avoid ethnocentric expressions in your language
- Write a profile of a historical figure and present it in class
- Use figures of speech to add flavor to your language

Critical Thinking

- Distinguish Eurocentric biases in world history
- Analyze a historical event using both an inclusive and an interactive approach
- Compare the images of historical figures in literature and in the media

Intercultural Competence

- Develop insights into Muslim history and Asian and African cultures
- Interpret cultural rituals from a new perspective
- Investigate American Exceptionalism and Sinocentrism

Teaching Suggestions

To facilitate understanding of the texts and class discussions, preparation is to be emphasized. Since students might not be familiar with the examples of the European, African and Muslim cultures in Text A or the American way of life in Text B, they are expected to look for the background information beforehand. For students who find Text B difficult due to unfamiliar words, they should be encouraged to guess the meaning of words in contexts first and only check the dictionary when they have to.

The texts offer new perspectives to interpret historical events and cultural practices. Following the example set by Text A, each student will analyze the contents section of an English monograph on world history — using a critical approach to history. Class discussion may also include a brief comparison between the monographs that are chosen as examples. Following the example set by Text B, students are encouraged to write or present on the Chinese way of life critically and creatively.

Further readings

For seminal works in historical studies against Eurocentrism, refer to
Toynbee, Arnold J. (1960). *A Study of History: Abridgement of Vols I-X*. London: Oxford University Press.

斯塔夫里阿诺斯（2012）。全球通史。北京：北京大学出版社。

Apart from world history, criticisms of Eurocentrism can also be found in other areas of studies. For example, in literary studies, world literature used to refer primarily to masterpieces of Western European literature. Today it is increasingly seen in global context. Contents of two comparable anthologies can be downloaded at:

The Norton Anthology of World Literature

http://media.wwnorton.com/cms/contents/NAWOL_TOC_new.pdf

The Longman Anthology of World Literature

http://wps.ablongman.com/wps/media/objects/7082/7252683/LAWL_V1_IM.pdf

Preparatory Work

Classroom tactics:

To facilitate comprehension, students should be reminded to find out the background knowledge in this section before class. So when they come to class with their own findings, they may compare notes in small groups. Group discussions may be followed by some questions to seek critical response such as:

- a) What do different sources say about the same events? Why does history read differently from different perspectives?
- b) If you find some of the names or events more familiar than others, why do you think it is the case?
- c) Why does Mazrui include so many examples in his writing?

It should also be noted that although the tasks in this section include some crucial events that are mentioned in the text, they do not cover everything that might be part of a fulfilling reading experience and class discussion. It is up to the instructor and students to choose from the listed ones or study other topics that they find interesting.

1.

- | | |
|------------------------|--|
| a. Thomas Jefferson | i. Indian poet, author of <i>Stray Birds</i> |
| b. Abraham Lincoln | ii. The most famous and influential polymath of the Islamic Golden Age, author of <i>The Canon of Medicine</i> |
| c. Avicenna | iii. English historian, author of <i>The History of the Decline and Fall of the Roman Empire</i> |
| d. Edward Gibbon | iv. Arab Muslim historiographer and historian, author of <i>The Muqaddimah</i> (known as <i>Prolegomena</i> in Greek) |
| e. Arnold Toynbee | v. English poet, author of <i>Paradise Lost</i> |
| f. Ibn Khaldun | vi. French general and statesman who led the Free French Forces during World War II |
| g. John Milton | vii. British historian, author of <i>A Study of History</i> |
| h. William Wordsworth | viii. The 16th President of the United States, known for issuing The Emancipation Proclamation |
| i. Rabindranath Tagore | ix. The third President of the United States, the principal author of The Declaration of Independence |
| j. Charles de Gaulle | x. Major English Romantic poet who, with Samuel Taylor Coleridge, helped to launch the Romantic Age in English literature with their 1798 joint publication <i>Lyrical Ballads</i> |

2.

a) Discovery of Victoria Falls

Victoria Falls is a waterfall in southern Africa on the Zambezi River at the border of Zambia and Zimbabwe.

https://en.wikipedia.org/wiki/Victoria_Falls

Dr David Livingstone is often credited as having discovered the Victoria Falls. Travelling downstream by dugout canoe paddled by skilled local paddlers and guided by Chief Sekelutu, chief of the Makalolo, Livingstone first arrived at the island on the lip of the Falls which now bears his name, Livingstone Island on the 16th November 1855. For an event of such apparent simplicity there is much debate over Livingstone's 'discovery' of the Falls. For the debate on the 'discovery' of the Victoria Falls, see

<http://www.victoriafalls-guide.net/david-livingstone-and-the-discovery-of-the-victoria-falls.html>

Locals still refer to the Falls as Mosi Oa Tunya and the area continues to be revered as a sacred site among the local tribes. Visit the website of Zambia Tourism for more information:

<http://www.zambiatourism.com/about-zambia/history/the-history-and-discovery-of-victoria-falls>

b) European settlements of the Americas

European colonization of the Americas began as early as the 10th century. Extensive European colonization began in 1492, when a Spanish expedition headed by Christopher Columbus sailed west to find a new trade route to the Far East but inadvertently landed in what came to be known to Europeans as the "New World". European conquest, large-scale exploration, colonization and industrial development soon followed.

Other powers such as France also founded colonies in the Americas: in eastern North America, a number of Caribbean islands, and small coastal parts of South America. Portugal colonized Brazil, tried colonizing of the coasts of present-day Canada, and settled for extended periods on the northwest bank of the River Plate. The Age of Exploration was the beginning of territorial expansion for several European countries.

In the 19th century alone over 50 million people left Europe for the Americas.

To emphasize the human and cultural costs during the European expansion, the word "settlements" is often replaced by "conquest" and "colonization". More information about the costs mentioned in Text A can be found at:

The genocide perpetrated against Native Americans

https://en.wikipedia.org/wiki/Population_history_of_indigenous_peoples_of_the_Americas

The reckless destruction of such flourishing indigenous civilizations as that of the Incas, Aztecs and the last days of the Mayas.

https://en.wikipedia.org/wiki/Spanish_conquest_of_the_Inca_Empire

https://en.wikipedia.org/wiki/Spanish_conquest_of_the_Aztec_Empire

<http://latinamericanhistory.about.com/od/coloniallatinamerica/p/guatecolon.htm>

c) Transatlantic slave trade

The Atlantic slave trade or transatlantic slave trade took place across the Atlantic Ocean from the 16th through to the 19th centuries. The vast majority of those enslaved that were transported to the New World, many on the triangular trade route and its Middle Passage, were West Africans from the central and western parts of the continent sold by other western Africans to western European slave traders, with a small minority being captured directly by the slave traders in coastal raids, and brought to the Americas. The numbers were so great that Africans who came by way of the slave trade became the most numerous Old World immigrants in both North and South America before the late 18th century.

Ship owners considered the slaves as cargo to be transported to the Americas as quickly and cheaply as possible, there to be sold at markets with other goods and services.

The transatlantic slave trade resulted in a vast and as yet still unknown loss of life for African captives both in and outside America. Approximately 1.2 – 2.4 million Africans died during their transport to the New World.[64] More died soon upon their arrival. The number of lives lost in the procurement of slaves remains a mystery but may equal or exceed the number who survived to be enslaved.

The slave trade is sometimes called the Maafa by African and African-American scholars, meaning “great disaster” in Swahili. Some scholars, such as Marimba Ani and Maulana Karenga, use the terms “African Holocaust” or “Holocaust of Enslavement”.

https://en.wikipedia.org/wiki/Atlantic_slave_trade

d) Nazi Holocaust

The Holocaust began in 1933 when Adolf Hitler came to power in Germany and ended in 1945 when the Nazis were defeated by the Allied powers.

The term “Holocaust,” originally from the Greek word “holokauston” which means “sacrifice by fire,” refers to the Nazi’s persecution and planned slaughter of the Jewish people. The Hebrew word “Shoah,” which means “devastation, ruin, or waste,” is also used for this genocide.

In addition to Jews, the Nazis targeted Gypsies, homosexuals, Jehovah's Witnesses, and the disabled for persecution. Anyone who resisted the Nazis was sent to forced labor or murdered.

The term "Nazi" is an acronym for "Nationalsozialistische Deutsche Arbeiterpartei" ("National Socialist German Worker's Party").

<http://history1900s.about.com/od/holocaust/a/holocaustfacts.htm>

Key words: Nazi, Ghettos, Concentration Camps

e) Apartheid in South Africa

After the National Party gained power in South Africa in 1948, its all-white government immediately began enforcing existing policies of racial segregation under a system of legislation that it called apartheid. Under apartheid, nonwhite South Africans (a majority of the population) would be forced to live in separate areas from whites and use separate public facilities, and contact between the two groups would be limited. Despite strong and consistent opposition to apartheid within and outside of South Africa, its laws remained in effect for the better part of 50 years. In 1991, the government of President F.W. de Klerk began to repeal most of the legislation that provided the basis for apartheid.

For Apartheid: Facts and Summary, visit

<http://www.history.com/topics/apartheid>

Key words: Nelson Mandela, The Population Registration Act of 1950

f) Ancient Egypt and Greece

Martin Bernal, the author of *Black Athena*, said that the Greek culture has been misrepresented as Indo-European in origin when in fact it is largely African or Semitic. His explanation for this which has been discussed is that history was revised in order to flush out the African contribution to Greek Culture. Bernal contends in the late 1700's the anti-Semitic and anti-African sentiments of the time, resulted in those cultures being eliminated from establishment history. To prove his thesis Bernal defined three models of accepted history. Furthermore Bernal also legitimated his thesis by showing distinct links or borrowings of religion from the Egyptian civilization.

His book provoked much discussion ranging from simple academic debates to heated disputes on Afrocentrism, racism and Euro-centrism in classical scholarship. For the Black Athena Debate, visit

<http://controversialhistory.blogspot.com/2010/05/black-athena-debate.html>

Key words: Eurocentrism, Afrocentrism

g) Spread of Islam in Africa

ISLAM SPREAD TO AFRICA

Islam was founded in the 7th century on the Arabian Peninsula and spread to Africa immediately after. The Red Sea, Indian Ocean, and Sahara Desert did not serve as obstacles to the spread of the religion. Since Arabs were traders by sea and by land, it was inevitable that their religion would spread as well.

- Islam first spread to Egypt.
- Islam gained access west of Egypt in areas such as Tunisia, Algeria and Morocco.
- Since Arabs gained control of the area, Northern Africa became influenced by Islam.
- Egypt accessed Islam to their south as well, including Sudan, Nubia, and Ethiopia. After resistance, the area became Islamic by the 15th century.
- Arab trade on the Red Sea and Indian Ocean eventually converted Somalia, Kenya, and Tanzania to Islamic by the 15th century.
- Salt and gold trade routes spread Islam into Western Africa
- Introduced only a short while ago to Southern Africa in the 19th century

ISLAMIC INFLUENCE OVER AFRICA

- Over half of all Africans affiliate themselves with Islam
- Islam spread over time, therefore Africans used their traditional beliefs and mixed them with Islam's core beliefs to make their own hybrid religion
- Africans believe in mysticism, or the belief in a spiritual world and this fits well with Islamic beliefs.
- Islam values education and literacy and therefore Islamic schools of learning and scholarship are spread throughout Africa, especially Cairo, Egypt and Timbuktu, Mali.
- The Islam contribution of the zakat is vital to Islamic beliefs, or to assist the less fortunate in the community. The practice of this has helped many African families in poverty.

<http://people.umass.edu/educ613/WorldhistoryI/WHI.17.html>

Key words: Islam, Christianity, Africa

h) Independence of Algeria

Algerian War, also called Algerian War of Independence, (1954–62) war for Algerian independence from France. The movement for independence began during World War I (1914–18) and gained momentum after French promises of greater self-rule in Algeria went unfulfilled after World War II (1939–45). In 1954 the National Liberation Front (FLN) began a guerrilla war against France and sought diplomatic recognition at the UN to establish a sovereign Algerian state. Although Algerian fighters operated in the countryside—particularly along the country's borders—the most serious fighting took place in and around Algiers, where FLN

fighters launched a series of violent urban attacks that came to be known as the Battle of Algiers (1956–57). French forces (which increased to 500,000 troops) managed to regain control but only through brutal measures, and the ferocity of the fighting sapped the political will of the French to continue the conflict. In 1959 Charles de Gaulle declared that the Algerians had the right to determine their own future. Despite terrorist acts by French Algerians opposed to independence and an attempted coup in France by elements of the French army, an agreement was signed in 1962, and Algeria became independent.

<http://www.britannica.com/event/Algerian-War>

For Torture during the Algerian War of Independence according to both the French Armed Forces and the Algerian National Liberation Front, refer to

https://en.wikipedia.org/wiki/Torture_during_the_Algerian_War_of_Independence

For how “an exhibition in Paris marking the years of colonial rule in Algeria whitewashes the crimes of France’s erstwhile empire” in 2012, visit

<http://www.theguardian.com/commentisfree/2012/jul/05/50-years-algeria-independence-france-denial>

i) The Fifth Republic of France

Since the French Revolution in 1789, France has had five different republican systems. All of them have been the results of violent crises. The fifth and current one was an outcome of the Algerian crisis in the 1950’s. It withstood several assassinations attempts and rebellions, proving to be one the longest lasting and most stable political systems France has seen so far. For a brief overview of how this happened, read *The French Fifth Republic: Against All Odds* at

<http://www.popularsocialscience.com/2013/10/08/the-french-fifth-republic-against-all-odds/>

j) Independence of Portuguese colonies

The Portuguese Colonial War (Portuguese: Guerra Colonial Portuguesa), also known in Portugal as the Overseas War (Guerra do Ultramar) or in the former colonies as the War of Liberation (Guerra de Libertação), was fought between Portugal’s military and the emerging nationalist movements in Portugal’s African colonies between 1961 and 1974. The Portuguese regime was overthrown by a military coup in 1974, and the change in government brought the conflict to an end. The war was a decisive ideological struggle in Lusophone Africa and surrounding nations and mainland Portugal. For more information, visit

https://en.wikipedia.org/wiki/Portuguese_Colonial_War

Critical Reading

I. Understanding the text

Classroom tactics:

Discussion of the text may be organized in different ways. One obvious way is to deal with the seven biases one after another, as the outline suggests. Or, the biases may be discussed in three groups: the first three biases, the fourth to the sixth biases, and the last one. There is yet another alternative — comparing the biases in pairs: one and four, two and five, three and six before moving on to bias seven.

Part	Para(s).	Main idea	Supporting evidence
I.	1	Introduction	N/A
II.	2-4	First bias: Euro-heroism	European discovery of Vitoria Falls, Mt. Kilimanjaro, and the source of the Nile; Columbus's discovery of America; Assimilation of Ancient Greece into Europe Western triumphalism since the end of the cold war
III.	5-9	Second bias: Euro-mitigation	Neglected human and cultural cost during the European exploration; Brief mention of the Transatlantic slave trade; Portrayal of European colonialism as a civilizing force; Understatement of

			the faults of Western heroes; Reluctance to discuss white racism
IV.	10-11	Third bias: Euro-exclusivity	Six-hour BBC television series on the Muslim world versus twelve-hour television series on Ireland alone or a multi-episode television drama on The Six Wives of Henry VIII
V.	12-14	Fourth bias: shortchanging the achievements of other cultures	Little recognition of how ancient Greeks are influenced by the Ancient Egyptians; Neglect of African and Muslim philosophers, historians and writers
VI.	15-18	Fifth bias: disparagement of other countries	Association of Islam with violence; Exaggeration of the weaknesses of indigenous African cultures, regarding them as savage and primitive
VII.	19-20	Sixth bias: marginalization of other cultures in textbooks and classrooms	Limited number of hours in schools and limited number of pages in books devoted to other civilizations
VIII.	21-29	Seventh bias: Western paradigm	Attributing the Independence of Algeria to French statesmanship and

			democracy rather than the struggle of the Algerian people
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2. Comprehension check

- (1) Eurocentrism is prevalent in the study of world history and rests on seven biases. Mazrui gives a number of examples to support his arguments.
- (2) “Euro-heroism” is to glorify European and Western achievements as much as possible. The quotation marks suggest that though the Europeans claim that they made those discoveries, Mazrui does not think it is true. For example, before the Europeans travelled to Victoria Falls, native people and other visitors had already been there. Yet when David Livingstone spread the word to the world, he took the credit of discovery.
- (3) The story of the European settlement of the Americas is often told with little discussion about the huge human and cultural cost — the genocide perpetrated against Native Americas, the reckless destruction of indigenous civilizations as that of the Incas, Aztecs and the last days of the Mayas.

Some textbooks give the Transatlantic slave trade a brief mention and hurry up to deal with less guilt-ridden subjects. Very few textbooks not written by Black authors discuss the Middle Passage.

In earlier years European colonialism used to be portrayed as a civilizing force in Africa, Asia, and the non-Western world. Today the enormous damage which European colonialism has done to African societies is still grossly understated in books.

Understatement of the faults of Western heroes: Thomas Jefferson known as the most eloquent voice on liberty owned 200 slaves; Abraham Lincoln was antislavery yet not pro-racial equality.

Sometimes books on world history ignore racism entirely except when discussing the Nazi Holocaust against the Jews. Occasionally the case of apartheid in South Africa used to be recognized. More absent is the relevance of race in American society or in relations between whites and Blacks worldwide in the past 400 years.

- (4) Eurocentrism denies credit to the achievement of others and apportioned disproportionate blame to the sins of others.

- (5) As mentioned in Para. 7, in earlier years European colonialism used to be portrayed as a civilizing force in Africa, Asia, and the non-Western world.

For example, a controversial poem entitled *The White Man's Burden* by the English poet Rudyard Kipling reads:

Take up the White Man's burden, Send forth the best ye breed
Go bind your sons to exile, to serve your captives' need;
To wait in heavy harness, On fluttered folk and wild—
Your new-caught, sullen peoples, Half-devil and half-child.

https://en.wikipedia.org/wiki/The_White_Man%27s_Burden

As mentioned in Para. 16, the association of Islam with the sword of conquest has been on recurrent tendency in Eurocentric accounts. More recently a billion Muslims have been slandered for the sins of Al-Qaeda.

One way to answer the question “Is Islam a Violent Religion?” is to refer to the Qur'an. Read more at:

<http://muslimmatters.org/2010/02/21/is-islam-a-violent-religion/>

- (6) According to a Eurocentric point of view, Algeria gained independence because of the statesmanship of Charles de Gaulle and French democracy. A less Eurocentric point of view would argue that this was a case of African Muslims changing the course of European history rather than France graciously granting independence. By fighting for their freedom in Algeria, the National Liberation Front of Algerian Nationalists created not only a political crisis in France (the return of Charles de Gaulle to political affairs after a decade of absence) but a constitutional one (the collapse of the Fourth Republic and the establishment of the Fifth Republic of France).

In fact, by fighting for their independence, the Algerian Muslims set in motion the events that changed the course of the history not only of France but also of Western Europe. For example, France pulled out of NATO, delayed British membership of the European Economic Community, and accelerated French policy of an independent nuclear deterrent.

With a paradigm of inclusion, we take all parties into consideration rather than the European ones only so that we avoid ethnocentrism and see things from diverse perspectives. If we take a step further and study both the intended and unintended impact of those events, we will be able to understand how people interact in the process and grasp the big picture of history. With this, we develop a paradigm of inclusion and interaction.

- (7) According to the approach of inclusion and interaction, the African colonies of Portugal, by fighting for their independence, prepared the ground for the democratization and modernization of Portugal in the last quarter of the twentieth century and helped to make European history.

A paradigm is fundamental to what we believe. For those who are used to the Eurocentric way of thinking based on this paradigm, they may hesitate to accept the failure or problems of the paradigm. Therefore, Mazrui offers several examples and elaborates on his explanations to address the seventh bias and suggests that a new paradigm is not only possible but also useful to analyze historical events.

As suggested by Mazrui at the end of the text, some forms of Eurocentrism can be modified. To modify Eurocentrism, the new paradigm of inclusion and interaction can surely play an important part.

II. Evaluation and exploration

Classroom tactics:

There are no ready answers to the tasks in this section. Research and analysis are to be stressed before coming to conclusions.

Apart from the tasks in the current edition, students may also evaluate and explore beyond the text by addressing the following questions:

a) Definition of Europe

How do we understand the scope of Europe?

Is Ancient Greece part of Europe (Para.3)?

Apart from the European examples, why does Mazrui also mention the American examples (Paras.8)?

b) The end of history

What does “the end of history” refer to?

What do the supporters and opponents say about “the end of history”?

https://en.wikipedia.org/wiki/The_End_of_History_and_the_Last_Man

c) Afrocentrism

What is Afrocentrism?

What do you think of Afrocentrism and Eurocentrism?

d) Case studies on Former European colonies in China

Hongkong

Macao

1. Evaluating the text

(1) Seven deadly sins in Christianity

In a religious context, sin is the act of violating God's will. The seven deadly sins, also known as the capital vices or cardinal sins, is a classification of vices (part of Christian ethics) that has been used since early Christian times to educate and instruct Christians concerning fallen humanity's tendency to sin. In the currently recognized version, the sins are usually given as pride, greed, lust, envy, gluttony, wrath and sloth.

https://en.wikipedia.org/wiki/Seven_deadly_sins

Mazrui uses such a strongly derogatory term to indicate that the Eurocentric biases are as serious as sins are. Apart from using the term explicitly in several places, seven as the number of choice also reminds readers of the seven deadly sins.

(2) Reason 1: Enlightenment

During the Enlightenment, scholars came to think that civilized Europe had already passed through its own wild and barbarian stages. Around the same time, a series of archaeological discoveries greatly improved knowledge of the early Mediterranean cultures. A few decades later, European historians were looking for links between their national state and old and glorious civilizations in order to build their national identity on a past to be proud of.

Reason 2: colonization:

Eurocentrism became influential as it was the cultural ideology of the European colonizers who conquered the world. When European countries finally started their second wave of expansion around 1870, they combined evolutionary and historicist thinking into a unique vision of world history. During this new era of imperialism, this vision was exported and forced upon colonized and other peoples in the periphery of Western expansion. It led to a slow process of historiographical acculturation and worldwide convergence of historical thinking.

<http://what-when-how.com/western-colonialism/eurocentrism-western-colonialism/>

Other reasons may include: the spread of European languages especially English, the focus on European history in the United States etc..

(3) Example: China's role in World War II

A Eurocentric approach may claim that World War II started with the Nazi invasion of Poland in 1939 and during World War II, the allies were led by France, Great Britain, the United States, the Soviet Union, and, to a lesser extent, China. As a result, it was the western powers that liberated the world from the fascist terror, with little to be mentioned about China's sacrifice and contribution during the War.

<http://www.britannica.com/event/World-War-II>

With the paradigm of inclusion and interaction in place, the following facts are straight and clear:

- The War started in 1937, when Japan began its full-scale invasion of China.
- Some 14 million Chinese died and up to 100 million became refugees during the eight years of the conflict with Japan from 1937 to 1945.
- China was the first country to enter what would become the Second World War.
- China held down huge numbers of Japanese troops on its territory and its refusal to surrender went a long way to slowing Japan's advance.
- If China had surrendered in 1938, Japan would have controlled China for a generation or more. Japan's forces might have turned toward the USSR, Southeast Asia, or even British India.
- After the World War II, China was one of the founding members of the new United Nations and a permanent member of the United Nations Security Council and continues to play its role of influence globally.

http://www.chinadaily.com.cn/world/2015victoryanniv/2015-08/28/content_21730684.htm

<http://www.cnn.com/2015/08/31/opinions/china-wwii-forgotten-ally-rana-mitter/>

2. Exploring beyond the text

(1) English monograph on world history:

Gombrich, Ernst H. (2005). *A Little History of the World*. New Haven and London: Yale University Press.

https://en.wikipedia.org/wiki/A_Little_History_of_the_World

World history textbook in the United States (Grades 9–12):

Beck, Roger B. eds. (2012). *World History: Patterns of Interaction*. Evanston, Illinois: Holt McDougal.

<http://www.hmhco.com/shop/k12/World-History-Patterns-of-Interaction/9780547034751>

<https://library.villanova.edu/Find/Record/1439069/TOC>

(2) Abraham Lincoln was the 16th President of the United States, serving from March 1861 until his assassination in April 1865. Lincoln led the United States through its Civil War—its bloodiest war and its greatest moral, constitutional, and political crisis. In doing so, he preserved the Union, abolished slavery, strengthened the federal government, and modernized the economy.

Known as the Great Emancipator, Lincoln was a complicated figure who wrestled with his own views on race. He did not publicly call for emancipation throughout his entire life. Lincoln's primary audience were white voters. Lincoln's views on slavery, race equality, and African American colonization were often intermixed. He began his public career by claiming that he was "antislavery" — against slavery's expansion, but not calling for immediate emancipation. During the 1858 debates with Stephen

Douglas, Lincoln expressed his contemporary view that he believed whites were superior to blacks. Lincoln stated he was against miscegenation and allowing blacks to serve as jurors. Former slave and leading abolitionist, Frederick Douglass stated that Lincoln “was preeminently the white man’s President, entirely devoted to the welfare of white men.”

However, the man who began as “antislavery” eventually issued the Emancipation Proclamation, which freed all slaves in those states that were in rebellion. He vigorously supported the 13th Amendment which abolished slavery throughout the United States, and, in the last speech of his life, he recommended extending the vote to African Americans.

https://en.wikipedia.org/wiki/Abraham_Lincoln

<http://www.nps.gov/liho/learn/historyculture/slavery.htm>

To see whether Lincoln gets too much credit for freeing the slaves in the Hollywood film, read

http://www.slate.com/articles/life/history/2012/11/lincoln_and_slavery_does_steven_spielberg_s_movie_tell_the_whole_story.html

(3) For a list of ethnic slurs in English by ethnicity, visit

https://en.wikipedia.org/wiki/List_of_ethnic_slurs_by_ethnicity

There are various historical reasons for ethnic slurs. For example:

Some derogatory terms were used during the colonization to refer to the local people.

- “Es-obe”, meaning “Apes Obey!”, was used by British Colonial masters in Africa commanding the African workers to get to work.
- “Redskin” refers to Native Americans in the United States. The Oxford English Dictionary (OED) cites its earliest use in a 1699 letter from an English colonialist, Samuel Smith, living in Hadley, Massachusetts and suggests the term was specifically applied to the Delaware Indians, and “referred not to the natural skin color of the Delaware, but to their use of vermilion face paint and body paint.”
- “Yankee” and “Yank” were first applied by the Dutch colonists of New Amsterdam to Connecticuturs and other residents of New England. “Yankee” remains in use in the American South in reference to Northerners while “Yank” is employed internationally by speakers of British English in informal reference to all Americans.

Within the United States, some words are used discriminatively to refer to people who live in the south.

- “Rebel” is a reference to the Souths secession or “rebellion” from the rest of the American Union.
- “Bumpkin” or “Country Bumpkin” is an insult to describe the mainly white population of people who share a rural or southern lifestyle.

- “Good Ol’ Boy” is another term used to describe Southerners, typically white supremacist southerners.

Language Enhancement

I. Words and phrases

1. Word formation

(1) *underplay* the emotions/achievements

understate the problem/benefits

underestimate the value/impact

understand the implications/reasons

(2) *underdeveloped* market/region

undercooked eggs/meat

underprivileged communities/populations

underpaid workers/professionals

underlying mechanism/principle

(3) *underage* employees/marriage

underground comics/network

underinvestment in education/healthcare

underconsumption of vegetables/water

2. Articles and prepositions

(1) In other words

(2) compared with

(3) owed to

(4) in the face of

(5) hold on to

(6) traced to

(7) turn its back on

(8) at length

3. Verbs

(1) claim

(2) got

(3) rest

(4) spiced

(5) put

(6) granted

(7) pull

(8) resist

- (9) betray
- (10) prevail

II. Sentence and Discourse

1. Paraphrasing

- (1) Such textbooks disregard the fact that the European settlements of the Americas had significant drawbacks on the local life and culture. On the human side, the Native Americans were killed as a racial group, whereas on the cultural side, the booming native American civilizations such as the Incas Aztecs were ruined and the ancient Mayan traditions were destroyed rather than saved.
- (2) Similarly, a European history of great writers may exclude the non-European scholars such as Iqbal and Tagore, though they are as important as the European writers like Milton and Wordsworth.
- (3) Whereas the merits of the non-European culture are ignored, as described in the fourth bias, the demerits of them are exaggerated, as the fifth bias will tell.
- (4) As a matter of fact, the 1958 crisis was so serious that the French people looked to Charles de Gaulle, who resigned a few years ago, to return to power and save the situation.
- (5) Alternatively, it could be said that the fascist regime of Portugal did not surrender power voluntarily. Rather, it was brought down by the independence movements in the African colonies.
- (6) If not for the struggle of the African colonies, Portugal might have lagged behind for a longer time.

2. Translation

- (1) 现在西方课本已经不再沿用那种粉饰文明的无稽之谈了。
- (2) 谈到古希腊的时候，几乎不提古埃及对其产生的巨大影响。
- (3) 抛开欧洲中心的视角，则可以看到这一事件正是非洲穆斯林改变欧洲历史进程的例子，而不是法国仁慈地允许殖民地独立的过程。
- (4) The mayor recently went on record as saying all museums and parks will be open to the public for free next year.
- (5) The Yi-Xia distinction, or Sino-barbarian dichotomy, has been around for a long time, but the ancient Chinese thoughts on ethnicity stretch far from these words.
- (6) As long as the market is lucrative, why should Spain turn its back on tourism?

3. Rhetorical devices

- (1) Your definition of metonymy:
Expressions in which you refer to something using the name of something else that is closely related to it.¹

Your example:

Beijing says sovereignty issue is non-negotiable.

¹ According to [Http://www.macmillandictionary.com/](http://www.macmillandictionary.com/).

(2) Your definition of metaphor:

A word or phrase that means one thing and is used for referring to another thing in order to emphasize their similar qualities.²

Your example:

The music of the far-away summer flutters around the Autumn seeking its former nest.

(3) Your definition of antithesis:

Figure of balance in which two contrasting ideas are intentionally juxtaposed, usually through parallel structure.³

Your example:

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Intercultural Reflection

Classroom tactics:

The first task in this section focuses on Text B. Before assigning the task to students, it is advisable to help them crack difficulties in understanding by asking questions such as who is Notgrihsaw (Para.2), or how the activities such as going to the dentist or brushing teeth are described in the text.

The second and third tasks address American Exceptionalism and Sinocentrism respectively. By investigating these topics, students will gain insights into not only the origins of these beliefs but also how they affect the world today.

1. All the rituals mentioned in Text B are common practices of the Americans. They are like exotic and primitive customs to us only because we are used to looking at them “from far and above, from our high places of safety in the developed civilization”(Para.20). This reminds us to change our perspective when talking about the magical practices of remote tribes and cultures that are not our own.

Living in the modern world, the Chinese are also brushing their teeth every day just like the Americans. At the same time, not many Chinese visit dentists regularly as the Americans do. In other words, body rituals in China might be quite different. For example, what would the outsiders make of the Chinese body rituals such as

² According to Macmillan Dictionary.

³ <http://www.americanrhetoric.com/figures/antithesis.htm>

acupuncture? How about Tai Ji and other forms of martial arts? What are the other typical body rituals of the Chinese? These questions may serve as the starting point for the study of “Body rituals among the Esenihc”.

Note: The quotation at the end of Text B is taken from:

Malinowski, B. (1948). *Magic, Science and Religion and Other Essays*. Glencoe, Illinois: The Free Press.

2. American exceptionalism is the theory that the United States is inherently different from other nations.

In 2012, conservative historians Larry Schweikart and Dave Dougherty argued that American Exceptionalism was based upon four pillars: (1) Common Law; (2) Virtue and morality based in Protestant Christianity; (3) Free-market capitalism; and (4) the sanctity of private property.

In 2015, former U.S. Vice President Dick Cheney sets out and argues the case for American Exceptionalism, and concludes: “we are, as Lincoln said, ‘the last, best hope of earth.’ We are not just one more nation, one more indistinguishable entity on the world stage. We have been essential to the preservation and progress of freedom, and those who lead us in the years ahead must remind us, as Roosevelt, Kennedy, and Reagan did, of the special role we play. Neither they nor we should ever forget that we are, in fact, exceptional.”

Schweikart, Larry and Dave Dougherty (2012). *A Patriot's History of the Modern World, From America's Exceptional Ascent to the Atomic Bomb, 1898–1945*. New York: Sentinel.

Schweikart, Larry and Dave Dougherty (2012). *A Patriot's History of the Modern World, Vol. II, From the Cold War to the Age of Entitlement, 1945–2012*. New York: Sentinel.

Cheney, Dick and Liz Cheney (2015). *Exceptional: Why the World Needs a Powerful America*. New York: Threshold Editions.

https://en.wikipedia.org/wiki/American_exceptionalism#Basis_of_arguments

3. Depending on the historical context, sinocentrism can refer to either the ethnocentrism of the Han society and culture, or the modern concept of zhonghua minzu. It was popular among the Chinese elites up to the Qing dynasty, but it is not so widely popular among Chinese in present day.

In pre-modern times, it often took the form of viewing China as the most advanced civilization in the world, and external ethnic groups or foreign nations as being uncivilized to various degrees, a distinction known in Chinese as the Hua-Yi distinction (夷夏之辨). The various peoples bordering ancient China were referred to as Four Barbarians (四夷), namely “Eastern Barbarians” (东夷), “Southern Barbarians” (南蛮), “Western Barbarians” (西戎), and “Northern Barbarians” (北狄).

<https://en.wikipedia.org/wiki/Sinocentrism>