

American Ways Study Guide – Spring 2014 XMU

Michael Krigline, instructor; www.krigline.com & EFLsuccess.com

After the Midterm Exam

--The following notes were simply copied from the PPTs. **Pay special attention** to the **introductory quotes** in each chapter, the **warm up questions** and to **anything that is blue** in this document.

Key on-line resource pages:

<http://www.krigline.com.cn/xmu-materials.htm>

<http://www.krigline.com.cn/americanways.htm>

<http://www.krigline.com.cn/preview.htm>

http://www.krigline.com.cn/correction_key.htm

www.EFLsuccess.com

<http://eflsuccess.com/american-ways/>

<http://eflsuccess.com/rules-when-you-type>

(Be sure you click “refresh” when you visit, to get the newest information.)

Q pages in the teacher’s book: 51, 53, 54, 56, 57, 242, 243, 248, 266, 269, 272, 273

(Plus the exercises I said to put a “Q” by; plus important names)

Some of the key names I found marked in my book (there may be more):

--Chapter 3: Thomas Jefferson, Andrew Carnegie, John D Rockefeller, Wade Clark Roof

--Chapter 11: Max Lerner, Judith Wallerstein, Dr. Benjamin Spock, Letha & John Scanzoni, Daniel Yankelovich

--Chapter 12: Alvin Toffler, John Zogby, Ben Wattenberg, Michael Barone, Mortimer Zuckerman, John Kenneth White, George Washington

--Traveling without Seeing: Jonathan Martin, Frank Bruni

General reminders:

--The final exam is scheduled for June 6. Be sure you “schedule” to be present!!

--About half of the exam will be taken from the midterm exam. Nothing from the first six weeks will be on the Final Exam unless it was also on the Midterm. The study guide for the first half of the term is still on line at

--Be sure you learn the synonyms as they appear on line.

--The midterm exam covered Chapters 6, 7 & 10, plus Ivy League, Public Colleges, *The Flaw*, *Constitutional Concepts*, *Duck Dynasty*.

--**After the midterm**, we covered Chapters 3, 11 & 12, plus Easter, *Unstoppable*, and Traveling without Seeing/the Net.

--There is nothing on the final exam about the Titanic except two conditional sentences (you don’t need to know any “facts”, you just need to know how to write conditional sentences).

8a/b.

Warm up:

1. Have you ever heard the saying, “As American as baseball and apple pie”? How do you think it is used?

(It is used to say that something else is “thoroughly American,” perhaps something that a friend or opponent might not agree with you about. Mr. Krigline also said to note that the saying includes a “favorite pastime” and a “thing/food”, both of which point to “values” like leisure/free time and abundance.)

2. Think of key Chinese values, and rewrite the idiom: “As Chinese as ___ and ___”

--p 50, we noticed that many English words can be used to talk about both religion and wealth, including prosperity (prosper); save; fidelity (faithful to obligations); trust; redeem; reward; proper; value; devote; contribution; gift; convert; gain; sacrifice; endow; forgive. It should be no surprise, then, that these two ideas can be closely related in the minds of many Americans.

◆ **Jefferson's opening quote. (p 51 #A1.)**

--Main idea? Many Americans believe that spiritual matters are very personal. Therefore, although they deeply influence our actions, we don't talk about them openly. The founding fathers also didn't want the government to interfere with religious work (Jefferson coined the phrase "the separation of church and state," which originally meant that the government should not control/tax/etc. religious activities.)

◆ **What Christians Believe.**

--For most of its history, the majority of Americans were "Christian," but that encompasses several major divisions including Catholic, Orthodox and Protestant. **What do people in all of these divisions believe?** All people are sinners (they "miss the mark" of perfection), and their sin separates people from a loving and holy God. Jesus' sacrifice paid the penalty for sin for all who trust in Him (faith is like a bridge that reunites people with God).

◆ **Development of Protestantism (p53ff) Key ideas:**

--The Catholic church (Europe, pre-1600) told people what was right and wrong. Priests had the power to forgive. They even told kings they were wrong, which gave the official church a lot of international power.

--Protestantism said each person was solely responsible for his/her relationship with God.

--Without a central "head" (like the Pope), many denominations arose, and they often suffered persecution in Europe. When they fled to America, they brought their "denominations" with them. (see para 6)

9a.

Warm Up: Ask your partner:

1. According to this chapter (and chapter 2), what was "one of the strongest reasons" why many colonists sought to move to America?

-- To get away from religious persecution. (p52, para 7)

2. List at least five terms that are connected to both religion and wealth.

-- prosperity (prosper); save; invest; riches; fidelity (faithful to obligations); trust; redeem; reward; value; devote; contribution; gift; convert; gain; sacrifice; endow; forgive

◆ **Self-improvement... (p54ff) Key Ideas**

--Protestants believe that individuals are left alone before God to improve themselves and ask for God's guidance, forgiveness, and grace...resulting in a restless desire for self-improvement.

--Self-help books, articles, groups, seminars, etc., are a byproduct of the belief that "God helps those who help themselves."

--"God helps those who help themselves." This phrase isn't encouraging people to "help themselves" in the sense of "take what you want/can." It is saying that if we add our effort, God will add His power to help us; but if we are not willing to play a part in our progress, we shouldn't expect divine help either.

--Dr. Norman Vincent Peale said that "the key to self-improvement and success is self-confidence." He also said that daily Bible reading was like daily exercise, because he felt that it can improve one's self-confidence and ensure personal success in life.

◆ **The Protestant Work Ethic is...**

“...a concept in theology, sociology, economics and history which emphasizes hard work, frugality and diligence as a constant display of a person’s salvation” (in contrast to religious attendance or ceremony) --Wikipedia

“...the view that a person’s duty and responsibility is to achieve success through hard work and thrift.” –Google def.

--Protestant leaders proclaimed that God’s blessing was visible in material success. But America’s religious leaders stressed the need for hard work and self-discipline. After all, “God is watching us.”

--“Self-discipline” also involved saving money, and investing (instead of spending it on oneself).

--“Earn all you can [i.e. work hard], save all you can [don’t waste your money], give all you can [be generous].” –Rev John Wesley (1703-1791)

--Chinese Economist Dr. Zhao Xiao (Beijing University of Science and Technology) studied the economic development of major world economies (in history), and concluded that “Christian values” were the main reason that “societies influenced by the cross” developed faster than those with other belief systems.

◆ **Just for fun**, we watched a Disney cartoon featuring one of the most famous stories in the Bible. Disney animators took the march commonly associated with graduation ceremonies, and used it to tell the story of Noah (and Donald Duck) and the ark (large boat with pairs of animals).

9b.

Warm Up: Ask your partner:

1. According to this chapter, what is “probably the most widely respected form of self-improvement” in the US? (A: The achievement of material success. p54, para 10)

2. Define “the Protestant work ethic” and tell your partner which key values helped create a climate for America’s industrial growth. ([The Protestant Work Ethic... is the belief that God \(and/or “life”\) expects us to **work hard** and exercise **self-discipline**/thrift/frugality, which leads to **material wealth**/blessing/success, which shows that **God is pleased** with us.\)](#))

◆ **Volunteerism (p55ff) Key Ideas**

--Another aspect of “self-improvement” is the tradition of helping others with our time and money.

--In 2003, Bill Gates gave \$168 million of his \$46 billion to stem Malaria in Africa.

--(old edition of our text) “More than 50 percent of adult Americans and over 60% of American teenagers volunteer some of their time to help others.”

--Bill Gates and other “philanthropists” are part of a long tradition of wealthy people who give large sums to favorite charities. Some do it out of “religious duty” or “because others expect it”, but I think most do it to express their thanks to God (or “to life/fate”). “I’ve been blessed, so I should be a blessing.”

--Volunteerism is increasing in China. With your small group, talk about all the ways that Chinese people volunteer their time and money to help others, in and out of China. What is their motivation?

--In your view, what responsibility do rich people have to the poor, the government, and to society?

◆ **Having two birthdays.**

--My friend felt like every day is a gift; he had been given a “second chance” to be alive. Many people who have been given “a second chance” find it liberating (Dostoyevsky), and lead more productive and happier lives.

◆ **Born Again? (p56ff) Key Ideas**

--Some say that when they truly opened their hearts to God and Jesus Christ, the change was so complete that it was like being “born again.”

--These people tend to have conservative religious beliefs, and many tend to be politically conservative too (fighting the decay of “values” in society). They may lean “conservative” because this side emphasizes hard work, self-reliance, and individual wealth. “Liberals” believe that “the government should do this for us; we need to tax rich people more.”

--What danger do conservatives fear, as more people become dependent on the government instead of on themselves? [People may lose the motivation to work hard.]

--Why do they value hard work and motivation? [They believe that earning your own money (vs a gift) helps develop a sense of independence; doing a task because you want to (vs because you are told to do it) makes you work harder, yielding success; achieving a goal through effort (vs sth you do easily) can produce a greater sense of accomplishment, satisfaction and happiness.]

◆ **We also talked about the “Chinese work ethic,”** saying that it might include values like hard work, loyalty, persistence, fearlessness, care for the extended family, education, supporting one another...

◆ **Western Holidays: Easter.**

--Like Christmas, Easter celebrations feature a mixture of sacred and secular symbols and festivities. Historically, Easter has always been the celebration of Jesus’ death and resurrection. The white dogwood blossom is especially popular at Easter time. People say its shape reminds them of the cross, and the “marks” on the petals look like nail holes with blood stains. Rabbits (especially baby bunnies) also symbolize Easter, as do baby chicks. These represent “new life.” People decorate their homes and yards with pastel-color Easter Bunnies and colorful eggs. On Easter morning, children try to find Easter eggs “left by the Easter bunny,” and eat chocolate bunnies. Jesus was also called “the lamb of God” who sacrificed Himself to pay for sin. Therefore, sheep and lambs are also Easter symbols. Christians believe that, because Jesus was perfect, his painful death paid the penalty for our sin; and his resurrection opened the door of heaven for all who believe—that’s why Easter is such a big celebration with special songs, banners, symbols, flowers and more. Whether it focuses on the historical, Christian holiday, or the secular “Easter bunny” side, Easter is a world-wide holiday to celebrate sacrifice, forgiveness, “new life” and hope. Happy Easter!

10a

Warm Up: Small groups:

1. What do Andrew Carnegie, John D Rockefeller and Bill Gates have in common, related to what we discussed last time? Why do so many Americans do things like this?

Ans: They gave away large sums of money. Americans give time and money to many “worthy causes” because they believe that it makes them into better people when they help others. They want to show thanks to God, or be acceptable in the eyes of God or other people. Tax deductions and company outreach programs are other reasons.

2. If you saw Steel Magnolias, tell those who didn’t about what they missed! (What did you like best?)

◆ **9/11 and the National Religion (p56ff) Key Ideas**

--Like most peoples, Americans quickly put aside their differences in the face of tragedy. Disasters also make people “turn to God.”

--(Do you know what a “crutch” is? If religion is “just a crutch” then why do so many stick with it after being healed? Obviously, there’s more to it than that.)

--9/11 changed all of our lives. Their actions affect us every time we prepare to fly or travel. **But the mood in NY was not “anger” but deep sadness.**

--Crowds spontaneously sang the patriotic song "America the Beautiful": "O Beautiful for Spacious skies, for amber waves of grain, for purple mountains majesty above the fruited plains. America, American, God shed His grace on thee, and crowned thy good with brotherhood from sea to shining sea."

--"National religion" does not refer to religious practices; it refers to informal practices that combine national patriotism with religion, mainly functioning to support dominant values and comfort people in times of grief.

--One danger is that strong "national religion" discourages people from speaking against the will of their boss or government. (Why would Americans think this is a "danger"? Americans distrust their government; govt is supposed to *reflect* the will of the governed not *create* that will)

--Many of us were very concerned when Pres. Bush (or other Presidents) sent soldiers to the Middle East. But what could we do when "the national religion" promoted this? Those who protested were called "un-American."

--Ask your partner: If *your* President sent the army to stop violence in some country (perhaps in Africa, invited by that government or by the UN), and you thought it could be a problem, what would you say and to whom?

--Small groups: In both China and America, sometimes "the people" just stay quiet instead of asking our leaders to answer hard questions. Why? (& can you think of examples?)

--Of course, this can work both ways. If "the people" all want one thing (revenge, lower/higher prices, more land...), the government might "go along" instead of finding a better solution.

--The older edition of this book said that while "the national religion" sometimes dangerously promoted "excessive conformity," it normally was just expressing "the belief of most Americans that it is important to be a nation of people who believe in God and are loved and protected by God." "The earliest Protestant settlers believed that by coming to America, they were carrying out God's plan...and today the 'national religion' reminds them of their religious heritage...in a rapidly changing world."

◆ **Spiritual Kaleidoscope (p57ff) Key Ideas [Wade Roof]**

1. America is becoming a "multiple-religions" nation, especially due to immigration and birth rate among religious groups like Muslims.

2. Expressive individualism. People switch faiths or pick-and-choose to create a personal religious identity.

3. New religious organizational structures are emerging, to energize the American religious community.

4. People identify themselves as "spiritual" rather than "religious." This stresses that a belief system should help us grow and improve as individuals, and not be a "duty."

--America's religious heritage encouraged values that many "faiths" find easy to accept, creating a context of tolerance with many religions living peacefully together.

--Everyone has a "belief system." Most people just accept the "belief system" of their parents, but in America many people explore different options and make a personal choice. In small groups, discuss:

1. Where do *you* think someone's "belief system" *should* come from, and why do you think this?

2. There are many "belief systems" in China too (Socialism, Islam, materialism, hedonism, Christianity, Buddhism, Confucianism, minority religions...). In what ways is this diversity a *bad* thing; in what ways is it a *good* thing?

10b (*Unstoppable* 1)

Warm Up: Ask your partner to answer, according to our text/lecture; then look up the answers.

1. T/F By “national religion,” the book’s authors mean the Judeo-Christian religion that has been dominant throughout America’s history.
2. T/F Mr. Krigline said that religion is a “crutch” for many Americans in times of grief.
3. In times of crisis, the “national religion” can discourage people from speaking out against the government. Mr. Krigline said Americans think:
 - a. this is natural because they have a deep trust in their government.
 - b. this can be dangerous because it conflicts with basic values like “distrust of the government,” and freedom of speech.
 - c. this always leads to Hitler-style repression.
4. Then try to summarize the four main points Wade Roof makes about the “spiritual kaleidoscope” of America.

[Answers: 1F, 2T but I stressed that it is more than *just a crutch*, 3b]

◆ **Why I like the film *Unstoppable*... (topics)**

- What is good and bad about “live” news coverage?
 - What makes a good/bad marriage (lessons from both Frank and Will)
 - Communication (cell phone use at work and home)
 - The economics of hiring practices (veterans vs rookies)
 - Making difficult decisions at work (middle management)
 - The hidden costs in business
 - The cost of “small” mistakes
 - What is the difference between brave & foolish behavior?
- D1. Review dialog 15. What *is* Connie worried about? What do you think about her suggestion?
- D2. What are the positive and negative aspects of making rookies stand out (such as by wearing a “yellow vest”)?

11a (*Unstoppable* 2)

Warm Up: (Your questions about the film/story)

◆ **Some of the things that have contributed to the problem/solution** so far... (*my list, then can you add anything?*) Ω means it is related to **communication**.

Ω Friction b/n old and new workers (this attitude does what? what are the issues that cause this friction?)

Ω D&G were chatting when they should have been working (which made them late and careless)

G didn’t insist that they connect the brakes

Ω D changed his radio’s battery instead of looking at the track ahead (was this sb else’s job? other workers didn’t help)

D got out of the cab, after setting the throttle wrong

Connie had to get donuts for the kids, making her late (“PR”)

Ω Connie didn’t have accurate info about the “coaster”, and thus didn’t act soon enough

Ω Ned was late for work

Ω Driver was messing with his radio instead of paying attn

Ω Will cut in too many cars, while distracted by his phone

Ω Phone use was making Frank upset

D&G couldn’t get the hi-rail close enough

Ω Connie spoke with the police by phone (the police helped at the crossings)

The company didn’t have emergency plans for “coasters”

Dewey was overweight and overconfident in his abilities

Later we added:

Several “attempts” failed

Frank’s bravery & experience

Ω Galvin’s threats

On Day 3 we had this list on the screen:

veterans’ attitude toward rookies (due to the “fire veterans” company policy); Will lacked experience; Will was distracted by his phone/personal problems; chatting instead of working (Dewey Gilleece, Ned); Dewey/Gilleece didn’t follow procedure/changed the battery/left the cab; Ned & Connie were late for work; people saw their work as too “routine”; “public relations” distractions (buying doughnuts for the kids); driver messing with car radio; Will picked up too many cars; the siding had inaccurate signage (length); management didn’t include subordinates in decisions; put profit over public safety; news helicopters were too close (noise and wind, esp during first rescue attempt)...

--D5. Notice again how much of the problem involved communication devices. We all “communicate” with others. Many employees use phones, play computer games, send short messages, check “Facebook”, and chat with co-workers during work hours. Discuss the impact of these things on one’s company, relationships and personal life.

11b (*Unstoppable 3*)

Warm Up: (Your questions about the film/story)

--D9. What do people in the film call each other, when and why? (First name, last name, last name and title, nickname, etc.; look at dialogs if needed)

--If you have more time, look at discussion question D10 (RE “factors”; on line).

♦ **D6. Make a list of the ways phones or communications equipment helped or harmed the situation in this film.**

--Walkie talkies

--Mobile phones

--Two-way radios

--A speaker-phone

--The office intercom

--TVs

--other?

--Walkie talkies (1) allowed the yard master to direct employees to a need, (2) distracted Dewey when he was changing the battery, (3) allowed Frank and Will to talk some distance apart...

--Mobile phones (1) allowed Connie to direct Ned to an unexpected location, (2) verified that the train was under power, and allowed Connie to give Ned/Dewey further directions, (3) distracted Frank RE the girls’ birthday, (4) distracted Will RE the restraining order, (5) distracted Will, causing him to cut in the wrong number of cars and become more defensive, (6) added emotional pressure when Frank’s girls and Will’s wife didn’t answer, (7) allowed the guys to “say goodbye” to family, (8) caused (?) the trouble between Will and his wife.

--Two-way radios let the yard master warn the kids train and Frank about the unmanned train (and later kept Frank in touch with Connie).

--A speaker-phone allowed Galvin to communicate with Connie and the Inspector at the same time.

--The office intercom allowed Connie to talk to Bunny easily.

--TVs informed the public, and sometimes the rail company, about the train’s location; they also affected the relatives of those involved (esp. Franks girls and Will’s wife); they (plus radio?) would also have broadcast parts of the ending press conference. But TV news

programs rarely give a complete view of the story—they make everything sensational. TV choppers also seemed to interfere at times with the process, sometimes affecting safety.

--D12. Discuss the way the news media covered this event, and how it would have been different in China. Is “live coverage” a good or bad thing?

--Extra time? When did the news helicopters help, and when did they add danger?

♦ (*This is on my website—unstoppable page—and you may see it on the exam.*)

Everyone should know how to write correct conditional sentences with “if...then...”: you need to use the “past perfect” tense. *had+past participle (see below)*

--If Will had kept his phone *off*, then his train would have fit into the siding.

--If Dewey hadn't gotten out of the cab, then the train wouldn't have gotten out of control. (trains can't “lose control”, but people can...)

--past participle [countable] *technical*: the form of a verb used with the verb 'to have' in perfect tenses (for example, 'I have *eaten*'), or with the verb 'to be' in the passive (for example, 'it was *changed*'), or sometimes as an adjective (for example, 'a *broken* leg')

Say these after me:

had been, had called, had obeyed, hadn't risked, had sped,

had trusted, had arrived, had fallen, had set, had seen...

Note: Most pp are regular (risk, risked, have risked; call, called, have called; leave, left, left), but some pp are irregular (swim, swam, have swum; set, set, set; get, got, gotten; fall, fell, fallen; see, saw, seen)

--Partners—*special exercise (that you may see on the exam)*

Using things from our list of things that caused trouble in this film, make up grammatically correct conditional sentences with “if...then...”: you need to use the “past perfect” tense.

12a

Warm Up: (Your questions about the film/story)

♦ **The American Family – Preview**

--Ask your partner: Why do you think the authors chose this photo? In what way is the photo related to the opening quote? How do you think the American family is different from Chinese families (just guess!)?

--Another quote from the same author: “The turning point in the process of growing up is when you discover the core of strength within you that survives all hurt.” --[Dr. Max Lerner](#) 1902-1992 (journalist, educator, immigrant, Yale grad)

--Small groups: Do “preview vocabulary” out loud. Define the italicized term, then answer the question. Do “B” on page 241 with your partner.

♦ **Family Structures (p242ff) Key Ideas**

--1950. 70% of families were nuclear/classic (ma/pa/kids)

--2000s. 25% of families are classic (most with working mothers). 2% of Americans cohabit; 25% of Americans live alone (2012—20+mil kids wo father, 5+mil wo mother—1/3 of all children)

--Demographic factors

1950s baby boom (& religious peak)

People now marry/have kids later

People live longer (after spouse dies)

High divorce rate

--Before we talk about “values”, let's look at the untold story.

♦ **The untold story. Is China heading down *this* road?**

--1950s. Stable families; post-crisis (WW2) religious peak (God says “I hate divorce” & sexual immorality.)

--1960. "The Pill" becomes legal & "changed history." [2010: 1100 lawsuits were still pending about "the pill"-related heart attacks, blood clots, strokes, etc. (PBS.org)]

--1960s. "the sexual revolution" (college kids); "women's lib" movement; women have more choices. Co-habitation is first alternative to traditional marriage (.5 million in 1960, 6.4 million in 2007); divorce still uncommon.

--1970s. Abortion is legal. "No fault" divorce (from 1960-80, the divorce rate doubled).

--1980s. Sex comes to TV (cable and MTV). Divorce rate peaked 50% (40% in early 2007). [A 2008 study revealed that TV promotes sex outside of marriage over inside marriage 4-to-1.]

--1990s. Education/income divide begins to widen, number of fatherless kids grows. [17% of college-grad-couples divorced in 10 yrs, vs 36% for non-grads. By 2007, 50% of moms with no college have kids outside marriage, compared to only 7% of female college grads.]

--We now know that 20% of those married in the 1950s ended up divorced, but over 50% of those married in the 1970s ended up divorced.

--The cycle. Research shows: less ed>less money>more TV>more sex outside marriage & more cohabitation>more divorce... Their "temporary family" mentality passes down to the next generation, further widening income gap. Kids of divorce are 61% more likely to cohabit, 89% more likely to divorce, and half say they don't want to have children... This cycle increases poverty, weakens the "family", weakens society...

--2009: family breakdown is costing tax payers \$112 billion/yr, plus 750,000 more kids repeating grades, 1.2m more school suspensions, 600k more kids in therapy, 70k more suicide attempts/yr

--[So what?](#) [If China wants a harmonious society, it needs to be careful to learn from the failures of the West in terms of sexuality and divorce, and protect many traditional values.]

◆ **Individual Freedom (& other values) (p243ff) Key Ideas**

--In the US, the [primary purpose](#) of the family is to advance the happiness of individual members (not promote the family, honor the family name, run the family business, etc.).

--Key values include individualism, equality of opportunity, freedom from outside control, individual happiness.

--Partner discussion: In China, what is the "primary purpose of the family"? Explain your answer.

--Small groups: How is the description on p243 different from the way *you* get from high school to a career? What role does the Chinese family play in this process?

◆ **Another quote:** "The family has always been the cornerstone of American society. Our families nurture, preserve, and pass on to each succeeding generation the values we share and cherish, values that are the foundation for our freedoms. In the family we learn our first lessons of God and man, love and discipline, rights and responsibilities, human dignity and human frailty." Ronald Reagan, Pres 1981-89

In what ways are the blue couplets "opposites" and in what ways are they "complementary*"?

*(Complementary things go well together, though they are different. They make each other "complete" in some way.)

12b

Warm up (p243ff)

--Ask your partner: In America, what is the "primary purpose of the family"? In China, what is the "primary purpose of the family"? Explain your answer.

--Small groups: Read out loud paragraph 7 on p243. Then discuss how that is different from the way you get from high school to a career? What role does the Chinese family play in this process? >

--Review (p243ff)

Ask your partner: According to Mr. Krigline--From a sociological perspective, a 20th century invention did more to radically change society and social behavior than just about any other invention. What was that invention?

[Answer: Birth Control Pills: Before them (1960), sexual behavior was an intimate act reserved for life-long marriage partners; indeed it was a major reason to marry and stay married. After “the pill”, sex has been reduced (by many) to something as casual as eating a meal, shared with multiple people over a lifetime (or even within a semester), which has little to do with getting or staying married. The result has been far deeper emotional wounds when lovers “break up” or when a woman gets pregnant, and an epidemic level of divorce and related social problems, which in turn have produced countless traumatized children and a widening income gap.]

◆ **Marriage and Divorce (p243ff) Key Ideas**

--Parents have a minimal role in a child’s marriage.

--In the “soul mate” model (vs traditional parent-approved unions), young people fall in love and marry sb they can be happy with.

--“Individual happiness” is more important than economic support or opportunities to have children.

--“No fault” divorces assign no blame.

--What you “believe” matters. (Whether true or not)

--**Judith Wallerstein**: book on the lasting effects of divorce. A painful childhood makes half of the “children of divorce” want no children.

--(But are all these intentionally childless couples good for society? America’s insatiable focus on sex, plus the shrinking workforce that is approaching maturity makes this equation look accurate: “yes to sex + no to having children = social instability”)

◆ **Divorce in China—Partner discussion**

1. Divorce was very rare until 1970s, and is still rare in the countryside. Why? (from a “traditional values” perspective)

2. 1970s divorce rate in Shanghai was 13%; over 24% in 2000 (2.5 times the rate in “all of China”). Why is the divorce rate so much higher in “developed” cities like Shanghai and Beijing?

--*ChinaDaily.com.cn* 1/2014

--After being rare for so long, divorce is now nearing 40% in major cities. Also high in Taipei and Hong Kong. But Chinese people expect a “family” to raise children (unlike in the west, esp. Europe).

--All over China one encounters older couples still together (“contentedly if not always happily”) after 50 years while their children’s marriages barely last 10 years.

--Are rising divorce rates a problem? Most Chinese people still hold that marriage is the best framework for raising children and a central pillar of civil society. What is to be done to strengthen it and stem the rush to the divorce courts? What happens if strong family bonds die out as society becomes more “atomized”? (individualistic?)

--Discussion: How would you answer this author’s question? Under what conditions would you support the divorce of a friend? of one of your parents?

--The poem Mr. Krigline wrote for his parents is on line: <http://eflsuccess.com/poem-moms-dads-day/>

◆ **The Role of the Child (p244ff) Key Ideas**

--American children can have a lot of power, as parents feel guilty about not giving them enough time/affection.

--When needs outweigh responsibilities, children may grow up unable to meet social/family/work obligations.

◆ **Equality in the Family (p245ff) Key Ideas**

- Key values presented here include equality, independence and self-reliance.
- Other partner: The authors said that in aristocratic families or societies ruled by tradition, there is less affection between fathers and children. Do you think this is true? Explain.
- Class: The text says that many parents seem to have little control over their teenage kids. Why is this dangerous?
- Small groups: Compare and contrast this section with the situation in China. (Who took care of you when you were a child? Who decided where to eat while you were on vacation?)

◆ **Four Stages (in US history) (p246ff) Key Ideas**

- I. Wives were completely obedient and powerless, and not much different from a slave.
- II. Man was the “head” but wife was the “neck” and “full-time helper” who also took care of the family. (Power behind the scenes.)
- IIIa. With more financial power, came more power in the relationship/decisions, and an increased standard of living to uphold. But the wife’s career was “second” to the husband’s.
- IIIb. Put another way, these couples made decisions about the “good of the family” based on many factors. Values might include: love, sacrifice, mutual submission, and the value of having a “healthy” family.
- IV. Two heads. Both see their individual needs/career as equally important. Less than half of these women believe they should put their children ahead of their own job.

(Mr Krigline noted that he was always taught that “anything with two heads is a monster!” When he looks at two-headed families, he often sees two overworked parents, 1 or 2 neglected kids, and unfortunately it often leads to divorce, putting a greater burden on the woman. Furthermore, the text says “...others can’t afford to stay at home.” But is this true? The “stay at home moms/dads” I know simply choose a lower standard of living. The real question is, who determines your values: TV ads/sitcoms or intelligent loving partners?)



--Discussion: Which “stage” do you see your parents in? What would “stage 5 look like? Which type/stage of marriage do you want, and why? Are there “house-husbands” in China? Would you ever consider such an arrangement? If so, under what circumstances? If not, why not?

--One more *Unstoppable* question: D13. Frank admits that he’s risking his life, even though he has been “fired” (in three weeks he must retire). Likewise, Connie and Will openly risk being fired. Why? Who or what makes these people act this way? What do you think about this ancient quote: “No one has greater love than he who lays down his life for his friends”? Who do you think said it? Is it true? Explain how it relates to this story.

13a

Warm up (p243ff)

Match these with your partner WITHOUT looking in the book:

- Max Lerner: Russian immigrant who became an influential journalist & educator
- Judith Wallerstein: Wrote book on the lasting effects of divorce; said that a painful childhood makes half (kids-of-divorce) want no children.
- Benjamin Spock: Child-rearing expert who said that a child-centered viewpoint may keep children from being prepared to meet social obligations when grown up.
- Letha & John Scanzoni: American sociologists who say that marriage in the US has experienced four stages of development since the 19th century. [You should also be able to say (very simply) what the four stages are.]

I. Head & Servant. Wives were completely obedient and powerless, and not much different from a slave.

II. Head & Helper. Husband was the “head” but wife was the “neck” and “full-time helper” who also took care of the family. (Power behind the scenes.)

III. Senior/Junior Partner. Wife has more power in the relationship/decisions, but the wife’s career was “second” to the husband’s. OR The father retains “final authority,” but they make decisions together based on values like sacrifice, mutual submission, and the family’s health.

IV. Two Heads/Equal Partners. Each partner considers his/her career as more important than the spouse’s career or needs of the children; they share “home” responsibilities equally.

◆ **Role in Society (p248ff) Key Ideas**

--Instability (divorce) is the cost of values like individual freedom and equality.

--Contradiction? Americans tolerate instability and divorce but say they highly value “family.”

--Blended families often result in complicated and stressful relationships (e.g., 4 sets of grandparents). 67% of 2nd marriages fail, 74% of 3rd marriages.--Family=“people who live together and love each other”; 1/3 of kids live with a single parent; 1/3 of babies are born to unmarried women; gay marriage is controversial but legally protected for most people.

--A lot of people say “the family” is in trouble but “my family” is happy.

◆ **The Family in China—Partner discussion**

1. Make a written list of 6-12 “values” that the majority of Chinese people consider to be “family values”—i.e., values that are upheld and transmitted within a family. e.g., serving one’s country, equality of opportunity...

Results:

7. Filial	<i>One each:</i>
6. Loyalty (forgiving love)	Patriotism
4. Frugal (thrifty)	Tolerance
3. Diligent	Responsible
2. Hard work	Kindness
2. Modesty	Education
2. Integrity/honesty	Live for the whole family

◆ **Family values (p249ff) Key Ideas**

--Daniel Yankelovich reports on surveys about “family values,” and found 11 common values. Six are traditional and 5 are a “blend.”

--Values include respect for parents, authority, & one’s children; personal responsibility; faith in God; life-long marriage; developing communication skills; and living up to one’s potential.

--Families are like churches in that they are places to find refuge from competition, and strength to carry on.

◆ **The Elderly (p258) Key Ideas**

--Only 1 in 4 Americans spends any time in a nursing home, and the average stay is 2 years.

--Most care for the elderly is done by family members.

--In the US it is rude to call someone “old”; Americans say “retired people,” “the elderly,” “senior citizens” or “our elders.”

--partner: Tell your partner about an elderly person who has influenced your life. Let your partner talk before you give too many details.

◆ **America at the Crossroad**

--Preview (p263ff) Preview; Someone read the opening quote.

--Ask your partner: Do you agree with Toffler’s quote? Explain. What surprising events or situations have happened in the past five years?

--Small groups: Predict one way that China will change (1st person: 5 years) (2nd person: 10 years) (3rd: 25 years) (4th: by the time you retire). Can you make a prediction about China’s relationship with the EU and/or the USA?

--Do "B" on the top of page 265 with your partner. Discuss the questions in "B" at the bottom of page 265, then work on section "C."

13b

Warm up (p248ff)

Ask your partner (WITHOUT looking in the book):

1. The text said that the American attitude toward "family" contains many contradictions, and listed two examples. What were they?

a. Americans tolerate a lot of instability (including divorce) to protect such values as freedom and equality.

b. The great majority of divorced people remarry, even though their chance of success is weak, because the vast majority of Americans believe that family life is an important value.

2. When Mr. Krigline pointed out that 67% of 2nd marriages & 74% of 3rd marriages fail, he said one key to having a long-lasting marriage is *what*?

[ans: To choose wisely the first time!]

◆ **America at the Crossroad**

--Preview (p263ff). Someone read the opening quote.

--Ask your partner: Do you agree with Toffler's quote? Explain. What surprising events or situations have happened in the past five years?

--Small groups: Predict one way that China will change (1st person: 5 years) (2nd person: 10 years) (3rd: 25 years) (4th: by the time you retire). Can you make a prediction about China's relationship with the EU and/or the USA?

◆ **Values and Identity (p266ff) Key ideas**

--**John Zogby** (pollster) says that Americans "all share a common set of values that make us Americans" and that Americans "are defined by the rights we have" more than by anything else.

--These "six basic values" date back to the Declaration of Independence and Bill of Rights. (individual freedom, self-reliance, equality of opportunity, competition, material wealth, hard work—as explained in chapter 2)

[Then we played "Jeopardy sort of"]

14a

Warm up (p266ff)

--Ask your partner (WITHOUT looking in the book):

1. Who is John Zogby, and what does he say about what makes Americans Americans?

Ans: John Zogby (pollster) says that Americans "all share a common set of values that make us Americans" and that Americans "are defined by the rights we have" more than by anything else.

2. What are the "big six" basic American values?

Ans: These "six basic values" date back to the Declaration of Independence and Bill of Rights. (individual freedom, self-reliance, equality of opportunity, competition, material wealth, hard work—as explained in chapter 2)

◆ **Freedom & self-reliance (p266ff) Key ideas**

--Freedom (independence?) is the most precious and most popular traditional value. Until the 1930s this meant "individual rights," and included ideas like freedom of speech, press, assembly, religion, fair trial...

--Partner: In "Unstoppable" we saw good and bad things about "live news coverage."

American "news" is often sensational, biased and inaccurate because the news companies need viewers/readers. But it is also timely, and constantly keeps public officials accountable to the voters. Do you think that "a free press" would help or hurt China? Explain.

--Since the 1960s, expanding government created a new category of “economic” rights (remember Gideon?), resulting in a “values divide.” Conservatives think the government has “gone too far,” making too many dependent instead of self-reliant (and they want lower taxes so people can invest as they see fit). Liberals think these rights broaden and improve America’s freedoms (and they want more tax-supported health care, college, wages, welfare, etc.).

--The debate is about how to give more Americans equal opportunities to prosper and be healthy, without creating a proletariat (“working class”) of lazy dependents, happy to live “on the dole” instead of working. *I know people who have been “on the dole” in Europe and America for generations.*

◆ **Call for new rights (p267ff) Key Ideas**

--The “new rights” arguments are controversial & emotional.

--Should prisoners and terrorists have more rights (esp. before conviction)? Should illegal immigrants have the same rights as citizens, and even free college education? These people don’t pay taxes, so these rights add to the tax burden (and college expense) of others.

--Founding fathers: “If freedom is carried to the extreme, it will destroy the social order.” Finding the proper balance between freedom and social order is a big challenge.

--Small groups: What do you think about the issues in this section? How would you answer those questions, and why? Does China also face any of these issues? If not, why not? What advice could your government give to the US government to help solve these problems?

--What are the “controversial and emotional” issues that China must face in the next decade?

◆ **Equality of Opportunity & Competition (p268ff) Key Ideas**

--The ideal has not always been a reality (never?). Black Americans, Indians, and other minorities have suffered greatly. To balance this, “Affirmative Action” programs give special preferences to minorities, but some people see this as “reverse discrimination.”

--[Michael Barone](#) described the “hard” and “soft” sides of America, calling for balance.

--Small groups: Use the Barone paragraph as a starting point or model, and describe the “hard” and “soft” sides of China. Then give a suggestion for striking a better balance.

◆ **Material Wealth & Hard Work (p269ff) Key Ideas**

--Due to all their “wants,” many “hard working” middle-income American families struggle to pay their bills, and borrow heavily.

--[Mortimer Zuckerman](#) writes that millions live paycheck to paycheck, making bankruptcy more common than heart attacks, college graduation and divorce.

--Partners: Apart from those afflicted by sickness (so they can’t work, and have big medical bills), many end up bankrupt due to their own choices. What should be done to minimize this aspect of the problem

--In China, why do people “want” so much, and what can be done to give more people reasonable “wants”?

--The text says a college education is becoming more essential. Is that true in China? Is it easy for grads to find a job? If not, why do universities keep expanding? Give suggestions to improve this situation.

14b

Warm up:

1. Which value says that opponents make us all work harder and achieve more?
competition

2. Which value admires effort and looks down on laziness?
hard work

3. Which value is the most precious and most popular of the basic six?
freedom or individual freedom

4. T/F Michael Barone's concept of Hard & Soft America was a complaint about the "softness" that has led to suffering, due to things like bad habits and laziness.

False. The book's description highlighted positive aspects of both "hard" and "soft" America, as well as suffering caused by both, and called for balance between the values of equality of opportunity and competition.

◆ **Values Divide (p270ff) Key Ideas**

--John Kenneth White has written about the "values divide," pointing out that conservatives and liberals strongly disagree about the government's role in solving America's problems. Each side insulates* itself from broader arguments. Independents are an important political force, so both sides target voter on narrow issues to swing their votes. Polls show "the middle" to be socially conservative and fiscally liberal.

--Partners: Do Chinese people ever debate things like the death penalty, abortion, public welfare programs, and "what is taught in schools"? Why or why not? What is your opinion on one or more of these topics?

◆ **USA in the World (p272ff) Key Ideas**

--Washington said the US should steer clear of alliances with other nations; many Americans still feel that way. But this isolationist mentality makes Americans ignorant of the complicated world, and it is really impossible to be isolated in this era anyway. **Three major factors are terrorism, the global economy, and illegal immigration.**

--The new century probably belongs to Asia, but America (soon the 2nd biggest economy) will still be important. Changes in values and other things will likely surprise us all.

--Small groups: Like the US founding leaders, early "New China" leaders had an isolationist mentality. But in China's long history, this has not always been the case. The Yuan and Tang dynasties were vast, for example. Today, China has a strong influence in Africa and among other developing nations. What is next? What international roles do you see China playing in the 21st century? What "major factors" will influence these roles?

--In the 1960s, China's traditional culture was seen as "negative"; what about today? If someone says "You have traditional Chinese values" is that a compliment? How are China's values changing? Explain.

15a

Warm up:

a. What are the three, major, uncontrollable forces that make it very difficult for the US to isolate itself?

terrorism, the global economy, and illegal immigration

b. T/F Mr Krigline said that conservatives, liberals, and independents each represent about a third of the people in the US.

False: I emphasized that about 3/8 don't vote at all, and there are more independents (2/8) than there are people in either of the major parties (1.5/8 in each).

c. T/F Different factions in the US disagree about the government's role in solving problems, and each side insulates itself from broader arguments, as if they live in "two parallel universes."

True (p 270, John Kenneth White)

◆ **Website Presentations**

Today we look at some websites, chosen by past students as places to keep practicing your English after your formal English classes end. Mr. Krigline said that if you don't make an effort to help yourself, 12 years of English studies can become lost. Don't let that happen! And don't forget to visit www.krigline.com.cn from time to time after you graduate! I love to hear about the successes and challenges of former students.

◆ “Traveling without Seeing,” by Frank Bruni

Vocabulary for this article are on line.

--Jonathan Martin said that the great irony of the Internet era is that although people have vast access to an array of viewpoints, they use technology to screen out anything that doesn't reinforce their views.

--Frank Bruni's point is that we cheat ourselves when we choose to live in a cocoon of familiarity, because we miss those wonderful accidental discoveries when we try to keep ourselves safe.

Key questions:

3. (after©) The author says our electronic devices let us choose to live in a comfortable world with familiar music, friends, and ideas. What are the good things about such technology?
4. (after©) What are some of the ways that the Internet can broaden our horizons?
5. (after©) Does your computer (e.g., at shopping sites) suggest things for you to buy, read, watch, etc.? Do you think this is good or bad? Explain. Who else do you think sees the information that helps your computer do this?
6. (end) Do you know anyone “stuck in a rut”? How could you help him/her get out of it? What are the positive and negative aspects of serendipity and safety?

=====

Unstoppable Questions (from students)

True/False

Other workers said that Will got his job because of his last name. (T)

Connie sent Ned to throw a switch; when he arrived he had to wait a long time because the train had not yet past. (F)

Molten Phenol is used in the manufacture of glue and is very toxic but not combustible. (F)

A restraining order keeps one person from harassing another person. (T)

They tried to derail the train in the town rather than the farm because they were afraid of destroying the crops. (F)

Will Colson is always supposed to wear a yellow vest at work. (T)

When Frank met Will, he quickly realized that Will had a serious attitude toward his work. (F)

Frank was schedule to retire from his job in less than three weeks. (T)

Frank said to slow 777 down, he planned to “grab it by the tail”. (T)

Connie sided with Frank and Will, against Mr. Galvin, in their decision to chase 777. (T)

Frank wanted to stop the train because he wanted to be a hero. (F)

Will scared his wife because he saw Darcy texting a guy they both knew. (F)

Frank had to retire early. (F)

Will finally got back together with his wife and daughter. (F; he had a son!)

Mr Galvin made the decision to use a lash up instead of derailing the train. (F, he was in the middle!)

What did we learn about Will's marriage at the end of the movie?

What is the name of Will's wife?

When Dewey fell down because he couldn't catch the train, what did the other workers do?

Who is the only main character who doesn't work for the rail road.

How long can you work someplace and still be called a rookie?

What did Frank see Will do that started to make Frank angry?

Why was Will upset with his wife? Why did he grab for her phone?

Why was Will blushing when he heard where Frank's daughters worked? Be specific.

Why did Dewey get off the train at the beginning of the film?

Why was there a train load of children coming to Connie's train yard?

Who does Connie Hooper kiss first at the end of the film?

Why did they need to slow down the train before it reached Stanton?

Mr. Galvin tried to de-rail the train in Arklow. Why didn't it work?

What fell off the train when it passed through the curve in Stanton?

What role did Ned play in solving the problem?

Ryan, the man hanging from the helicopter, was a rookie. What did he do before this job?

What was the posted maximum speed for the elevated curve in Stanton?

Two parts worth 250 each. (1) What was Frank's wife's name? (2) Why aren't they still married?

Why is the relationship between veterans and rookies so tense?

What dangerous chemical is in 777's tank cars?

Why did Frank say he had already been fired? Be specific.

How many people died trying to stop the runaway train?

What was Frank doing when he was turning the large wheel between the cars?

Did the actual, true incident happen in Pennsylvania? (And if not, where did it happen?)

What were the numbers of the two main trains (Frank's and the runaway)? (half points for each)

Why did Frank's daughter not want to answer his phone call?

What was the name of the town where the derailleurs failed?

Why did the police shoot at the train?

=====