# English as a Foreign Language (EFL) and Peace Studies

A socially egalitarian approach to EFL for high school students planning to attend university in a western country

****

<IMAGE\_1>

The Diplomats, State Museum of History, Afrosiab, Uzbekistan

Photo by G. Brundage

*With Reading Passages, Vocabulary, Grammar, Discussion,*

*Debate, Presentations, Role Plays and Quizzes*

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## PREFACE 前言 [qián yán]



<IMAGE\_2>

Ah! It’s dinner time! What?!?! Beef jerky (牛肉干) and dry vegetables again?!?! I can’t choke this stuff down (吞) anymore!

*Is there a law that says English as a Foreign Language (EFL) textbooks must be boring?* It seems so. The beauty of language is dissected like a corpse (解剖尸体) and delivered to students in broken fragments (破碎的片段) as sharp as glass (像玻璃一样锋利). “Here, eat this,” the mostly well-intentioned (大多是善意的) teachers say to their eager young students.

How are you? “I’m fine!”

Really?

### Confessions of a frustrated EFL teacher in East Asia

As one can read in the “About the Author” section at the end of this book I first taught EFL in Madrid in 1967/1968. In the 1980s I was a pre-school teacher in a bilingual (Spanish/English) school during some of my post-graduate years (研究生) and for the past 15 years I’ve taught mostly secondary and tertiary students in EFL programs in East Asia.

Yet all during this time in East Asia I’ve felt something is missing; something terribly important.

Only during the past couple of years did those feeling crystalize into more formal theories, and only during the past few months did I write this book.

What I fear in sum is that we foreign secondary school EFL educators in Asia and probably world-wide are sending students to western universities entirely unprepared for the onslaught (猛攻) of western philosophies and religions (哲学和宗教), and political and economic systems (政治和经济体系), completely unable to describe their own nations’ philosophies and religions , and political and economic systems *in English*.

My strong belief is that most students I’ve taught are naïve 幼稚 politically, and very easy prey (容易的猎物) for every sub-group in the west with philosophical, religious or political viewpoints however virtuous or misguided (无论是高尚还是误导) it or they may be.

This book is a map in a way, briefly describing in English (with some Chinese translations):

* some of the major philosophies and religions in the world within an organized framework,
* major economic theories and political schisms (政治分裂) in the world at this time,
* some very useful skill-sets for developing intrapersonal (within one person) and interpersonal (between two or more people) peace and
* a mild-mannered general introduction to socialism as a legitimate stepping-stone in social and economic evolution. Socialism and communism have been demonized (妖魔化 - made to appear as devils) in the U.S. since WWI, and only recently have the increasing tribal and economic divisions in the U.S. simultaneous to the relative electoral success (选举成功) of Bernie Sanders, a socialist (社会主义的) U.S. Senator (美国参议员) from the state of Vermont (佛蒙特) - started to wake people up to the possibility of a more socially egalitarian (社会平等主义) perspective (viewpoint, 观点) on life, economy and politics.

Professor Philip Alston, United Nations (联合国) Special Rapporteur (特别报告员) on extreme poverty and human rights released a report December 15, 2017, highly critical of American inequality. In that report he stated: “My visit coincides with a dramatic change of direction in US policies relating to inequality and extreme poverty. The proposed tax reform package 税收改革计划 stakes out America’s bid to become the most unequal society in the world (世界上最不平等的社会), and will **greatly increase** the already high levels of wealth and income inequality (财富和收入不平等) between the richest 1% and the poorest 50% of Americans.” He also quoted other studies that came to similar results:

“The Stanford Center on Inequality and Poverty ranks the most well-off countries in terms of labor markets, poverty, safety net, wealth inequality, and economic mobility. The US comes in last of the top 10 most well-off countries, and 18th amongst the top 21.

“In the OECD the US ranks 35th out of 37 in terms of poverty and inequality.

According to the World Income Inequality Database, the US has the highest Gini rate (measuring inequality) of all Western Countries.

“The Stanford Center on Poverty and Inequality characterizes the US as “a clear and constant outlier in the child poverty league.” US child poverty rates are the highest amongst the six richest countries – Canada, the United Kingdom, Ireland, Sweden and Norway.”

<http://ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=22533&LangID=E>

An article by Stephen Lendman published in *Global Research* December 19, 2017 begins as follows:

“America’s endless wars on humanity at home and abroad expose its imperial rage (暴露了它的皇室愤怒) for unchallenged (不成问题) global dominance (=hegemony, 环球支配), no matter the human toll (无论有多少人必须被杀害), exploiting its own people like others abroad (剥削美国人和外国人一样).

“Vast destruction and millions of casualties attest to its brutality (残酷), revealing its contempt (鄙视) for human and civil rights (蔑视人权和公民权利), world peace and rule of law principles.

“Poverty, homelessness, hunger, unemployment, under-employment, and overall deprivation in America increase under either wing of its duopoly governance – while Wall Street, other corporate predators, and its privileged class never had things better.”

[https://www.globalresearch.ca/american-exceptionalisms-dark-side-poverty-and-despair-in-america/5623258](https://www.globalresearch.ca/american-exceptionalisms-dark-side-poverty-and-despair-in-america/5623258%20)

Thus, does a socialist candidate like Bernie Sanders find a growing audience (支持者增多) for a more socialized system of health care, education and taxation.

Absurd as it sounds, I believe EFL students are craving more truth (渴望更多的真相), and in this book I do my best to provide **not** a corporate picture of all things bright and beautiful in the West, but rather a more honest approach (一个更诚实的方法) that raises real issues especially young people in the world do think about.

Chapter 1 in this book introduces various kinds of writing skills organized by text-types (e.g. personal journal, standard essay, hard and feature news articles, instructions, formal letters, etc.), focusing on developing greater inner awareness and social egalitarianism.

The following chapters deal with some major philosophies and religions of the world as they represent the first great “Peace Guidelines” in history, and then there are quick very basic introductions to capitalism, socialism and communism followed by conflict resolution strategies, counseling, current armed conflicts in the world, humanitarian aid organizations, diplomacy and finally utopias in history and today.

About a week ago I shared the manuscript of this book with a friend who in turn referred me to an article titled “The Educated Person” by Ernest L. Boyer. The following is a short quote:

“But becoming well educated also means discovering the connectedness of things. Educators must help students see relationships across the disciplines and learn that education is a communal act, one that affirms not only individualism, but community. And for these goals to be accomplished, we need a new curriculum framework (课程框架) that is both comprehensive (综合的) and coherent (相干的), one that can encompass existing subjects and integrate fragmented content (整合分散的内容) while relating the curriculum to the realities of life... This curriculum must address the uniqueness of students’ histories and experiences, but it also must guide them to understand the many ways that humans are connected…”

Boyer, E. (1995) The Educated Person - From the 1995 *ASCD Yearbook* p.16-30

**Note:** Ernest LeRoy Boyer (September 13, 1928 – December 8, 1995) was an American educator who most notably served as Chancellor of the State University of New York, United States Commissioner of Education, and President of the Carnegie Foundation for the Advancement of Teaching. Boyer was recipient of numerous awards, including over 140 honorary doctorates.

<https://en.wikipedia.org/wiki/Ernest_L._Boyer>

I applaud his effort to organize learning along consistent themes exploring universal experiences, and this quest parallels my own in this book.

However, I would add one critically important topic to his list of eight commonalities: The need for peace, and studies on ways to actualize peace in our lives and between people, cultures and nations.

The number of refugees (“displaced persons”) primarily from armed conflicts topped 65 million in 2016, more than at the end of WWII, more than at any time in history. Thus I strongly believe peace studies should be part of every school’s curriculum from Kindergarten to Year 12.

But, it has to be taught intelligently, in my opinion, which means holistically and in the context of the real world. Like language instruction, too often it is taught in pre-digested reductionist fragments.

Language is an art as bright and beautiful as a spring morning in a mountain valley but instead students are given dried chunks of colorless text to plow through. Oh, there may be institutionalized pictures (制度化的图片) of some kind but in most cases they lack real life (缺乏真正的生活) beyond childish experiences (幼稚的经验) and corporate culture (企业文化). Like ships without rudders (没有舵的船) the standard EFL textbooks wander through mazes (漫步在迷宫) of language skills aimlessly.

(There are a few exceptions, for example I quite like National Geographic’s *World English* series, but they are the exceptions not the rule.)

Most intermediate EFL textbooks teach some useful basic skills like ordering food in restaurant, making reservations for airplanes and hotels, discerning different genre of books, music and movies and so on, but not a single EFL textbook I’ve ever seen walks with students through a journey of any kind and life can and should be an extraordinary and wonderful journey when accompanied by a friend, as compared to being lorded over (被人主宰) by an imperial slave guard (帝国卫队) whose motivation appears to be ensuring that only obedient unquestioning (听话的) passive robots (被动机器人) learn English.

One can only wonder what those publishing companies and writers are thinking.

How else to describe most EFL books? Humorless? ( 没有幽默感的) Bloodless? (不流血的) Mind numbing? (使头脑麻木) Lacking consistent goals (缺乏一致的目标) and devoid of meaningful themes? (没有一致的有意义的主题)

It’s easy enough to understand the motivation of those writers and publishers. Most probably haven’t traveled much, and instead spent a lot of time in universities studying other people’s approaches to foreign language learning. Consequently, the vast majority of EFL textbooks are intellectually incestuous (智力上的乱伦) and practically clones (几乎无性系) of each other. They have legions of scientific studies to prove how wonderful they are but most of the writers and publishers never really learned a foreign language themselves and never traveled except with travel tour companies that whip them through five capital cities in 10 days. “What a wonderful trip,” they exclaim after their great adventures. “I learned so much!”

Then they go back to their jobs copying other people’s ideas of how English should be taught and learned. It’s nauseating (肉麻).

Of course, it’s impossible to lobotomize (切断术) all foreigners trying to learn English but it is certainly possible to murder off as much of the best parts of their brains as possible by boring them to death over prolonged exposure to learning EFL. Yes, language is a weapon of war: “Blind the enemy with our brilliance, and only allow obedient slaves (听话的奴隶) into our sacred domain!” (神圣的领域)

This textbook was written as a supplement (补充) to “normal” EFL textbooks for several reasons with the primary one being the fact that most EFL textbooks do not cover some critical issues (至关重要的问题) for anyone who would like to travel in English speaking countries with some confidence that their education is at least minimally adequate (充足的).

Not knowing the vocabulary and concepts in this book will leave an adult foreign traveler in a western *educated* environment somewhat exposed as “ignorant,” (无知的) and in some cases put the traveler in danger, e.g. not knowing some basic conflict resolution (冲突的解决) skills. “Like sheep to the slaughter...”

A few EFL textbooks are designed for writing skill development but I believe most were written by “technical writers,” those who only write textbooks and instructional manuals. From what I’ve seen most EFL textbooks only teach very fundamental writing skills and rarely or never discuss more advanced writing styles and techniques. Most students don’t like to read or write much and it’s no surprise given that most textbooks fail to enlighten and excite the readers, and most teachers are even worse.

“Confront those lazy student’s(!)” I’ve heard teachers exclaim. One can’t really blame them because they too are products of educational systems that teach blind obedience rather than life, and the critical thinking necessary to live well.

When I was a teenager I read a book by an Indian writer called J. Krishnamurti who simply wrote: “The revolution is to be human.” That’s a good summary.

When I first started working on this book I titled it: *A Radical Approach to English as a Foreign Language and Peace Studies*. Then it occurred to me that “Peace Studies” are radical enough.

War is a trillion-dollar industry and in comparison, teaching peace studies has less than 1% of 1% of that budget.

How many of the greatest makers of peace got killed for their beliefs? Certainly, Christians believe Jesus was killed for his teachings of peace, Mahatma Gandhi was a great peacemaker, and he was shot to death, as was Dr. Martin Luther King and countless others. Calling a book: *A Radical Approach to… Peace Studies* is like writing “the colorful rainbow.” It’s redundant. Besides all that I think the more conservative parents of my students might object: “RADICAL?” Oh no!

This book appears to be primarily geared towards writing, but I only use that as a platform for other language skills.

If a teacher stops a foreign language student every few seconds when they’re speaking to “fix” their grammar, pronunciation and/or word choices the beleaguered student will be far to terrified to ever try talking again.

Writing is a kind of safe harbor for expressing ideas that can be carefully checked and cleaned up. Feedback can be compassionately provided without teaching fear simultaneously.

Writing feedback can be rather private as compared to speaking in a classroom. It’s the cleanest simplest place to learn how to organize ideas and express them in different formats like essays, articles, speeches, formal and informal letters, business proposals and so on expected by different audiences. These different formats are called “text types.”

Certainly, most EFL students want and need to learn about different genre (体裁) of books and movies, how to give directions, make reservations for airplanes and hotels and so on. That’s fine for beginning and lower intermediate students and most EFL textbooks teach those same skills.

But where to go after that? Specialized fields (like business, economics, material engineering and so on) students hope to study in the university?

Maybe, but a problem with that is it leads to “tracking,” that is specializing or focusing on one thing at too young an age, which is a bad idea especially when there is a lot of general “world knowledge” that students need and can’t talk about in English if they don’t know the vocabulary or understand some of basic simple concepts involved.

I grew up with an appreciation of the “Renaissance Man” (文艺复兴时期的人) concept, that is – an educated person should know at least a little about everything, or they are not really educated. Most people think of doctors, lawyers and engineers as “educated people” but in fact very often their educations are sadly truncated (截断 limited to their own professional domains) and consequently their educations are “questionable” at best in my opinion.

“What do you think an artist is? An imbecile who only has eyes, if he is a painter, or ears if he is a musician, or a lyre in every chamber of his heart if he is a poet, or even, if he is a boxer, just his muscles? Far from it: at the same time he is also a political being, constantly aware of the heartbreaking, passionate, or delightful things that happen in the world, shaping himself completely in their image. How could it be possible to feel no interest in other people, and with a cool indifference to detach yourself from the very life which they bring to you so abundantly?”

By Pablo Picasso

Another difference between this and most textbooks is that I have written it using a more informal style than the vast majority of textbooks. How so? I use first and second person pronouns (第一和第二人称代词 - “I” and “you”) in the text whereas most textbooks don’t do that. Most textbooks only write using the third person (he, she, it), pontificating (坐而论道) unseen from the God-like lofty heights (高度) of academia’s ivory towers (象牙塔). Why did I write it this way? I really like a more personal feeling in a textbook that teaches and discusses an art, and languages are arts.

I am writing this particular book in part for students here in China and most classes I’ve taught (here in Asia) have had a rather wide range of students whose English abilities vary from very basic to near fluency.

Consequently, I’m including some Chinese language into the text so-as to not lose and frustrate the lower-level students in my classes. I’ve spent most of my life – from age 4 to 60+ learning quite a number of languages in different countries and I know all words cannot be figured out from context (从语境中理解意义) in a big hurry – especially when there are some complex concepts (复杂的概念) to learn at the same time. Sufficient to say the quizzes presented in this text will find out if and to what extent students are learning key vocabulary and concepts associated with the topics. I think there is enough “new” vocabulary in this book not translated so-as to provide even high-level students sufficient practice figuring out meaning from context.

I really like books with lots of photos, cartoons, graphs, charts etc. But they are not here. Why not? The answer is I have to keep the memory size of this document small so I can easily email and otherwise share it with students and colleagues.

I have supplemental documents and PPTs for all subject areas in this book that have photos, cartoons, graphs and charts to make the presentations more lively and entertaining. A picture tells a thousand words (图片讲述一千个字) as they say, and also a lot of my students are right-brain dominant, learning much more quickly from informative images than just “boring old text.”

I recently read a novel titled “Heart of Darkness” by Joseph Conrad, who describes a white man’s experiences in colonial Africa in 1889 largely based upon his own real experiences there at that time. Among other things he describes the beating of an African slave for some minor infraction and his “mournful wails.” He also introduces an imagined “International Society for the Suppression of Savage Customs.”

I’m not sure but suspect that most EFL textbooks are designed to suppress savage customs like creative thinking and self-expression – in an environment where only the dull-minded and obedient can survive. If they’re not dull-minded before they begin most are by the time they finish – a savage custom indeed!

Do major publishers of EFL textbooks in the UK, and the US, intentionally screen out creatively intelligent EFL learners?

In my life the question I have most frequently asked myself is: “Are these people stupid or evil?” In many cases the answer is stupid, however it’s also true that large groups of “poorly informed” people (not really stupid, but betrayed by a biased and intentionally fragmented media) are led about by those who do qualify as “evil” in that they are willing to destroy entire cultures and nations - including killing millions of people - for political and economic reasons.

### “Dumbing Down” (弱智化) America & the World

If the curious readers goes to google.com and types in “dumbing down America” 586,000 citations appear. What does “dumbing down” mean? In most cases it means intentionally making stupider. Why would anyone want to do that? The curious reader is invited to research that for him or herself, but in brief the motivation is usually believed to be that the existing power structures in the U.S.A. do not want a well-informed, critical thinking population in the U.S.A. because if they were well-informed and critical thinking they would demand a huge number of changes in the dominant power structure in the U.S.A. What is that “dominant power structure?” To make a long story short, it’s rulership by corporations.

To learn more about this fascinating and truly unbelievably horrifying process spend some time studying:

<https://www.opensecrets.org/> and you also might want to read a book titled: *The Dragons of Eden*, by Carl Sagan which is about corporate rulership and evolution.

After reviewing some of the literature on “dumbing down America,” and corporate rule in the U.S.A. one might want to think outside the box (创造性思考) for a while and try to envision how this process has spread worldwide and was practiced by imperial powers in history especially when those “superpowers” were on their way down (a good example was the Ottoman Empire in the 1800s leading to its final collapse in the early 1900s). On the other hand, one does have to give some credit to the British who tended to build more and better schools in the nations they colonized than the U.S.A. has done since the late 1800s in Africa, Asia and Latin America. But of course both British and American schools unabashedly (毫不掩饰地) promoted and still promote a theme of British and western hegemony (aggression or expansionism by large nations in an effort to achieve world domination)( 霸权).

### Debate Topic - Relating to cultural and linguistic imperialism

[Below is a normal debate topic in western secondary and tertiary educational institutions. This exercise is designed to sharpen students’ abilities to think critically, collect, weigh and evaluate evidence, and make personal decisions based on their own value systems.]

**TOPIC: Is it possible most EFL textbooks and even TOELF and IELTS tests are intentionally boring to screen out creative thinkers such that most of the foreigners entering American and/or British universities are less creative and more obedient?**

**Arguments against:** British and American educational institution profit greatly from foreign students and would certainly not screen out any of those foreign students because of their creative abilities! To the contrary Western nations have benefited enormously from the creative work of foreigners that come to those western countries so much in fact there’s a phrase for it, the “brain drain,” referring to the fact that many of the best and brightest foreign students come to the US and UK for education and never return home!

Examples of highly creative and intelligent foreigners who came to the USA and were very successful indeed can be found on the following internet sites:

[http://www.businessinsider.com/came-to-america-with-nothing-and-made-a-fortune-2012-1#mel-martinez-former-us-senator-and-current-chairman-of-chase-bank-florida-7](http://www.businessinsider.com/came-to-america-with-nothing-and-made-a-fortune-2012-1%23mel-martinez-former-us-senator-and-current-chairman-of-chase-bank-florida-7)

[https://www.globalcitizen.org/en/content/bet-you-didnt-know-these-game-changers-were-immigr/](https://www.globalcitizen.org/en/content/bet-you-didnt-know-these-game-changers-were-immigr/%20)

And, many, many others!

**Arguments for:** British colonial rule once covered about 14.3 million square miles (more than 37 million square kilometers), about a quarter of Earth's total land area, including most of North America, as well as large parts of Africa and Asia, including China and India. Since the end of WWII the U.S. has pursued a foreign policy (政策 [*zhèng cè*]) of absolute hegemony (霸权) in perpetuity (永久), justified by a belief in “Manifest Destiny.” (天命)

Hegemony:

1. leadership or predominant influence exercised by one nation over others, as in a confederation.

2. leadership; predominance.

3. (especially among smaller nations) aggression or expansionism by large nations in an effort to achieve world domination.

Perpetuity (永久): Forever

Manifest Destiny:

“The ideology that became known as “manifest destiny” included a belief in the inherent superiority of white European-Americans, as well as the conviction that whites were destined by God to conquer the territories of North America, from sea to shining sea.”

[https://www.khanacademy.org/humanities/ap-us-history/period-4/apush-age-of-jackson/a/manifest-destiny](https://www.khanacademy.org/humanities/ap-us-history/period-4/apush-age-of-jackson/a/manifest-destiny%20)

Modern American actualization of “Manifest Destiny” (天命 [tiān mìng] ) is really “over the top” (反常的) in my opinion:

“The term Manifest Destiny fell out of use after the U.S. Civil War (美国内战), in part to racist (种族主义者) overtones of the concept, but it returned again in the 1890s to justify American intervention in the Cuban rebellion (古巴叛乱) against Spain. That intervention resulted in the Spanish-American War (美西战争), 1898.

Woodrow Wilson (伍德罗威尔逊), president from 1913-1921, became a leading practitioner of modern Manifest Destiny. Wanting to rid Mexico of its dictator president Victoriano Huerta in 1914, Wilson commented that he would "teach them to elect good men." His comment was fraught with the notion that only Americans could provide such governmental education, which was a hallmark of Manifest Destiny.

“It would be hard to classify American involvement in World War II as an extension of Manifest Destiny. You could make a greater case for its policies during the Cold War.

**“The policies of George W. Bush toward Iraq, however, fit modern Manifest Destiny almost exactly. Bush, who said in a 2000 debate against Al Gore that he had no interest in “nation building,” proceeded to do exactly that in Iraq.**

“When Bush began the war in March 2003, his overt reason was to find "weapons of mass destruction." (大规模毁灭性武器) In reality, he was bent on deposing Iraqi dictator Saddam Hussein (推翻伊拉克独裁者萨达姆·侯赛因) and installing in his place a system of American democracy. The ensuing insurrection against American occupiers proved how difficult it would be for the United States to continue pushing its brand of Manifest Destiny.”

<https://www.thoughtco.com/american-manifest-destiny-3310344>

Furthermore, President Obama’s famous “Pivot to Asia” policy formulated by former Secretary of State Hillary Clinton has resulted in vastly increased weapons sales to all of China’s neighbors, and laid the ground work for President Trump’s current (2018) trade war with China. Thus far this trade war has had a depressing effect on the global economy and the entire “Pivot towards Asia” is a significant threat to peace in Asia and the world. It exactly fits the most modern manifestation of American foreign policy maker’s belief in American “Manifest Destiny.”

**Thus**, given the American foreign policy makers’ pursuit of *hegemony in perpetuity based on “manifest destiny,”* it would not be surprising to find the USA broadly engaged in cultural imperialism, fabricating revisionist histories, presenting fragmented inflammatory news reporting and utilizing discriminatory educational policies *that are biased against creative foreign critical thinkers in favor of obedient, culturally sycophantic students.*

**In a real debate**, each side would then have to opportunity to present counter-arguments to the opposing side’s opening position statements. Then, some panel of judges would vote for which side in the debate presented the most convincing arguments.

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Whereas in the U.S., Canada, and most of Europe this kind of lively debate is expected at the secondary school and university levels, every single school I’ve worked at in South Korea and China instead appears to promote an “alt right” philosophy of unquestioned subservience to Caucasian cultural (and by inference racial) superiority. Thus, students are not taught critical thinking skills, and are punished if they dare to question something as obviously immoral as “American hegemony” or “manifest destiny.”

These kinds of questions are one reason I included the chapter on diplomacy (外交 [wài jiāo]). There are tactful (委婉 [wěi wǎn] ) and cautious ways to make the case that greater social egalitarianism (社会平等) could be demonstrated by those super-powers (超级大国) that “have been accused” (被指控) of being “a bit heavy handed” (有点霸道) in regards to their foreign policies (外交政策). (If the reader isn’t laughing, angry or both at that last sentence he or she isn’t thinking critically!)

(Here it’s interesting to note British intellectuals (知识分子) tend to appreciate great understatements (轻描淡写) like the one immediately above and tend to consider them to be elegant (优雅的) and persuasive (有说服力的) arguments. American intellectuals however tend to be (往往是) more sharply divided (尖锐对立) along liberal/conservative lines and conservatives generally have more power in most educational environments for a variety of reasons.)

Regardless of the outcome of a vote by an esteemed panel of experts in a school debate, the evidence supporting the existence of *at least some degree* of cultural/linguistic imperialism is rather strong.

Evidence of *some degree* of cultural neo-colonialism (新殖民主义) can be found in the required curriculum of the world famous International Baccalaureate (IB) program.

**On one hand** the IB Program is the most respected primary and secondary school curriculum in the world! Also, their stated goal is to promote “World Peace.” I like that a lot!

**On the other hand** their Diploma Program (“DP”) Hexagon curriculum plan includes “two modern languages,” or a “modern language and a classical language (经典的语言).”

Unfortunately the only two classical languages they recognize are Latin (拉丁语) and Greek (希腊语), languages which were spoken primarily by white Caucasian people (白人民族) in antiquity. Sogdian language (窣利文) however was more widespread worldwide, and certainly classical Chinese had far more classic literature at far earlier dates than Latin or Greek (see for example *Joseph Needham’s Science and Civilization in China*) (李约瑟在中国的科学与文明).

Sogdian language dates at least as far back as Achaemenid Empire (阿契美尼德帝国, 559–323 BCE) and was the *lingua franca* (最常用的口语) of the Silk Roads (丝绸之路), from about 100-1200 ACE. It was the *sine qua non* (必不可少的条件) language of civilization for more than a thousand years. Sogdian was spoken from Turkey in the West to Urumqi in the East. It was a descendant of Aramaic.

Aramaic language (亚拉姆语), ancient Egyptian language (古埃及语言), Ancient Hindi language (古代的印度语言), and so on are also worthy of study! The only problem of course: They’re not the languages of primarily white people.

(For an overview of “classical languages” with links to learning resources relating to those languages go to: <http://www.silkroadvirtualuniversity.org/s_r-languages.html>)

Why are Sogdian and Classical Chinese, Aramaic, ancient Egyptian and ancient Indo-European languages not recognized by IB as “Classical” languages? Is it that students are only encouraged to do research that explores history as written by white Caucasian people? Oh I’m 100% positive they have many good reasons for their limited choice of “Classical languages” but in view of western Euro/American histories of colonialism and neo-colonialism I’m not likely to be 100% persuaded by those arguments.

Furthermore, a secondary school introduction to the languages of the ancient world (beyond Latin and Greek) would go a long way to furthering and strengthening the cultural identities of the people from those cultures. Not allowing students in those countries to explore their own cultural identities via classical languages while they are IB students in their own countries seems to me poor enactment of IB’s stated goal of promoting multi-culturalism. Unfortunately not so many young people these days are even interested in something as exotic as ancient languages, but blocking those few that have such interests seems antithetical to the principle of open-minded inquiry.

Of course, IB promoters might counter-argue that foreign students that want to study in the U.S. or Europe should learn the ancient languages of western countries. To this I can only humbly grumble: Many western universities offer study programs in ancient languages and repeat that disallowing students in foreign countries to study their own ancient language roots increases the probability that primarily westerners will have the depth of background to interpret archeological findings and the writings from the ancient world and thus western hegemony is attained and maintained at an academic level!

Mention should also be made that some of the oldest city states in the world - like Mesopotamia, now Iraq, and many of the nations that were part of the Babylonian Empire which stretched from Iraq, Syria, Iran, Israel, Jordan, Egypt and half of modern day Turkey – have been and in the case of Syria, are now being bombed daily by Caucasian superpowers or their surrogates in proxy wars, thus obliterating much of the ancient world’s artifacts. Forbidding the descendants of those empires from even studying their own ancient languages in an IB program seems to me to be adding egregious insult to outrageous injury.

Regardless as to the merits and demerits of these arguments, the possibility exists a certain measure of cultural neo-colonialism is *intentionally or not*, built into most western educational programs and EFL textbooks.

Likewise, there is some possibility that the terrorist group Boko Haram (which literally means “No Western Education”) in Nigeria and neighboring countries was created by EFL teachers who just tortured their students with English grammar which as we all know doesn’t always follow rules like a natural science. Languages do more than a little semi-random “meandering,” as do most natural systems following perhaps a higher order of organization than our scientists have yet to figure out. (For example, British people say: “At the weekend,” whereas Americans say “on the weekend.” Why? Americans use articles in some cases British don’t, e.g. he’s going to **the** hospital, whereas British don’t always use the article “the” in this case.)

### Arts and Sciences

Sciences and arts are sublimely beautiful in my opinion as they both work to discover and disseminate truth in different ways at the lower levels, and identical ways at the higher levels.

(Sublime [崇高的]: Impressing the mind with a sense of grandeur (富丽堂皇) or power; inspiring (鼓舞人心) awe (威严), veneration (尊敬), etc. “Sublime**ly**” is obvious**ly** the adverb form, e.g. modifying the verb “are” as in “are sublimely beautiful!”)

How do I define science? Science is the search for lawful relationships amongst events in nature.

For example, if you heat water above 100° Centigrade (212° Fahrenheit) it will boil and turn into a gas called steam. That’s a lawful relationship. If you slap someone in the face or transparently discriminate against someone, they will probably be hurt and angry; that’s a lawful relationship.

Math is the queen of sciences because sciences move forward with their ability to define relationships using equations.

For example, A² + B² = C² is the formula for calculating the hypotenuse of a right triangle from the length of the other two sides. That is an example of math used to describe a “lawful relationship.”

Sure, science is a methodology using experimentation to determine the validity and reliability of theories, but it’s also about the only way to prove or calculate the probability of anything in a world increasingly built of beautiful illusions.

And arts? Oh there are so many definitions of art as to boggle the mind, but I’ll go with the following: Art is a process of discovery and communication based on the simultaneous transformation of the artist and the art he or she creates via some kind of expression using some learned skill. The artist discovers new inner resources with every piece of art her or she creates, and each piece of art reflects and communicates a truth which is new to the world. Those truths are often uncomfortable to those who uphold the *status quo*, but it is new art that shapes the future of new and better worlds. To that I’d add that art by necessity elicits some feeling, for without feeling art is sterile and dead. Our brain’s middle section (limbic system) is the processor of feelings, and enlightening art stimulates the entire brain, not just the logic and reasoning parts located in the top layer of our brain also called the “neo-cortex,” or thinking brain.

And yet, the highest forms of art are sciences, and the highest levels of sciences are arts. The dichotomist illusions of differences disappear in the more transcendent realms of both. From great arts and sciences come great truths, yet unfortunately both can be perverted to serve unhealthy aspirations and one always has to ask: “Who’s paying for this?” and “Who profits from this?” to begin to figure out if the art or science one is appreciating is real or just another illusion.

And, what ultimately is real? Hard to say really, but I’d go with *the health, happiness and cooperative interdependencies of all the earth’s natural systems and inhabitants* (psychologists sometimes call this “tissue issues,” whereas evolutionary biologists might call this “ecology”). In simple terms I’d call it health, of individuals and nature working together in harmony. Sounds a bit simplistic I know, but the earth now is suffering, as are too many of her inhabitants.

Consequently I applaud the IB program’s goal of a more peaceful world, but I’m somewhat dubious (skeptical) about its methods specifically only permitting study of white people’s ancient languages.

In 2017 the IB program had 92,746 diploma candidates up from 55,743 in 2010.

[http://www.ibo.org/contentassets/9faa0cd4d3eb4c4ab5f239f7342d4547/annual-review-2017-en.pdf](http://www.ibo.org/contentassets/9faa0cd4d3eb4c4ab5f239f7342d4547/annual-review-2017-en.pdf%20)

Sufficient to say hundreds of thousands of the best and the brightest (and wealthiest) young minds around the world have been and are currently being shaped into a nearly exclusively Euro-centric perspective of the universe, while the worlds of the people of color have been decimated by wars, poverty, and destruction of their cultural heritages. Ancient “classical languages” die all too often, and it seems to me some of the “best and brightest” could and should do something more to help prevent that from happening.

### Holism (整体论)

In this book, I try to take a “holistic” approach to language learning as compared to most EFL textbooks which I know use a disproportionately large percentage of “reductionist” (还原论) approaches.

Ultimately, I’m vastly more interested in helping students develop greater inner awareness (意识 [yì shi]) , awareness of other people and their needs, the world, an appreciation (欣赏 [xīn shǎng]) of the universality of human experience (人类经验的普遍性) and the ever-present irony (具有讽刺意味的) in most of human affairs – than I am in grinding them down (磨下来的) into perfect little language robots. Yes, yes, knowledge of formats for different kinds of writing and speaking (text types 文本类型) are essential, and yes, knowledge of grammar is critical for good writing, but they are not the most important things. Being a good human is and I attempt to teach this within the context of the whole range of human value systems (价值系统), ultimately geared towards helping make this increasingly violent world more peaceful, happier, healthier and more humorous for everyone.

“Greatness in thinking, communication and life don’t come from a book or the rules of writing, it comes from knowing one’s self and sharing our being with others in a way that enhances all of our lives.”

### Vocabulary Supplement - useful for understanding the dynamics (动力学) of American culture in 2018

The U.S.A. is highly dynamic in a number of ways and the language and culture can and do change quite quickly.

***Fortunately most people are normal just about everywhere. It’s a natural function. They wake up in the morning and go to school or work, and come home in the afternoon, relax, eat dinner and maybe enjoy some entertainment or do homework!***

However, the American culture has polarized (极化 [jí huà]) enormously (巨大的) since the 1960s.

#### The Alt Right and Antifa

On one hand we have the **“alt right**” (极端保守的) which consists (包括 [bāo kuò]) mostly of extremely conservative Caucasian racists. (极端保守的白种人种族主义者)

On the other hand we have **“Antifa**” (极端的自由主义者) which stands for “Anti-fascists,” (反法西斯) forming a counter-balance to the alt right, however the Antifa movement also includes quite a number of anarchists (无政府主义者), which lowers (= reduces, diminishes, 减少 [jiǎn shǎo]) their credibility (可靠性 [kě kào xìng]) a lot.

Both the alt right and Antifa groups have some relatively moderate (适度的) people, but also have some extremists (极端分子) that are sometimes violent and quite dangerous.

Incidentally, white racists have killed more than twice as many Americans since 9/11 than “Islamic terrorists…”

<http://time.com/4915161/charlottesville-alt-right-alt-christianity/>

https://www.npr.org/2017/08/13/543259499/a-reformed-white-nationalist-speaks-out-on-charlottesville

…and in fact there are no Islamic terrorists because harming innocents is strictly forbidden in Islam and anyone who does that not Muslim.

Generally speaking the alt right can be described as “right-wingers” (右翼分子) or ultra-conservative, whereas Antifa members are usually described as “left-wingers” (左翼) or “leftists,” and ultra-liberal. Many of the “left-wingers” are socialist. Some of the “right-wingers” very unreasonable fascists, while others are more reasonable and only want what they see as fairness. It’s all a matter of percentages. Some in each group are reasonably OK, but some are crazy in an unhealthy way and some are truly dangerous in each group.

Are either or both good or bad? That’s for others to decide. I’m only an English teacher here in this book and I like my students to know what’s going on in the countries in which they wish to study.

Frankly however, I’ll side with the moderate, “normal” people in the middle and generally avoid (避免 [*bì miǎn*] ) both Alt right and Antifa groups.

The Alt right believe that Caucasian people are being discriminated against (歧视) by growing percentages of non-white people (“people of color” including African Americans (非洲裔美国人), Asians (亚洲人), Hispanics西班牙人) and that the Caucasian genetic pool (基因库) is in danger. They feel they need to protect “Euro-American” culture and their version of “Judeo-Christian” culture.

Unfortunately, their racism (种族主义) and “misogyny” (厌女症 sexism) illuminate (expose, reveals 揭示了) the possibility they make their own problems worse.

Likewise, the Antifa groups have some interesting ideas, as generally fascism is a terrible thing, however their groups are so infiltrated by anarchists (渗透) that it’s sometimes difficult to know if the person is sane or crazy.

The conservative alt right has always been better at sending double-agents (双重间谍) into the left-wing’s (“free-people’s”) organizations than visa-versa in my opinion, though there have been some exceptions, e.g. writer Jeff Sharlet who got inside “The Family,” a very, very powerful right wing group in the U.S. that has a disproportionate amount of political power. (The book titled: “*The Family*,” written by Jeff Sharlet is available on Amazon.com and other major online book suppliers. In all fairness to Mr. Sharlet I don’t think he’s a “left-winger” but rather he comes across as a moderate in his book.)

Again, I avoid all forms of political extremism (政治极端主义) on both the liberal and conservative sides. I wake up in the morning, go to work, and if I’m lucky I do some sports in the evening. I do however read several newspapers every morning while I’m cooking and eating breakfast so I have some vague idea about what’s going on the world, and I read pretty many history books so I can understand the roots of today’s cultures. I also enjoy visiting historical locations, museums, great libraries and so on.

Lastly on this strange subject of the increasing polarization of American culture, I’ll leave the reader with a question (and possible debate topic): “What is the probability of world peace happening soon if the best and the brightest (and the wealthiest) around the world learn to negate their own cultural heritages (as the essence of culture is contained in language, classical or otherwise) and only learn about a version of “history” that erroneously begins with white people in Greece and Rome?

### Last words on this long Preface

Last words on this rather long Preface? Strap on your seat belts (座椅安全带) because we’re in for a ride through most of history and practically the entire world. It’s terrifying and beautiful, and only we – those who dare and have the patience and strength to cross over the walls between languages and cultures - can really make a difference. It is this writer’s strong belief that (at least relative) peace on earth is possible if we - the - people learn about it, practice it and help others learn about it too. So let’s take off on this remarkable journey together. Take a deep breath and remember the phrase:

“Peace to all who enter here.”

## INTRODUCTION

**First** in this textbook I discuss some different writing formats (**text types, 文本类型**) and levels of writing. I also include “student centered” discussion and other activity exercises for students to personalize and internalize the learning.

If this book is taught as a single semester course, the following might be a good approach:

### Primary Theme: Writing and Text Types

**Chapter 1 – Writing**

First half of the semester:

* start and keep a weekly journal/diary
* write one or more **article**(s) suitable for publication,
* a **business proposal** （商业计划书）&
* other chapters as chosen by teacher

Second half of the semester:

* write a **professional interview**,
* **a speech** &
* remaining chapters

### Subtheme: Peace and Conflict Studies - Multi-culturalism in the real world today

After a couple of weeks of “general introduction to writing,” it’s time to start applying the new skills to some “rather important” issues in the real-world past and present.

**Chapter 2, Philosophies (哲学) and Religions (宗教)** - Historical and contemporary (现代的) strategies for creating a peaceful world



I’ve never seen an EFL textbook that covered the major philosophies and religions of the world. Knowing this vocabulary and these concepts is especially important for non-western students that are planning on attending university in the U.S. or Europe. Anyone who doesn’t have at least some basic knowledge of and vocabulary relating to world philosophies and religions will be thought of as shallow and superficial by educated people. *Individuals, cultures and civilizations are defined by their philosophies and religions - or lack thereof.* And yet, few high school EFL textbooks or teachers ever even mention these things. It’s amazing!

**Chapter 3 – Adam Smith and the Wonderful World of Capitalism (资本主义)**

A basic introduction to the basic economic principals underlying **capitalism.** Does greed really make the world go around and are there any limits to this? Do the natural forces of competition mitigate against a small cabal of individuals turning everyone else into slaves? Mmm!?!? We’ll see!

**Chapter 4 – Carl Marx on the Wonderful Worlds of Socialism (社会主义) and Communism** (共产主义)

I’ve taught English in countries with just about every political system imaginable, including democracies, fascist dictatorships, monarchies, constitutional monarchies, socialist and communist. It’s my impression that most people don’t know the fundamental principles of, or differences between socialism and communism. So, in this book I present very brief descriptions of both to help non-native English speakers in discussing world affairs that will inevitably at one time or another actually come up in educated environments. Whereas in Asia most students don’t talk much about politics, in the west educated people including university students and professors will and regularly do. Non-western students at least need the basic vocabulary and an understanding of the concepts (基本概念) inculcated in these socio-political-economic systems to be able to understand and talk about the issues involved.

**Chapter 5 Five major types of conflict resolution strategies (解决冲突)**

The conflict resolution strategies presented in this book are great basic survival skills (生存技能) anywhere, especially western countries. I’ve lived in East Asia for most of the last 25 years and know that most cultures here highly value avoiding conflict, whereas many western people are more likely to be very direct and not shy away from conflict – when the perceived “need” arises. Knowing strategies for resolving conflicts before they escalate can help enormously in smoothing the way for a peaceful happy life. Personally, I advocate teaching conflict resolution skills at all grade levels K – 12 worldwide, and am quite amazed I’ve never seen these discussed in an EFL textbook.

**<IMAGE>**

This curriculum comes mainly from a course I took at the University of California -Irvine.

**Chapter 6 – Counseling (咨询) anyone?** This chapter teaches the ABCs of professional counseling skills so the EFL student can help other people solve their own problems in a safe way.Not all conflicts are between people, sometimes people have inner conflicts and counseling skills can help enormously, even be a life saver. The counselor questions used in this text are real ones I first learned in a counseling class in the university when I was an undergraduate and used many times since working as a volunteer and professional counselor. When relationships start to deepen many or most people will share some problem with you. How does one deal with complex personal issues safely and in English? This Chapter will teach the student how.

**Chapter 7 - Armed Conflicts (**武装冲突) **in the world today - country by country list**

<IMAGE>

Newspapers, magazines, TV and online news sources are not being completely honest about many major conflicts in the world today. Some wars get some media coverage while others are all but ignored. It’s a trillion-dollar industry and a lot of serious reforms need to be implemented to help bring peace and understanding to the world. But that’s not going to happen as long as we’re all living in a fool’s paradise (愚人的天堂). In academic environments, many people are acutely aware of the rising level of armed conflict in the world and most university students tend towards the liberal side of social philosophies and don’t like war. With the refugee population rising above 65 million for the first time in history in 2016, people are wondering what’s going on and why. I don’t examine the causes or solutions here in this book, but I have some research projects for students to find out for themselves. I strongly believe students should know about what’s really going on the world today without the “rosy colored sunglasses” most media, schools and textbooks reflexively lock upon their audiences’ heads.

**Chapter 8 - Humanitarian Aid organizations (**人道主义援助组织**) - Neutrality and Impartiality (**中立和公正**) in a Divided World**

Most people in western countries do care about and will talk about world issues. Humanitarian aid in disaster and conflict crisis situations (危机情况下) is extremely important for people trapped in those situations as is recovery (恢复) and sustainable development (可持续发展) after those disasters and conflicts. I’d like everyone to learn about humanitarian aid organizations (人道主义援助组织) and the work they do. An educated person needs to know what’s going on in the world or appear escapist and uninformed about real and serious issues. Humanitarian aid organizations aren’t a panacea to the “problems” humanity faces, but collectively they help millions of people to recover their health and dignity in and following natural disasters and wars.

**Chapter 9 - History of and contemporary Issues in diplomacy (外交 Wàijiāo)**

<IMAGE>

Foreign students studying in western universities are representatives of their countries. Consequently, it helps to know about diplomacy in history and how diplomats work today. Though diplomacy might appear to be a dying art in the 21st Century please recall that most people in the world live in relative peace and possibly diplomats are working at least bit in some places and preventing at least some conflicts.

**Chapter 10 - Utopias (乌托邦 Wūtuōbāng) in history and literature - It all starts with a dream**

<IMAGE>

I like to end every semester on a positive note, and many great people have built some very clever and positive designs for much better worlds. I don’t care if the student is studying architecture, biology, business, engineering, or whatever, each person can do more to make this a better world. To do that it helps to know some of the world’s smartest people’s ideas about how wonderful this world could be. The world can’t and won’t improve much if we don’t have positive goals and a real vision of how wonderful the world can be. Of course, it’s true that one person’s utopia might be another person’s dystopia (反乌托邦) and that’s OK because people have different values, philosophies and lifestyles. In any case, nothing will get better without concrete goals and a review of different people’s ideas regarding possible utopias is instructive. It is a healthy and happy way to end a book such as this, in my opinion.

Many English teachers make a big distinction between writing and speaking, and in truth at times they’re different. However, both have formal and informal styles and both connect sender and receiver albeit via different mechanisms.

A well written speech or debate argument follows more or less the same rules as good writing, in that they’re organized with an introduction that includes the main topic, supporting subtopics with details and examples, and finally a conclusion that summarizes or in some other way reconnects to the beginning.

Likewise, some writing styles such as “stream of consciousness” (意识流 [yì shi liú]) can ramble (漫谈 [màn tán]) a bit here and there and is in some ways much like a normal conversation. In any case I believe to, for example, score well on the speaking part of a TOEFL or IELTS exam having a solid command of the structure of good basic formal writing can and will help enormously.

In regards to listening and speaking skills, they must be incorporated into all foreign language lesson plans. Sitting through lectures on a foreign language in one’s native tongue generally don’t help students much in my opinion. Throughout this book, I try to offer suggestions for small group discussions, debates, presentations and so on. Speaking and listening are two sides of the same coin and both need a lot practice for high level skill to be attained.

Naturally a good teacher will do a lot of checking with individual students to make sure they’re following the class. Too often I’ve seen teachers teaching less than half the class while the other half sits there dazed and confused because they don’t get the gist of the topics being discussed. That’s extremely frustrating for students that have widely varying levels of English language skill.

In terms of quantifiable objective measures of student progress, I’ve added some short quizzes to check on student learning of vocabulary and concepts and to reinforce the primary messages within each topic. They also include some grammar checks relating to some of the key vocabulary in each of the major topic areas. English words can change quite a bit depending on how they’re being used in a sentence.

Also in this book there are many links to additional readings on the internet for the curious and ambitious students.

This book is far from finished. Perhaps in the future I’ll make a Volume II that will include chapters on the psychobiology of aggression that looks at the evolution of fighting and aggression. This has been a fascinating area of research for the past 50 years at least. For example, it appears that humans have “hardwiring” for at least seven different kinds of aggression including predatory, inter-male, pain and fear induced, irritable, maternal and the deadliest of all, learned aggression (as by soldiers).

Likewise, I’d also love to add a chapter on cultural anthropology as it relates to peace and aggression based on studies of generally quite peaceful tribes like the Semai of Malaya and Hopi of the American southwest, as well as vastly more aggressive tribes like the Yanomano Indians. Other comparisons could be made between modern groups like the rather peaceful Mormons and the more aggressive street gangs of New York, LA, Chicago, etc.

Similarly, a book such as this should have a chapter examining the nature/nurture controversy and I’d greatly enjoy reviewing research by Conrad Lorenz and Ashley Montague to name just a couple of the brilliant writers on this subject.

Certainly, there should also be a chapter on the great makers of peace in history, for example Mahatma Gandhi hugely impressed as he managed – with the help of a few key organizers and millions of regular people, to free India of British colonialism without a war. But all of that is down the road a bit, for now I hope readers enjoy this book and help contribute to making the world a more peaceful, harmonious and beautiful place for everyone.

#### Radical English Introduction Quiz

Chinese name in Pinyin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Anyone who doesn’t have at least some basic knowledge of and vocabulary relating to world philosophies and religions will be thought of as \_\_\_\_\_\_\_\_\_\_\_\_\_\_ by educated people.

a. daring and aloof b. sophisticated and elegant

c. admirable and high level d. shallow and superficial

2. Individuals, cultures and civilizations are defined by their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - or lack thereof.

a. philosophies and religions b. pink dancing elephants

c. arrogance and aloofness d. good looks

3. 资本主义[zī běn zhǔ yì] in English is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. anarchy b. socialism

c. communism d. capitalism

4. 社会主义[shè huì zhǔ yì] in English is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. capitalism b. communism

c. socialism d. anarchy

5. 共产主义  [gòng chǎn zhǔ yì] in English is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. capitalism b. socialism

c. communism d. anarchy

6. **解决冲突**chōngtū de jiějué in English is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. diplomacy b. negotiations

c. philosophy d. conflict Resolution

7. Western people are usually \_\_\_\_\_\_\_\_\_\_\_\_\_\_ likely to engage in confrontation and conflict than most East Asian people.

a. similarly b. less

d. more d. never

8. The Introduction to this book is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the topics in the book.

a. Summary b. redaction

c. contradiction d. confabulation

9. The primary themes of the textbook are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. capitalism and socialism b. religions and philosophies

b. reading and socialism d. writing and peace studies

10. Adam Smith mainly wrote about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. anarchy b. communism

c. socialism d. capitalism

**FIVE POINT BONUS QUESTION!**

11. EFL stands for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. Elegant Foreign Language b. Elementary Fangless Linguistics

c. Elementary Foreign Language d. English as a Foreign Language

## Chapter 1 - Writing for pleasure and power - the way of the pen

<IMAGE>

Photo created by Jigsawstocker - Freepik.com

### Why do people write?

People usually write to attain some goal (an essay for class, or a letter requesting admittance to a university) or solve a problem (letter, speech, or news article for example about school bullying). Sometimes people write just to express and/or share feelings, like poetry, and music. Sometimes people write to remember, sometimes to teach, and so on forever. There are an infinite number of reasons for writing.

Shakespeare wrote: “The problem my dear Horatio is not in the stars, but in ourselves.”

Writing can help us take our destiny into our own hands and attain our goals and dreams and solve our problems ourselves. This is original writing that comes from inside. It can never be copied. The reader will always know the difference.

Good writing - powerful writing is artistic expression and it **has soul, feeling, and meaning** *from a specific individual or group and directed towards a specific audience*. There is no science of good writing. No computer can do it.

If you have a goal or a problem, probably you’re not the only one. Before you do research on what others have written on the same topic you should write your own outline. Why? So your own ideas don’t get lost in sea of other people’s ideas. You might be surprised. Some of your ideas may be better! Don’t lose them.

Then you should do some research to find out what other people have written to attain that goal or solve that problem. After that, your job begins.

Writing can be simple self-expression, or it can be the lever you need to make your dreams come true, solve the issues of world hunger, poverty, war, and so on.

Writing can give you unimaginable power if you have the right goals in mind and apply some simple strategies to organizing your ideas in a powerful way.

### The history of writing in one paragraph

When writing started to become popular in ancient Greece some people objected strongly to it. “When people start writing they’ll lose their memories!” pundits sternly warned. There may be some truth in that. People used to memorize whole books; people in ancient times had amazing memories. Now-a-days the mass media has shortened our attention span so much we find it difficult to concentrate for more than a few moments on anything. Newspaper and magazine stories are getting shorter and shorter and depth and detail are lost in the competitive marketplace of ideas. Snappy very short populist sentences on Tweeter have replaced carefully reasoned thinking.

### A slightly more detailed history of writing

Writing is very ancient indeed!

The following list is from Wikipedia:

### Early Bronze Age 3rd millennium BC

The earliest written literature dates from about 2600 BC (classical Sumerian). The earliest literary author known by name is Enheduanna, dating to ca. the 24th century BC. That’s 4,400 + years ago!

2600 BCE Sumerian texts from Abu Salabikh, including the Instructions of Shuruppak and the Kesh temple hymn

2400 BCE Egyptian Pyramid Texts, including the Cannibal Hymn

2400 BCE Sumerian Code of Urukagina

2400 BCE Egyptian Palermo stone

2350 BCE Egyptian The Maxims of Ptahhotep

2270 BCE Sumerian Enheduanna's Hymns

2250-2000 BCE Sumerian Earliest stories in the Epic of Gilgamesh

2100 BCE Sumerian Curse of Agade

2100 BCE Sumerian Debate between Bird and Fish

2050 BCE Sumerian Code of Ur-Nammu

2000 BCE Egyptian Coffin Texts

2000 Sumerian Lament for Ur

2000 BCE Sumerian Enmerkar and the Lord of Aratta

### Middle Bronze Age: ca. 2000 to 1600 BC

2000-1900 BCE Egyptian Tale of the Shipwrecked Sailor

1950 BCE Akkadian Laws of Eshnunna

1900 BCE Akkadian Legend of Etana

1900 BCE Sumerian Code of Lipit-Ishtar

1900 BCE Akkadian Epic of Gilgamesh

1859-1840 BCE Egyptian The Eloquent Peasant

1859-1840 BCE Egyptian Story of Sinuhe (in Hieratic)

1859-1840 BCE Egyptian Dispute between a man and his Ba

1859-1813 BCE Egyptian Loyalist Teaching

1850 BCE Akkadian Kultepe texts

1800 BCE Sumerian Eridu Genesis

1800 BCE Akkadian Enûma Eliš

1800 BCE Akkadian Atra-Hasis epic

1780 BCE Akkadian Code of Hammurabi stele

1780 BCE Akkadian Mari letters, including the Epic of Zimri-Lim

1750 BCE Hittite Anitta text

1700 BCE Egyptian Westcar Papyrus

1650 BCE Egyptian Ipuwer Papyrus

### The Code of Hammurabi

One of my favorite pieces of ancient literature is the Code of Hammurabi. It’s really a collection of laws, but he has a marvelous introduction to himself and his motivation for writing those laws.

“The Code of Hammurabi is a well-preserved Babylonian code of law of ancient Mesopotamia, dated back to about 1754 BC. It is one of the oldest writings of significant length in the world. The sixth Babylonian king, Hammurabi, formulated the code, and partial copies exist on a 2.25 meter (7.5 ft) stone stele and consists of 282 laws, with scaled punishments, adjusting “an eye for an eye, a tooth for a tooth” punishments where were applied in different ways depending on social status, of slave versus free man or woman.”

Of course King Hammurabi could not read or write, but he was super-powerful and could get something written on stone by a scribe. Here is a short part of his introduction to himself:

“When Anu the Sublime, King of the Anunaki, and Bel, the lord of Heaven and earth, who decreed the fate of the land, assigned to Marduk, the over ruling son of Ea, God of righteousness, dominion over earthly man, and made him great among the Igigi, they called Babylon by his illustrious name, made it great on earth, and founded an everlasting kingdom in it, whose foundations are laid so solidly as those of heaven and earth; then Anu and Bel called by name me, Hammurabi, the exalted prince, who feared God, to bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak; so that I should rule like Shamash, and enlighten the land, to further the well-being of mankind…

“When Marduk sent me to rule over men, to give the protection of right to the land, I did right and righteousness, and brought about the well-being of the oppressed.”

<http://www.general-intelligence.com/library/hr.pdf>

This is very interesting. He saw himself as appointed by the gods to protect the weak from the strong and bring justice to the land. It’s quite beautiful in fact.

### Chinese and Greek Ancient Writing

Some of the oldest Chinese classical writing date back to the Iron Age:

1000-600 BC Chinese Classic of Poetry (Shījīng), Classic of Documents (Shūjīng) (authentic portions), Classic of Changes (I Ching)

Greek classic literature didn’t really get going until about the 8th Century BC; it included the Greek Trojan War cycle, including the Iliad and the Odyssey

So, history teachers that make it appear as if the Greeks invented everything are wildly and totally wrong.

### Summary on ancient writing

Simply put, most ancient writings were religious and legal texts, which makes sense as those were and are the foundations of a culture and society, help keep the peace and maintain the rulership of the powerful.

The greatest setbacks in the history of writing were undoubtedly at the hands of the Romans, for example the burning of the most ancient Library of Alexandria in Egypt in 48 BCE by Julius Caesar, supposedly by accident if one can believe what Plutarch wrote in his classic book: “Life of Caesar.” And then there was Emperor Constantine who sent his armies out to destroy as much of the learning of the ancient world as they possibly could. (See: <https://www.rassias.gr/9011.html>)

[Author’s note: Some may wonder why I might doubt Plutarch and there are several reasons. One, Plutarch was a fan of Caesar, and thus might indulge in some historical revisionism, second, I’m no great fan of world conquerors in general, and third, I also read Suetonius’ “The Twelve Caesars,” and though in many ways Caesar was a just leader, he made some serious mistakes like accepting a lifetime dictatorship, and the golden throne was a bit much.]

### Contemporary writing

Things haven’t changed much as even today most writing is designed to push one political or sectarian agenda or another.

### Common attitudes towards writing

“It’s so difficult!” I can’t do it! I hate writing!

Oh yeah? Ha! It’s surprise time.

Writing is a lot easier than you think if you keep a few simple formats 格式 (structures 结构, designs 设计) in mind.

First of course you need an idea, but we all have ideas, mostly we lack the confidence to try to write about our ideas. So, toughen up! Do some push-ups or something!

Second, the structure结构[jié gòu] you use is equally important to your ideas.

You may have great ideas, but if you can’t communicate them well, people will not understand you.

If your thinking and writing have no organization it looks like this:

<IMAGE>

It’s really difficult to understand~!

Good writing is simple. Good writing is powerful. Good writing can and has many times changed the world.

Would you like to be super-powerful?

Believe it or not, the secrets to becoming super-powerful are all here in this nice short story about writing. “I believe I can fly…!”

### LEVEL 1 - A most excellent Basic Writing Format - useful for most kinds of writing

A simple, clear structure helps you communicate well. The following is not the most exciting style of writing, but it is often the best format because it’s clear, simple, easy to write and understand.

**TITLE or HEADLINE**

**Name**

**Paragraph 1. Introduction = Main Idea = Thesis Statement**

**Paragraph 2. Subtopic 1**

**Details 🡪 Examples**

**Paragraph 3. Subtopic 2**

**Details 🡪 Examples**

**Paragraph 4. Subtopic 3**

**Details 🡪 Examples**

**Paragraph 5. Conclusion (Main idea again)**

Good writing is mainly about 1) having something useful to say, and 2) how you format/structure/organize your ideas to communicate them in the most effective way possible.

#### The Introduction

The Introduction is a bird’s eye view of your story, something to warm the reader/audience to your topic, a summary, showing the relevance of your story, and where you will go with it.

The Hook

For some kinds of writing, especially feature news writing and maybe for writing a speech, you’ll have a “hook” or attention-grabbing first sentence to entrance the reader and keep them reading.

#### Main topics and subtopics

These are natural divisions of a story. Details and examples fill in the story and show that this writing isn’t just your thinking, but rather a reflection of the real world.

#### Conclusions

The conclusion wraps everything up, puts all you’ve written together in one, two or a few short simple sentences that makes everything clear and easy to understand after rendering everything into the pieces of subtopics, details and examples. The conclusions are a tight, attractive package of your work. At the end of the conclusions in some kinds of writing you can ask a question about the future, or suggest further work, or changes that need to be made in some system or the world.

**Student Writing Challenge**

#### TOPICS FOR CLASS PRACTICE

Write a simple essay using the above Basic Writing Format:

Pros and cons of:

1. Having a pet
2. Having a boy or girl friend
3. Going to a foreign university
4. Getting a tattoo
5. Skipping classes逃课 [táo kè]
6. Playing games during class

#### Practice Question

Can you reproduce the above basic format from memory?

**The six major parts of a simple clear format are: Title, main idea, subtopics followed by details examples and a conclusion.**

**FOR A LONGER ESSAY, ARTICLE, SPEECH, FORMAL LETTER:**

**TITLE or HEADLINE**

**Introduction/Main Idea/Topic sentence**

**Subtopic 1**

**Details 🡪 Examples 🡪 Details 🡪 Examples, Details**

**Subtopic 2**

**Details 🡪 Examples 🡪 Details 🡪 Examples, Details**

**Subtopic 3**

**Details 🡪 Examples 🡪 Details 🡪 Examples, Details**

**Subtopic 4**

**Details 🡪 Examples 🡪 Details 🡪 Examples, Details**

**Subtopic 5**

**Details 🡪 Examples 🡪 Details 🡪 Examples, Details**

**Subtopic 6**

**Details 🡪 Examples 🡪 Details 🡪 Examples, Details**

**Subtopic 7**

**Details 🡪 Examples 🡪 Details 🡪 Examples, Details**

**Subtopic 8**

**Details 🡪 Examples 🡪 Details 🡪 Examples, Details**

**Conclusion (Main idea again)**

You can easily write a 10,000 word essay, letter or article using this structure! It’s amazing!

…but not too exciting.

More exciting style formats can be used especially for writing speeches, stories (e.g. screenplay for a movie), music and/or great literature.

### LEVEL 2 - Building to a crescendo

A good story is like a piece of music. The meaningful information (action, suspense, excitement) builds and builds and builds, and then near the end - it reaches a **“Crescendo.” (渐强)**

Then at the end you come full circle, connect to the beginning in some creative way and everything is well and fine again.

Even in essays, articles, and letters the most amazing facts can be saved till near the end. People will remember it. (Extensive research on memory suggests with complex messages people only remember things at or near the end.)

#### Practice Question

What is one characteristic of a good story?

ANSWER 2:

A good story has meaningful information that builds up through most of the story, reaches a crescendo (or “climax’) near the end, and at the end connects back to the beginning.

### LEVEL 3 – Higher level writing

Mastery in writing comes from 1) having a meaningful story to tell, 2) illuminating and providing a 3 or 4-dimensional approach to self-discovery and/or personal transformation and/or universal human experiences (人类的普遍经验) and 3) knowing how to stimulate the emotions of the audience in such a way as to evoke the maximum psychological effect from your writing.

**Adding context, layers of meaning and emotional control to your stories**

**[层含义 = Levels of meaning = depth (深度)]**

1. **Have an interesting, colorful and meaningful story to tell or write**
2. **Adding background context (背景资料) like character’s personalities, time (contemporary当代的? historical历史的? futuristic未来? ), background environment (describe a city, neighborhood, home, living room, restaurant…背景环境), and texture (the feeling that place gives you) to the environments in which the story takes place.**
3. **Introduce the challenge or conflict (挑战或冲突) in an interesting way. Use suspense (**悬念 [xuán niàn ]**) to build tension (建立张力). Finally resolve the conflict (解决冲突) in a satisfying way.**
4. **Illuminating (照亮) Insights (**洞察 [dòng chá]**), personal transformation (个人的转变), universal human experiences (人类的普遍经验) and ethical values (伦理价值观) within the events of the story.**
5. **Exercising control of the emotions of the readers from the beginning to create the maximum psychological effect.**

A great painting, photo, story, has many layers, or levels. The longer you look at or think about it the more you see and understand. It’s 4-D – it has depth (深度) and many layers of meaning that hold true over time and anywhere in the world. It contains universal meaning and value. (普遍意义与价值)

The horror of war -战争的恐怖

<IMAGE>

The beauty of nature

<IMAGE>

<IMAGE>

What can you tell me about this place?

<IMAGE>

**So too does any great writing:**

“We are the victims (受害者), representatives (代表) and promoters(发起人) of collective (集体的) spirits (精神) whose years are counted in the centuries (活过许多世纪), players on the stage of the world theater.” (世界的剧场的舞台)

Adapted from Carl Jung – a famous psychologist

That’s 4-D writing because it’s true over time and everywhere.

<IMAGE>

<IMAGE>

### Writing a “vacation story”

By years II and 12 in high school most students have written at least a few “vacation stories” before. I know I’ve read thousands of them. They’re usually quite boring even if the students go to exotic (异国情调的) places.

The vast majority of high school students write a narrative of surface level events.

“First I went to XXX and then after that went to XXX and met XXX. Then I XXX…

surface level水平面

superficial肤浅的

Two dimensional两维

Flat平

Very few students provide:

1. any descriptions of why they go where they go on vacation, or do what they do
2. Describe the process of getting where they’re going, or
3. the personalities of the people with whom they interacted, or
4. descriptions of the backgrounds (背景), the locations and atmosphere
5. the traditions they celebrated (New Year’s or other celebrations/holidays) or the environments through which they passed (airports, villages, towns, cities, houses).

I can usually see the outlines of the story, but they are usually 2-D, **without** depth (深层意义); instead just cold dry bones (干枯的骨头) **without** flesh (肌肉) or skin (皮肤), or the rosy glow (光彩照人 -看起来 -玫瑰色的光芒) of vibrant life (充满活力的生活) and health. In sum, no feeling, no depth, no layers of meaning.

A few students out of a hundred will make **observations that summarize events** (总结事件) or find an underlying principle (基本原理) at work: “My parents are pretty funny!” or “My friend is really crazy!”

One in a hundred will see patterns in human behavior (行为模式), the irony (以反讽) or humor (幽默) in the vicissitudes (悲欢离合) of life and find themes and principles (原则), and great truths in the events of life, the universality of human experience and the process of personal transformation. In fact, we are all constantly learning and changing. There is transformation in every process of life we experience if we see it and learn from it.

“I visited my friend again and she was not that happy either. She fell in love with her ex-boyfriend again, and broke up again, and fell in love with him again, and broke up again. After repeating this a thousand times they broke up again. I’ve very sure they’ll be together again by Friday. Oh! I wish XiaoHua would get rid of that ugly, fat, poor old man. Women are always blind when they are falling in love.”

Humor is expressed, and then a lesson (= principles, 原则) a great truth is learned: Women are always blind when falling in love. (Actually everyone is blinded by love, not just women!)

Every instant of life is an opportunity for discovery, our lives connect with an infinite number of other chains of causation (因果链).

Most student’s write their holiday visit to their hometown story something like this:

**“During my vacation, we went to my hometown and met with my grandpa, then we went to my uncle’s house and had dinner. The next day we went shopping in the mall, then I met my old friends and played basketball.”**

That’s pretty good for Middle School English. The writer used sequence words like “During,” “then,” “the next day.” But, it lacks depth.

The above two sentences are “cold” sentences. There is no background, personalities or color, no feeling or depth. *Meeting old Grandpa is the same as going to the mall.* But is grandpa the same as the mall?

**“When my grandpa looked at us we could all feel the loving warmth in his eyes and how it held us all together.”**

That’s a very short simple sentence but it tells a much deeper story.

How to fill in the missing pieces in the above 2-D story? Simple, walk through the story more slowly in your memory – through every step (sentence) in fill in the missing sights, sounds, smells, tastes, and most importantly, feelings.

**First, I’d ask: How did you get to your hometown? Did you magically appear there?**

<IMAGE>

Or maybe go to the airport and fly there?

If yes, how did you get to the airport?

What was the weather like that day? Promising for a good trip, or threatening in some mysterious way, “a dark and stormy night” in the classic tradition.

How many airplanes have you been in before? Is it still exciting when the plane takes off and you see the city shrink behind you?

**Second, what kind of hometown is it?** A framing village or industrial town? A medium or big city? Ancient or old, beautiful or not? ***What’s special about it?*** Do you like it? What feelings and special memories do you associate with it? Are there any smells, like the leaves in fall, flowers in spring, or chemicals from the leather factory?

**Third: Are you or were you ever close with your grandpa?**

1. What are your earliest memories of your grandpa?
2. Was there ever any special time you spent with your grandpa?

Adding a few sentences about one’s history with grandpa will really improve the above story. Describing his personality will help too. Grandpa should be more important than the mall.

During my vacation, we went my hometown and met with my grandpa.

**I remember when I was six years old my father and I went fishing with grandpa. He told us a lot of funny stories and even though we didn’t catch any fish it was a very special and wonderful time.**

**He’s a lot older now but he’s still got a sense of humor and asked me questions about my school life and love life! I told him I don’t have a love life, and he said I should love sports and books!**

After grandpas house we went to my uncle’s house and had dinner. The next day we went shopping in the mall, then I met my old friends and played basketball….

Fourth, and then there is uncle! What’s uncle like? His personality? Has he been successful in life? Does he have a family? Is he kind hearted or distant? Does he talk a lot?

Fifth: What was for dinner? Who cooked it? How did it taste? How many people ate with you? What did you talk about? Do you talk much at family gatherings? Each family member has a unique personality. You can show that personality with a quote or two from dinner.

**Sixth: Where did you sleep that night?**

And so on…

Finally, after this vacation you got home again.

1. What did it feel like returning to your home after this long adventure?
2. What special things did you miss about your home during this vacation?
3. Are you simply happy to be home, or do you have mixed feelings because you miss your hometown, relatives and old friends?

A story about your holiday visit to your hometown can contain many important lessons and capture the essence (抓住本质) of your family and life in general (一般的生活).

### Simple formula for controlling the emotions of another person

Great writing is meaningful, and transmits that meaning within a framework of emotional entertainment to create the maximum psychological effect.

The following formula is taught in Communications 101 in most universities:

Emotion = Adrenalin + Context

情感 = 肾上腺素+上下文

You build up emotion using for example humor which raises blood adrenalin and makes the audience excited, then you suddenly change the context to fear, or horror, like WWIII is about to happen, then make it stronger, and stronger, then, when all seems lost, darkness and doom is everywhere, the audience is feeling death eating at his or her soul, slipping into nothingness, suffocating hopeless, then, reveal a tiny light in the distance, an open door, your solution.

This is a simple and easy trick and was old in the time of Rome. But, it still works because most people are predictable and our blood chemistries and emotions are usually similar. It’s useful and powerful and can be used for good or bad purposes.

Masterful writing is meaningful, has information that is timely and relevant to the reader, and has entertainment value like a roller coaster, exciting from the beginning till the end; a wild ride that takes the audience with it.

Politicians do this all the time, so do marketing experts. It works. The audience is transformed from the beginning of your piece of writing when their lives were boring and meaningless, to after, when they have a sense of purpose in life, a new identity and see life with fresh eyes. Great writing is a high art in that it is a process that **transforms** the writer and the readers.

What topics can a high school student possibly write about that can use this kind of “extreme” format? Lots actually:

* Escaping the tiny hellish world of addition (games, alcohol, drugs, bad love…)
* Surviving bullying - the shocking ride through hell
* Overcoming extreme stupidity - learning to love learning

### Parallel track story

There are really a nearly infinite number of writing structures you can use. Another one I’ve used is what I call the Parallel Tracks Structure.

You take a personal issue and write about it weaving back and forth between it and a global example of the same thing. For example, bullying in school and bullying in international affairs. Yes, some big powerful countries bully other weaker countries, just the same as school bullies pick on some weaker student.

Below is a Parallel Track Story:



#### How to start learning this kind of art?

**First, read more.** Fun books are best, something you like. Sometimes you have to search around to find the right books that will keep you entertained. This is most important. Nine out of 10 books are boring, out-of-date or have wrong information. But, one out of 10 books is more than you can read in a lifetime. There are a lot of great books out there that will speak right to your heart, if you look long enough.

**Second, keep a journal.** It can provide a lot of information about yourself that will enlighten you over time. It’s like an emotional mirror. A day, week, month, year, five years, 10 years later when you read something you wrote you’ll understand it differently.

Keeping a journal also helps smooth out the process of taking ideas from in your head and getting them on paper. Even write down what you can remember from your dreams. Those are great sources of information about yourself and inspiration for extremely creative writing.

**Too many of us live unexamined lives.** Diaries and journals help us leap the gap (跳缺口) between being a hopeless dreamer and a great writer.

Find a good book and keep a journal; never give up. Just keep writing about your process of learning, because that’s what life is all about. Oh yeah, start with something simple. Work up from there.

Before long you’ll fall in love with writing.

### TEACHING SEQUENCE

I start the semester by asking students to write a vacation story during the first class, then edit them. Next I introduce Levels 2 & 3 for story writing.

At the start of a class I solicit a good list of adjectives to describe a person. I make sure we have English definitions and double and triple check Chinese translations sometimes settling for two or three different translations.

Then I go through this “Writing in General” section using examples from the class’ writing. Most students can understand it.

After that I ask them write a paragraph describing a friend that includes at least something positive. (High School students can be quite funny and overbearing sometimes.)

I ask them to end the paragraph like this:

“I guess XXX (friend’s name) and I are the same in that we both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and we’re quite different in that we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

This way the student writers are looking for universal human experience (人类普遍的经验) while defining their own uniqueness.

After this, maybe in the next class I ask them to write a paragraph describing their home town showing the universal appeal of having a hometown.

#### Practice questions

1. What is one definition of emotion? Emotion = Adrenalin + Context
2. Where does mastery (精通 [jīng tōng]) in writing comes from?

1) Having something meaningful to say

2) Adding background context like character development and the environments in

which the story takes place

3) Illuminating (照亮) universal human experiences (人类的普遍经验) and ethical

values (伦理价值观)

4) knowing how to control the emotions of the readers to create the maximum

psychological effect.

What are two ways to help you learn mastery in writing?

1) Read more to learn how other writers do the above

2) Practice writing more

Great writing 🡪 Transforms the writer and the reader

A parallel track story goes 🡪 back and forth between 🡪 personal and global issues.

### Researching, writing, layering, reorganizing, editing and copying

*Does life imitate art, or does art imitate life?*

#### Research

In the “old days” students used to go to the library, search index cards for key words, then walk around the library picking up books. Then I’d scan the books in the library, photocopy the important things, check their references, then find those references in the card catalogue, walk around the library again picking up those books, scan them and photocopy the important sections again. Then, I’d go home, organize all the research I collected, think about the patterns that emerge, wrap my ideas around them, think about a good introduction and conclusion, reorganize my research articles if necessary, then I’d start to write.

Nowadays most high school students just do their research on the internet. Most teachers require students to have at least three references.

#### Writing

You can use other people’s ideas like building blocks to sharpen and refine what you’re thinking about, and you may want to show the similarities and differences between your ideas and other people’s ideas in your writing.

It’s perfectly OK to agree and/or disagree with other researcher’s ideas and conclusions, in fact *that’s what students and professional researchers are supposed to do*! Nothing is sacrosanct in research and writing.

Life and good writing are evolutionary and revolutionary processes. We stand on the shoulders of our teachers.

#### Layers of depth

The stages of life are defined by reorganization of values and needs which change dramatically from being a baby, to infant, child, teenager, young adult, middle ages and elderly. Even a story, article, speech, letter, and essay can go through developmental stages. Very few things in life work out perfectly the first time around. It takes a series of successive approximations to come close to greatness.

For most things a student has to write it is possible do it fairly quickly. Sure, some reorganization will probably be necessary, and editing of course, but most simple letters and reports can be done in one sitting if you follow a simple format. Simple formats are best for most things. They’re clear and easy to understand, the most important things in good writing.

However, if you want to write a great essay, letter, speech or article *it will take several days at least* - not the whole days but different sessions to write something meaningful, well organized clear and to the point. Why? *Great writing is layered and it takes time at each stage to transcend to the next. It takes some thinking and playing with (reorganizing) ideas.*

#### Reorganizing

About 98% of the time I have to reorganize what I write; sometimes a little and often a lot. Why? Thoughts rarely come out in perfect order and writing is a process of discovery (发现).

I started this short essay with one thought in mind: the importance of reorganizing. The first sentences I wrote ended up in the third and fourth paragraphs.

Ideas need to be organized in a way to be easily understood and create maximum impact, punch and power. There needs to be an unfolding process starting with “the big picture” (art and life, for writing is a great art!) and moving on to the real issues and details needed to communicate those issues.

Everything must be logical and reasonable, flowing like clear water from beginning to end, though for exciting stories some waterfalls and rapids are entertaining and instructive!

Everything is a process and putting A before B, and B before C helps to make the reader comfortable and clearly understand what the heck you’re writing about.

Sometimes you can be daring, like starting with C, then flashback to A and B. For some kinds of writing that’s OK. For others, it’s not.

In any case, I almost always have to make adjustments in the order of things that I write to make the story flow well. This paragraph should go before that one. This sentence belongs in that paragraph, not this one, and so on.

Renaissance Painters and Copying

In regards to copying of course teachers all say: Don’t do that!

Renaissance master painters first trained their students in how to mix paints to get the exact shades of colors and textures. Then, the students were usually assigned to copy the works of other great masters so they could learn the basic techniques of good painting. Only after years of practice copying would the students learn to develop their own unique styles.

#### Final Editing (编辑)

Finally, when you think you’re finished, usually you’re not finished. Ha! Why not? Editing is the hardest job. It’s like polishing a mirror, or diamond, or car. You’ve got to go over it again and again and again, read, reread, and read again, five, ten, twenty and maybe fifty times improving this and deleting that. Extra sentences and paragraphs may pop into your mind. Some things you’ve written are probably not necessary. Delete them.

Editing is the final real art of good writing I think, but reorganizing is essential in building the first good structure you need to edit later on. (This is a B 🡪 A 🡪 B structure sentence by the way.)

It’s the same as life. We have to reorganize our priorities to attain our real-life goals and solve our real-life problems. We can’t sleep or play games though that process. It’s endless, a life mission, a quest from birth to death. There will be reorganization of our daily schedules, our food and activity habits, everything. Our lives are the canvass upon which we write, paint or compose our destinies.

Once you’ve finished that masterpiece let it rest for a while, a day, week or month if you have the time. Ideas will keep coming to you: add this, delete that, slightly change something else.

No writing is perfect; like life itself it’s a series of successive approximations on the road to perfection.

You can change the world. It starts with a simple idea, a realization that turns into a dream, and a sentence. From that sentence a paragraph will flow, then a story. Changes will need to be made along the way, that’s for sure, and a lot of editing will need to be done before its finished, but that process is how great dreams become reality and the world perhaps one day, rediscover its original beauty, innocence and harmony. The writer, the readers and the world can be transformed.

## TEXT TYPE 1 - Writing a journal for this class

Are a diary and journal the same? Some dictionaries say they are. I think of a journal as a bit more grown up containing more insight into events, one’s self and the world. So, a diary and journal can be the same or different.

What I’d like to see in the Journal Assignment for this class is very different from what most people think about as either a diary or a journal.

The following is a reasonably good journal entry.

☺

Dear Diary, (Writing this greeting helps some writers feel more personally in touch with their writing, but it’s not required.)

March 23rd, 2018

Today in class my English teacher said: “Everybody’s crazy, just different kinds of crazy.”

That’s funny and I’ve been wondering if it’s true. It’s also a little bit scary. Isn’t there some basic truth that true for everyone? Looking at all the conflicts and divisions in the world maybe it is true. I don’t know. (Search for universal experience.)

☺

Ginger my best friend told me she’s got a new boyfriend who is in college! Omg! He’ll break her heart I know. Or maybe she’ll just forget about him quickly because she does that a lot too. A lot of people are like that these days. (Universal experiences.)

I got a lot of homework in math class! Oh noooo! That’s going to be difficult but maybe I can get Alice to help me. What can I learn about myself from this?

Ginger plays around a lot with people but never takes it seriously. Alice however is sincere and helps others. I think I’d rather be like Alice because her friends will last over time. I think Ginger’s friends are “easy come, easy go.” (Universal experiences - Patterns of behavior, planning, values)

☺

Anni

Ψ Ψ Ψ

How to write a journal entry?

I like 3-D writing with some depth of meaning. Simple 2-D narratives, like “I did this, then I did that, and after that I went some place, and then had dinner…” are so boring, devoid (=empty) of meaning, superficial/shallow (肤浅 [fū qiǎn]) I don’t like to waste time reading them.

They’re OK for elementary school students and maybe Middle School, but not for senior high school.

### Student Journals

1. Write the date at the top
2. Briefly describe one, or two experiences/events from that same day with some details.
3. Then *something like* one or more of the following containing INSIGHTS洞察 dòng chá
4. From this experience, **I learned that (most?) people** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. = (Learning Universal Values 普世价值)
5. From this experience, **I learned that I** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. = (Learning greater self-awareness自我意识.)
6. From this experience, **I learned that I have a social responsibility (社会责任 ) to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. = (Learning** Social Consciousness 社会意识 = Awareness of the needs of others and my responsibility to contribute 贡献 to the welfare (福利) of others.)
7. From this experience **I learned a principle原理**, specifically that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Obviously you don’t have to follow the above sentences, but I’d like to see at least one, or two, or all three of the following:

1. Learning Universal Values 普世价值),
2. Insights into greater self-awareness 自我意识.),
3. sense of social responsibility (社会责任 ), social consciousness,

Those three things demonstrate some real meaning in writing. That’s what I like to see.

This journal entry can be short (250-1,000 words), but you can also add details and examples to each of the above observations.

#### Practice Questions - On Keeping a Journal

1. You don’t need to write the date on your journal entry.

True/False (False) You need the date.

1. Journal entries for this class are structured.

True/False (True) a. Describe an event/experience b. then find some meaning in it.

#### Sample Journal Entry

**Example 1:** Today when I was walking towards the cafeteria after class on the way to lunch Betsy, the prettiest girl in school smiled right at me. I was surprised because I didn’t know she was nice. I quickly looked around but it really was me she was smiling at. Wow! So I smiled back and said: “We’d better hurry if we expect any lunch to be left when we get there!”

(UNIVERSAL HUMAN EXPERIENCE) I think anyone in my position would feel really happy about that! (and/or)

(WHAT I LEARNED ABOUT MYSELF) One thing I learned about myself here is that I’m confident enough to smile back and start a conversation with her. I feel really good about myself now! (and/or)

(SOCIAL RESPONSIBILITY) After having lunch with Betsy I now know she’s lonely too sometimes and wants to make new friends. So, wow! I’m happy to help her out! (and/or)

(PRINCIPLE) I guess I learned I need to be more confident in myself. People I didn’t know can like me and want me for their friend!

**Example 2:** Today when I was walking towards the cafeteria after class on the way to lunch and it looked like my English teacher Paul frowned (皱眉) at me! I’m a little nervous now thinking maybe he’s angry at me about something. But, I don’t know, maybe he was thinking about something else when he saw me.

(UNIVERSAL HUMAN EXPERIENCE) I think most people in my situation here would feel a little nervous about that. But on the other hand, I shouldn’t let my imagination go too far here, he really might have been thinking about something else! (and/or)

(WHAT I LEARNED ABOUT MYSELF) One thing I learned from this experience is that I want my English teacher to like me, and think maybe I should try a little harder in class to answer questions. Even if that frown wasn’t aimed at me, it’s always a good idea to try hard in class to ask and answer questions. I really want to be good in English and get good grades. (and/or)

(SOCIAL RESPONSIBILITY) Maybe Paul was just having a bad day. Maybe I should have smiled and said “Hi,” and try to help him feel better. It’s possible sometimes some classes can be pretty difficult for teachers if the students are feeling lazy that day! (and/or)

(PRINCIPLE) I guess teachers are people too and have good days and bad days. I also think all the students should try harder to do well in class. We’d have happier teachers then I think!

Keeping a journal is a process of self-discovery, understanding others better, and bridging the gap between one’s self and other.

It’s also a very useful bridge between thinking/feeling and writing.

## TEXT TYPE 2 - How to Write Freaking Amazing Hard News Articles

Go on the Internet download and review the following:

<http://schools.peelschools.org/sec/lornepark/SiteCollectionDocuments/EQAO/OSSLT%20StED-Writing%20A%20News%20Report.pdf> and

<https://www-tc.pbs.org/now/classroom/acrobat/lesson05.pdf>

**Supplemental materials will be covered in class:**

### Writing a KO Article\_Rev.pptx

### News story worksheet pdf

### Reporting/Journalism Vocabulary

**Protest** (noun or verb) – Individual or group publically objecting to something.

**Publication** (noun) Publish (verb) Usually newspaper, magazine, book, newsletter or some other printed information

**Relevant** (Adj.) Meaningful and important now

**A reasonably balanced article** must at least mention both sides of an issue, but can subtly promote one view point over another. Why? Sometimes one side of an issue is more ethical than the other, at least in the writer’s opinion. For example, in an article with the following headline:

**Neo-Nazis Harassed by Protestors**

The writer might not like Neo-Nazis and sympathize with those protesting against the Neo-Nazis. That’s OK, but still some quote by a Neo-Nazi leader or supporter is required to show some balance in the story.

Failure to show *some* balance will damage the reputation of the writer and publication in a hard news story. On the other hand editorial stories (Ed/Op, with “Op” standing for “Opinion”) are allowed to be strictly one sided.

**Perspective** viewpoint

**Bias** (noun) biased (adjective) prejudice

**Propaganda** is what the “other side” says about something

**Ethics** (noun) Ethical (adjective) are a code of conduct involving knowing what is good and bad, right and wrong, and are essential to building credibility

**Violate** (verb) violation (noun) to break something

**Theme** (noun) the underlying and important message in a communication

**Format** (noun or verb) The structure using in writing, for meetings and other formal activities

**Background information** gives important context to news stories

**Quote** (noun or verb)To write or repeat exactly what someone else says

**Controversial** (adjective) Controversy (noun) An issue that people have very different points of view on

**Fanfare** (noun) Something that gets a lot of public attention

**Yellow journalism** Something that exploits, distorts or otherwise exaggerates the news to attract attention and get more readers, considered by most to be very unprofessional

**Sensationalism** (noun) Sensationalize (verb) Making something seem a lot more exciting than it is or should be; similar to yellow journalism

**Paparazzi (noun)** Photographers that like to follow stars around and are usually very annoying and sometimes dangerous

**Bully** (verb and noun) A person or nation that abuses his, her, or it’s power to hurt someone who is less powerful.

**Shocking** (adj.) Shock (noun or verb) Very surprising in a bad way

**Borrower** (noun) Borrow (verb) A person who takes something from another person with a mutual agreement to give it back later.

**Lender** (noun – a person) Lend (verb – the act of lending) The person who gives something to another person who will return it later

**Rhetorical Question** A question a person doesn’t expect an answer

**Outpouring** (verb) The outflow of something; it could be water, emotion or protest

**Casual (adjective)** The opposite of formal, relaxed, natural

**Dimension** (noun) The measure of one or more directions, or different ways ways of experiencing and describing things, events or people

**Interview (noun or verb)** An event where one person asks another person questions for some purpose.

**Interviewee (noun)** The person who answers questions in an interview

## Writing an “Embedded” Interview Article

There are a few different formats a writer can use for interviews.

An “embedded interview” means it is written in story form.

There are also “transcript interviews” but those just have:

Q: XXX?

A: “XXX”

Q: XXX?

A: “XXX”

…and are usually a bit boring.

Most magazines and newspapers will not publish “transcript interviews,” only “embedded interviews.” Below is about how to write an “embedded interview:

**TITLE:** **Hitler Breaks His Silence!**

**Byline:** Joe Smith

**Date:** 1/1/1208

***(INTRODUCTORY PARAGRAPH)***

On Friday March 10th, Adolf Hitler came to Huijia school to interview with our reporter Joe Smith and answer questions regarding his unprecedented murder of six million Jewish people.

***(Paragraph 2 Question and QUOTE)***

Asked why he felt the need to kill Jewish people, Hitler said “Well, they’re rich and I needed the money. Also, because they’re different and not well understood by most people, it’s easy to make them look evil. Hating them makes the rest of feel very close, all warm and chummy!”

***(Paragraph 3 - BACKGROUND)***

This was not the first time in history Jewish people have been targeted for genocide. In 586 BC Nebuchadnezzar – a Babylonian King destroyed the Jewish city of Jerusalem, killing or enslaving everyone. In fact, throughout history the Jewish people have again and again been targeted and murdered, for example Queen Isabel of Spain during the Spanish Inquisition targeted Jewish and Muslim people. As for Hitler he did many other very evil things too.

***More interview questions and quotes***

**On the subject of** attacking Russia, **Hitler said** “Oh, that might have been a mistake…”

**When asked about** his love affair with Eva Braun **Hitler** didn’t hide his feelings, breaking down into tears and mumbling “Oh, she was really hot.”

**Does he have any regrets?**

**“Yes,” Hitler responded,** “I do wish I’d taken more time to smell the flowers while I was alive. Now I’m dead and everybody except for a few crazy evil people hates me and it’s too late to smell the flowers.”

**FORMAT ONLY**

TITLE: **\_\_\_\_\_\_\_\_\_\_**

***Para 1 (INTRODUCTORY PARAGRAPH)***

**On XXXXXXX, 2017, YYYY interviewed with our reporter ZZZZZZZ and answered his questions regarding AAAAA.**

***Para 2 (QUOTE)***

**Asked why YYYYYYYY, XXXXX said “XXXXXXXXXXXXXX.”**

***Para 3 (BACKGROUND)***

**XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX**

***Para 4 (More interview questions and quotes)***

**On the subject of YYYYYYYYYY XXXXX said “ZZZZZZZZZZZZZZZZ”**

***Para 5 (More interview questions and quotes)***

**When asked about YYYYYYYYYY**

**YYYYYYY XXXXX responded ZZZZ “YYYYYYYYYYY”**

**(ZZZ can be emotionally, calmly, happily… some adverb)**

***Para 6 (More interview questions and quotes)***

**“Interviewer question?”**

**“YYYYYYY,” XXXX responded, “YYYYYYYYYYYYY.”**

**Sometimes you might want to include just a few quotes and summarize other things.**

I asked if former Soviet nations have sports or martial arts associations and Yuriy answered “Not officially, though many of us know each other and meet from time to time for one reason or another.” In regards to his own martial art background and training I found out he started in Taekwondo at the Kyrgyz State Academy of Physical Education and Sport, however later transitioned into the Kung Fu/Wushu program. After this we discussed the brilliant future ahead for the Central Asian region, especially those nations located along the Silk Road, and Chinese President Xi Jingping’s plans for enhanced cooperation and infrastructure development, e.g. the Silk Road Development Plan and Asia Infrastructure Investment Bank.

What was I doing here? I started with a question and a quote and then just summarized what he said in answer to another question, and then briefly described a conversation we had.

**Other sample interview formats:**

After years of controversy, Mikey Mouse has broken his silence in an exclusive interview at Huijia school with our own reporter Jack Jones.

“First of all I’d like to thank you for coming to talk with us today Mikey. Can you tell us a little about yourself?”

“Well, I’m just a mouse created by Walt Disney back in 1928. I was pretty successful though, and have a girlfriend named Mini.”

“Gee, that’s wonderful Mikey. How’s your relationship going?”

“Not too good actually. She’s getting older now and spends all her time watching TV and eating chocolate, so she’s a bit overweight.”

Gee, I’m sorry to hear that Mikey. How’s your professional career going?

“I’m doing pretty well. I have lots of work at different Disney Lands keeping the kids happy, so the money’s OK.”

Having starred in more than 60 movies and being 89 years old Mikey Mouse is apparently still doing great.

“Thanks Mikey!”

“Well, thank you Mr. Reporter!”

What is the format for the above?

Introduction 🡪 Question 🡪 Quote 🡪 Comment 🡪 Question 🡪 Quote 🡪 Comment 🡪 Question 🡪 Quote 🡪Wrap-up summary 🡪 Thanks

What is the format for an “embedded interview?”

1. Introduction

2. Question as part of a sentence: Example: “Asked why (or what, or when, or where, or how) s/he…” followed by a quote.

3. A little background on that issue.

4. Question as part of a sentence followed by quote: “In regards to, XXX said “XXX.”

5. Maybe some background on that issue: Historically this has been a thorny issue…

6. Sometimes you want to quote the interviewee, sometimes you want to summarize what s/he said.

7. Ask some question about the future, his/her plans: “What major projects are you thinking about developing in the future?”

8. Conclusion - Summarize major points: Through his/her hard work and devotion to scientific research, Mr./Ms. XXX has raised the public’s awareness on the critically important issues of… and his/her ongoing research will stay in the spotlight of international attention for decades and maybe centuries to come.

### Practice Questions: Writing an Article

*(You’ll need to go through the PPT “Writing a KO Article,” and other teaching materials to pass this quiz.)*

Chinese name in Pinyin \_\_\_\_\_\_\_\_\_\_\_\_ English name \_\_\_\_\_\_\_\_\_

1. Write the headline and lead paragraph of an article based on the following information:

Protesting (抗议)

Washington DC

Thousands of zombies (the walking dead僵尸)

Yesterday

Demanding better food

Headline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Byline: \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What can the writer put in the paragraph after the lead paragraph?
   1. Predictions about the future
   2. Opinions of the publisher
   3. Quotes and or background
   4. The writers own opinions
2. Name two famous Chinese and two famous American publications

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does the word “relevant” mean?
   1. When cost outweighs demand
   2. Meaningful and important now
   3. The opposite of antiquated
   4. Hopeful
2. What part of speech is relevant?
   1. Noun
   2. Verb
   3. Adjective
   4. Adverb
3. A reasonably balanced article \_\_\_\_\_\_\_\_\_\_\_\_
   1. Must show both sides of an issue exactly equally
   2. Must at least mention both sides of an issue, but can subtly promote one view point over another.
   3. a and b above
   4. Neither a nor b
4. Perspective means \_\_\_\_\_\_\_\_\_\_.
   1. The same as aristocracy
   2. Different kinds of people
   3. Viewpoint
   4. Magnifying issues rather than keeping them balanced
5. Bias
   1. Means the same as prejudice
   2. Means turning sideways
   3. Implies fairness
   4. Is required in all news stories
6. Propaganda
   1. Is the good news in a news publication or broadcast
   2. Is usually true
   3. Is usually biased
   4. Is what the “other side” says about something
7. Ethics
   1. Are annoying for journalists
   2. Are essential to build credibility
   3. Promote nationalism
   4. Make flowers fall from the sky
8. Violate
   1. Means to break something
   2. Means helping another person or group
   3. Is usually done by most responsible news organizations
   4. Usually happens on holidays and during special events
9. Theme
   1. A part of the substructure, like a subtopic
   2. Should never be mentioned in the conclusion
   3. The underlying and important message in a communication
   4. The use of emotions in arts including writing, music and dance
10. Format
    1. Freestyle, a liberal interpretation of relevant topics
    2. Purpose for doing something
    3. A legal necessity for all writers
    4. Structure
11. Background information
    1. Gives important context to news stories
    2. Useless information that is edited out of most stories.
    3. The secret story most people never hear
    4. The real point of the story
12. Quote
    1. What someone thinks but never says
    2. Exactly what someone says
    3. What is implied
    4. Always comes just before the last paragraph
13. Controversial
    1. An issue that people have very different points of view about
    2. Something that everyone agrees with
    3. Time tested formulas for writing articles
    4. A story topic that shouldn’t be written about
14. Fanfare
    1. Something fans have to pay for
    2. A fast way to get a story
    3. Something that gets a lot of public attention
    4. A waste of time and money for advertising agencies
15. Yellow journalism
    1. Something that exploits, distorts or otherwise exaggerates the news to attract attention and get more readers
    2. News that has sex in it
    3. A failure to report important news when it’s really needed by the public
    4. Jaundiced writing
16. Sensationalism
    1. The way a news article should be written, as compared to boring.
    2. An article that uses a lot of sensory information about sights, sounds, feelings, smells and tastes.
    3. Making something seem a lot more exciting than it is or should be, the same as yellow journalism
    4. Making something seem less exciting than it really is for political purposes. The opposite of yellow journalism
17. Paparazzi
    1. Photographers that like to follow stars around and are usually very annoying
    2. Reporters that go to wars and other dangerous places
    3. The people who own newspapers and magazines
    4. A part of speech similar to adverbs except only used with prepositional clauses
18. A bully is a person or nation that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    1. Abuses his, her, or its power to hurt someone who is less powerful.
    2. A trader of information, usually across national borders
    3. A part of the printing process used at magazines and newspapers
    4. The stage of writing after editing before sending the article to the editor
19. Shocking
    1. The result of not enough attention paid to an important issue
    2. The use of “soft power”
    3. A kind of photograph that uses pastel colors instead of vivid bright colors
    4. Very surprising in a bad way
20. Rhetorical Question
    1. A question with no answer
    2. A question to which a person doesn’t expect an answer
    3. A question that has never been answered
    4. A question that has confused scientists for centuries
21. What is outpouring?
    1. The outflow of something; it could be water, emotion or protest
    2. When somebody or something is out of something else, like a politician out of ideas
    3. The blockage of ideas, or words
    4. What happens in baseball when someone from the opposite team holding the ball touches the person who just hit the ball
22. Casual
    1. Very formal
    2. The opposite of formal
    3. The capital city of Uganda
    4. Similar to a canal, except the water flows in the opposite direction nature intended
23. Dimension
    1. The measure of one or more directions, or different ways of experiencing and describing things, events or people
    2. A color between purple and violet
    3. The form of currency used by traders in the international marketplace
    4. Dirty money
24. Interview
    1. The place where sports events are held
    2. A good place from which to take photos
    3. The place in between cause and effect
    4. An event where one person asks another person questions for some purpose.
25. Interviewee
    1. The person in an interview that asks the questions
    2. The person in an interview that records the interview
    3. The person that takes photos during an interview
    4. The person who answers questions in an interview
26. Is the following written in a hard or feature news style?

Yesterday the Golden Eagles basketball team beat the Haidian Tigers Basketball team in Haidian with a score of 102 to 2. It was a great victory for the new Golden Eagles Basketball team that only started competing in city-wide intramural sports games last year.

* 1. Hard news
  2. Feature news
  3. Both
  4. Neither

1. In an interview, the Golden Eagles star center player Amber Smith said: “It was a tough game. Those Haidian players really are good. Fortunately, thanks to our new coach Pierre we had the skills to win decisively…”

Here the reporter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Amber Smith.

* 1. hyperventilated
  2. asphyxiated
  3. defibrillated
  4. quoted

**BONUS QUESTIONS**

1. **Is the following written with a hard or feature news style?**

It was a glorious day for the Green Dragons Basketball team. The sun was shining, spirits were high and the Green Dragons came out as master of the game by smashing the Dongchao Basketball team with a score of 102 to 2. The Green Dragon’s basketball team is a newbie on the intermural scene here in Beijing, but brought home the bacon with this spectacular win…

Check one of the following:

1. Hard news \_\_\_
2. Feature news \_\_\_
3. **What fundamental principle of news writing is being violated in the following Feature/Opinion article?**

**Ugly Duckling Uniforms**

School uniforms are stupid, we all hate them and they’re ugly. We feel like we are prisoners or soldiers, not teenage high school students. When I think about my uniform I want to vomit (呕吐). They make me sick and all my friends sick. Everybody hates them. They’re so stupid. What’s wrong with the principle? I don’t even want to look in a mirror with a school uniform on…

1. **Relevance**
2. **Timeliness**
3. **Public interest**
4. **Balance**

## TEXT TYPE 3 - Writing a Speech

Speeches are King. To write a great speech you need lofty (崇高的) high minded (高尚的) phrases (短语), and hopeful (充满希望的) powerful images (强大的图像) conveyed with words (传达的话). A good speech lifts the audience up high to glorious new levels (新的水平).

I like humor in a speech, but most great speeches in history didn’t contain humor - none - zero.

They were very serious because they announced some profound events, ideals, needs, grievances and/or hopes and dreams, so humor wasn’t appropriate to the times and events they were writing and speaking about.

A high school graduation speech on the other hand celebrates a profound event, identifies some shared ideals, common experiences and hopes and dreams for the future. It most certainly can contain humor.

Most speeches are formal and so need a formal greeting. They should be inspirational, lofty, touching, and most important, sincere. They may or may not contain humor depending on the event. A good speech usually includes hopeful powerful images and adding some personal experience can build some psychological identification with the audience. A conclusion that summarizes your main points and hopes for the future is usually a good idea.

### Quiz on writing a speech

1. When introducing a speech the greeting should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Casual b. Abstract c. Formal d. Touching
3. A good speech is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. inspirational b. sincere c. funny and/or touching d. a, b & c
5. Good elements to add to a speech include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. philosophical meanderings b. depression

c. hopeful powerful images d. bile

1. Adding some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can help a lot to build \_\_\_\_\_\_\_\_\_\_\_ with the audience.
2. personal experience/identification
3. pretentiousness / antagonism
4. silliness /regression
5. arrogance / rejection
6. A short but complete \_\_\_\_\_\_\_\_\_\_ summarizing your major points and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is usually good at the end.
7. demarcation/conjecture
8. flatulence/apostrophe
9. subtopic/details
10. conclusion/hope for the future

### Read some famous speeches

#### My favorite speeches include:

1. American slave Frederick Douglass, delivered July 5, 1852, most eloquently asked: **“What is the Slave to do on the 4th of July?”** Its truths echo across the centuries most clearly and unambiguously. [https://en.wikisource.org/wiki/What\_to\_the\_Slave\_is\_the\_Fourth\_of\_July%3F](https://en.wikisource.org/wiki/What_to_the_Slave_is_the_Fourth_of_July%3F%20)
2. The Gettysburg Address, by Abraham Lincoln November 19, 1863

<http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm>

1. "I Have a Dream," Speech by Dr. Martin Luther King, Address Delivered at the March on Washington for Jobs and Freedom, August 28, 1963

<https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom>

1. “I Will Fight No More Forever,” Surrender Speech by Chief Joseph of the Nez Perce

Delivered October 5, 1877 at Bears Paw

<http://www2.gsu.edu/~eslmlm/chiefjoseph.html>

1. There are many others.
   * + - Some student’s like to do Michael Jordon’s Retirement Speech

<http://www.nba.com/jordan/transcript.html>

* + - * **The only thing we have to fear is fear itself** – (March 4th 1933) – Franklin D. Roosevelt
      * Freedom or Death, Emmeline Pankhurst, November 13th, 1913
      * <https://www.biographyonline.net/speeches/freedom-death.html>

### Speech Writing Project

1. An unimaginably huge (巨大的) meteor (流星) came of out nowhere and is about to hit the earth probably killing everyone on earth. Your job is to write a speech to be read to the entire world and somehow keep everyone hopeful and calm in what is probably the last hour of their lives.
2. Two of your best friends just got married and you’re going to make a speech at the wedding reception (婚宴) dinner.
3. Your school’s basketball team is about to compete against the best team in the league. You’ve got to prepare a speech to inspire and motivate your team to win!
4. You just won the Nobel Peace Prize for writing an EFL textbook that teaches students how to make peace. You now have to write a “Thank You” speech for the judges on the Nobel Prize committee, and all the people that supported and believed in you when you were working on that book.
5. Some rather indecisive aliens (优柔寡断的外星人) have taken over the earth, and the people of the earth have elected (选举) you to write a speech for the aliens explaining why they should not kill everyone on earth.

### TEXT TYPE 4 - Business Proposal

There are many different kinds of business proposals:

### Basic Types of Business Proposals

1. New Company Start-Up

When people start a new company they usually need more money than they have so they write a proposal to help them get more money. This is the kind of proposal we’ll practice writing for this class.

1. Joint Venture Project

When one company wants another company to work with them on a project, they will write a proposal for a joint venture, which means they’ll work together. Usually this happens when one company is too small to do a big project by itself.

1. Merger

Sometimes two companies want to join together to become one bigger company, so usually one of them will write a proposal for a merger and present it to the other. That proposal will describe all the advantages of a merger.

1. Acquisition

Acquisition Proposals are usually written when one company wants to “eat” another company. Usually one of those companies is having financial problems, and the other is willing to buy it. Often in acquisitions, the bigger stronger company just takes apart the smaller company which ceases to exist, unless they have a contract that ensures the survival of the smaller company that’s getting “eaten.”

## Proposal Templates

建议模板

Microsoft Office has templates for a lot of different kinds of proposals:

1. Business Plan Proposal 商业计划书提案
2. Project Proposal 项目建议书
3. Services Proposal 服务建议
4. Etc.

Below is a simple Business Plan proposal format adapted from one of Microsoft’s templates.

**Your Name**

Founder (创办人)

**New Business Name** (新的商业名称)

**Proposed location of new business** (新业务的建议地点)

***Proposal Summary*** 商业计划书摘要

***Business Description***业务描述

***Vision (***概览/愿景***)***

***Target Audience (***目标听众***)***

***Goal (***目标)

***Revenue (***收入***)***

***1st Year Costs (***第一年的费用***)***

***1st Year Revenue (***第一年的费用***)***

***Estimated Growth / First Year (***预计增长/第一年)

***Future Development (***未来发展***)***

**EXAMPLE:**

### NEW BUSINESS 1: PetVacationWonderland

Mr. John Smith

Founder

PetVacationWonderland

Beijing, China

#### Proposal Summary

PetVacationWonderland will take care of family pets while they’re away on vacation or on other extended leave away from home.

#### Business Description

PetVacationWonderland offers the customer’s pet a happy home when they’re away for a short or long time. At any time during the customers traveling they can video conference with their pet to give or receive comfort and happiness. All kinds of pets can be accommodated, including dogs, cats, birds, fish, ferrets, hamsters, turtles, snakes, monkeys, and so on. Video conferencing with the customers’ pet will incur no additional charge. PetVacationWonderland employs animal specialists who will really understand and care for the total health and happiness of the customer’s pets while they’re away.

#### Vision

PetVacationWonderland will allow pet owners the confidence and security they need to travel without worrying about their pet.

#### Target Audience

Users of this service will be mostly pet owners, though in some cases pet shop owners may wish to use our services to care for their animals that might need a little extra grooming, and or health care.

#### Goal

Simplifying pet care for owners who will be away will offer the customer emotional security and freedom to take vacations and go on extended travel without the stress or anxiety involved with leaving a pet with strangers.

#### Revenue Model

Fees are charged at a rate of $30.00 to $50.00 per 24 hour period depending on the kind of pet involved. Additional costs may be incurred in the care for pets like tigers and kangaroos.

Discount rates will be offered for stays longer than one week, one month, three months, six months and one year.

#### 1st Year Costs

|  |  |
| --- | --- |
| Infrastructure | $10,000 |
| PetVacationWonderland Staff | $30,000 |
| Property Lease | $15,000 |
| Marketing | $10,000 |

1st Year Revenue

|  |  |
| --- | --- |
| Gross Income | $420,000 |
| - Costs | $65,000 |
| Net Profit | $ |
| Marketing | $ |

#### Estimated Growth first year

2,000 customers

The average customer keeps a pet with PetVacationWonderland for one week

The average transaction is $210.00

#### Future Development

To incorporate a mobile app so pet owners can more easily visit their pets while they’re away.

For further details and partnership information, please contact:

John Smith

Founder@ PetVacationWonderland.com

999-999-9999

☺

### NEW BUSINESS PROPOSAL 2: Autonomous Landmine Shredding Sweeper factory in Gansu Province

Mr. John Smith

Founder

Establish and Build Autonomous Landmine Shredding Sweeper

自治地雷吃清扫车

Beijing, China

#### Proposal Summary

According to Care.org, there are 110 million anti-personnel mines in the ground and another 250 million stockpiled in at least 108 countries around the world. Between 5 and 10 million more mines are produced each year, benefiting the producers $50 to $180 million annually.

The following Autonomous Landmine Shredding Sweeper (ALSS) can be manufactured with permission and assistance from Swiss NGO, Digger Foundation. The Digger Foundation is a not-for-profit organisation recognised as a public utility in Switzerland. <https://foundation.digger.ch/foundation/mine-clearance/>

The ALSS looks like a tank but it has a high speed rotating metal smashing tungsten steel shredder in front that in most cases destroys the landmines before they explode, and can withstand explosions of up to 5 kg. of Semtex explosive without damage. They can be remotely controlled by humans up to 500 meters distance. See: <https://spectrum.ieee.org/automaton/robotics/military-robots/unstoppable-robot-eats-landmines-for-breakfast>

Gansu has one of the lowest per capita GDP income rates in China. The 2017 GDP per capita income of residents in Gansu province ranked 31 out of 31 provinces with annual income of only CNY 29,326. 00

This proposal is designed for job creation, specifically ALSS manufacturing. In 2014 there was an order from the national government to close many of their steel factories. Thus, there are many empty factory buildings and unemployed people. A factory producing an Autonomous Landmine Shredding Sweeper does not produce emissions likely to contribute to air pollution as this can simply be an assembly plant using parts manufactured elsewhere on subcontract. This factory will contribute to human safety in conflict zones where landmines are used, will be a 100% export industry benefitting the national economy, and help produce skilled manufacturing jobs in Gansu.

#### Business Description

Build a factory for assembly of ALSS from parts manufactured by subcontract in other parts of China. This will be a not-for-profit private company with all profits/revenue invested in expansion of manufacturing facilities and research into other landmine clearing technologies.

#### Vision

Making the world a safer place for people living in or near conflict zones.

#### Target Audience

National governments, NGOs & militaries that want to clear landmines.

#### Goal

Stop landmine deaths:

An estimated 15,000 to 20,000 people are killed or maimed by landmines every year, according to the International Campaign to Ban Landmines.

• In Cambodia children account for up to 50 per cent of landmines casualties, according to the Cambodian Red Cross. In Somalia more than 55 per cent of landmines victims are children, according to the 2003 Landmine Impact Survey.

• Children are often attracted by the intriguing and colourful appearance of landmines and explosive remnants of war.

• Children are far more likely to die from land mine injuries than adults. An estimated 85 percent of child victims of landmines die before reaching the hospital. <https://www.unicef.org/french/protection/files/Landmines_Factsheet_04_LTR_HD.pdf>

#### Revenue Model

Cost of parts + assembly per ALSS manufactured in Gansu has been calculated at USD150,000 per unit. They can be sold for USD175,000 per unit with transportation costs paid by the buyer. So far potential buyers in 34 countries have been identified by our marketing team. Proposed ALSS assembly plant will be able to manufacture 25-35 units per week depending on parts supply.

#### 1st Year Costs

|  |  |
| --- | --- |
| Infrastructure | $5,000,000 |
| ALSS engineering & construction staff, management, etc. | $500,000 |
| Property Lease | Land donated by government |
| Marketing | 2nd year |

1st Year Revenue

|  |  |
| --- | --- |
| Gross Income | $0 |
| - Costs | $0 |
| Net Profit | $ |
| Marketing | $ |

#### Estimated Growth 2nd year

First 300 units sold

#### Estimated Growth 2nd year

500 units sold

#### Estimated Growth 5th year

3,000 units sold

#### Future Development

Factory/plant expansions and duplication in addition to factory/plants needed for newly designed landmine sweeping technologies by R&D department.

For further details and partnership information, please contact:

John Smith

Founder@ PetVacationWonderland.com

999-999-9999

### Ideas for student New Business Proposals

1. Drone zappers (detect and zap drones launched by hostile belligerents in conflict zones with precision guided lasers) 雷达探测和激光杀死无人机
2. Manufacture of newest lie detection technologies谎言检测技术
3. Manufacture of newest premature baby incubators早产儿保育箱
4. Family therapy (家庭治疗) company designed to help families stay together and healthy
5. Computer game company to create games designed to help students learn to create mnemonic memory strategies for better memory of all kinds of academic information.
6. Computer game company to create games designed to help students develop greater creativity for arts and sciences.
7. Computer game company to create games designed to help students develop empathy and social consciousness

### A DIFFERENT PROPOSAL FORMAT

#### NEW BUSINESS 3 (Joint-Venture)

#### Joint Venture Project Proposal for micro-loans to foster small business development and employment in long-term refugee camps in the DR Congo

##### MISSION

Micro-loan projects for long-term refugees in camps in DR Congo - Joint ventures between affluent private school students in non-English speaking countries, their EFL teachers, NGOs working in DR Congo (e.g. [**http://www.gfar.net/experts/youssoufou-congo**](http://www.gfar.net/experts/youssoufou-congo)) and local entrepreneurs in DR Congo Refugee camps.

##### BACKGROUND

Mohammad Yunus aimed to help the poor by supporting the spark of personal initiative and enterprise by which they could lift themselves out of poverty forever. It was an idea born on a day in 1976 when he loaned $27 from his own pocket to forty-two people living in a tiny village. These micro-entrepreneurs only needed enough credit to purchase the raw materials for their trade. Yunus’s small loan helped them break the cycle of poverty for good. His solution to world poverty, founded on the belief that credit is a fundamental human right, is brilliantly simple: lend poor people money on terms that are suitable to them, teach them a few sound financial principles, and they will help themselves.

Yunus’s theories work. Grameen Bank has provided loans totaling six billion dollars to seven million families in rural Bangladesh. Today, more than 250 institutions in nearly 100 countries operate micro-credit programs based on the Grameen methodology, placing Grameen at the forefront of a burgeoning world movement toward eradicating poverty through micro-lending.

<http://www.bankertothepoor.com/>

Download his book for free: <https://archive.org/details/BankerToThePoor>

PDF: <https://ia800204.us.archive.org/22/items/BankerToThePoor/yunus.pdf>

Also see:

<https://opportunity.org.uk/what-we-do/where-we-work/the-dr-congo>

<http://www.visionfund.org/2450/dr-congo/africa/where/>

<https://www.microfinancegateway.org/country/democratic-republic-congo>

<https://www.enca.com/africa/microfinance-banks-helps-poor-drc>

##### NEEDS

DR Congo (March 23, 2018) - The situation in the Democratic Republic of the Congo (DRC) is one of the world’s most complex, challenging and forgotten crises. With 4.5 million people internally displaced and more than 740,000 Congolese refugees across Africa, the humanitarian situation deteriorated sharply in 2017…

<https://reliefweb.int/report/uganda/democratic-republic-congo-regional-refugee-response-plan-january-december-2018>

<https://reliefweb.int/sites/reliefweb.int/files/resources/UNHCR%20DRC%20FACTSHEET%20AS%20OF%2031%20SEPTEMBER%202017.pdf>

##### COSTS

1. **Capital investments for small businesses developments**
   * + - **Water purification**
       - **Latrine digging and maintenance**
       - **Small farm creation**
       - **Child care center creation**
       - **Private School creation**
2. **Overhead costs (Month to month)**
   * + - **USD$00.00 (Small donations from students, $10 - $15 per month.)**

##### REVENUE PROJECTIONS

1. **No revenue for this project besides that which is earned by participants for their families and communities in the DR Congo.**

##### TIMETABLE

When do you start to put this project into action?

How long will each step take?

When is the business launch date?

☺

### In class - Business Plan Writing and Presentation Project

Each pair of students can collaborate on one or two proposals together.

1. Brainstorm what kinds of business(es) they might like to start.
2. Students can work together on one proposal or each write their own.

At the end of this writing period students will do a presentation on their business plan, explaining all the above segments of their Business Plan.

### TEXT TYPE 5 - Instructions

Though writing instructions on how to write instructions seems a bit tautological, there are exercises that can help people write instructions better.

I usually start by asking students if they know how to brush their teeth. Then, I get the class to help think of ALL the steps actually required to brush one’s teeth. There are more steps involved than most people might think of.

1. Go in the bathroom
2. Turn on the light
3. Go to the sink
4. Pick up the toothbrush
5. Turn on water
6. Rinse the toothbrush under the water
7. Turn off the water
8. Pick up the tube of tooth paste
9. Take the top off the toothpaste
10. Put the top of the toothpaste down
11. Squeeze some of the toothpaste on the bristles of the toothbrush
12. Put the toothpaste down.
13. Open your mouth
14. Gently brush the all of your teeth in small circular movements for five minutes.
15. Be sure to brush along the gum-line
16. When you have finished open your mouth and spit the toothpaste/saliva mix into the sink.
17. You may close your mouth
18. Turn on the water
19. Rinse your toothbrush
20. Put the toothbrush down
21. Put some water in a cup
22. Turn off the water
23. Open your mouth
24. Pour some water in your mouth
25. Swish the water around your mouth
26. Spit the water out
27. Close your mouth
28. Repeat the process
29. Put the cup down

What did we forget?

How about put the top back on the toothbrush?

There are practical ways help students learn to give simple instructions. One is through role play. One student does the process and the other carefully observes and records each action.

Another way to help students learn to write instructions is via visualization; visualizing the entire process from beginning to end and writing down every step.

Giving Instructions Exercises

1. Please give directions (instructions) to the nearest pharmacy
2. Give instructions on how to win a person’s heart
3. Give instructions on how to study for a test
4. Give instructions on how to win a favorite computer game
5. Give instructions on how to win a basketball game
6. Give instructions on how to take some medicine
7. Give instructions on how to raise a healthy child
8. Give instructions on how to become strong
9. Give instructions on how to make friends
10. Give instructions on how to make an iMovie
11. Etc.

### TEXT TYPE 6 - Experimental Science Article Writing

This is really a subject matter that deserves an entire semester of a full-time class.

However, I will present an outline.

**Introduction**

[In the Introduction section you introduce the entire subject matter, mention other research on that subject matter, and your hypothesis.]

**Methods**

In the Methods section you describe exactly how your experiment will be conducted, including what kind of sample, and the kind of statistical analysis you will use.

**Results**

In the Results section you show the results of your statistical analysis, and if significant differences, correlations, or whatever you predicted with your hypothesis actually was found.

**Discussion**

In the Discussion section you discuss the implications of your results and how they compare to the results found in other research if there was any on that subject matter.

**References**

All research mentioned in your experimental science article should be cited in-text by author’s surname and date of publication. Each publication subject and journal has its own citation and referencing system.

* APA style (American Psychological Association) is used by Education, Psychology and Sciences

<http://www.apastyle.org/>

* MLA style (Modern Language Association) is used by the Humanities

<https://www.mla.org/MLA-Style>

* Chicago/Turabian style is often used by Business, History, and Fine Arts writers

<http://www.chicagomanualofstyle.org/turabian/citation-guide.html>

To help you write bibliographies:

<http://www.easybib.com/>

<http://www.bibme.org/>

<https://www.noodletools.com/>

<http://www.citationmachine.net/>

<http://pitt.libguides.com/citationhelp>

Also see instructions for some other journals:

<http://s3-service-broker-live-19ea8b98-4d41-4cb4-be4c-d68f4963b7dd.s3.amazonaws.com/uploads/ckeditor/attachments/7807/2a_Manuscript_formatting.pdf>

Harvard has its own unique referencing system and there are many sites to explain how to write the references correctly. One good guide is:

<https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/harvard.pdf>

There are also online citation and reference generators that can help do it for you.

## Chapter 2 - 14 Major Philosophies and Religions - 哲学和宗教

<IMAGE>

### Discussion Questions for Students 1:

1. Why have all these philosophies and religions? What do you think?

2. Do they do more good than harm (危害)?

3. Is there anything wrong with a life of 100% hedonism (享乐主义)?

### Debate topic: Free will vs. Fate/destiny

### Goals of this topic include…

1) Learn the differences between philosophy and religion.

2) Students attain at least some appreciation of how cultures are different from each other because of their religions and philosophies.

3) Students should learn basic vocabulary and concepts (概念) of the following 14 religions and philosophies so they don’t appear very stupid around educated people in western universities.

Note: Most descriptions are quoted from Wikipedia, though in most cases I shortened and/or simplified the language. They are generally organized by date founded, but also clustered by geographic location of origin.

### What are the differences between a philosophy and religion?

In some ways they are the same, in some ways different. Most philosophies help people organize their beliefs and behaviors into what is good and what is not good. They give people a value system (价值体系) and greater understanding of themselves, their place in the world and universe and their relationships with other people. Some people say religions must have a God, but most people think if the philosophy has a “life after death” belief and “invisible spirits” (无形的精神) like angels and demons (天使与魔鬼), it’s a religion. Religions tend to have a more mystical (神秘的) and spiritual (精神的) foundation than philosophies, but many philosophies are also mystical and spiritual!

### **Discussion Questions 2**

Is Confucianism a religion or a philosophy?

Some philosophies absolutely do not believe in God, but some do and all religions believe there is another world that you cannot see with your eyes. Like many words in all languages, the differences between philosophies and religions are often not entirely clear. Sometimes they are. Humanism is a philosophy and not a religion because it is empirically based (经验) and logical (合乎逻辑). No faith (信仰) of any kind is required! The same can be said for medicine, architecture and engineering but many doctors, architects and engineers believe in a God or Gods.

You can find the underlined words on the Vocabulary lists following the summaries.

## Very brief summaries of 14 major philosophies and religions

### **1. Hinduism** (印度教)

Hinduism is an Indian Dharma, or a way of life, widely practiced in South Asia. Hinduism has been called the oldest religion in the world, and some practitioners and scholars refer to it as "the eternal tradition", or the "eternal way", beyond human history. Hinduism is a “polytheistic religion” meaning they believe in many Gods.

### 2. Zoroastrianism (拜火教)

Zoroastrianism is one of the world's oldest religions, and the first monotheistic religion. Some believe it goes back about 4,000 years. It is based on the teachings of the Iranian prophet Zoroaster. It worships a God of wisdom, Ahura Mazda (Wise Lord) as its Supreme Being. Major features of Zoroastrianism, including dualism, messianism, judgment after death, heaven and hell, and free will have greatly influenced other religious systems, including Judaism, Christianity, and Islam.

### 3. Taoism (道教)

Taoism (Daoism) is a religious or philosophical tradition of Chinese origin which emphasizes living in harmony with the Tao (道 Dào; literally: "the Way"). The Tao is a fundamental idea in most Chinese philosophical schools; in Taoism, Tao is the source, pattern and substance of everything that exists. Taoism differs from Confucianism by *not* emphasizing rigid rituals and social order. Taoist ethics vary in general tend to emphasize *wu* wei (无为 effortless action), "naturalness", simplicity, spontaneity, and the Three Treasures: 慈 "compassion", 儉 "frugality", and 不敢為天下先 "humility".

### 4. Confucianism (儒)

Confucianism (儒), is described as tradition, a philosophy, a religion, a humanistic or rationalistic religion, a way of governing, or simply a way of life. Confucianism developed from what was later called the Hundred Schools of Thought (諸子百家; pinyin: zhūzǐ bǎijiā) from the teachings of the Chinese philosopher Confucius (551–479 BCE), who considered himself a reorganizer and retransmitter of theology and values inherited from the Shang (商朝; pinyin: Shāng cháo c. 1600 BCE–1046 BCE) and Zhou dynasty (周朝; pinyin: Zhōu cháo c. 1046 BCE–256 BCE). In the Han dynasty (206 BCE–220 CE), Confucian approaches became more popular than Daoism with the emperors who mixed them with the realist techniques of Legalism (法家; pinyin: Fǎjiā).

### 5. Buddhism (佛教)

Buddhism is a religion and dharma largely based on the original teachings attributed to the Buddha. Buddhism originated in ancient India sometime between the 6th and 4th centuries BCE, and spread through much of Asia, where after it declined in India during the Middle Ages. Two major extant branches of Buddhism are generally recognized by scholars: Theravada (小乘) and Mahayana (大乘). Buddhism is the world's fourth-largest religion, with over 520 million followers or over 7% of the global population, known as Buddhists.

### 6. Zen (禪 Chán)

(Zen is Japanese language for Chinese: 禪 Chán; Korean: 선 - most American have some ideas about Zen but don’t know the Chinese word Chán) Zen is a school of Mahayana (大乘) Buddhism that originated in China during the Tang dynasty. Zen school was strongly influenced by Taoism and developed as a distinct school of Chinese Buddhism.

### 7. Mohism (墨家)

Mohism is an ancient Chinese philosophy of logic, rational thought and science developed by the academic scholars who studied under the ancient Chinese philosopher Mozi (c. 470 BC–c. 391 BC) and written about in a book titled: *The Mozi*. It evolved at about the same time as Confucianism, Taoism and Legalism, and was one of the four main philosophic schools from around 770–221 BC (during the Spring and Autumn (春秋时代) and Warring States periods). [The Mohists are most well-known for the ethical principle of *jian ai*, sometimes translated as "universal love." <http://www.newworldencyclopedia.org/entry/Mohism>]

### Abrahamic Religions (亚伯拉罕的宗教)

An Abrahamic religion is a religion whose followers believe in Prophet Abraham and his descendants to hold an important role in human spiritual development. The best known Abrahamic religions are Judaism, Christianity and Islam. They all worship God.

One major difference between Abrahamic religions and Chinese Religious philosophies is that in Genesis, the first book of the Jewish Bible, it says:

#### Genesis 1:26-28 King James Version (KJV)

**26**“And God said, Let us make man in our image, after our likeness: and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth.”

The word: “Dominion” above means “domination (统治) over nature.”

Generally speaking, Chinese Confucianism, Taoism and Buddhism do not give man the authority to “dominate” over nature. Generally speaking, most of Chinese philosophy teaches people to harmonize with nature. Given that Europe and the U.S. are dominated by Judeo/Christian peoples, it is not surprising perhaps that domination is a major theme in their philosophies, or that it should contrast strongly with Chinese philosophy with its emphasis on harmony.

### 8. Judaism (犹太教)

Judaism is an ancient, monotheistic, Abrahamic religion with the Torah as its foundational text. It encompasses the religion, philosophy and culture of the Jewish people. Judaism is considered by religious Jews to be the expression of the covenant that God established with the Children of Israel. Judaism includes many beliefs, and sacred books. Jewish people believe God gave Moses 10 laws called “the Ten Commandments.” The Torah is part of the larger text known as the Hebrew Bible. With between 14.5 and 17.4 million believers worldwide, Judaism is the tenth largest religion in the world.

### 9. Christianity (基督教)

Christianity is an Abrahamic monotheistic religion based on the life, teachings, and miracles of Jesus (耶稣) of Nazareth (拿撒勒), known by Christians as the Christ (基督), or "Messiah" (弥赛亚), who is the focal point of the Christian faiths. Christians are supposed to obey the 10 Commandments. Christians believe Jesus allowed himself to be killed by the Romans as a lesson for people about sacrifice and love. It is the world's largest religion, with over 2.4 billion followers, or 33% of the global population. Christians make up a majority of the population in 158 countries and territories. They believe that Jesus is the Son of God and the savior of humanity whose coming as the Messiah (the Christ) was prophesied in the Old Testament. Christianity has played a major role in shaping western civilization.

### 10. Islam (伊斯兰教)

Islam is an Abrahamic monotheistic religion teaching that there is only one God (Allah) and that Muhammad (穆罕默德) is the last, final messenger and prophet of God. Islam teaches that God is merciful, all-powerful, unique and has guided mankind through prophets, revealed scriptures and natural signs. The primary scripture of Islam is the Quran (可兰经), viewed by Muslims as the word of God, and the teachings Muhammad (c. 570–8 June 632 CE). Muslims believe in Adam, Abraham, Moses and Jesus. Muslims believe Islam is the oldest religion and some Muslims believe there were 124,000 prophets, including Adam, Abraham, Moses, Jesus and Muhammad. Islam is the world's second-largest religion and the fastest-growing major religion, with over 1.8 billion followers or 24.1% of the global population, known as Muslims.

### A FEW OTHER MAJOR PHILOSOPHIES:

### 11. Humanism (人道主义)

Humanism is a philosophical and ethical belief system that emphasizes the value and abilities of human beings, individually and collectively, and generally prefers critical thinking and evidence (rationalism and empiricism) over acceptance of dogma or superstition. The word humanism was created by Friedrich Niethammer at the beginning of the 19th century. Generally, however, humanism refers to a belief in human freedom and progress. In modern times, humanist movements believe that there is no God and look to science not “holy books” from a supernatural source to understand the world. Followers of humanism are called “humanists.”

### 12. Nihilism (虚无主义)

Nihilism is from the Latin (拉丁语) nihil meaning “nothing” and is the philosophical viewpoint that denies “meaningful” aspects of life. It is an atheist philosophy, meaning there is no god. Existential nihilism, argues that life is without objective meaning, purpose, or intrinsic value. Moral nihilists assert that there is no inherent morality. The term is sometimes used to explain the general mood of despair at a perceived pointlessness of existence that one may develop upon realizing there are no necessary norms, rules, or laws. People who follow Nihilism are called “nihilists.”

### 13. Atheism (无神论)

Atheism is the belief that there is no God. Many religions and most philosophies do not acknowledge a “God” or “Gods” and are thus atheistic. A person who believes there is no God is called an “atheist.”

### 14. Agnosticism (不可知论)

Agnosticism is a vague believe that there may be some God, but not attached to any particular version of God. A person who believes in agnosticism is called an “agnostic.”

### Major arguments (论点) for a belief in God or Gods

Belief in God(s) gives people rituals at major turning points in life like marriage and death; it gives comfort and reassurance that in the end justice will prevail (win 赢 in the end). Belief in a God greater than one’s self helps make sure people do not think they are God and can for example kill whoever they want, because in theory God will “punish” (惩罚) those who kill, steal, lie, cheat and do other bad things - after they die, and reward (奖励) people who are good. This history of religion can also be viewed as the evolution of the history of law as each religion created new more advanced legal systems.

### Major arguments against a belief in God or Gods

There is no scientific evidence (没有科学证据) that there is or ever was a God or Gods. Some people believe religions are the biggest criminal conspiracies (犯罪阴谋) in the history of the world because they say, religions sell a belief in something for which there is no scientific evidence. Furthermore, some people believe religions cause more problems than they help largely because they teach people to believe in irrational systems (不合理的制度).

**Note:** The above arguments are at least 3,000 years old, and I suspect probably much older going back to the first religions probably around 8,000 to 10,000 BCE. I recite the above arguments so students won’t be too surprised when they are heard, and the above and many more will be heard in an educated western environment. Of course, for every one of those arguments there are counter-arguments, and counter-counter arguments!

**An old joke:** “There are no atheists (无神论者) in a foxhole (散兵坑).” This comes from WWI. When the bombs start dropping and the poison gas drifts in, it’s pretty amazing how many people suddenly become religious! It’s an old joke but there is an element of truth in it too.

☺

### Most university first semester philosophy professors…

…will work to make people question their beliefs. If a student believes in God the professor will “prove” (证明) there “definitely is no God.” If the student doesn’t believe in God, the professor will prove “there definitely is a God.” The point of this is to make sure that people think critically (批判性的思考) about their beliefs and see things from many points of view.

### More British people believe in Aliens than God

“More Believe in Space Aliens Than in God According To U.K. Survey” By [Lee Speigel](https://www.huffingtonpost.com/author/lee-speigel), 10/18/2012

He also reported that less than half the people believe in God. <https://www.huffingtonpost.com/2012/10/15/alien-believers-outnumber-god_n_1968259.html> A similar study in France got the same results. A lot of people believe in aliens, and less and less people believe in God.



### ANSWERS TO QUESTIONS 1, 2 & 3 above

1. Why have all these philosophies and religions? What do you think?

Philosophies and religions were created to help people live together in peace, to help create stability within and between groups of people and help people try to understand their place in the universe.

2. Do they do more good than harm (危害)?

In most places and times philosophies and religions have done a lot more good than harm. There is an ancient city in Pakistan called Taxila (塔克西拉). Religions from all around the world had their places of worship next to each other for more than 1,000 years and they lived peacefully together. Religions usually are very peaceful except when they are used for political, military or economic purposes by greedy leaders.

3. Is there anything wrong with a life of 100% hedonism?

Total hedonists are usually not very healthy or happy for long. Usually they suffer from alcoholism (酗酒) get drug habits (毒品习惯) and STDs (性传播疾病). Usually they become very lazy and cruel, like monsters. Usually they die young and most people around them are happy when they die because they are very selfish people.



### Most ancient Legal Systems

The history of religion and philosophy accounts for most of *but not all of* the ancient history of law.

For example:

* The Code of Ur-Nammu is the oldest known law code surviving today. It is from Mesopotamia and is written on tablets, in the Sumerian language c. 2100–2050 BC. Although it is known that earlier law-codes existed, such as the Code of Urukagina, this represents the earliest written legal text. It is three centuries older than the Code of Hammurabi.
* The Code of Hammurabi is a well-preserved Babylonian code of law of ancient Mesopotamia, dating back to about 1754 BC (Middle Chronology). It is one of the oldest deciphered writings of significant length in the world. The sixth Babylonian king, Hammurabi, enacted the code, and partial copies exist on a 2.25 metre (7.5 ft) stone stele and consists of 282 laws, with scaled punishments, adjusting "an eye for an eye, a tooth for a tooth" as graded depending on social status, of slave versus free man or woman.

On the other hand, back then most people probably worshipped (崇拜) the great kings (like a religion) because they were so powerful they were “like gods,” and a lot of people even today worship money and power!

### Vocabulary 1 - With no definitions or translations

\* For English simplified definitions of the following see Vocabulary 2.

\* For English definitions with Chinese translations see Vocabulary 3.

I provide this “Vocabulary 1” so students can test themselves and each other. I’ve taken national languages tests in several languages and I know students need to be able to test themselves.

Hedonism

**1. Hinduism (印度教)**

Dharma

Scholar

Eternal

Polytheistic

**2. Zoroastrianism (拜火教)**

Monotheism

Dualism

Unique

Prophet

Worship

God

Wisdom

Supreme Being

Messianism

Judgment after death

Heaven and hell

Free will

Influence

Judaism

Christianity

Islam

**3. Taoism (道教)**

Emphasize

Harmony

Source

Pattern

Substance

Exists

Emphasize

Rigid

Ritual

Ethics

Vary

Effortless

Naturalness

Simplicity

Spontaneity

Three Treasures

Compassion

Frugality

Humility

**4. Confucianism (儒)**

Humanistic

Rationalistic

Governing

Hundred Schools of Thought

Confucius

Reorganizer

Retransmitter

Theology

Values

Inherited

Legalism

**5. Buddhism - Buddhism (佛教)**

Attributed

Declined

Middle Ages

Theravada

Mahayana

**6. Zen (is Japanese language for Chinese: 禪 Chán; Korean: 선 -**

Zen

Distinct

Spread

**7. Mohism (墨家 Mòjiā; literally: "School of Mo")**

Logic

Rational thought

Science

Academic

Evolved

Ethical

Universal love

Together jointly

Connotation

**Abrahamic Religions**

Prophet

Abraham

Moses

10 Commandments

Descendants

Spiritual development

Judaism

Christianity

Islam

Worship

**8. Judaism (犹太教)**

Ancient

Monotheistic

Torah - foundational holy book of Judaism

Bible

Covenant

Israel

With between 14.5 and 17.4 million believers worldwide, Judaism is the \_\_\_ largest religion in the world.

**9. Christianity (基督教**

Miracle

Jesus

Nazareth

Christ

Messiah

Focal point

Sacrifice

Faiths

Global Population

It is the world's largest religion, with over 2.4 billion followers, or \_\_\_% of the global population.

**10. Islam - Islam (伊斯兰教)**

Muhammad

Messenger

Quran (Koran)

primordial faith

revealed

Adam

Abraham

Moses

Jesus

It is the world's \_\_\_\_-largest religion and the fastest-growing major religion in the world, with over 1.8 billion followers or 24.1% of the global population, known as Muslims.

**11. Humanism (人道主义) -**

Ethical

Value

Abilities

Individually

Collectively

Critical thinking

Evidence

Rationalism

Empiricism

Acceptance

Freedom (from)

Dogma

Superstition

Supernatural

**12. Nihilism - Nihilism (虚无主义)**

Nothing

Atheist

Deny, denies

Meaningful

Intrinsic value

Morality

Despair

Pointlessness

Existence

### Vocabulary 2 - With simplified English definitions

**Hedonism** (noun, Adjective is hedonistic, a person who is hedonistic is called a hedonist) - The philosophy of pleasure. Having fun is the most and only important thing.

**1. Hinduism (印度教)**

**Dharma** (noun) - Teaching, or way of life

**Scholar** (noun, adjective is scholastic) - A person who studies something or many things deeply.

**Eternal** - (adj. Noun is eternity) Lasts or lives forever.

**Polytheistic** - (adj. noun is polytheism) Belief in many Gods, like Hinduism and Shamanism.

**2. Zoroastrianism (拜火教)**

**Monotheism** (noun, adj. is monotheistic) - Belief in one God

**Dualism** - (noun, adjective is dualistic) A system made of pairs, like good and bad, God and the devil, heaven and hell, me and you.

**Unique** - (adj. noun is uniqueness, adv. is uniquely) One of a kind, special, different from anything else.

**Prophet** (noun) - A holy person given a special mission by God to teach people something.

**Worship** (verb or noun) - To hold in the highest respect like God.

**God** (noun, Godly, adv. The opposite is ungodly, or devilish) - A supreme being

**Wisdom** (noun, the adj is wise, adv. Is wisely) - Knowledge that is eternal and true everywhere. Wisdom is much greater than knowledge. To be wise is much greater than being smart. Many people are smart but not wise.

**Messianism** (Noun, adj. is messianic, the holy person believed to come in the future is called a **messiah**) - Belief that some great holy person will be sent by God in the future to help humankind in a major way.

**Judgment after death** - Belief in “Judgement Day” which some religions believe happens after death and God decides if the dead person’s soul should go to heaven (天堂) or hell (地狱).

**Heaven** (noun, adj. is heavenly) - Some religions believe if a person is good during life after they die they will go to some perfect place and be totally happy with God.

**Hell** (Noun, adjective is hellish) - Some religions believe if a person is bad after they die they will go to a horrible terrible place and suffer great pain. Some religions believe dead people can get out of hell after some time, others don’t. Some religions believe only followers of their religion will go to heaven and everyone else automatically goes to hell.

**Free will** - People can choose what they do.

**Fate** (noun) - The opposite of free will. People who believe in fate don’t think they have a choice in what they do.

**Influence** (noun or verb) - The ability to change something or someone.

**Judaism** (noun) - Abrahamic religion of Jewish people.

**Christianity** (noun) - Abrahamic Religion of Christians.

**Islam** (noun) - Abrahamic religion of Muslims.

**3. Taoism (道教)**

**Emphasize** (verb, the noun is emphasis) - To say or do something very strongly, powerfully to make a point.

**Harmony** (noun, the verb is harmonize) - Get along well together. Some musical notes played at the same time create a musical harmony, like C, E, G on a piano.

**Source** (noun and sometimes verb) - Where something comes from.

**Pattern** (noun) - Fits together as part of a system

**Substance** (noun) - Something, or material.

**Exists** (verb, noun is existence) - “Is’ as compared to “is not.”

**Emphasize** (verb, noun is emphasis) - To make a point or idea very strongly.

**Rigid** (adj.) - not flexible, stiff, unbending, unyielding.

**Ritual** (noun) - something that people like to do again and again. For example most cultures have wedding rituals and seasonal holiday (like New Year’s) rituals that are quite similar within that culture. Also most religions have rituals as a very important part of that religion.

**Morals** (noun and adj. and morality is a noun): A system of beliefs that some things are good and some things are bad, and these beliefs do not change depending on the situation.

**Ethics** (noun, adj. is ethical) - A system of beliefs that some things are good and some things are bad, but, ethics are usually more flexible than morals because the situation can change what’s really good or bad. For example, executing a murderer to protect the community may ethically be OK.

**Vary** (verb, or adj. noun is variance, and variable) - Change

**Effortless** (adj, noun is Effort)- requires no effort, naturally easy.

**Naturalness** (adj of natural) - Being natural

**Simplicity** (noun) - Very simple (adj.)

**Spontaneity** (noun, adj. is spontaneous) - Doing things without thinking first. Usually this word is a good thing in English because it implies creativity and playfulness.

**Three Treasures** (noun): Three supremely important things in Taoism.

**Compassion** (noun, adj. is compassionate) - Having a big heart, caring for other living things.

**Frugality** (noun, adj. is frugal) - Being very careful with resources like money, food, time, etc.

**Humility** (noun, adj. is humble) - Not being proud

**4. Confucianism (儒)**

**Humanistic** (Adj.) [Humanism, Noun; Humanist, noun, a person who believes in humanism; humanistic, adj.]- **Believing** that humans are special and caring about people.

**Rationalistic** (adv.) [Rationalism, Noun] [Rational, adj.] - Based on thinking, not emotions or faith.

**Governing** (adj) - Controlling, being the boss of some people or things.

**Hundred Schools of Thought** 100 very popular Chinese philosophies.

**Confucius** (551–479 BCE), A man, perhaps the greatest of Chinese philosophers; founder of the major philosophy of all Asian countries. His philosophy is called: Confucianism. (Confucianist Adj; Confucianism Noun for the philosophy)

**Reorganizer** (noun) - A person who organizes something for a 2nd or 3rd, or 4th… time.

**Retransmitter** (noun) - Someone who transmits, or communicates something for the 2nd or 3rd, or 4th… time.

**Values** (noun) - A system of beliefs regarding what’s important and what’s not important and how valuable things are.

**Inherited** (verb, the noun is inheritance) - something someone gets from another person, usually but not always from a parent, grandparents, or other ancestors after they die.

**Legalism** (noun) (法家; pinyin: Fǎjiā), a major branch of Chinese philosophy.

**Filial Piety** Respect for parents

**5. Buddhism - Buddhism (佛教)**

**Attribute** (verb) (Attribution, noun) - To say that something comes from this source, person, place or thing. The science of Chinese herbal medicine is attributed to Shennong.

**Decline** (verb, noun) - to go down, downhill, or get worse.

**Middle Ages** (noun)- An 800 to 1,000 year period in European history, the period of European history from the fall of the Roman Empire in the West (5th century) to the fall of Constantinople (1453), or, more narrowly, from c. 1100 to 1453.

**Theravada** (小乘) (noun) - A branch of Buddhism called the “Lesser Vehicle” in English.

**Mahayana** (大乘) - (noun) A branch of Buddhism called the “greater Vehicle” in English.

**6. Zen (is Japanese language for Chinese: 禪 Chán; Korean: 선 -**

**Zen** (noun) - A Chinese branch of Mahayana Buddhism greatly influenced by Daoism.

**Distinct** (adj.) - very noticeable, special, outstanding, different, unique.

**Spread** (verb) - To cover something with something. He spread the peanut butter on the bread. She spread lies about him.

**7. Mohism (墨家 Mòjiā; literally: "School of Mo")**

**Logic** (noun, adjective is logical) - A system using reasoning to figure out the truth

**Rational thought** - Thinking logically

**Science** (noun, adj. is scientific) - an approach to discovery of truth using research and experimentation

**Academic** (adj.) - relating to learning especially in a school or university

**Evolve** (verb, noun is evolution) - increasing complexity in systems

**Universal love** - *jian ai*, - love for everyone

**Together** (adj. noun is togetherness) jointly *Jian - two or more become one*

**Connotation** (noun) - implied or secondary meaning

**Abrahamic Religions** (亚伯拉罕的宗教)

**Prophet** (Noun) - a holy person believed to be sent by God to lead people on the right path

**Abraham** (noun) - The first of the great Biblical (圣经) patriarchs (先祖), father of Isaac, and traditional founder of the ancient Hebrew Jewish nation.

**Moses** (noun) - Jewish, Christian and Muslim people believe Moses was a prophet given the 10 commandments (laws) by God

**10 Commandments** (noun) - The ten most important laws given by God to Moses.

**Descendants** (noun) - Children, grandchildren, great grandchildren of someone.

**Spiritual development** - A person who becomes more spiritual.

**Judaism** (noun) - Religion based on beliefs of Prophet Abraham and later prophets; religion of the Jewish (犹太) people, and the religion of Israel (以色列).

**Christianity** (noun) - Abrahamic religion mainly based on the philosophies of Jesus and the Bible

**Islam** (noun) - Abrahamic religion mainly based on teachings of Muhammad and the Quran

**Worship** (verb or noun) - to revere (尊敬), honor (荣誉) and homage paid to God or a holy person (神圣的人), or to any thing regarded as sacred (神圣).

**8. Judaism (犹太教)**

**Ancient** (usually adj, sometimes noun) - Extremely old

**Monotheistic** (adj. noun is monotheism) - belief in one God

**Torah** (noun) - foundational holy book of Judaism

**Bible** (noun) - Hebrew (希伯来语) Jewish holy book

**Covenant** (noun) - An agreement, usually formal between two or more people, or between people and God to do or not do something.

**Israel** (noun) - Traditional homeland of the Jewish people

With between 14.5 and 17.4 million believers worldwide, Judaism is the tenth largest religion in the world.

**9. Christianity (基督教)**

**Miracle** (noun, adj. is miraculous) - An amazing and unlikely event and believe there was divine (神圣) help

**Jesus** Holy prophet of Christianity

**Nazareth** - The place he came from

**Christ** Same as Jesus

**Messiah** - A holy person (神圣的人) people think God sent or will send to help them.

**Focal point** - the center place that gets the most attention

**Sacrifice** (verb or noun, adj. is sacrificial) - to give or throw something away for some reason.

**Faith** (noun) - belief system not based on logic, but rather intuition or simply past experience.

**Global Population** - all the people in the world

Christianity is the world's largest religion, with over 2.4 billion followers, or 33% of the global population.

**10. Islam - Islam (伊斯兰教)**

**Muhammad** - The messenger and holy prophet of Islam

**Messenger** - someone who carries a message for other people

**Quran** (Koran) - Holy book of the Muslims

**Primordial faith** - A belief system going back to the beginning of humanity

**Reveal** (verb, noun is revelation) - Show something that was hidden before

**Adam** - Said in the Jewish Bible to be the first man; Christians and Muslims also believe this

**Abraham** - Said to be the father of the Jewish religion

**Moses** - The prophet to whom God gave the 10 commandments

**Jesus** - the Holy Prophet of Christians and Muslims

Islam is the world's second-largest religion and the fastest-growing major religion in the world, with over 1.8 billion followers or 24.1% of the global population, known as Muslims.

**11. Humanism (人道主义) -**

**Ethical** (adj. noun is Ethics) - Knowing what’s right and wrong in different situations.

**Value** (Noun) (verb when used with object) - Worth, value or importance, how important is something or how much does it cost

**Ability** (noun) - skill, something someone can do well.

**Individual** (noun) - as a single person

**Collective** (noun) - as a group

**Critical thinking** - thinking logically, reasonably, examining something very closely and asking questions.

**Evidence** (noun)- Something to show that something did or did not happen or exist, used to prove or disprove something.

**Rationalism** (noun, adj is rational) - the belief in using rational logical thinking

**Empiricism** (noun, adj. is empirical) - The belief that all knowledge comes from sensory experience (感官体验) and logic, not supernatural (不是超自然的) sources or faith (信仰).

**Acceptance** (noun, verb is accept) - to agree that something or someone is OK.

**Freedom** (noun, adj is free, adv. Is freely) - to have choices

**Dogma** (noun, also dogmatism, adj. is dogmatic, adv. is dogmatically) – a rigid system of strict beliefs that nobody is supposed to question

**Superstition** (noun, adj. is superstitious) - Belief in things that cannot be proven, usually supernatural (超自然Chāozìrán) things.

**Supernatural** (adj.) - not part of the natural world, but something above or beyond nature

**12. Nihilism - Nihilism (虚无主义)**

**Nothing** (noun) - a lack of everything, empty

Atheist (noun) - a belief that there is no God

**Deny** (verb, noun is denial) - to say one does not believe in something, or didn’t do, know or believe something.

**Meaningful** (adj, noun is meaningfulness) - having some great value to someone

Intrinsic value - something that has great value inside a person, not because of material reward

**Morality** (noun) - a strict sense of what is right and wrong. Not a flexible system.

**Despair** (noun or verb) - Giving up hope (hopelessness), disbelief in everything. The feeling that “my wants, needs and beliefs are not important,” and “nobody cares.”

**Pointlessness** (noun, pointless is adj.) - without direction or meaning.

**Existence** (noun, verb is exist) - Something that is in the real world

### Vocabulary 3 - With Eng. Definitions & Chinese Translations

**Hedonism** (享乐主义, noun, Adjective is hedonistic, a person who is hedonistic is called a hedonist) - The philosophy of pleasure. Having fun is the most and only important thing.

**1. Hinduism (印度教)**

People who believe in Hinduism are called Hindus.

**Dharma** (法 noun) - Teaching, or way of life

**Scholar** (学者 noun, adjective is scholastic) - A person who studies something or many things deeply.

**Eternal** - (永恒 adj. Noun is eternity) Lasts or lives forever.

**Polytheistic** - (多神教 adj. noun is polytheism) Belief in many Gods, like Hinduism and Shamanism.

**2. Zoroastrianism (拜火教)**

**Monotheism** (一神教 noun, adj. is monotheistic) - Belief in one God

**Dualism** - (二元论 noun, adjective is dualistic) A system made of pairs, like good and bad, God and the devil, heaven and hell, me and you.

**Unique** - (独特 adj. noun is uniqueness, adv. Is uniquely) One of a kind, special, different from anything else.

**Prophet** (预言家 noun) - A holy person given a special mission by God to teach people something.

**Worship** (崇拜 verb or noun) - To hold in the highest respect like a God.

**God** (神noun, Godly, adv. The opposite is ungodly, or devilish) - A supreme being

**Wisdom** (智慧 noun, the adj is wise, adv. Is wisely) - Knowledge that is eternal and true everywhere. Wisdom is much greater than knowledge. To be wise is much greater than being smart. Many people are smart but not wise.

**Messianism** (弥赛亚 Noun, adj. is messianic, the holy person believe to come in the future is called a messiah) - Belief that some great holy person will be sent by God in the future to help humankind in a major way.

**Judgment after death** - Belief in “Judgement Day” (审判日) which some religions believe happens after death and God decides if the dead person’s soul should go to heaven (天堂) or hell (地狱).

**Heaven** (天堂 noun, adj. is heavenly) - Some religions believe if a person is good during life after they die they will go to some perfect place and be totally happy with God.

**Hell** (地狱 Noun, adjective is hellish) - Some religions believe if a person is bad after they die they will go to a horrible terrible place and suffer great pain. Some religions believe dead people can get out of hell after some time, others don’t. Some religions believe only followers of their religion will go to heaven and everyone else automatically goes to hell.

**Free will** - (自由意志) People can choose what they do.

**Fate** (noun) - (命运) The opposite of free will. People who believe in fate don’t think they have a choice in what they do.

**Influence** (影响 noun or verb) - The ability to change something or someone.

**Judaism** (犹太教 noun) - Abrahamic religion of Jewish people.

**Christianity** (基督教 noun) - Abrahamic Religion of Christians.

**Islam** (伊斯兰教 noun) - Abrahamic religion of Muslims.

**3. Taoism (道教)**

People who believe in Taoism are called Taoists.

**Emphasize** (强调 verb, the noun is emphasis) - To say or do something very strongly, powerfully to make a point.

**Harmony** (和谐 [hé xié] noun, the verb is harmonize) - Get along well together. Some musical notes played at the same time make a harmony, like C, E, G on a piano.

**Source** (来源 noun and sometimes verb) - Where something comes from.

**Pattern** (模式 noun) - Fits together in a system

**Substance** (物质 [wù zhì] noun) - Something, or material.

**Exist** (存在 [cún zài] verb, noun is existence) - “Is’ as compared to “is not.”

**Rigid** (固执的 adj.) - not flexible, stiff, unbending, unyielding.

**Ritual** (仪式 [yí shì] noun) - something that people like to do again and again. For example most cultures have wedding rituals and seasonal holiday (like New Year’s) rituals that are quite similar within that culture. Also most religions have rituals as a very important part of that religion.

**Morals** (道德 [dào dé] noun and adj. and morality is a noun): A system of beliefs that some things are good and some things are bad, and these beliefs do not change depending on the situation.

**Ethics** (伦理 [lún lǐ] noun, adj. is ethical) - A system of beliefs that some things are good and some things are bad, but, ethics are usually more flexible than morals because the situation can change what’s really good or bad.

**Vary** (变化 [biàn huà] verb, or adj. noun is variance, and variable) - Changes from an original state

**Effortless** (不费力的 adj, noun is Effort)- requires no effort, naturally easy.

**Naturalness** (自然 adj of natural) - Being natural

**Simplicity** (简单 noun) - simplistic (adj.) - very easy to do or understand

**Spontaneity** (自发性 noun, adj. is spontaneous) - Doing things without thinking first. Usually this word is a good thing in English because it implies creativity and playfulness.

**Three Treasures** (noun): Three supremely important things in Taoism.

**Compassion** (同情 [tóng qíng] noun, adj. is compassionate) - Having a big heart, caring for other living things.

**Frugality** (节俭 [jié jiǎn] noun, adj. is frugal) - Being very careful with resources like money, food, time, etc.

**Humility** (谦卑 [qiān bēi] noun, adj. is humble) - Not being proud

**4. Confucianism (儒)**

People who believe in Confucianism are called Confucianists.

**Humanism** (人文主义 [rén wén zhǔ yì] Noun) [Humanism, Noun; Humanist, noun, a person who believes in humanism; humanistic, adj.]- Believing that humans are special and caring about people.

**Rational** (理性的 Adj.) Rationalism, Noun; Rationally Adv. - Based on thinking, not emotions or faith.

**Governing** (治理 [zhì lǐ ] adj) - Controlling, being the boss of some people or things.

**Hundred Schools of Thought** (諸子百家; pinyin: zhūzǐ bǎijiā) 100 very popular Chinese philosophies.

**Confucius** (孔子 551–479 BCE), A man, perhaps the greatest of Chinese philosophers; founder of the major philosophy of all Asian countries. His philosophy is called: Confucianism. (Confucianist Adj; Confucianism Noun for the philosophy)

**Reorganizer** (改组 [gǎi zǔ] noun) - A person who organizes something for a 2nd or 3rd, or 4th… time.

**Retransmitter** (转发器 noun) - Someone who transmits, or communicates something for the 2nd or 3rd, or 4th… time.

**Values** (价值观 noun) - A system of beliefs regarding what’s important and what’s not important and how valuable things are.

**Inherit** (继承 [jì chéng] verb, the noun is inheritance) - something someone gets from another person, usually but not always from a parent, grandparents, or other ancestors after they die.

**Legalism** (noun) (法家; pinyin: Fǎjiā), a major branch of Chinese philosophy.

**5. Buddhism (佛教)**

People who believe in Buddhism are called Buddhists.

**Attribute** (属性 verb or noun) (Attribution, noun) - To say that something comes from this source, person, place or thing. The science of Chinese herbal medicine is attributed to Shennong.

**Decline** (下降 [xià jiàng] verb, noun) - to go down, downhill, or get worse.

**Middle Ages** (中世纪 [zhōng shì jì] noun)- An 800 to 1,000 year period in European history, the period of European history from the fall of the Roman Empire in the West (5th century) to the fall of Constantinople (1453), or, more narrowly, from c. 1100 to 1453.

**Theravada** (小乘) (noun) - A branch of Buddhism called the “Lesser Vehicle” in English.

**Mahayana** (大乘) - (noun) A branch of Buddhism called the “greater Vehicle” in English.

**6. Zen (is Japanese language for Chinese: 禪 Chán; Korean: 선 -**

**Zen** (禅 [chán] noun) - A Chinese branch of Mahayana Buddhism greatly influenced by Daoism.

Distinct (adj.) - very noticeable, special, outstanding, different, unique.

**Spread** (传播 [chuán bō] verb) - To cover something with something. He spread the peanut butter on the bread. She spread lies about him.

**7. Mohism (墨家 Mòjiā; literally: "School of Mo")**

**Logic** (逻辑 [luó ji] noun, adjective is logical) - A system using reasoning to figure out the truth

**Rational thought** -理性的思考 Thinking logically

**Science** (科学 [kē xué] noun, adj. is scientific) - an approach to discovery of truth using research and experimentation

**Academic** (学术 adj.) - relating to learning especially in a school or university

**Evolve** (进化 verb, noun is evolution) - increasing complexity in systems

**Universal love** -普遍的爱 *jian ai*, - love for everyone

**Together** (adj. noun is togetherness) jointly *Jian - two or more become one*

**Connotation** (内涵 [nèi hán] noun) - implied or secondary meaning

**Abrahamic Religions** (亚伯拉罕的宗教)

**Prophet** (先知 [xiān zhī] Noun) - a holy person believed to be sent by God to lead people on the right path

**Abraham** (亚伯拉罕 noun) - The first of the great Biblical (圣经) patriarchs (先祖), father of Isaac, and traditional founder of the ancient Hebrew Jewish nation.

**Moses** (摩西 [mó xī] noun) - Jewish, Christian and Muslim people believe Moses was a prophet given the 10 commandments (laws) by God

**10 Commandments** (10条诫命 noun) - The ten most important laws given by God to Moses.

**Descendants** (后裔 [hòu yì] noun) - Children, grandchildren, great grandchildren of someone.

**Spiritual development** -灵性发展 Increasing spirituality in a person or system

**Judaism** (犹太教 [yóu tài jiào] noun) - Religion based on beliefs of Prophet Abraham and later prophets; religion of the Jewish (犹太) people, and the religion of Israel (以色列).

**Christianity** (基督教 [jī dū jiào] noun) - Abrahamic religion mainly based on the philosophies of Jesus and the Bible

**Islam** (伊斯兰教 [yī sī lán jiào] noun) - Abrahamic religion mainly based on teachings of Muhammad and the Quran

**Worship** (崇拜 [chóng bài] verb or noun) - to revere (尊敬), honor (荣誉) and homage paid to God or a holy person (神圣的人), or to any thing regarded as sacred (神圣).

**8. Judaism (犹太教)**

**Ancient** (古代 [gǔ dài] usually adj, sometimes noun) - Extremely old

**Monotheistic** (一神论 adj. noun is monotheism) - belief in one God

**Torah** (律法 noun) - foundational holy book of Judaism

**Bible** (圣经 [shèng jīng] noun) - Hebrew (希伯来语) Jewish holy book

**Covenant** (协议 [xié yì] noun) - An agreement, usually formal between two or more people, or between people and God to do or not do something.

**Israel** (以色列 [yǐ sè liè] noun) - Traditional homeland of the Jewish people

With between 14.5 and 17.4 million believers worldwide, Judaism is the tenth largest religion in the world.

**9. Christianity (基督教**

People who behave in Christianity are called Christians.

**Miracle** (奇迹 [qí jì] noun, adj. is miraculous) - An amazing and unlikely event and belief there was divine (神圣) help.

**Jesus** (耶稣) Holy prophet of Christianity

**Nazareth** (拿撒勒) - The place he came from

**Christ** (基督), Same as Jesus

**Messiah** (弥赛亚) - A holy person (神圣的人) people think God sent or will send to help them.

**Focal point** (焦点) - the center place that gets the most attention

**Sacrifice** (牺牲 [xī shēng] verb or noun, adj. is sacrificial) - to give or throw something away for some reason.

**Faith** (信仰 [xìn yǎng] noun) - belief system not based on logic, but rather intuition or simply past experience.

**Global Population** -全球人口 all the people in the world

**Christianity** is the world's largest religion, with over 2.4 billion followers, or 33% of the global population.

**10. Islam - Islam (伊斯兰教)**

People who believe in Islam are called Muslim.

**Muhammad** (穆罕默德) - The messenger and holy prophet of Islam

**Messenger** (信使 [xìn shǐ]) - someone who carries a message for other people

**Quran** (Koran) (可兰经) - Holy book of the Muslims

**Primordial faith** -原始的信念A belief system going back to the beginning of humanity

**Reveal** (揭示 verb, noun is revelation) - Show something that was hidden before

**Adam** -亚当 Said in the Jewish Bible to be the first man

**Abraham** -亚伯拉罕 Said to be the father of the Jewish religion

**Moses** -摩西 [mó xī] The prophet to whom God gave the 10 commandments

**Jesus** -耶稣 [yē sū] the Holy Prophet of Christians and Muslims

It is the world's second-largest religion and the fastest-growing major religion in the world, with over 1.8 billion followers or 24.1% of the global population, known as Muslims.

**11. Humanism (人道主义)**

People who believe in Humanism are called humanists.

**Ethical** (伦理的 adj. noun is Ethics) - Knowing what’s right and wrong in different situations.

**Value** (价值 Noun) (verb when used with object) - Worth, value or importance, how important is something or how much does it cost

**Ability** (能力 [néng lì]

noun) - skill, something someone can do well.

**Individual** (个人 [gè rén] noun) - as a single person

**Collective** (集体 noun) - as a group

**Critical thinking** -批判性思维 thinking logically, reasonably, examining something very closely and asking questions.

**Evidence** (证据 noun)- Something to show that something did or did not happen or exist, used to prove or disprove something.

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**Empiricism** (经验主义 noun, adj. is empirical) - The belief that all knowledge comes from sensory experience (感官体验) and logic, not supernatural (不是超自然的) sources or faith (信仰).

**Acceptance** (受理 noun, verb is accept) - to agree that something or someone is OK.

**Freedom** (自由 noun, adj is free, adv. Is freely) - to have choices

**Dogma** (教条 [jiào tiáo] noun, also dogmatism, adj. is dogmatic, adv. is dogmatically) - strict beliefs that nobody is supposed to question

**Superstition** (迷信 noun, adj. is superstitious) - Belief in things that cannot be proven, usually supernatural (超自然Chāozìrán) things.

**Supernatural**  (超自然的 adj.) - not part of the natural world, but something above or beyond nature

**12. Nihilism (虚无主义)**

People who believe in Nihilism are called: Nihilists

**Nothing** (虚无 [xū wú] noun) - a lack of everything, empty

**Atheist** (无神论者 noun) - a belief that there is no God

**Deny** (否认 [fǒu rèn] verb, noun is denial) - to say one does not believe in something, or didn’t do, know or believe something.

**Meaningful** (adj, noun is meaningfulness) - having some great value to someone

**Intrinsic value** -内在价值 something that has great value inside a person, not because of material reward

**Morality** (道德 noun) - a strict sense of what is right and wrong. Not a flexible system.

**Despair** 绝望 [jué wàng] noun or verb) - Giving up hope, disbelief in everything. The feeling that “my wants, needs and beliefs are not important,” and nobody cares.

**Pointlessness** (无意义 noun, pointless is adj.) - without direction or meaning.

**Existence** (存在 [cún zài] noun, verb is exist) - Something that is in the real world

### Review

Atheists don’t believe in God. Humanism and Nihilism are atheistic.

Polytheists believe in many Gods. Hinduism is a polytheistic religion

Hinduism and Zoroastrianism are probably the oldest surviving religions.

Daoism, Confucianism, Buddhism and Mohism are all from about 500 BCE.

Four monotheistic religions: Zoroastrianism, Judaism, Christianity, & Islam

Three of these monotheistic religions are from the Abrahamic line: Judaism, Christianity, & Islam

Philosophies and religions are designed to make individuals and cultures more peaceful.

They all teach: Be good! (Except Nihilism, which doesn’t care about being good.)

### SAMPLE QUIZ

### Multiple Choice

**1. Which of the following are the oldest surviving religions?**

A. Judaism & Christianity b. Zoroastrianism and Confucianism

c. Hinduism and Zoroastrianism d. Christianity and Islam

**2. Which of the following is a polytheistic religion?**

A. Confucianism b. Hinduism c. Judaism d. Christianity

**3. What does atheist mean?**

a. believes in God b. does not believe in God c. believes in many Gods d. Hindu

**4. Humanists are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

a. monotheists b. atheist c. Polytheists d. Hindu

**5. The three Abrahamic religions are:**

a. Judaism, Christianity and Islam

b. Hinduism, Zoroastrianism, Buddhism

c. Confucianism, Taoism, Buddhism

d. Judaism, animism, polytheism, atheism

**6. Should Christians follow the 10 commandments from Jewish law?**

a. Yes b. No c. Sometimes d. Only if they want

**7. Should Muslims follow the 10 Commandments from Jewish law?**

a. yes b. No

**8. Do Muslims believe Jesus was a holy prophet of God?**

a. Yes b. No

**9. When people get along well together that’s called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

a. dogma b. focal point C. revelation d. harmony

**10. Superstition is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

a. empiricism b. atheism c. believing in things that cannot be proved (证明) d. Rational

### Grammar Check

Fill in the blanks with the correct grammar form

|  |  |  |  |
| --- | --- | --- | --- |
| Noun | Verb | Adjective | Adjective |
| Compassion  3. \_\_\_\_\_\_\_\_\_\_\_  Harmony  7. \_\_\_\_\_\_\_\_\_\_  Wisdom | XXX  Reveal  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_  XXX  XXX | 1.\_\_\_\_\_\_\_\_\_\_\_  XXX  5. \_\_\_\_\_\_\_\_\_\_  Unique  9. \_\_\_\_\_\_\_\_\_ | 2.\_\_\_\_\_\_\_\_  XXX  6. \_\_\_\_\_\_\_\_\_  8. \_\_\_\_\_\_\_\_\_  10. \_\_\_\_\_\_\_\_ |

### Match the following:

|  |  |
| --- | --- |
|  |  |
| 1. Polytheistic \_\_\_  2. Monotheistic \_\_\_  3. Rationalism \_\_\_  4. Sacrifice \_\_\_  5. Despair \_\_\_  6. Dogma \_\_\_  7. Reveal \_\_\_  8. Academic \_\_\_  9. Dualism \_\_\_  10. Rigid \_\_\_ | a. Hindu  b. Show something that was hidden before  c. Strict belief nobody is supposed to question  d. Relating to learning especially in school or university  e. A system made of pairs, like good and bad, god and devil…  f. To give or throw something away for some reason  g. To give up hope  h. Not flexible, stiff, unbending, unyielding  i. Using logical thinking  j. One God |

Additional questions:

Compare and contrast any two philosophies and/or religions. How are they the same, how are they different?

### NOTE FOR TEACHERS:

1. First, I’d share the topic specific lesson plan with students (electronically, e.g. Airdrop) and ask them to download it to their computers. Then I use a wireless mouse and stand at the back of the class so I can see all their monitors to make sure they are following the lesson plan.

If your class is like mine, some students’ English is significantly less advanced than others, so I’d start with VOCABULARY 3.

2. I’d make a copy of this document and add the word “BIG” to the end of the title.

3. Then put it on the LED, but increase the font size to about 35 pt. so people even in the back of the class can read it and on MSN’s Word I’d go to “Page Layout” and change from vertical to horizontal allowing more text per screen. Invariably some students will not have working notebook computers.

5. Because a lot of the vocabulary will be new to students, I’d go through key vocabulary with them asking them to repeat the words a few times. To keep this from being boring I’d intersperse this exercise with questions and require that the student’s answers use the key vocabulary words in whole sentences.

6. Then in small groups (2, 3 or 4 students) I’d ask them to answer the three questions at the beginning of the document. Give them 10 minutes and one student should take notes. One of the other students in that group will make a presentation on the answers from that group.

7. Then I’d read through the 14 major philosophies and religions with the students, again, aloud.

Most students in my classes don’t read enough. With a group it’s a bit easier. Many have very short attention spans. How to increase that? Try to keep them focused on one task for more than a few minutes.

This list of 14 major philosophies and religions will give them an overview of some very important ideas that have very powerfully shaped human civilization, culture, and behavior, how they relate to each other, how those philosophies/religions are the same and how they are different. This will give students a much better understanding of their own philosophy of life, or lack of it.

## Chapter 3 - Adam Smith and Capitalism 资本主义

(Capitalism: 资本主义 [zī běn zhǔ yì])

The Wonderfully (Naïve) World of Adam Smith

Adapted from: [https://www.cliffsnotes.com/literature/w/the-worldly-philosophers/summary-and-analysis/chapter-3](https://www.cliffsnotes.com/literature/w/the-worldly-philosophers/summary-and-analysis/chapter-3%20)

Watch Video on Capitalism:

<https://www.youtube.com/watch?v=dIuaW9YWqEU>

(The makers of this video produced quite a number of other fine educational videos also free on Youtube.)

Adam Smith (1723-90) taught at Oxford University (牛津大学) and then at the University of Glasgow. (格拉斯哥大学)

He became famous (名声) as a moral philosopher (道德哲学家), and author of the book *The Theory of Moral Sentiments*. After 10 years of research and writing he went on to publish his greatest masterpiece (杰作 [*jié zuò*]), *An Inquiry into the Nature and Causes of the Wealth of Nations*, considered the classic work defining the advantages of a free market system.

*The Wealth of Nations* discusses the origin and use of money, apprenticeship (学徒 [*xué tú*]), statistics, waste, the military, foreign trade, landlords, the clergy (神职人员 [*shén zhí rén yuán*]), royalty (王室成员), farming, and “the late disturbances in the American colonies,” referring to the American Revolutionary War against England.

Briefly, these are Adam Smith's economic laws:

1. Smith postulated two fundamental laws of the market starting with the notion that desire for wealth permeates all human activity. Therefore, self-interest (利己主义), or profit, motivates people to perform necessary tasks for which society is willing to pay. As Smith writes, “It is not from the benevolence (仁) of the butcher (屠夫), the brewer (someone who makes beer), or the baker (贝克) that we expect our dinner, but from our regard to their self-interest.” Thus, the first law of the market is self-interest, or the profit motive (利润动机).

2. But how can the individual's selfish desires benefit society (造福社会)? What stops greed from overwhelming the public, resulting in ruthless exploitation (无情的剥削) by profiteers (奸商)? Smith argues that the individual, while working for personal interests, unintentionally (无意中) contributes to the economic wellbeing of society. Therefore, the second law of the market is competition (竞争 [jìng zhēng]). The individual who overcharges (超收) for products soon learns that competitors will take away business by offering more reasonable prices (合理的价格). If wages (工资) are too small, workers will go to work for another employer who will pay more for their services.

Thus, selfish motives are kept in balance by interaction, resulting in social harmony.

According to Smith, under the market system each worker freely chooses a trade. Through such a multitude of choices, society reaps (收获) the benefit of having all its necessary tasks filled. The individual, motivated by self-interest, selects a particular task. Competition for these tasks prevents the individual from over-charging society. Thus, the two laws of the market — self-interest and competition form a balance, protecting the survival of society.

The laws of the market (市场规律) - in theory at least - insure prices are competitive, and control the quantities of goods produced. As Smith explained, when the public demands more gloves than shoes, there will be good business in gloves, but little demand for shoes. Consequently, the price of gloves will rise as demand exceeds supply (供不应求) and drives prices up. At the same time the price of shoes will go down because the supply is greater than the demand.

The laws of the market regulate (规定) the incomes of producers. *When profits in one type of business become unusually larg*e, new producers are attracted to the business until competition reduces everyone’s profit. In the same way, the worker’s wages are regulated. Workers are attracted to higher paying industry until the ever increasing labor supply lowers the pay scale to that of similar jobs. The reverse is true also. When profits or wages are too low, producers or workers will leave that field for more profitable (有利可图的) areas.

Thus in theory the market is “its own guardian.” It is self-regulating if left alone (*laissez faire*) so that competition can operate freely without government control and without monopolies (垄断 [*lǒng duàn*]).

Unfortunately monopolies became a huge problem as big fish ate the small fish and federal laws had to be made in the 1930s in the U.S. to stop that and ensure a more fair market-place.

Likewise exploitation of workers became an epidemic and large trade unions grew to ensure that workers had some rights. These unions got bigger and bigger until the 1960s when many American companies had to move overseas because union workers were demanding too much money and they would go out of business if they didn’t leave the U.S.

Adam Smith’s visions of self-regulating market-places did over time reveal many flaws.

Despite subsequent events Adam Smith was optimistic about his vision of a self-regulating market system. To him, the society of the market system was dynamic and progressive.

### VOCABULARY

Scholarly

Scottish

Bachelor

He gained fame

moral philosopher

Critics

Appraisal

Masterpiece

Tutor

Age of Enlightenment

Resembles

Encyclopedia,

Criticism

Apprenticeship,

Statistics,

Waste,

The military

Foreign trade

Landlords

Clergy

Royalty

Farming

"the late disturbances in the American colonies"

Unregulated market system

Permeates

Self-interest

Profit

Motivates

Benevolence

Butcher

Brewer

Baker

Profit motive

Benefit society?

Greed

Overwhelming

Ruthless exploitation

Profiteers

Unintentionally

Competition.

Overcharges

Competitors

Reasonable prices

Wages

Employer

Selfish motives are tempered by interaction

Resulting in social harmony

Market system

Reaps

Competition

Over-charging society

Laws of the market

Demand exceeds supply 🡪 pushes prices up

Regulate

Competition reduces the surplus of profit

Lucrative areas

Government control

Monopolies

Dynamic and progressive.

### VOCABULARY WITH ENGLISH DEFINITIONS

Scholarly (adj.) – Well educated, high level academic, usually implies researcher

Scottish (adj.) – From Scotland

Bachelor (noun or adj.) – Not married person

He gained fame – became famous

Moral philosopher – someone who studies morality

Critics – someone who studies the weaknesses of things and people

Appraisal (noun) – calculation the value

Masterpiece (noun) – a great piece of art or science

Tutor (noun) – private teacher

Age of Enlightenment - intellectual and scientific movement of 18th century Europe which was characterized by a rational and scientific approach to religious, social, political, and economic issues

Resemble (verb) – similar to

Encyclopedia – a book, set of books or online resources containing information on a variety of topics

Criticism – finding weakness or problems with something or someone

Apprenticeship – training period in some trade/profession

Statistics – branch of mathematics that analyzes data, including probability, variance from the norm, significant differences, reliability, and so on.

Waste – Verb: to throw away something useful – Noun 🡪 garbage

The military – collection of soldiers

Foreign trade overseas buying and selling of goods

Landlords – the owners of property, houses, buildings, etc.

Clergy – officials in a religious group

Royalty – kings, queens, princes, princesses and so on.

Farming – growing crops and raising animals

"the late disturbances in the American colonies" referes to the American Revolutionary war against England.

Unregulated market system – system of trading that where government does not interfere (不干扰)

Permeates – Goes all through something, saturates

Self-interest – concern for one’s own benefits and not other peoples.

Profit – earnings from trade or business above costs

Motivate (verb) [motivation noun, motivational adj.] – the strength of desire, to do something

Benevolence – kindness, generosity

Butcher – the person who kills and cuts up animals for food

Brewer - the person who makes beer

Baker – someone who bakes bread, cakes, cookies, muffins, etc.

Profit motive – wanting to do something because of some benefit, e.g. profits, e.g. money

Benefit society – help the community

Greed – totally selfish, too selfish

Overwhelming – too much to deal with, so much a person cannot cope with it.

Ruthless exploitation – using people in a cruel way to make money

Profiteers – people who use other people in a cruel way to make money

Unintentionally doing something by accident – not intentional

Competition – effort to win in a contest of some kind, it can be business or sport usually

Overcharges – asking/demanding too much money

Competitors – people engaged in competition

Reasonable prices – when the cost is fair, not too cheap and not too expensive.

Wages – money paid for work

Employer – someone who gives another person a job

Selfish motives (自私的动机) are tempered (controlled受约束的) by interaction (forces between different parties, people, companies, sellers and buyers, etc. Example: If you charge too much money people won’t buy it. If you don’t pay enough, people won’t work for you…)

Resulting in social harmony – people get along together well

Market system – supply and demand

Reaps – get benefit

Over-charging society - place where things are too expensive

Laws of the market – rules that govern a system by which sellers and buyers, employers and employees all benefit from working together

Demand exceeds supply 🡪 pushes prices up – too many people want to buy your goods, so you can charge more money

Regulate - control

Competition reduces the surplus of profit – when there are many sellers selling the same thing, the sellers don’t make as much money as when there is only one or a few people selling that thing.

Lucrative areas – places or markets that make a lot of money

Government control

Monopolies – when one person or company is the only person or company that produces or supplies a type of goods or services. (In the 1930s the US government made laws to stop monopolies from controlling markets as they are anti-competitive)

Dynamic and progressive – changing and improving

### VOCABULARY WITH ENGLISH DEFINITIONS and CHINESE TRANSLATIONS

**Scholarly** (学术 adj. or adv.) – Well educated, high level academic, usually implies researcher

**Scottish** (苏格兰 adj.) – From Scotland

**Bachelor** (学士 noun or adj.) – Not married person

**He gained fame** – become famous 成名

**Moral philosopher** 道德哲学家 – someone who studies the abstract side of morality

**Critic** 评论家 – someone who studies the weaknesses and negative side of things and people

**Appraisal** (评价 noun) – calculation the value

**Masterpiece** (杰作 noun) – a great piece of art or science

**Tutor** (导师 noun) – private teacher

**Age of Enlightenment** 启蒙时代 - intellectual and scientific movement of 18th century Europe which was had a rational and scientific approach to religious, social, political, and economic issues

**Resemble** 像 (verb) – similar to

**Encyclopedia** 百科全书– a book, set of books or online resources containing information on a variety of topics

**Criticism** 批评 – finding weakness or problems with something or someone

**Apprenticeship** 学徒 – training period in some trade/profession (Apprentice the person who is in an apprenticeship.)

**Statistics** 统计  [tǒng jì] – branch of mathematics that analyzes data (分析数据), including probability (可能性 [kě néng xìng]), variance from the norm (范数方差), significant differences (显著的差异), reliability可靠性, and so on.

**Waste** 浪费– Verb: to throw away something useful – Noun 🡪 garbage

**The military** 军事 – collection of soldiers working together

**Foreign trade** 对外贸易 - overseas buying and selling of goods

**Landlord** (房东) – the owners of property, houses, buildings, etc.

**Clergy** 神职人员 – officials in a religious group

**Royalty** 王室成员 – kings, queens, princes, princesses and so on.

**Farming** 农事 – growing crops and raising animals

"**the late disturbances in the American colonies**" refers to the American Revolutionary war against England, mainly because they didn’t like paying British taxes – which they felt were exploitative.

**Unregulated market system** 不受管制的市场体系 – system of trading that where government does not **Interfere** (不干扰)

**Permeates** 渗透 – Goes all through something, saturates

**Self-interest** 自我利益 – concern for one’s own benefits and not other peoples.

**Profit** 利润 – earnings from trade or business above costs

**Motivate** (激励 verb) [motivation noun, motivational adj.] – the strength of desire, to do something

**Benevolence** 仁 – kindness, generosity

**Butcher** 屠夫 – the person who kills and cuts up animals for food

**Brewer** 布鲁尔 - the person who makes beer

**Baker** 贝克 – someone who bakes bread, cakes, cookies, muffins, etc.

**Profit motive** 利润动机 – wanting to do something because of some benefit, e.g. profits, e.g. money

**Benefit society** 造福社会 – help the community

**Greed** 贪婪 – totally selfish, too selfish

**Overwhelming** 势不可挡的 – too much to deal with, so much a person cannot cope with it.

**Ruthless exploitation** 无情的剥削 – using people in a cruel way to make money

**Profiteers** 奸商 – people who use other people in a cruel way to make money

**Unintentionally** 无意中 - doing something by accident – not intentional

**Competition** 竞争 – effort to win in a contest of some kind, it can be business or sport usually

**Overcharge** 过充 – asking/demanding too much money

**Competitors** 竞争对手 – people engaged in competition

**Reasonable prices** 合理的价格 – when the cost is fair, not too cheap and not too expensive.

**Wages** 工资 [gōng zī] – money paid for work

**Employe**r 雇主 [gù zhǔ] – someone who gives another person a job

**Selfish motives** (自私的动机) are tempered (controlled受约束的) by interaction (forces between different parties, people, companies, sellers and buyers, etc. Example: If you charge too much money people won’t buy it. If you don’t pay enough, people won’t work for you…)

**Social harmony** 社会和谐 – people get along together well

**Market system** 市场体系 – supply and demand

**Reaps** 收获 – get benefit

**Over-charging society** 过充电的社会 - place where things are too expensive

**Laws of the market** 市场规律 – rules that govern a system by which sellers and buyers, employers and employees all benefit from working together

**Demand exceeds supply** 供不应求 🡪 pushes prices up – too many people want to buy your goods, so you can charge more money

**Regulate** 规范 - control

**Competition reduces the surplus of profit** 竞争减少利润的剩余– when there are many sellers selling the same thing, the sellers don’t make as much money as when there is only one or a few people selling that thing.

**Lucrative** 有利可图的 – places or markets that make a lot of money

**Government control 政府控制 – the government regulates**

**Monopoly** 垄断 – when one person or company is the only person or company that produces or supplies a type of goods or services. (In the 1930s the US government made laws to stop monopolies from **controlling markets as they are anti-competitive)**

**Dynamic and progressive** 渐进的动态 – changing and improving

### Multiple Choice Quiz

**1. According to the Adam Smith’s theory of capitalism, people are motivated by:**

a. benevolence b. benefitting society c. self interest d. exploitation

**2. According to the Adam Smith’s theory of capitalism what stops greed from resulting in ruthless exploitation?**

a. not needed b. competition c. benevolent d. government control

**3. According to the Adam Smith’s theory of capitalism are monopolies a good thing?**

a. sometimes b. usually c. yes d. no

**4. According to the Adam Smith’s theory of capitalism when profits in one type of business become unusually large \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

a. new producers are attracted to the business — until competition reduces the surplus of profit.

b. government steps in to control ruthless profiteering

c. monopolies are formed that puts the other businesses out of business.

d. taxes need to be raised so the government can provide more public services.

**5. According to the Adam Smith’s theory of capitalism social harmony results when:**

a. benevolence rules over other concerns in the marketplace.

b. selfish motives are tempered by interaction.

c. profit motives can operate unrestrained by government interference.

d. government controls every aspect of the marketplace

**6. What are Adam Smith’s two primary economic laws?**

a. Too much competition overheats the marketplace and governments need to pay careful attention to private business to prevent monopolies.

b. Not enough competition results in a wasteful marketplace.

c. Self-interest and competition drive and regulate the market place.

d. Ruthless exploitation is actually a good thing as it stimulates the market and keeps prices high.

## Chapter 4 - Carl Marx on Socialism 社会主义and Communism共产主义

The Wonderful World of Carl Marx

Karl Marx on Capitalism & What's the difference between Socialism, Marxism and Communism?

Adapted from <https://study.com/academy/lesson/marxism-lesson-for-kids-definition-explanation.html> & <https://www.quora.com/Whats-the-difference-between-Socialism-Marxism-and-Communism>

How did Marxism Come About?

From: <https://study.com/academy/lesson/marxism-lesson-for-kids-definition-explanation.html>

In the 1800s, many people across Europe worked hard but still struggled to survive. Even children had to work from morning to night, and workers often went hungry.

Carl Marx and Engels saw that exploitation of workers, or treating people unfairly and gaining profit from it, was a serious problem. The two writers eventually came to see all of history as a class struggle. The common workers, which Marx & Engels called the proletariat, struggled to be treated fairly. They were taken advantage of by the class who held power: the bourgeoisie. Marx and Engels believed that in a perfect world, such classes would not exist. But the world they knew was far from perfect.

Marx and Engels hoped to improve conditions especially for workers

Marx and Engels put together all their ideas, and the result became known as Marxism. Marxism is a general term for the political, economic, and social theories of Karl Marx. It is based on the belief that struggle between social classes is a major force in history, and there should eventually be a society in which there are no classes.

Generally speaking, the poor tend to rather like the idea of socialism and communism, while the rich tend to hate it and prefer capitalism, so they can lord over the poor and middle class and feel rather good about themselves.

Marx and Engels believed when workers (they call “proletariat”) become too unhappy they would rise up and start a revolution. When this didn't happen, the two social philosophers were forced to adjust their theories. They tried to think of ways society could become more fair. In the end, they wanted all people free from being exploited and being poor. But this hasn't happened yet.

Ω Ω Ω

**Socialism**社会主义**, Marxism (马克思) and Communism共产主义**

By Robert Palermo, Former academic, USCG veteran

In classic Marxist theory, Communism is the final stage of the evolution of human socioeconomic relations. In the Marxist model, the feudal state is overthrown by the rise of the bourgeoisie, bringing in the “capitalist era.” Capitalism in theory will then be overthrown by the rise of the proletariat, which brings in the Socialist state, which eventually will evolve into a peaceful communist state. Each previous step is the necessary precondition for the next.

The socialist state is thus the precondition for communism, and its function is to alter the state of human material conditions in such a way that communism can function. In theory everyone will be happy and educated and have an intrinsic desire to contribute towards collective well-being and happiness. Unfortunately this isn’t going to happen soon.

The centralized socialist state then should “wither away,” leading to the end of political power in any centralized form including nation states.

Communism as envisioned by Marx is to be an international system not so different from John Lennon’s song “Imagine.”

During this process of moving from a the disappearance of social class distinctions, which goes along with the end of political power as we know it. When in the course of development, class distinctions have disappeared and all production has been concentrated in the hands of a vast association of the whole nation, the public power will lose its political character. Political power is seen as the organized power of one class for oppressing another.

Carl Marx summarized communism like this: “an association in which the free development of each is the condition for the free development of all.”

{Both quotes are from The Manifesto of the Communist Party. Three short works from which one can get a very basic understanding of Marx's political and economic theories are *Wage, Labor, and Capital, The Manifesto of the Communist Party*, and *The Eighteenth Brumaire of Louis Bonaparte*.}

Adapted from:

<https://www.quora.com/Whats-the-difference-between-Socialism-Marxism-and-Communism>

Also please see: Chinas Diplomacy (外交) - From: People’s Daily Online

<http://en.people.cn/92824/92845/92870/6441512.html>

A reprint of this article with some translations and notes is included as APENDIX 2 in this book.

### VOCABULRY

Socialism

Marxism

Communism

Classic

Theory

Communism

Final stage

Evolution

Socioeconomic relations.

Feudal state

Overthrown

Bourgeoisie,

Usher

Capitalist

Epoch.

Capitalism

Overthrown

Proletariat,

Ushers

Socialist state

Necessary precondition

Withers away

Disappearance

Social class distinctions,

Class distinctions

Political power

Class

Oppressing

Reductionist

Presupposes

Strong centralized state,

Wage

Manifesto

### VOCABULRY WITH ENGLISH DEFNITIONS

**Marxism** – A system of political and economic thought developed by Carl Marx and Friedrich Engels that theorizes the state (government) working with rich people exploit (use and abuse) the poor working people, and sooner or later a socialist and then communist system will evolve without different “classes” of people, e.g. rich and poor workers.

**Socialism** – A partial but not complete shared ownership of things – a step above capitalism, on the way to a more perfect system without rich and poor people.

**Communism** – A utopian theory or system of social organization based on the holding of all property in common, actual ownership being ascribed to the community as a whole.

**Classic** – best or perfect example or model of something.

**Theory** – a belief about how things work or why they work the way they do.

**Final stage** – The end state

**Evolution** – natural tendency towards more sophisticated improved better systems.

**Socioeconomic relations** – the extent to which people share social, economic and political power

**Feudal state** –families or small groups of families owning everything and poor people being similar to slaves. Feudal states usually war against each other a lot for power and land. Later in history they were replaced by nation/states with powerful central governments that collected taxes from the feudal lords.

**Overthrow** – defeat, win against the rulers, take over the state or country

**Bourgeoisie** –rich people

**Proletariat** - workers who are usually poor

**Usher** – show or guide the way

**Epoch** – period of time

**Capitalism** (noun) the socio-economic- political system were people work to earn money.

**Capitalist** – (noun) a person who is successful in a capitalist (adj.) system.

**Socialist state** – a state between capitalist and communist where things are partly owned by the individual and partly owned collectively or by the state.

**Necessary precondition** – something that must happen before something else happens.

**Withers away** – slowly dies naturally, like a flower withers as the winter comes.

**Disappearance** – to go away

**Social class distinctions** – the differences between the rich capitalists and the poor workers

**Political power** – influence of the state

**Oppressing** – using other people in a bad way

**Reductionist** – breaking things or processes down into smaller pieces to make them easier to understand

**Presupposes** – assuming something will happen before it happens.

**Strong centralized state** – powerful government

**Wage** – money earned from working

**Manifesto** – a written statement where a person or people state what they strongly believe.

### VOCABULRY WITH ENGLISH DEFNITIONS and CHINESE TRANSLATIONS

**Marxism** 马克思 – A system of political and economic thought developed by Carl Marx and Friedrich Engels that theorizes the state (government) working with rich people exploit (use and abuse) the poor working people, and sooner or later a socialist and then communist system will evolve without different “classes” of people, e.g. rich and poor workers.

**Socialism**社会主义 [shè huì zhǔ yì] – A partial but not complete shared ownership of things – a step above capitalism, on the way to a more perfect system without rich and poor people.

**Communism** 共产主义 [gòng chǎn zhǔ yì] – A utopian theory or system of social organization based on the holding of all property in common, actual ownership being ascribed to the community as a whole.

Classic – best or perfect example or model of something.

**Theory** 理论 [lǐ lùn] – a belief about how things work or why they work the way they do.

**Final stage** 最后阶段 – The end state

**Evolution** 进化– natural tendency towards more sophisticated improved better systems.

**Socioeconomic relations** – the extent to which people share social, economic and political power

**Feudal** 封建 state –families or small groups of families owning everything and poor people being similar to slaves. Feudal states usually war against each other a lot for power and land.

**Overthrow**推翻 – defeat, overturn, cast out, win against the rulers, take over the state or country

**Bourgeoisie**资产阶级 – the capitalist class, the rich people

**Proletariat** 无产阶级 [wú chǎn jiē jí] - workers who are usually poor

**Usher** 迎来– show or guide the way

**Epoch** 时代 – period of time

**Capitalism** (资本主义 [zī běn zhǔ yì])noun) the socio-economic- political system were people work to earn money.

**Capitalist** – (noun) a person who is successful in a capitalist (adj.) system.

**Socialist state** 社会主义国家– a stage between capitalist and communist where things are partly owned by the individual and partly owned collectively or by the state.

**Necessary precondition**必要的前提 – something that must happen before something else happens.

**Withers away 枯萎**– slowly dies naturally, like a flower withers as the winter comes.

**Disappearance**消失 – to go away

**Social class distinctions** 社会阶级的区别– the differences between the rich capitalists and the poor workers

**Political power** 政治权力 – strength of influence of the state/government

**Oppressing** 欺– using other people in a bad way

**Reductionist** 还原论– breaking things or processes down into smaller pieces to make them easier to understand

**Presupposes** 预设 – assuming something will happen before it happens.

**Strong centralized state 强大的中央集权的国家**– powerful government

**Wage** 工资– money earned from working

**Manifesto** 宣言 – a written statement where a person or people state what they strongly believe.

I am poor so I like communism! 我很穷(qióng)，所以我喜欢共产主义!

I am rich so I like capitalism! 我很富有，所以我喜欢资本主义！

## GREAT IRONIES OF HISTORY, Philosophy, Religion and Politics

## Putting Together Chapters 2 - 4

## Introduction: Gestalt (格式塔)

Gestalt is an English word from the German language that means “the whole is greater than the sum of its parts. For example, a person is not just a brain with bones, organs and muscles. A person is much, much more than that. Here Gestalt is used similar to “metacognition (元认知).”

### DISCUSSION and/or WRITING

Talk with a partner and/or write about a meta-cognitive experience you once had. A time when you suddenly figured something out for the first time and were AMAZED! WOW! I UNDERSTAND

In this section I try to put the pieces of history, philosophy, religion and politics together into how they are used in the real world today. By the way, be careful with religion and politics – some people get very crazy about these topics, even though they really are rather simple.

#### Socrates [苏格拉底], Democracy 民主 [mín zhǔ] and Irony [反讽 fǎnfěng]

**Note: Irony, and ironic** are sometimes used to mean funny. I don’t usually use it that way. Here I mostly use it to mean that things are the opposite (xiāngfǎnde) of the way they should (logically) be. Life is often like that. Sometimes it’s funny, often it’s not.

According to Wikipedia:

“Socrates (470 – 399 BC) was a classical Greek (Athenian) philosopher credited as one of the founders of Western philosophy, and as being the first moral philosopher of the Western ethical tradition of thought.”

<https://en.wikipedia.org/wiki/Socrates#Politics>

Founder of western philosophy: 西方哲学的创始人

In regards to politics:

“It is argued that Socrates believed “ideals (理想) belong in a world only the wise man can understand” making the philosopher the only type of person suitable (合适的) to govern (治理) others. In Plato's dialogue the Republic, Socrates openly objected (反对) to the democracy that ran Athens during his adult life.”

<https://en.wikipedia.org/wiki/Socrates#Politics>

In simple terms, Socrates is considered the father of Western philosophy, didn’t like democracy and thought that wise philosophers should rule.

他认为聪明的哲学家应该统治国家。他不喜欢民主。

“Democracy was at last overthrown by a junta known as the Thirty Tyrants, led by Plato's relative, Critias, who had once been a student and friend of Socrates. The Tyrants ruled for about a year before the Athenian democracy was reinstated, at which point it declared an amnesty for all recent events.”

The death of Socrates:

“One day during the year 399 BC, Socrates went on trial (法庭审判) and was subsequently found guilty (被判有罪) of both corrupting (腐败) the minds of the youth of Athens and of impiety (“not believing in the gods of the state”), and as a punishment sentenced to death (判处死刑), caused by the drinking of a mixture containing poison hemlock.

<https://en.wikipedia.org/wiki/Socrates#Politics>

他因不喜欢民主而被判处死刑。

See: <https://www.youtube.com/watch?v=fLJBzhcSWTk>

### DISCUSSION and/or WRITING

If you were a Greek Democrat would you sentence Socrates to death for not liking Democracy?

#### The Irony of Socrates

There are many kinds of irony and that practiced by Socrates was to pretend he didn’t know something, and then ask a lot of questions that in the end prove that he was right and the other person wrong.

Nowadays the word irony refers to situations where the opposite of what should be true is true.

Things are the opposite of what they should be.

事情与他们应该做的相反。

For example, the western world loves Socrates and democracy, but Socrates did not like democracy, in fact it’s quite probable that’s why they killed him. That’s “ironic,” sad and horrible, the opposite of what it should be, but there is much irony in history. So too is the fact that so many men of peace are killed by violence.

历史上有许多讽刺意味。

#### Christianity, Socialism and Communism

Another one of the great ironies in history and philosophy can be found in – what can be interpreted as – the political philosophy (政治哲学) of the Holy Prophet Jesus of Nazareth (拿撒勒人耶稣).

**Jesus is quoted in the New Testament Bible (圣经新约)(Chapter by Matthew 19:21) saying: “If you want to be perfect, go and sell all that you own, give it to the poor and you will receive treasure in heaven, then come and follow me.”**

**Jesus说，如果你对我有信心，卖掉你的财产，把钱给穷人，跟我来。**

**This sounds much more like socialism or communism than capitalism.**

这听起来更像社会主义或共产主义，而不是资本主义。

<https://www.huffingtonpost.com/peter-dreier/jesus-was-a-socialist_b_13854296.html>

#### Socialists (社会主义者) and communists 共产党人work hard to help the poor (帮助贫困的人).

Many of the former European colonies (殖民统治) in Africa, Asia and Central and South America were freed from their colonial “masters” (殖民地主人) with the military help (军事援助) of communists (mostly Russia and China). Then, later on (后来) in almost every case the U.S. government came and started many much bigger wars to defeat (击败) the communists.

共产党帮助抗击殖民主义 -在亚洲、非洲和南美洲

美国发动了许多战争以战胜共产主义。

This is ironic because the United States was mostly founded by people calling themselves “Christians,” and Jesus, at least according to his disciple (follower) Matthew was something of a communist and his relationship with his 12 disciples could be thought of as a small “commune.”

耶稣可能是社会主义者，也可能是共产主义者!

Likewise, the largest recipient (收件人) of American foreign aid is Israel (对外援助), and most of the older people there grew up in communes (公社) called “Kibbutz.” [基布兹] Israel has many Kibbutz still in operation.

Yes, history is full of irony.

### Islamic Zakat (天课) and Helping the Poor

Though all religions teach people to help the poor, only Islam has very specific rules that Muslims must pay a tax (穆斯林必须纳税), **not to the government, but to help the poor.** So, in history usually rich Christians were richer than rich Muslims, because according to Islamic Zakat laws, the richer a person is the more tax they must pay to help the poor. This is unique in the great philosophies and religions of the ancient world. So, the Muslim world in history did not have many very poor people. Now, mostly because of wars there are very many very poor Muslims. This also is ironic. Many people only (错误) think of Muslims as terrorists (恐怖分子) when in history Muslims had to be very kind people and really did help the poor.

**In fact (事实上), there are no Muslim terrorists or Christian terrorists because no real Muslim or Christian would ever even think of harming an innocent person (伤害无辜者).**

It’s not really so surprising that Islam should have the most strict and exact rules for helping the poor. The reason is simple really. Islam was the last of the great religions in history.

### DISCUSSION and/or WRITING

What percentage of your money do you think should go just to help very poor people in:

* Your city
* Your country
* The world

Should rich people have to pay higher taxes than middle class people?

How much more?

If a person earns the following income per year, what percentage of their income should go towards taxes?

$1,000,000 \_\_\_\_\_\_\_\_\_\_\_% Tax

$ 500,000 \_\_\_\_\_\_\_\_\_\_% Tax

$ 100,000 \_\_\_\_\_\_\_\_\_\_% Tax

$ 50,000 \_\_\_\_\_\_\_\_\_\_% Tax

$ 20,000 \_\_\_\_\_\_\_\_\_\_% Tax

Should someone who earns less than $20,000 a year have to pay taxes?

Yes/No

### APPROXIMATE TIMELINE of GREAT RELIGIOUS PHILOSOPHIES

1,000 BC Judaism

500 BC Confucius, Lao Tzu, Mozi, Buddha, (Socrates)

Year 0 Christianity

607 AD Islam

No great religion with a billion or more followers came after Islam in history.

Coming much later in history Islam used more detailed calculations (详细的计算) in ways to help the poor. Unfortunately, because so many Muslim countries have a lot of oil on their lands, some of the superpowers start wars there and now there are many very poor and uneducated Muslims.

### Red Scare (红色恐惧) and McCarthyism

麦卡锡主义（指美国共和党参议员J.R.McCarthy于1951-1954年间发动的反共以及迫害民主进步力量的法西斯行经）

There was a period in American history called the **Red Scare** when the American government promoted widespread fear and hatred of communism (对共产主义的恐惧和仇恨 - both Russian flag 俄罗斯国旗 and Chinese flags are almost all red). The first was right after WWI, and the second was from 1947 – 1956. The U.S. put many people in prison (监狱) and destroyed many people’s lives (摧毁了许多人的生命) for being suspected (怀疑) of being communists.

One American who was a socialist and who was sent to prison was named Howard Fast. He was a great novelist (wrote a lot of excellent novels). One he wrote in prison was titled: “Spartacus,” [斯巴达克斯] which was based on the real-life story of a Roman gladiator slave (角斗士 jiǎodòushì) called Spartacus who escaped (逃跑 [táo pǎo]) from his gladiatorial school with the other slaves and started in 73 BC a huge revolution (巨大的革命) against Rome. After defeating (击败) six Roman armies, the richest man in Rome, Crassus (克拉苏), created a really huge Roman army (巨大的罗马军队), that killed all but 6,000 of the revolutionary slaves (革命的奴隶) who were then crucified (钉在十字架上) along a road in Italy called the Appian way (亚壁古道).

Is this story ironic? Oh yes, it is. An American communist is sent to prison for believing that the rich should not lord over (主) the poor, and starts writing a most excellent book there about a real historical slave that started a revolution against his rich Roman masters.

### The rich are getting richer while the poor stay poor

* **In 2016 1% of the world’s population owned half of the world’s money.**

<https://www.oxfam.org/en/pressroom/pressreleases/2015-01-19/richest-1-will-own-more-all-rest-2016>

* In 2017 82% of the world’s money went to the richest 1% while the 3.7 billion poor people got nothing. <https://www.oxfam.org/en/pressroom/pressreleases/2018-01-22/richest-1-percent-bagged-82-percent-wealth-created-last-year>

Historically every time the rich get too rich, and the poor get too poor, there’s a violent revolution (暴力革命).

It has happened a thousand times. One famous example is the French Revolution (1789-1799, 法国革命) and also in China with the revolution against the Qing Dynasty. When that failed to help the poor (未能帮助穷人), there was the Communist revolution (共产主义革命) that ended in 1949. Suddenly the poor had hope.

#### Exploitation (以可怕的方式使用; 以不公平的优势) of the poor

Someone might think the rich capitalists (富有的资本家) don’t like poor people because it takes resources (资源) like food and energy to keep the poor people alive. **But, in fact the rich capitalists like and need poor people to work hard like slaves to make the rich capitalists even richer, and also they like poor people who are good for cheap easy sex.**

**When rich capitalists pay (支付) very poor workers very, very little, and use very poor people for sex, that’s called “exploitation.”**

Poor people and those with a moral conscience (道德良心) believe this is a terrible (可怕的) thing, but the rich capitalists think it is very wonderful and funny. But the families of those girls don’t think it’s so wonderful or funny. In many cases they are very poor and sometimes hungry.

### DISCUSSION and/or WRITING

Can you think of another way to help very poor people, besides exploiting them?

Are Socialism and Communism a crime? Is Capitalism a crime? Is religion a crime?

Poor people usually like socialism and communism, rich people almost always like capitalism.

Between 1945 and 1999 the USA attacked more than 70 countries mostly to destroy (破坏) communism or to get oil. Millions of people were killed. <http://www.thirdworldtraveler.com/Blum/US_Interventions_WBlumZ.html>

Is this a crime?

#### Bernie Sanders (桑德斯) and American Socialism

But not all Americans hate socialists and communists. Bernie Sanders is a democratic socialist who is also a. U.S. Senator (参议员) in the State of Vermont. He did better in the 2016 American Presidential election (总统选举) than any socialist in American history.

Mr. Sanders believes everyone should have basic health care (基本卫生保健). Conservative rich capitalists however hate him and think universal health care a form of socialism, so naturally that they hate that idea too. All countries in the European Union (= E.U. 欧洲联盟) and Canada have universal health care (全民医保). Only the United States does not. The EU countries also have socialist political parties (社会主义政党) that sometimes lead their countries (带领他们的国家). This has never happened in the United States.

Again, this is very ironic because about 71% of Americans call themselves Christian, and yet Jesus was probably a socialist or communist himself. Incidentally (顺便说一句) 56,000,000 Americans don’t follow any religion, and the percentage of Christians in the U.S. is decreasing rapidly (迅速减少).

<http://www.bbc.com/news/world-us-canada-32710444>

Thus, religion, philosophy, economics and politics are related to each other, often in ironic ways.

### GRAMMAR CHECK – Prepositions 介词!

I know most students don’t love grammar a whole lot, but English teachers know some practice with grammar can help students’ foreign language learning a lot. Too much grammar of course is a cruel and evil torture (残酷和邪恶的折磨)!

What are prepositions? They are short simple funny little words that show location and direction. They usually go before and sometimes also after nouns. Some examples are:

At, on, in, next to, towards, among… and so on.

There are a few rules that can help students a lot in knowing when and how to use prepositions. The best, simplest (and free!) study sheet I found on the Internet was produced by Santa Barbara College in California. Here’s the link:

<http://www.sbcc.edu/clrc/writing_center/wc_files/handout_masters/Using%20Prepositions.pdf>

To summarize:

At: Located at a specific place or time.

In: Located within boundaries (位于内)

On: Located on the surface (表面)

To: Moving towards a specific place

Into: Moving inside an enclosed space

Onto: Moving towards a surface

And so on. Please go to the above link, download the PDF and study it!

By the way, British and Americans use some prepositions a bit differently. For example, British people say: “At the weekend,” whereas Americans say “On the weekend.”

Mostly they’re the same though, so don’t worry! They’re really fairly easy in English.

### Multiple Choice Quiz

[This section will contain the questions I’m going to use on the Midterm Exam. It includes information from the Introduction and chapters 1-4. I’ll post it here right after the exam!]

## Chapter 5 – Conflict Resolution 冲突的解决

**An overview of the five primary conflict resolution strategies**

### INTRODUCTION

**Ask students:** "What is a conflict?" "Why do people have conflicts?" "How are conflicts resolved?"

### 1. Sharing experiences

In pairs ask students to share one experience they’ve had with one conflict in their personal life with their partner. The partner will answer the following questions in a class presentation:

1. Who was involved
2. What was it about (the reason, the cause of the conflict)?
3. Was it resolved and how?
4. After the conflict were things between those people better, the same or worse?

### 2. Thomas Kilmann Conflict Instrument (TCI)

<http://www.kilmanndiagnostics.com/overview-thomas-kilmann-conflict-mode-instrument-tki>

The above site offers a professional test for people to find out what kind of conflict resolution style they use. Its validity and reliability are good.

(I highly recommend it for Human Resource managers and others who work in the field of conflict resolution. Prices range from $45 for one to $35 when ordering 1000 or more of the tests.)

About half-way down the page of the above link one will find descriptions of the five major kinds of conflict resolution strategies. Please read and familiarize yourselves with them. Just knowing those strategies can make an enormous difference in how people live their lives and resolve conflicts. Below are my short descriptions of the five major conflict resolution strategies used by most people.

1. **Competing** - This creates a win-lose scenario via (for example, business or sport) competition, or arguments, fighting and/or war. Competition can be fun, at least if one is on the winning side. On the other hand, for every winner a loser is created and that’s usually not so fun, though it may be a valuable learning experience. Unfortunately taken to an extreme this can become war, and ultimately everyone loses in a war.

2. **Accommodating** is cooperative, but it’s also called “caving in,” that is giving the other person exactly what they want. It has the drawback of reinforcing bullies who often demand more and more until the accommodator/victim is a slave or dead.

3. **Avoiding** - hiding, postponing and running from problems is sometimes the best strategy, but not usually. Usually people eventually run out of places to hide and they’ve earned a reputation for being weak and cowardly. This is usually not a good negotiating position. On the other hand, some problems and problem people will eventually just go away if one ignores them long enough. Thus there are strong potential advantages and disadvantages to this strategy.

4. **Collaborating (problem solving)** is an assertive and cooperative strategy for dealing with conflict and usually creates a win-win scenario. In most cases collaborating is the best strategy. People who work together usually both benefit.

5. **Compromising** works sometimes, that is each party will take 50/50 or something like that. In some cases it’s a good proactive strategy, in others it also could mean giving a bully half of something they don’t deserve. Thus, there are potentially strong advantages and disadvantages to this strategy.

Most of us use all of these strategies at one time or another. But it’s also true that most of us have a pretty strong habit to rely on only one or two strategies more than the others. If we reflexively use collaborating, that’s great! It means we are solution oriented and cooperative. Unfortunately this strategy isn’t always possible, especially in cases where one party has vastly more power than the other. In those cases the super-powerful party will usually just refuse to collaborate.

### 3. Conflict Management Styles Quiz

For students in the classroom the “Conflict Management Styles Quiz” is a good (free) way to find out what strategies we usually use.

Take: [Conflict Management Styles Quiz](https://www.google.com.hk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwi11uigrr7ZAhUJybwKHW8oCxUQFggyMAE&url=https%3A%2F%2Fwww.salto-youth.net%2Fdownloads%2Ftoolbox_tool_download-file-1141%2Fconflict-management-styles-quiz.doc&usg=AOvVaw2D0ct_kvR0e6z8ra6nPuga) Source: Reginald (Reg) Adkins, PhD, Elemental Truths. It can be downloaded from:

[**http://irem.org/File%20Library/ChapterServices/ConflictManagementWS/ActivityConflictManagementStylesAssessment.pdf**](http://irem.org/File%20Library/ChapterServices/ConflictManagementWS/ActivityConflictManagementStylesAssessment.pdf)

After taking this Quiz students can analyze their own results. Which of the five strategies did they score highest? Second? Third? Fourth? Fifth? Do they agree with the results? Why or why not? Can they give examples from their lives where they’ve used the wrong strategy?

What are pros and cons of each of the five strategies?

|  |  |  |
| --- | --- | --- |
|  | Pros | Cons |
| Collaborating |  |  |
| Competing |  |  |
| Avoiding |  |  |
| Accommodating |  |  |
| Compromising |  |  |
|  |  |  |

### 4. Positive and negative effects of Conflict

**Read: Conflict’s Positive and Negative Aspects**

[**https://viaconflict.wordpress.com/2014/02/16/conflicts-positive-and-negative-aspects/**](https://viaconflict.wordpress.com/2014/02/16/conflicts-positive-and-negative-aspects/)

Author’s Note: To that rather short list of negative consequences of conflict (on the above link) I’d add that conflict can:

4. Kill a lot of people

5. Destroy entire families, villages, towns, cities and nations - literally erase them from the earth.

### Thinking Question for students

What are some situations when some of the conflict resolution strategies might not work?

### 5. Conflict resolution in The EFL Classroom

Adapted from The United States Institute of Peace has developed this guide on conflict resolution as a resource for students and educators to help students develop the skills necessary to negotiate the world and to be effective, responsible individuals.

The United States Institute of Peace is an independent, nonpartisan federal institution created by Congress to promote the prevention, management, and peaceful resolution of international

conflicts.

<http://teachesl.pbworks.com/f/Confict+resolution+in+ESL+classroom+copy.pdf>

### 6. Confict Resolution Strategies Vocabulary with Chinese Translations

1. Resolve 解决jiě jué – fix, find a solution, repair修理
2. Conflict (noun) Conflicted (adjective) – disagreement, anger, fighting, war 冲突chōng tū ; 战争zhàn zhēng 战斗zhàn dòu

FIVE STRATEGIES PEOPLE USE TO DEAL WITH CONFLICT:

Strategy -策略 [cè lüè] way of doing something – plan - approach

1. Avoidance (noun) Avoid (verb) – hide from, run away from a problem, 回避huí bì = Deny (v.) there is a problem. (denial - noun.)
2. Confrontation (= competing) (noun) Confront (verb) – attack back, fight 对抗duì kàng
3. Accommodation (noun) Accommodate (verb) 姑息gū xī = Give them what they want. = Appeasement 姑息gū xī = Yielding 屈服Qū fu = Surrender 投降 tóu xiáng
4. Compromise (Noun and verb) 妥协tuǒ xié = A 50/50 solution - you get half, I get half
5. Collaborating (Problem Solving) 解决问题jiějué wèntí – figure out solutions to the problem behind the problem. (Figure out solutions: 找出解决方案)

### Conflict Resolution Vocabulary Quiz

Fill in the blank with the conflict resolution strategy (above) being used in the situations below.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ You start yelling (大喊) at your younger sister for always following (跟随) you around. You slam the door in her face. (Follow you around everywhere: 到处跟着你) (slam the door 摔门)

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ You always know the answers in your history class. Some of

your friends make fun of (取笑) you for that, so you’ve decided not to answer questions any more.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your mother is angry because you came home 2 hours after your

curfew (宵禁). You don’t get mad; instead you ask if you can talk about this tomorrow because you’re tired. She agrees to do this.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Your parents are worried about your grade in math. You don’t

understand the math homework, but your parents think it’s because you are not spending enough time doing your homework. You ask your father if he can help you once a week for an hour on your math homework. He agrees.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Two students are talking in the back of the class about someone

you know but don’t know very well. You know what they are saying is untrue but you don’t say anything to them.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ You want your parents to change your curfew from 10:00 pm to

midnight (12:00) on Saturday nights, but after talking with them about this, you agree on 11:00 pm.

VOCABULARY CHECK ANSWERS FOUND AT THE END OF THIS PAPER

### What would you do?

Directions: Write the letter of the response that most closely matches what you would do in each situation.

YOUR PROBABLE RESPONSE

1. Try to convince someone of your point or stand up for what you believe. (Confrontation) (🡨 Answers are in white.)
2. Walk away from the situation, ignore the situation, or deny that there is a problem. (Avoidance)
3. Do what others want even if you disagree or if it’s not what you want. (Accommodation)
4. Agree to a 50/50 solution. (Compromise)
5. Find a solution that makes everyone happy. (Problem solving)

### Situation

\_\_\_\_ 1. Your mother wants you to help her clean the house on Saturday night and you want to go out with your friends.

\_\_\_\_ 2. Your best friend always borrows your things and never gives them back.

\_\_\_\_ 3. Someone is saying bad things about your friend. You’re angry because you know

what they are saying isn’t true.

\_\_\_\_ 4. You think your teacher has been unfair in grading your test. You think your grade

should be higher.

\_\_\_\_ 5. Your friend always wants to copy your homework and it bothers you because it takes

you a very long time to do your assignments.

\_\_\_\_ 6. Your friends want to skip school and you don’t

### Small group discussion - What would you do?

#### Try to problem solve the following situations

**Hint:** Collaborating (Problem Solving) usually works best when it’s an option.

**Note:** When is problem solving not an option? Usually when one of the conflicting parties has such overwhelming power that it doesn’t want to “problem solve.” However, sometimes creative solutions can be found.

**SCENARIOS**

1. Your little sister is always following you around and it’s making you crazy. How can you solve this problem?
2. Your friend always copies your test answers during tests and you’re not comfortable with this. But, you’re afraid to tell him or her to stop.
3. Your mother is mad because you came home 2 hours after your curfew.
4. You are a chicken farmer. Every week the uneducated farmer near your farm steals two of your chickens because his chickens are always sick and die. They die because he doesn’t feed them right.
5. Every day when you’re in school pink monkeys from mars go into your bedroom and steal your underwear.

### Examples from your own life

1. Please describe one or two examples from your own life when you’ve used the wrong conflict resolution strategy and it made the conflict worse instead of better:
   1. Avoidance – hide from, run away from a problem 回避huí bì

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Can you think of a better way to solve this problem (解决问题) now?

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* 1. Confrontation – compete, attack back, fight 对抗duì kàng

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Can you think of a better way to solve this problem (解决问题) now?

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* 1. Accommodation 姑息gū xī = Give them what they want. = Appeasement 姑息gū xī = Yielding 屈服Qū fu = Surrender 投降 tóu xiáng

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Can you think of a better way to solve this problem (解决问题) now?

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* 1. Compromise 妥协tuǒ xié = A 50/50 solution - you get half, I get half

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Can you think of a better way to solve this problem (解决问题) now?

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Please give an example from your life when you think you’ve done a good job of solving a problem.

* 1. Collaborating (Problem Solving) 解决问题jiějué wèntí – figuring out solutions to the problem behind the problem.

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### Role Plays

Each pair of students will be asked to choose one of the above scenarios for a role play. Each role play will have two parts:

1. Write a short 2 - 3 minute role-play with the unsatisfactory ending based on one of the above.
2. Re-write the ending with a better conflict resolution strategy. In most cases (but maybe not all) it will involve problem solving rather than avoidance, confrontation, compromise or accommodation. This second part can be just one minute as it involves just re-writing the ending.

### Your Opinion

There are now five or so superpowers in the world: USA, China, Russia, Japan, Germany, India. Can you try to specify which of the five conflict resolution strategies described in this chapter each of those countries usually uses these days and why?

USA:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

China:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Japan:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Germany:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Hint: The following pie chart may give some indication as to why one or more of the super-powers may prefer confrontation to other strategies:

Hint: Research arms export by country.

<IMAGE>

#### Student Research

Each student will research a different country looking for primary and secondary domestic and international conflict resolution strategies used by that country. Students will write short essays with three references presenting their findings.

The USA has for example tried problem solving with racism, e.g. the “bussing program” under President Johnson, and Affirmative Action. Have these problem solving strategies been successful?

### Additional Writing Practice

Students can be encouraged to write on the subject of conflict resolution strategies.

using different text types, e.g. essay, feature article, speech, script, instructions and/or blog.

## Chapter 6 – Counseling Anyone? 咨询心理学

The ABCs of professional counseling skills so the EFL student can help other people solve their own problems in a safe way.

**Counseling Anyone?**

**Everybody needs a counselor sometimes**

**咨询心理学 (Counseling Psychology)**

(See the PPT that goes with this lesson plan.)

### INTRODUCTION

* **Do you have problems?**
* **Heck yeah! Everybody has problems sometimes.**
* **Today I’m going to give you more problems!**
* **Ha ha. Not real problems, fake problems (I hope), and you’re going to help each other solve those problems.**

Do you have any problems?

B: Yes, no, maybe

A: How many? Be honest now!

That’s a “rhetorical question,” which means I don’t expect an answer. Everyone has some problems.

When I was young a wise old woman told me: “There are no problems, only challenges.”

What does that mean? It’s a way of redefining “problems” in a positive way.

Challenges teach us things and increase our ability to analyze complicated situations and find solutions.

Don’t worry! The problems I give you are fake (hopefully, unless pink monkeys from Mars really are stealing your underwear)!

So, just relax. Take a deep breath. Stretch a little!

Have fun with this!

By the way, the person asking the questions is the **Counselor**. The person with the problem is called “the **client**.”

Below are seven short questions that together can help solve most problems, yes, even in the real world.

They are real counselor questions and can be very useful in the real world with people who have real problems.

### Counselor Questions

**1. How can I help you? (OR) What can I do for you? (OR) *What seems to be the matter?***

**2. How do you *feel* about that?**

**3. Is this the *first time* something like this has happened to you? [or, “When did it start?”]**

**4. What do *you* think you should do?**

**5. Do you have any other ideas?**

**6. Do you have friends or family you can talk to? (If “*no*” counselor says, “*you can always come and talk with me*.”)**

**7. What is the best thing for you to do *now*?**

### Counselor questions in detail

**1. How can I help you? (OR) What can I do for you? (OR) *What seems to be the matter? You’ve got to ask this question gently so the person you’re helping feels like you care.*** Watch the person you are counseling and their body language. A lot of times people don’t tell you their real problem at the beginning because of fear or embarrassment. Is their body language open, or closed? I’ll demonstrate this in class. A person with closed body language might have their arms and legs crossed, and may not be telling you the real problem at the beginning. Sometimes you have dig a little deeper to find out what’s really bothering the person.

**2. How do you feel about that?** Usually the client will say something like: sad, angry, afraid, embarrassed…

#### MINI-PRACTICE EXERCISE

How many feelings can you name?

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counselors believe most people think too much and don’t pay enough attention to feelings.

3. **Is this the first time something like this has happened to you?** [or, “When did it start?”] Don’t ask this question if a loved one is dying, their cat died or they have a fatal disease like HIV/AIDS or terminal cancer. In those cases, this question will in those situations sound really insensitive and stupid. Instead just go to the next question.

**4. What do *you* think you should do?** This question makes the point that people have their own best answers. The counselor gently pulls the solutions from the client, if necessary with leading questions. It is very important that the client finds his or her own solutions because only the client knows his or her own value system. The solution must fit within the value system of the client or huge new problems can emerge.

Advice can go terribly wrong**, so never give advice忠告**! That’s my advice! Seriously.

**5. Do you have any other ideas?** Sometimes that first idea is a bad idea.

Like: “Kill that guy!”

So, the counselor can sometimes help the client explore options with leading questions:“Do you think you might be comfortable going for example, to a hospital?” But often it’s a good idea to let the client struggle a bit – to work his or her way through the problem into real solutions.

**6. Do you have friends or family you can talk to?** *If the person says “no” counselor says, “You can always come and talk with me.”*

People often have resources (like family and friends), but don’t think to use them.

But, if someone has a deeply personal problem like HIV/AIDS, they might not want to talk about it with their mom or friends.

**7. What is the best thing for you to do now?** This means to prioritize (优先Yōuxiān) the solutions, and start to put the best solution into action. A very important step! If the counselor is not comfortable with the client’s “final solution,” he or she can ask more leading questions like: What do you think the result would be if you…? This way the counselor can explore other options the client maybe didn’t think of, and understand maybe why the client doesn’t want to do some other more obvious solutions.

**QUESTIONS? Comments?**

Now, it’s time to start. If this is exercise is done in a classroom its best if the desks/chairs can be put in a circle so everyone can see each other. It’s strange to be counseled by someone sitting behind you. Comfort and eye contact for example are really important.

### TOP SECRET list of 20 horrifying problems!

You can choose a number 1 – 20. I’ll read the problem.

**The counselor just has to read the questions, sound like he or she cares, and watch the client’s body language.** If the client starts asking the counselor questions, the counselor needs to again - gently - turn those questions back to the client. The answers are in the client; the counselor is only there to help the person discover their own solutions. Why? The counselor cannot possibly know the inner value system of the client and imposing his or her value system on the client can have terrible long-term consequences.

It’s easy!!!

**Ready? Below are the TOP SECRET 20 PROBLEMS!**

Teacher’s Note: If the “client” doesn’t like the problem it’s OK to exchange it for another one. It might be the “client’s” real problem(!) and an EFL class isn’t usually the best venue for dealing with real problems. That’s why most of the problems below are obviously fictional.

1. You always smell bad.

2. Your mother is an alien.

3. A vampire bit you.

4. You are going crazy.

5. A witch turned you into a frog.

6. You have a drug problem.

7. You are pregnant (or your girlfriend is pregnant).

8. You just found out you have an STD!

9. Your 17-year-old daughter just ran away.

10. You are really stupid and ugly.

11. You’re going to prison for murder but you’re innocent.

12. Nobody loves you.

13. You just found out your brother is gay. (For many western people this isn’t a problem, but some people think it is a problem.)

14. Everybody thinks you are gay/lesbian but you’re not. (Again, for many western people this isn’t a problem, but some people think it is a problem.)

15. All your hair is falling out.

16. Your parents moved away without telling you because they don’t like you.

17. Aliens are following you.

18. Your English teacher hates you.

19. You have a date with a pop star you’re madly in love with but you have a huge pimple on your nose.

20 Pink monkeys from mars are stealing your underwear.

### At the end

Both the client and the counselor have to feel comfortable with the solution. If either isn’t maybe exploring more options is a good idea.

### Questions for discussion

1. Describe one problem you’ve had how another person helped you resolve it. Was it a lasting solution?
2. Do you think you could use the above seven questions to help someone solve a real problem in the real world? Why or why not?
3. Has anyone ever given you bad advice? Did you follow it and what happened?

### Counseling Quiz

1. Why do some people not tell the counselor the real problem in the beginning?
2. they are proud of their problem
3. they don’t know what the problem is
4. fear and/or embarrassment
5. too lazy
6. “Closed” body language can include
7. a big smile
8. blinking a lot
9. folded arms and legs
10. sleepy appearance
11. If death is involved in any way involved, the counselor should not ask:
12. What seems to be the matter?
13. Is this the first time this has happened?
14. What do you think you should do?
15. Do you have any other ideas?
16. Question 5 is: Do you have any other ideas? Why ask that question?
17. It takes up time so the client pays more
18. It shows the client that the counselor is really smart
19. Sometimes the client’s first idea is not the best solution
20. It shows the client that the counselor doesn’t like his or her first idea
21. What’s wrong with a counselor giving advice?
22. Advice can go horribly wrong because the counselor can’t really know the value system of the client.
23. Nothing. Clients have no idea what to do so giving advice is helpful.
24. Advice makes the client lazy.
25. Advice slows the process down.
26. If the client appears to have no good idea at all how to solve his or her problem, is it OK for the counselor to ask “leading questions?”
27. Yes
28. No
29. Only on Tuesdays
30. Only if the client is suicidal
31. A good leading question might start like:
32. Isn’t about time you grew up and started to…?
33. Stop being a baby and think about….?
34. You’d be crazy if you didn’t… ?
35. Would you feel comfortable trying…?
36. If the client has no one else to talk to about their problem the counselor should say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
37. What kind of weird freak doesn’t have any friends?
38. That’s OK, you’ll feel better soon anyways.
39. I understand because I don’t have any friends either.
40. You can always come and talk with me.
41. Why should the last question be: “What do you think you should do now?
42. It makes the client uncomfortable
43. It helps the client prioritize their solutions
44. It makes the client think about how inferior they are
45. It makes the counselor feel good
46. If the counselor is not comfortable with the client’s final solution to their problem, the counselor can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
47. Ask more leading questions
48. Harass the client into being more realistic
49. Give up on the client and send them home.
50. Let them make their own mistakes so they learn what not to do.

Please write the letter of the meaning on the right on the line next to the emotion on the left

|  |  |
| --- | --- |
| Emotion | Meaning |
| 1. Frustrated \_\_\_ 2. Embarrassed \_\_\_ 3. Disgusted \_\_\_ 4. Enraged \_\_\_ 5. Depressed \_\_\_ 6. Despairing \_\_\_ 7. Confused \_\_\_ 8. Suicidal \_\_\_ 9. Hopeful \_\_\_ 10. Delighted \_\_\_ | 1. Don’t know what to do; maybe because someone doesn’t understand the choices 2. Giving up hope; hopelessness 3. Uncomfortable self-consciousness, maybe ashamed 4. Having a lot of hope 5. Disappointed, you can’t get what you want. 6. The feeling someone has when they want to kill themselves. 7. Feeling of revulsion (厌恶), extreme dislike, loathing 8. Extremely angry 9. Extremely happy 10. Very sad for a long time |

### Active Listening, summarizing and paraphrasing - Labeling emotions and checking for accuracy

#### Vocabulary and practical exercises

* Gist: (Noun) The most important meaning. (主旨 zhǔ zhǐ) MAIN POINT(S) Essence.
* Summarize – a short form of a communication containing the gist (总结 zǒng jié]
* Paraphrase – saying or writing the same thing but in different words改述 – REPHRASING
* Pay attention: focus one’s mind on something: (注意 zhù yì)
* Hear – sound enters the ears – maybe one pays attention, maybe not. 听
* Listen – pay attention to what one hears (倾听qīngtīng)
* Nod – head goes down and up a little to show one understands. 点头[diǎn tóu]
* Facial Expression – the expression on someone’s face: 面部表情
* Posture – position of the body姿势 [zī shì]
* Frustrated – similar to 受挫[shòu cuò] Needs are not being met. (The source of most conflicts.) NOTE: I think most translations from online English-Chinese dictionaries are wrong. This is not just sad, or depressed. Maybe: 惘然若失. Very disappointed (很失望) is the closest synonym I can think of, but it’s a little different too. Most frustrated people also may feel anger, surprise or disbelief. “It’s unbelievable!” Example: I cooked a very delicious hamburger, and was just about to eat when a dog jumped up and ate it. I was so frustrated!
* Encourage – to give/offer support and energy (鼓励 gǔ lì)

We all hear, but how much do we listen?

I can hear(听) you, but I’m not really listening (倾听qīngtīng) because

* I’m angry and thinking about what I’m going to say next, or maybe
* I’m thinking about lunch or something else.

I read, but I don’t really understand much because:

* I’m not really thinking much about it
* I’d rather be playing a game
* It’s difficult

**These days everybody is talking, but not many people are listening and fewer still are critically thinking about what they hear, see, read, think or feel.**

Some people listen, read, or see a lot, but most don’t analyze it much, or think about it.

**Research on listening suggests people only remember 30% to 50% of what they hear, usually.**

So, this week we’re going to learn how to make sure we listen, and read carefully. If we’re not listening and/or reading carefully, we can’t summarize or paraphrase what the other person is saying or writing. If we don’t listen or read carefully, it’s difficult or impossible to do conflict resolution later on.

Another benefit to listening carefully to another person and providing ongoing non-verbal and verbal feedback is that it builds trust.

**First, what’s the difference between summarizing and paraphrasing?**

**Summarizing** is **making what you hear or read shorter** but **containing the gist** of that communication.

**Paraphrasing** is saying **the same thing in different words** – maybe shorter, maybe the same length.

We’ll be doing both here. **If it’s a long communication, we’ll summarize. If it's a short communication, we’ll just paraphrase.**

Why?

Too many people don’t listen!

**How do we know if someone is listening to us?**

Any ideas?

1. **BODY LANGUAGE**

* **Nod occasionally.**
* **Smile and use other facial expressions.**
* **PAY ATTENTION TO your posture and make sure it is open and inviting.**
* **Encourage the speaker to continue with small verbal comments like yes, and uh huh, maybe add a: “I know what your mean,” here and there.**

**Choose one of the following lists (or something similar) of ways to read body language and make a report:**

18 body language clues that say he's interested — definitely

<https://www.today.com/health/18-body-language-clues-say-he-s-interested-definitely-t72476>

Seven Tricks For Reading Body Language Like A Pro

<https://www.forbes.com/sites/travisbradberry/2016/12/28/seven-tricks-for-reading-body-language-like-a-pro/#3320ea136c13>

How to Read Body Language to Reveal the Underlying Truth in Almost Any Situation

<https://lifehacker.com/5852572/how-to-read-and-utilize-body-language-to-reveal-the-truth-in-almost-any-situation>

**Take video personality test**

<https://www.youtube.com/watch?v=7Y76u3UyQd8>

1. **SUMMARIZE or PARAPHRASE back to the person what you heard them say before you start presenting your own ideas.**

**THE MODEL I USE (short version):**

**“I hear you saying that** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” (Present your paraphrase of summary of what they said.)

Then, AFTER that, you can present your own ideas.

“In my opinion, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**This way the other person knows you listened to them.**

**Paraphrasing/summarizing build trust.**

First, we’ll start with simple summarizing or paraphrasing:

**Mom:** You’re spending all your time playing games on the weekend and you’re not studying your school courses. Don’t you know that I’m very worried you’re going to fail your courses and end up very unhappy going to a so-so university, then get a so-so job and not be very happy in life. I’m paying a lot of money for this education of yours and you’re wasting that opportunity playing games all the time!

**Your summary:** “**I hear you saying** **that** you’re worried I’m wasting a lot of time playing games and not learning much, so I’ll end up really unhappy later on in life.”

(Then you politely present your own thinking:)

“But, please understand that… \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

NOW, its your turn to summarize:

**EXAMPLE 2**

I work so hard keeping this house clean and nice. I sweep and wash the floors, I dust the furniture, and wash the clothes. I go shopping and buy the food, and I cook and wash the dishes, and I wash all the clothes. But what do you do? You just come and go as you like, throw your clothes all over the house, leave your things everywhere, and never organize anything! Your room is mess. You don’t seem to care about the work I do! I’m really angry and I’m not going to take this anymore!

You say (a summary): “**I hear you saying** **that** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Then, you respond to what he/she said (using one of the five Conflict Resolution Strategies we talked about last week): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**EXAMPLE 2**

I got a new computer game last week and it’s really exciting! First you have to choose a map, character and weapons to defeat an army of monsters from hell, that want to eat you and pick his teeth with your bones! The only way to win is to find who their leader is and keep killing him, but as soon as you kill one leader another pops up out of nowhere and leads one of his armies to kill you again! Their armies have all kinds of magic weapons, like illusions, lasers, RPGs, crossbows and of course, lots of spies! To learn this new game I’m playing all night every night, but wow, I’m getting good fast. With a little more practice I can become the king of the universe and make all the slave monster armies work for me!

Summarize:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

You are a friend, parent, or teacher. Which conflict resolution strategy would you use to respond to this story?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**ACTIVE LISTENING, LABELING EMOTION and CHECKING THE ACCURACY of your SUMMARY/PARAPHRSE (Longer version)**

NOW, I’d like you to do two other things besides just summarizing or paraphrasing.

1. I’d like you **name the emotion** that the person, or people you’re listening to **right at the beginning** **before your summary.**
2. **After your summary, check to make sure that your summary is good, by saying: “*Is that right*?”**

**WARM-UP: PRACTICE NAMING EMOTIONS** (please name two or more emotions you might feel in each situation):

1. A slaps B in the face. What emotion(s) will B feel? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. X tells Y he/she doesn’t love him/her anymore and is leaving. What emotion(s) might Y feel? \_\_\_\_\_\_\_\_\_\_
3. Boss tells worker that he’s slow, lazy and does a bad job even though worker Z is really a great worker. What emotion(s) might the worker feel? \_\_\_\_\_\_\_\_\_\_\_\_
4. Dad tells his son that he’s going to divorce his mother and live with another younger woman. What emotion(s) might the son feel? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Boss tells workers a, b, c, and 27 others that the company will close and they don’t have a job anymore. What emotion(s) might workers a, b, c, and 27 others feel? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EXAMPLE 3**

1. Label emotion
2. Summarize or paraphrase
3. Then check to make sure you’ve got it right.

The workers don’t want to work more than eight (8) hours a day, they will not work more than five days a week unless they are paid a lot more for working “overtime,” they want a one-hour lunch break, and they want insurance 保险 [*bǎo xiǎn*]. Also, they want to have drinking water provided by the company, and safe working conditions. If their demands are not met, they will go on strike (罢工 *bà gōng*) until these demands are met. You are the boss, but your company does not have the money to give them insurance or overtime money. It’s too expensive. You just don’t have the money.

So, you say:

1. It sounds like you’re \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (what emotion?)
2. Summarize: “…and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
3. Checking: “Is that right?”

Now, you’ve got to tell them the realities of your company’s financial situation and offer a resolution:

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**EXAMPLE 4**

You are the boss and two workers are arguing about who should clean up at the end of the work day. One worker, Joe has been there 10 years and he says the new guy, Bill should clean up. The new guy Bill says he’s tired and both should clean up. It looks like they are going to have a fight. How will you describe their feelings and paraphrase this so that both know you’re listening?

**So you say:**

It sounds like you’re \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(describe their emotion) , and that Joe, you’re saying that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and Bill, you think that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Checking) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**EXAMPLE 5**

You're a policeman in the police station and someone calls you with the following story:

Officer! Every time after I come home from school some of my underwear is missing. At first I couldn’t figure out what’s happening, so I put a video camera in my room, and I saw that a pink monkey from mars is coming into my room and stealing my underwear! This is amazing! The next time this happens I’m going to kill that pink monkey!

**So you say:**

It sounds like you’re \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(describe the callers emotion) , and you’re telling me that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Summary). Is that right? Now, offer a conflict resolution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**EXAMPLE 6 (Putting it all together in the semi-real world or Washington DC)**

You are President Trump and want to be friends with Russian President Putin, but the FBI, CIA, Justice Department, broadcast media and press, the other major political party the Democrats, and many other citizens think that Russian President Putin and his government helped you become president, don’t seem to like Russian President Putin, and are preventing you from working together with Russian President Putin to make peace in various conflicts around the world like in Syria. They may even think you are a Russian agent!

So, you are going to make a speech to the American people (and world actually) to resolve this conflict. What would you say? Start with Active Listening skills practiced above, then offer a conflict resolution.

Before trying to write this speech, first two questions.

1. As of March 2018, what conflict resolution strategy (or strategies) has President Trump been using so far?
2. Have they worked?

**FIRST: Please use the active listening skills learned above:**

1. Label emotion
2. Summarize or paraphrase
3. Then check to make sure you’ve got it right. (This might be a token question to the audience).

**SECOND: Then write about the conflict resolution skill you think would be best in this situation and explain why this is the best solution.**

1. Avoidance (noun) Avoid (verb) – hide from, run away from a problem, 回避huí bì = Deny (v.) there is a problem. (denial - noun.)
2. Confrontation (noun) Confront (verb) – attack back, fight 对抗duì kàng
3. Accommodation (noun) Accommodate (verb) 姑息gū xī = Give them what they want. = Appeasement 姑息gū xī = Yielding 屈服Qū fu = Surrender 投降 tóu xiáng
4. Compromise (Noun and verb) 妥协tuǒ xié = A 50/50 solution - you get half, I get half
5. Collaborating (Problem Solving) 解决问题jiějué wèntí – figure out solutions to the problem behind the problem. (Figure out solutions: 找出解决方案)

I will help you get started:

My dear fellow Americans\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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#### Writing, Debate or Debate Exercises:

(For writing exercise) Please choose one of the following questions and write a short essay. (150 – 200 words)

1. Please describe a time in your life when someone didn’t listen to you; how that made you feel, and how you reacted to that situation.
2. Please describe a time in your life when you didn’t listen to someone else and something bad happened because you didn’t listen.

#### Write and present a role-play with your partner:

Write a two-part short dialogue about two people having a conflict:

1. …One person isn’t listening. What happens?
2. … Both are listening. What happens?

#### Other Multi-Cultural Questions

Do all cultures encourage (鼓励 *gǔ lì*) listening by all parties the same?

Cultures can be:

* Within or between rich, middle class, poor (The politically correct label for this is high, middle and low Socio Economic Status - SES)
* A school (within or between different groups of students and/or teachers and/or administrators), company (bosses/workers), club, or other social group
* Within or between people in different tribes, countries and/or political systems (remember the U.S. has two very different political systems with very different priorities in regards to some but not all issues)

## Chapter 7 - Current Armed Conflicts 现在正在进行的战争

There are many wars going on now, but many of them are not called “wars.”

There can be a couple of reasons for this.

First, it might be for example small, not involving many people, and thus not quite the dimensions of a real war.

Second, some of the people involved don’t want to have to follow the international laws of war. So, by calling it an “armed conflict” instead, they think they can do anything, like killing helpless civilians and prisoners, and torturing and intentionally starving people. It’s cruel and evil, but war usually is cruel and evil. An example of this is the Vietnam War, which the U.S. government never called a “war” instead they called it a “conflict.”

Some vocabulary to help you describe a war:

* **International War** - War between nations
* **Civil War** - War between different sides within a nation, e.g. the American Civil war between the North and South (1861 to 1865), and the Chinese Civil War (1927 to 1950 - really a proxy war, see below). “Inter-tribal wars” are between large groups of people of different ethnic/cultural backgrounds, for example in Rwanda (卢旺达) between the Tutsis and the Hutus (图西人和胡图人). Often or usually these civil wars have their roots in the Colonial era (殖民时代) of those nations history. (Civil war: 内战Nèizhàn)
* **Proxy War** - A war where both sides are supported by other “outside” 3rd party nations or people. The war in Syria is an example, the U.S. and Saudis are helping the “rebels” in their war against the Syrian government, while Iran and Russia are helping the Syrian government led by President Bashar al-Assad. Another example is the proxy war in Yemen with the U.S, UK, France and several Arab countries including the Saudis helping the government, while the Houthi Rebels are helped by Iran. Many or most civil and international wars are really proxy Wars between the superpowers. Proxy War may be: 代理战 Dàilǐ zhàn
* **Battle** - A part of a war; A hostile (敌对) encounter between different sides usually during a war. A famous saying: “You can win many battles but still lose the war.” An example is the American Revolutionary War against the British. The early Americans lost most of the battles against the British untill near the end of the war when they won some major battles.) Battle: 战斗 Zhàndòu
* **Pyrrhic victory** - A victory achieved at too high a cost, e.g. everyone is dead and your nation is destroyed. You “won,” but lost so much the victory was not worth the loss. (Maybe: 皮洛士 Pí luò shì)
* **Mediate** (verb; mediation is the noun, the person that mediates is called the mediator) - to resolve conflicts as an intermediary (中间人；调解人) between two or more individuals or groups and help bring about an agreement, truce (停战协定), and/or peace. Mediate: 调解

### Student Research Project

Each pair of students will be randomly assigned a current conflict, and research the following questions:

When did it start?

Who is fighting? (“Belligerents”)

Why?

How many people have been killed?

Are any foreign countries involved in that conflict or war? If yes, which ones?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Conflict/War** | **Start Date** | **Who is fighting?** | **Why?** | **How many people have been killed?** | **Foreign involvement?**  **Yes/No and if yes,**  **Who?** |
| 1. **Syrian Civil War** |  |  |  |  |  |
| 1. **Mexican Drug War** |  |  |  |  |  |
| 1. **Iraq Conflict/Iraq Civil War** |  |  |  |  |  |
| 1. **War in Afghanistan** |  |  |  |  |  |
| 1. **Internal “Conflict” in Myanmar** |  |  |  |  |  |
| 1. **Moro Conflict in the Philippines** |  |  |  |  |  |
| 1. **Oromo Conflict Ethiopia** |  |  |  |  |  |
| 1. **Somali Civil War** |  |  |  |  |  |
| 1. **Conflict in Nigeria** |  |  |  |  |  |
| 1. **North Mali Conflict** |  |  |  |  |  |
| 1. **Libyan Civil War** |  |  |  |  |  |
| 1. **War in Darfur** |  |  |  |  |  |
| 1. **Yemen Civil War** |  |  |  |  |  |
| 1. **South Sudan** |  |  |  |  |  |
| 1. **Central African Republic Conflict** |  |  |  |  |  |
| 1. **Democratic Republic of Congo** |  |  |  |  |  |
| 1. **War in Kashmir** |  |  |  |  |  |

Then each pair of students will do an oral presentation on their armed conflict. After that we will fill in the above chart together.

The above list from:

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

### Questions for students (discussion)

Of the armed conflicts listed above, how many of them have foreigners involved in one way or another?

Do all of these armed conflicts have anything in common?

Is there any hope for peace in any of these conflicts and when?

Can anyone think of ways to help promote peace in any of these conflicts?

### Vocabulary Quiz

|  |  |
| --- | --- |
| Vocabulary | Meaning |
| 1. International War \_\_\_ 2. Proxy War \_\_\_ 3. Civil War \_\_\_ 4. Pyrrhic Victory \_\_\_ 5. Battle \_\_\_ | a. Winning a conflict or war but that win is empty because the cost was not worth the rewards of winning.  b. A war where both sides are supported by other “outside” 3rd party nations or people.  c. a war between two or more nations  d. A hostile encounter between different sides usually as part of a war.  d. A war between different sides within a nation |

## Cross Discipline Quiz

1. Which of the following five conflict resolution strategies is most likely to cause a war?

a. Avoidance

b. Accommodation

c. Confrontation

d. Compromising

e. Problem solving

2. Which of the five conflict resolution strategies is most likely to end a war?

a. Avoidance

b. Accommodation

c. Confrontation

d. Compromising

e. Problem solving

3. Which of the five conflict resolution strategies is probably second best?

a. Avoidance

b. Accommodation

c. Confrontation

d. Compromising

e. Problem solving

4. In what situation can the “second best” really the best option?

a. In cases where one side in the conflict has vastly more power and refuses to problem solve.

b. In cases where both sides are equal in power

c. In cases where both sides are honestly trying to find a solution

5. Which of the five conflict resolution skills is most likely to result in one side in a conflict becoming a slave?

a. confrontation and compromising

b. Accommodation and avoidance

c. Avoidance and confrontation

d. None of the above

6. Imagine a situation where two countries are on the verge of war (战争边缘 = on the edge of a war) and you are the counselor for the leader of one side. You ask your client if he or she has any ideas on how to prevent the war (防止战争) and the client says: “No!” What can you do?

a. Give advice on how to prevent the war

b. Ask leading questions to help the client explore options

c. Demand the client be more realistic

d. Simply watch the body language of the client

7. You are a mediator between two nations on the verge of war (战争边缘 = on the edge of a war) and one leader has his or her arms and legs folded. What does this mean?

a. He or she is open and willing to cooperate

b. He or she is finally ready to problem solve

c. He or she is feeling defensive (感到防御), perhaps not trusting the process he or she is in.

d. He is she is really happy and cooperative

8. You are a mediator between two nations on the verge of war (战争边缘 = on the edge of a war) and the leader of the weaker side, the side that will probably lose says: “Yes! I want a war! Bring it on!” The mediator might ask him or her:

a. Are you crazy?

b. How do you feel about that?

c. Do you have any other ideas?

d. Do you have family or friends you can talk with?

9. You are a mediator between two nations that have been at war for many years resulting in terrible destruction on both sides. Both nations are losing and soon everyone on both sides will be dead. As a counselor and mediator, you might want to focus on the client’s \_\_\_\_\_\_\_\_ in regards to the end results of their conflict.

a. thinking

b. feelings

c. pride

d. fantastic good looks and international image

10. Problem solving usually starts with \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

a. gift giving

b. anger

c. revenge

d. talking honestly

## Chapter 8 - Humanitarian Aid Organizations (人道主义援助组织)

### INTRODUCTION

In this chapter, we’ll:

1. Learn about the four most important humanitarian principles.
2. International Aid Organizations (国际援助组织 *Guójì yuánzhù zǔzhī*)
3. Learn about the concepts and realities of and impartiality (公正性*Gōngzhèng xìng*), neutrality (中立 *Zhōnglì*), and Independence.
4. Learn about funding for International Aid Organizations and how “strings” are sometimes attached (附加条件 *Fùjiā tiáojiàn*)
5. Each pair of students will choose one aid organization, research it and do a presentation on their history, where they’ve worked in the past and where they’re working now, and discuss their record of neutrality and impartiality when possible

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### FOUR HUMANITARIAN PRINCIPLES

* **Humanity:** Human suffering (人类的痛苦) must be addressed wherever it is found. The **purpose** of humanitarian aid is to **protect life and health and ensure respect for human dignity** (人的尊严 Rén de zūnyán)**.**
* **Impartiality:** Humanitarian action must be implemented (实施) **on the basis of need alone**, giving priority to those with the greatest need and not discriminate based on nationality, race, gender, religious belief, class or political opinions.
* **Neutrality:** Humanitarian actors **must not take sides in conflicts** or engage in controversies of a political, racial, religious or ideological nature.
* **Independence:** Humanitarian action must be **totally separate from political, economic, military or other objectives**.

### Mnemonic Aids: 4 Humanitarian Principles (4HuPrin)

**HINI**

**Hu - Im - Neu - In**

**HU** - Purpose: Protect life/health respect dignity **(P:PL/HRDig)**

**Im** - Need alone, greatest need, no discrim. Nat, Race, Gend. Rel. Class, Pol Ops **(NRGRCPO)**

**Neu** - not take sides on basis of Pol, Rac, Rel, Ideo (PRRI)

**Ind** - Separate from Pol. Econ. Mil. Or Other (PEMoOther)

### Why are Impartiality, Neutrality and Independence so important?

Many reasons:

* 1. Building trust with the people who need assistance isn’t easy at the best of times and impossible when the aid worker appears to be biased.
  2. “Aid organization workers continue to be killed, injured or kidnapped in the world’s most dangerous humanitarian crises. In 2016, there were 150 attacks on aid workers in 20 countries affecting 238 workers of which 88 were killed. In 2017 there were 35 aid workers killed in 22 attacks through March.” (Source: <https://reliefweb.int/report/south-sudan/attacks-aid-workers-countries-ten-or-more-victims-jan-2016-mar-2017>)

### Overview of International Aid Organizations

(国际援助组织 *Guójì yuánzhù zǔzhī*)

Helping to protect human dignity is very important for a lot of reasons. One way to do that is to work with local health and community workers and the beneficiaries wherever you go. They…

1. know the language and people much better than you do, and
2. they have many more resources in the places you’re going. Also,
3. if you do all the work yourself, giving food and medicine to hungry and sick people, they will not have the opportunity to maintain and develop their own aid delivery systems. This is bad because your aid organization will not be there forever so they really need to maintain and develop their own food and health systems.
4. When you don’t let local people help it robs them of their dignity. Usually they are not helpless. Thinking of locals as stupid or incompetent is a huge mistake.

Most organizations that help hungry and sick people in disasters and conflicts are called: NGOs, which stands for “Non-Governmental Organization.” They are supposed to be neutral and impartial, but often are not. Usually their neutrality and impartiality depends on where they get their money from and also which side in a conflict most people in the world think is the real victim. (For example, in the Bosnian war, most people in the world believed that the Serbians were very terrible and the Bosnian Muslims were innocent victims.)

Please look at one or more of the following sites and read about at least three different humanitarian aid organizations. Look on the aid organization’s front page menu at the top of their site and click on something like: “About Us,” “Who we are,” “What we do,” or something like that to get a quick overview of those organizations.

<http://guides.lib.berkeley.edu/c.php?g=496970&p=3626027>

<https://en.wikipedia.org/wiki/Category:Humanitarian_aid_organizations>

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

<https://borgenproject.org/5-top-humanitarian-aid-organizations/>

After looking at three humanitarian aid organizations from one of the above lists, choose the one that you like.

Prepare a PPT with at least 20 slides describing:

Who do they primarily help?

Where do they primarily work?

Where do they get their money from?

Do you think they are truly neutral and impartial?

Do you think having military support will help protect humanitarian aid workers in conflict zones, or put the aid workers in greater danger?

### Aspirational principles

“The Red Cross/NGO Code also lists a number of more aspirational principles which are derived from experience with development assistance.”

* Agencies should operate with respect to culture and custom
* Humanitarian response should use local resources and capacities as

much as possible.

* The participation of the beneficiaries should be encouraged
* Emergency response should strive to reduce future vulnerabilities
* Agencies should be accountable to both donors and beneficiaries
* Humanitarian agencies should use information activities to portray victims as dignified human beings, not hopeless objects.

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

### QUIZ

You are a humanitarian aid worker in a civil war. In that war a Western country is supporting a dictator that most of the people in that country hate, but he’s getting huge money from western countries so they can get that country’s natural resources cheaply. So the dictator doesn’t care about what the people think. Consequently a rebel army has formed and is fighting against the government.

1. Your boss ordered you to take a convoy of trucks with food and medicine to help a small town where the people are hungry. The people in that town support the dictator. On the way there your convoy of trucks is stopped by rebels. There are three of them. They have guns, but you’ve got 10 guys with guns in your convoy. They want all of your food and medicine. They say they are starving to death and much hungrier than the people in the town you’re supposed to take the food and medicine to. What should you do?
2. Get your 10 guys with guns to shoot them because you have to follow orders.
3. Try to pursue them to take only half so the aid keeps flowing.
4. Give it all to them and wish them luck.
5. Turn back where you were coming from.
6. Does having a military escort help protect your convoy of trucks with aid, or put it in greater danger?
7. It usually helps protect the aid workers and the food and medicine
8. It usually puts the aid workers in much greater danger
9. It’s about 50/50
10. It’s always a good idea to have a military escort when traveling in conflict zones.
11. The boxes with food and medicine in your truck have USA in big letters on every box. The rebels hate the USA because they know Americans are helping the government. What would you do before you start on your journey to the small town?
12. Change the boxes so they don’t appear to be from the USA.
13. Leave the food and medicine in the same boxes but try to paint the big USA signs.
14. Just follow orders and deliver the boxes the way they are.
15. Pretend to be sick so you don’t have to go with that convoy.
16. When you get to the small town if you have any food or medicine left, what should you do?
17. Start giving it to the poor and sick people yourself as quickly as possible.
18. Look for the local leaders and/or health providers so they can find people to help you distribute the supplies.
19. Look around for the hungriest and sickest people so you can give it to them first.
20. Find a warehouse so you can unload your trucks and figure out what to do later.
21. One of the local people helping you is not very smart and keep making mistakes and getting in the way. What should you do?
22. Tell him to go away.
23. Get a local person to tell him to go away.
24. Try to teach him how to do what you want him to do better.
25. Call the local police if there are any police and get them to take him away.
26. Do you think that sending photos of starving people to all the newspapers in the world is a good idea to help get money?
27. Yes
28. Probably
29. Probably not
30. No
31. Suppose when your convoy arrives at the small town there are some foreign reporters that start asking questions about your trip and your NGO. What should you tell them?
32. The rebels are thieves and stole half or most of your food and medicine.
33. The dictator is a really bad guy who is starving and killing his own people just so he can get rich.
34. Don’t say anything.
35. Show them photos of the rebels
36. Imagine you gave ¾ of your medical supplies to the rebels, gave the rest to the people in the town and then went back to your NGO in a safe place. Your boss is really angry at you. What should you do?
37. Argue with your boss that you would have been killed if you didn’t give the food and medicine to the rebels.
38. Quit your NGO and go to work for a different one.
39. Contact the people that give money to your NGO and try to pursue them to understand your need for impartiality and neutrality.
40. Just forget about it and keep trying to do your job.
41. NGO stands for:
42. Not Giving Over - that is, helping everyone
43. Never a Government Organization
44. Non-Governmental Organization
45. Non-Giving Organization
46. NGO work is usually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
47. dangerous
48. more dangerous in some places than others
49. pretty safe compared to being a police officer
50. always fun

Also see:

<https://www1.essex.ac.uk/rightsinacutecrisis/report/morris.htm>

<https://www.intrac.org/resources/ontrac-28/>

<http://foreignpolicy.com/2011/03/16/there-is-no-neutral-2/>

## Chapter 9 – Diplomacy 外交

### INTRODUCTION

#### What is diplomacy?

**In international relations** it’s the management of relationships between countries.

**In interpersonal relationships** it’s the skill needed to keep everyone happy

#### Diplomacy is used for all kinds of things.

Can you name some?

Improving relationships

Improving trade

Preventing conflict

Reducing conflict

Ending conflict

How can diplomacy improve trade?

How can trade improve relationships and promote stability?

How can you prevent, reduce and/or end conflict? (See Chapters 5 & 6)

### Background on Human Motivation

To be a diplomat it helps sometimes to be able to look deeply into what is motivating people to do the things they do and say the things they say.

#### EGO自我价值感  & Self – Interest自利

* Ethical egoism, the doctrine that holds that individuals should do what is in their self-interest
* Psychological egoism, the belief that individuals are always motivated by self-interest
* [Rational egoism](https://en.wikipedia.org/wiki/Rational_egoism), the belief that it is rational to act in one's self-interest

The terms "egoism" and "egotism" may also refer to:

* [Egotism](https://en.wikipedia.org/wiki/Egotism), an excessive or exaggerated feeling of self-importance 过分或夸张的自重感

He has the biggest ego of anyone I've ever met.

他是我所见的最自负的人。

Around ages 3 and 4 most children learn they are not the center of the universe, and they have to learn to be cooperative 合作的 to make their parents happy and play with other children.

Before that they are usually very egotistical. This is natural because they before ages 3 and 4 they cannot satisfy their own needs and caregivers have to serve their needs. After ages 3 and 4 however it is very annoying when children think they can get everything they want and will scream and yell if they don’t get what they want. “I WANT CANDY!!!!!”

Some people however never learn cooperation and become bullies to try to get what they want.

#### Bullies

Unfortunately bullies don’t use cooperation or diplomacy. They usually or always try to use power to get what they want.

However, individuals and groups that are being bullied can form “minority coalitions” (少数派联盟) to protect themselves from bulling. That takes some diplomatic skill. Though this doesn’t always work, there are times bullies can be forced to negotiate. At times like this diplomacy can be very useful.

#### Status Seeking (总是追求更大的社会地位)

A cultural anthropologist named Desmond Morris wrote some fascinating books (The Human Zoo and The Naked Ape) about cultural anthropology where he makes the argument that most people are usually motivated by status seeking. It appears this behavior is hard-wired (inherited via DNA) into humans. For example people often buy cars that are too expensive for them, but they do it anyways because they enjoy the great status a fancy car can give a person.

### Root of the English Word “Diplomacy”

Though the history of diplomacy is at least 5,000 years old, the English word “diplomacy” comes from the Greek word “diploun” which literally means “fold” which is the same root word for “diploma.” The translation “fold” refers to the fact that ancient messages were usually documents that were folded for transport, though in ancient Greece they were often sealed in a metal plate and sewn together. Documents transported in this way were called “diplomas.” (Reference: A Natural History of Diplomacy, Chapter 3 of the book manuscript in progress, *When Diplomacy Works* by Shuhei Kurizaki)

Wikipedia has a reasonably good introduction to the History of Diplomacy.

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

### Ancient History of Diplomacy

### Mesopotamian diplomacy

“Sumerians, the early inhabitants of Mesopotamia, invented writing sometime in the fourth millennium BC. Archaeologists discovered the first diplomatic documents from the period 2500 BC. These documents include references to relations among city-states, peace negotiations, arbitrations, and status of envoys. These early diplomatic notes were written on clay tablets using cuneiform characters. In typical diplomatic protocol, on arrival, the messenger would read the message from a clay tablet and provide an additional oral explanation. The dispatch of single messengers, usually on foot, gradually evolved into messenger systems with relay stations situated on the main roads.

“In the Babylon era, during the rule of Hammurabi (seventeenth century BC), a highly functional system of messengers was developed. In the same period, according to the archives of Mari, there was a well-developed system of envoys ranging from simple messengers to ‘plenipotential ambassadors’ empowered to negotiate agreements on behalf of their masters. The archives of Mari also included the first references to diplomatic immunities, diplomatic passports, and letters of accreditation.

Diplomatic letters in the Mari Archives: <https://discoverarchive.vanderbilt.edu/bitstream/handle/1803/4005/OnReadingTheDiplomatic.pdf?sequence=1>

#### Mesopotamian Diplomacy Vocabulary

**Inhabitants** - A person or animal that lives in a specific place - For example he is an inhabitant of Germany.

**Peace negotiations** - Discussion for the purpose of making peace

**Arbitration** (noun) (arbitrate, verb) - Using a “third party” (someone not involved) to help resolve a conflict or disagreement.

**Envoys** - an official messenger, representative or agent of one nation to another

**Cuneiform** - Ancient writing system of Akkadians, Assyrians, Babylonians, Persians, and others.

**Protocol** - The formal customs, regulations and etiquette required when dealing with high ranking diplomats and government officials.

**Etiquette** - requirements for good social behavior within any class or group of people

**Clay tablet** - a piece of clay used for writing in ancient times

**Relay station** - In ancient times a place along a long road where messengers can pass a message to another messenger so the message gets to its destination faster

**Hammurabi** - Sixth king of the First Babylonian Dynasty, reigning from 1792 BC to 1750 BC

**Archive** - a place where ancient records or historical documents are kept

**Plenipotential** - full authority of a government. A plenipotential ambassador can made decisions in the name of the leader of the country he or she is from.

**Diplomatic immunities** - Protection and immunity from some laws and taxes given to official representatives of foreign governments, for example some high ranking government officials when in foreign countries cannot be arrested for any crime, cannot be searched at border crossings, and don’t have to pay taxes in the countries where they work

**Diplomatic passports** - A special passport for diplomats which identifies them as diplomats and in many cases gives them diplomatic immunity

**Letters of accreditation** - Diplomatic accreditation is the process in which an ambassador is certified as one country's official representative to another. Accreditation occurs when a new ambassador presents "letters of credence", or diplomatic credentials, to the host country's head of state. <https://en.wikipedia.org/wiki/Diplomatic_accreditation>

#### Mesopotamian Diplomacy Vocabulary Quiz 1

1. The history of diplomacy is at least \_\_\_\_\_\_\_\_\_\_\_\_ years old.
2. 500 b. 1,500 c. 3,500 d. 4,500
3. Diplomatic letters from \_\_\_\_\_\_\_\_\_\_\_\_ date back to about 2500 BC.
4. Babylonia b. Mesopotamia c. Talleyrand d. ancient Greece
5. An inhabitant is a person or animal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. From a faraway place b. traveling c. that lives in a specific place d. died
7. Arbitration is when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. a third party is used to help resolve a conflict or disagreement
9. a third party is causing problems for the first two parties
10. two groups of people solve problems by themselves
11. two groups of people end up in a war
12. An envoy is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
13. a person who helps make peace between warring parties
14. an official messenger, representative or agent of one nation to another
15. a document that specifies the terms and conditions for peace
16. the person who answers the door at an ambassador’s house
17. Cuneiform is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
18. An ancient kind of dress that comes down just below the knees
19. Ancient writing system of Greece
20. Ancient writing system of Akkadians, Assyrians, Babylonians, Persians, and others
21. Ancient writing system of Greece, Rome, Germany, France and Italy
22. An archive is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
23. an ancient civilization older than Babylonia
24. a place where diplomats can buy things very cheaply without paying taxes
25. a place where ancient records or historical documents are kept
26. a scientific method for determining the age of old documents
27. Letters of Accreditation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
28. give a person credit when buying something at a traditional market
29. prove that the person is “credit worthy” that is OK to lend money to
30. give a person credit for having done something good in the past
31. prove someone is the official representative of one country to another
32. A Diplomatic Passport \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
33. allows a person to go anywhere anytime unharmed
34. identifies a person as a diplomat and in many cases gives them diplomatic immunity
35. signifies that a person really is not an agent provocateur of another nation
36. is a kind of passport that never expires and is usually waterproof too
37. Diplomatic Immunity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
38. immunity from some laws and taxes given to official representatives of foreign governments
39. a special kind of vaccination given only to diplomats so they don’t get diseases in the countries they’re going to
40. gives diplomats the legal power to say anything they want to anyone they want without fear of reprisal
41. the place where diplomats live when they’re on vacation from their foreign postings

### Amarna diplomacy (14th Century BC)

“Three centuries after Babylon, Amarna diplomacy emerged. It is usually singled out as the most developed diplomatic system in the ancient civilizations. Professor Raymond Cohen argues that Amarna diplomacy was the first fully developed diplomatic system comprising the main diplomatic techniques, including the sending of representatives, negotiating, and the handing out of immunities. He challenges the predominant view among diplomatic historians that the first diplomatic system was established in Renaissance Italy with the establishment of permanent embassies among Italian city states.

“Amarna diplomacy is named after the Egyptian city of Tel-el Amarna, where archaeologists discovered the first diplomatic archive (Tal-Amarna letters). According to available sources, Tel-el Amarna was the capital of the Egyptian XVIII dynasty (sixteenth–thirteenth century BC), during the reign of Amenhotep III (1390–1352 BC) and Amenhotep IV (1352–1336 BC). These dynasties oversaw a period of extensive creativity, particularly noticeable in the architectural constructions. Diplomacy was favoured over war.

<https://www.diplomacy.edu/2014/evolution/february/background>

Also see: [http://www.theamarnaresearchfoundation.org/](http://www.theamarnaresearchfoundation.org/%20)



### Hittite Diplomacy

The **Hittites** ([/ˈhɪtaɪts/](https://en.wikipedia.org/wiki/Help:IPA/English)) were an [Ancient Anatolian people](https://en.wikipedia.org/wiki/Ancient_Anatolians) (modern day Turkey) who played an important role in establishing an empire centered on [Hattusa](https://en.wikipedia.org/wiki/Hattusa) in north-central [Anatolia](https://en.wikipedia.org/wiki/Anatolia) around 1600 BC. This empire reached its height during the mid-14th century BC under [Suppiluliuma I](https://en.wikipedia.org/wiki/Suppiluliuma_I), when it encompassed an area that included most of Anatolia as well as parts of the northern [Levant](https://en.wikipedia.org/wiki/Levant) and [Upper Mesopotamia](https://en.wikipedia.org/wiki/Upper_Mesopotamia). Between the 15th and 13th centuries BC the Empire of Hattusa, conventionally called the Hittite Empire, came into conflict with the [Egyptian Empire](https://en.wikipedia.org/wiki/Egyptian_Empire), [Middle Assyrian Empire](https://en.wikipedia.org/wiki/Middle_Assyrian_Empire) and the empire of the [Mitanni](https://en.wikipedia.org/wiki/Mitanni) for control of the [Near East](https://en.wikipedia.org/wiki/Near_East). The [Assyrians](https://en.wikipedia.org/wiki/Assyria) eventually emerged as the dominant power and annexed much of the Hittite empire, while the remainder was sacked by [Phrygian](https://en.wikipedia.org/wiki/Phrygia) newcomers to the region. After c. 1180 BC, during the [Bronze Age collapse](https://en.wikipedia.org/wiki/Bronze_Age_collapse), the Hittites splintered into several independent "[Neo-Hittite](https://en.wikipedia.org/wiki/Neo-Hittite)" city-states, some of which survived until the 8th century BC before succumbing to the [Neo-Assyrian Empire](https://en.wikipedia.org/wiki/Neo-Assyrian_Empire).

<https://en.wikipedia.org/wiki/Hittites#History>

According to a book by Gary Beckman titled: *Hittite Diplomatic Texts*, most of the treaties of the Hittites followed similar formulas. In that book Beckman presents English translations of 21 treaties, 18 diplomatic letters, 18 royal edicts and other records of the relations between the Hittites and other superpowers at that time, including Egypt, Assyria, and Babylonia.

Hittite treaties can generally be divided into two groups, treaties between more or less equally powerful nation-states, and between the Hittites and lesser states.

The “formula” for a treaty between equal partners included:

* A Preamble Oath made before “divine witnesses” (the gods)
* Loyalty to the Royal Family
* Alliance
* Disposition of fugitives including a promise to return if a fugitive as the result of rebellion/sedition
* Reporting of sedition
* Punishment of Rebels
* Military obligations, alliance of mutual protection including:
  + - * Defense Alliance against Revolt
      * Defensive Alliance against External Enemies
* Loyalty to Hittite Dynasty

In a treaty between Tudhallya II of Hatti and Sunashura of Kizzuwatna a parallel method of verifying the accuracy of a message between rulers was used. The messenger was given the message orally, and upon a clay tablet: “If the words of the messenger are in agreement with the words on the tablet, trust that messenger.” (P. 24)

Wives, sons and relatives by marriage of signatories to the treaty were held as parties to the oath, and the curse includes destruction of the second party’s household, fields, vineyards, Oxen, Sheep and roasting of his progeny should be oath be broken.

The treaties were generally referred to using two terms: Bindings, and Oaths. The “Bindings” refer to binding agreements and the “Oaths” refer to the curses and blessings used that invoked the gods as witnesses and dispensers of rewards and punishments depending on the respective party’s obedience to those treaties.

As with virtually all ancient and even many relatively modern alliances between nations, marriages often were made to help seal and cement the relationships between those nations.

Because the Hittite Empire was one of the biggest and most powerful for around 400 + years (1600 BCE -1180 BCE) most of its treaties were with subordinate states which had to pay tribute, usually in gold and an assortment of other valuables.

In such treaties the leaders of the vassal states had to swear an oath of allegiance, but not the Hittite king. (P. 2)

In many ways the Hittites were quite conservative compared to the Egyptians, for example incest was forbidden under punishment of death, as well as sexual relations with in-laws. Naturally even looking at one of the palace ladies, even a servant girl earned death for the transgressor.

On the other hand, respect for envoys was guaranteed in at least some of the treaties. No mention was made in regards to what should happen if a foreign envoy looked at a palace lady!

Despite a presumption of patriarchal dominance in ancient history, a draft of a letter (presumed to be a draft because it was written in Hittite rather than Akkadian and had erasures, grammatical errors and so on) believed to be from Queen Puduhepa of Hatti to Pharaoh Ramses II of Egypt, suggests she felt confident enough to be more than a little sarcastic. The situation was a delay in sending a royal princess, her daughter, as wife to Pharaoh Ramses II, due to a fire in the royal storehouse. She quips, accompanied by a long list of excuses for the delay: “Does my brother (Ramses II) have no wife at all?” (P134) Obviously, this was a rhetorical slightly sarcastic question as Ramses II had no shortage of wives. Thus, diplomacy comes in many forms.

Despite the wide-ranging details of diplomacy in Hatti at that time, no mention of made of permanent embassies in other nations.

Though there is also some presumption that envoys can and do act a spies, at least in regards to collection of information, there is no mention of that in the book by Gary Beckman. Perhaps this would have been a violation of the terms of the oath and enough to trigger a curse of the gods.

### Assyrian diplomacy

**Assyria** also called the **Assyrian Empire**, was a major [Semitic](https://en.wikipedia.org/wiki/Semitic_languages) speaking [Mesopotamian](https://en.wikipedia.org/wiki/Mesopotamia) kingdom and [empire](https://en.wikipedia.org/wiki/Empire) of the [ancient Near East](https://en.wikipedia.org/wiki/Ancient_Near_East) and the [Levant](https://en.wikipedia.org/wiki/Levant). It existed as a state from perhaps as early as the 25th century BC in the form of the [Assur](https://en.wikipedia.org/wiki/Assur) city-state,[[2]](https://en.wikipedia.org/wiki/Assyria#cite_note-2) until its collapse between [612 BC](https://en.wikipedia.org/wiki/612_BC) and [609 BC](https://en.wikipedia.org/wiki/609_BC), spanning the [Early](https://en.wikipedia.org/wiki/Early_Bronze_Age) to [Middle Bronze Age](https://en.wikipedia.org/wiki/Middle_Bronze_Age) through to the late [Iron Age](https://en.wikipedia.org/wiki/Iron_Age). <https://en.wikipedia.org/wiki/Assyria>

### Persian diplomacy

…with Persian diplomacy forming the bridge that linked the ancient world with Greece.

Most scholars of ancient history seem to acknowledge that Amarna Period of Egyptian history was the height of ancient diplomatic history.

“As evidenced by the archives of Mari, the Amarna letters and later the Hittite documents, as early as the second millennium BC the peoples of the Near East engaged in intense diplomatic exchanges that required a formalised system of international relations, modelled on interpersonal relationships in which metaphors of brotherhood and parent/child relationships were used to describe the relationship between the kings of different communities. The sources provide evidence of some terms used to denote this system: salimum (peace, reconciliation, friendship) and atḫutum or aḫḫutum (brotherhood). The first expression could indicate both the equal relationship between kings who called each other “brothers”, and the relationship between sovereign people and subordinate people, respectively “fathers” and “sons”. Aḫḫūtum expressed the nature of salīmum, and referred to both the cordial relations that preceded the alliance and to the new link that came into being…”

<http://www.scielo.org.za/pdf/funda/v20n1/17.pdf>

The above excellent article goes to state these vastly older approaches to diplomacy “profoundly influenced” the Romans and forced then to rethink their approach to international relations.

Also see: <https://en.wikipedia.org/wiki/Amarna_letters>

The Amarna tablets by the way are written in Akkadian cuneiform script and which are uniquely different from any other Akkadian dialect.

<http://www.tau.ac.il/humanities/semitic/amarna.html>

### Linguistics: Akkadian and Semitic Languages of Arabic and Hebrew

Learning that “salimum” in Akkadian means “peace, reconciliation, friendship” might just remind us that “Salam” in Arabic means peace, and “Shalom” in Hebrew means peace. So, given the similarities in these words:

Salimum 🡪 Salam 🡪 Shalom

…one might wonder if there is a relationship? Is this a coincidence? Maybe not.

Arabic and Hebrew are both Semitic languages.

Semitic languages occur in written form from a very early historical date, with East Semitic Akkadian and Eblaite texts (written in a script adapted from Sumerian cuneiform) appearing from the 30th century BCE and the 25th century BCE in Mesopotamia and the northern Levant respectively. The only earlier attested languages are Sumerian, Elamite (2800 BCE to 550 BCE) (both language isolates), Egyptian and unclassified Lullubi from 30th century BCE.

Semitic languages were spoken across much of the Middle East and Asia Minor during the Bronze Age and Iron Age, the earliest attested being the East Semitic Akkadian of the Mesopotamian and south eastern Anatolian polities of Akkad, Assyria and Babylonia, and the also East Semitic Eblaite language of the kingdom of Ebla in the north eastern Levant.

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

And thus, one might speculate that the origin of the words “Salam” and “Shalom” may well be in the ancient North African language of Akkadian!

Below is a link to a translation of one of the Amarna Letters:

Amarna Letter no. 255 as Diplomatic Correspondence: A New Interpretation by Krzysztof J. Baranowski –

University of Toronto, Canada

http://orcid.org/0000-0001-9311-73012

<https://depot.ceon.pl/bitstream/handle/123456789/5107/Baranowski%20Amarna%20Letter%20no.%20255.pdf?sequence=1>

**If you’re really interested in this history of diplomacy read:** *Amarna diplomacy: the beginnings of international relations* by Cohen, Raymond, 1947, Westbrook, Raymond, 2002.

<http://paperroom.ipsa.org/papers/paper_12434.pdf>

Also read:

* Egypt's Foreign Relations During the Amarna Period: Recent and Future Research by Richard H. Wilkinson,
* Current Work at Amarna by Barry Kemp

<http://www.theamarnaresearchfoundation.org/Sun2009%20Spring%20Vol%2015%20No%201.pdf>

#### Ancient Diplomacy Vocabulary Quiz 2

1. Amarna was in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Greece b. Mesopotamia c. Egypt d. Rome
3. Amarna diplomacy started around the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. 10th Century BCE b. 14th Century BCE c. 18th Century BCE d. 20th Century BCE
5. The dynasties of Amenhotep III and Amenhotep IV were periods of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. creativity in architecture and diplomatic advances
7. slow decline in sciences
8. rapid decline in science and diplomacy
9. creativity in war mongering and provocation
10. The Amarna Letters describe relations between kings of different communities as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the relationship between sovereign and subordinate people as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relationships
11. masters and slaves / brotherhood
12. brotherhood / fathers and sons relationships
13. Misogyny / calculated domination
14. Strictly vertical / horizontal levels of power sharing
15. Records in the Amarna Letters suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
16. Roman diplomacy greatly influenced Egyptian diplomacy
17. Greek diplomacy influenced Egyptian diplomacy
18. The vastly older Egyptian diplomacy greatly influenced later Roman diplomacy
19. Romans did not need to rethink their diplomatic systems
20. The Amarna Letters were written in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
21. Akkadian cuneiform
22. Babylonian cuneiform
23. Latin
24. Greek
25. In those letters the word “salimum” meant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
26. war, strife, conflict, aggression
27. domination, control & dictatorial rulership
28. peace, reconciliation, friendship
29. ambivalence, neutral feelings, lukewarm relations
30. Arabic and Hebrew are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ languages.
31. Latin
32. Greek
33. Semitic
34. Indo-European
35. It is possible that the Akkadian word for peace is the root word for the Arabic and Hebrew words:
36. Cuneiform and Latvia
37. Anarchy and mayhem
38. Salam and Shalom
39. Apekabar and Kabarbai
40. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ diplomacy was probably the link between Greek diplomacy and the rest of the ancient world.
41. Egyptian
42. Mesopotamian
43. Persian
44. Turkic

### Kautilya & Ancient Indian Diplomacy

After Alexander “the Great” left India the next great empire to emerge was called the Mauryan Empire, which was larger than the British India and extended to Iran in the West. A man named Kautilya was a very powerful and articulate minister (317-293 BCE) that advised the king. He wrote a book titled *Arthashastra* that covered war, statecraft, politics, ethics and diplomacy. War belongs first on that list because he believed a king must generate huge wealth, host huge armies and conquer neighboring kingdoms to expand the size and wealth of this state.

He believed that a state was always at war or preparing for war and diplomacy was just another weapon, albeit an especially powerful weapon.

*Diplomatic relationships were created just to be broken ultimately serving the kingdom.* His concepts on treaties were very similar to Machiavelli and later on, Bismarck. He wrote: “A King who understands the true implication of diplomacy conquers the whole world.”

“The Arthashastra dedicates many chapters on the need, methods and goals of secret service, and how to build then use a network of spies that work for the state. The spies should be trained to adopt roles and guises, to use coded language to transmit information, and be rewarded by their performance and the results they achieve, states the text.

“The roles and guises recommended for Vyanjana (appearance) agents by the Arthashastra include ascetics, forest hermits, mendicants, cooks, merchants, doctors, astrologers, consumer householders, entertainers, dancers, female agents and others. It suggests that members from these professions should be sought to serve for the secret service. A prudent state, states the text, must expect that its enemies seek information and are spying inside its territory and spreading propaganda, and therefore it must train and reward double agents to gain identity about such hostile intelligence operations.

“The goals of the secret service, in Arthashastra, was to test the integrity of government officials, spy on cartels and population for conspiracy, to monitor hostile kingdoms suspected of preparing for war or in war against the state, to check spying and propaganda wars by hostile states, to destabilize enemy states, to get rid of troublesome powerful people who could not be challenged openly. The spy operations and its targets, states verse 5.2.69 of Arthashastra, should be pursued ‘with respect to traitors and unrighteous people, not with respect to others.’”

<https://en.wikipedia.org/wiki/Arthashastra#On_spying,_propaganda_and_information>

The following is a portion of the *Arthashastra:*

Book XII, “Concerning a Powerful Enemy”

CHAPTER I. THE DUTIES OF A MESSENGER.

If the enemy desires to make peace on condition of the weak king surrendering a portion of this army, he may give the enemy such of his elephants and cavalry as are uncontrollable or as are provided with poison; if the enemy desires to make peace on condition of his surrendering his chief men, he may send over to the enemy such portion of his army as is full of traitors, enemies and wild tribes under the command of a trusted officer, so that both his enemy and his own undesirable army may perish; or he may provide the enemy with an army composed of fiery spies, taking care to satisfy his own disappointed men (before sending them over to the enemy); or he may transfer to the enemy his own faithful and hereditary army that is capable to hurt the enemy on occasions of trouble; if the enemy desires to make peace on condition of his paying certain amount of wealth, he may give the enemy such precious articles as do not find a purchaser or such raw products as are of no use in war; if the enemy desires to make peace on condition of his ceding a part of his land, he should provide the enemy with that kind of land which he can recover, which is always at the mercy of another enemy, which possesses no protective defences, or which can be colonized at considerable cost of men and money; or he may make peace, surrendering his whole state except his capital….

Fiery spies, hidden in an underground chamber, or in a tunnel, or inside a secret wall, may slay the enemy when the latter is carelessly amusing himself in a pleasure park or any other place of recreation; or spies under concealment may poison him; or women under concealment may throw a snake, or poison, or fire or poisonous smoke over his person when he is asleep in confined place; or spies, having access to the enemy's harem, may, when opportunities occur, do to the enemy whatever is found possible on the occasion, and then get out unknown. On such occasions, they should make use of the signs indicative of the purpose of their

society.

<https://ia802703.us.archive.org/13/items/Arthasastra_English_Translation/Arthashastra_of_Chanakya_-_English.pdf> (Free download of entire text.)

In other words, even a messenger is an agent of war ultimately based on intrigue, deception and provocation and a peace treaty designed to lower the enemies defenses so as to make his destruction inevitable.

Scholar Roger Boesche wrote a rather nice summary of Arthasastra

**Kautilya’s Arthasastra on War and Diplomacy in Ancient India**

by Roger Boesche

Abstract: Kautilya was the key adviser to the Indian king Chandragupta Maurya (c. 317-293 B.C.E.), who first united the Indian subcontinent in empire. Written about 300 B.C.E., Kautilya's Arthasastra was a science of politics intended to teach a wise king how to govern. In this work, Kautilya offers wide-ranging and truly fascinating discussions on war and diplomacy, including his wish to have his king become a world conqueror, his analysis of which kingdoms are natural allies and which are inevitable enemies, his willingness to make treaties he knew he would break, his doctrine of silent war or a war of assassination against an unsuspecting king, his approval of secret agents who killed enemy leaders and sowed discord among them, his view of women as weapons of war, his use of religion and superstition to bolster his troops and demoralize enemy soldiers, the spread of disinformation, and his humane treatment of conquered soldiers and subjects.

<https://muse.jhu.edu/article/40432>

Also see:

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

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

Kautilya: Politics, Ethics and Statecraft, by Pravin Chandrasekaran (Harvard), May 2006 <https://mpra.ub.uni-muenchen.de/9962/>

### Ancient Chinese Diplomacy

The specific period in Chinese history that can be identified for its distinct emphasis on spread of harmony and amity is the Spring and Autumn era (771 BC – 476 BC), also known as the Hundred Schools of Thought. Marked by significant cultural and intellectual developments, the historical thoughts of the period remain relevant in the modern era and are reflected in the contemporary Chinese articulation of soft power and its emphasis on CD. Thus, recognizing culture as an effective instrument of soft power and modern statecraft is an example of the pragmatism characterizing contemporary Chinese foreign policies.

According to the literature of the Hundred Schools of Thought, China’s ancient strategists preferred diplomatic maneuvering to secure state objectives and were averse to territorial expansion by force. Kong Zi or Confucius (551 BC – 479 BC) stressed the limitation and regulation of power. Rather than war, Confucius’ teachings focused on education and humanity. Mencius (372 BC – 289 BC), another great thinker of the time, also denounced wars with the idea that benevolent kings who could easily win over masses had no enemies.[2](https://www.chinacenter.net/2014/china_currents/12-2/chinas-cultural-diplomacy-historical-origin-modern-methods-and-strategic-outcomes/#fn-2755-2) The Confucius-Mencius political construct rejected the need for possessing large territories for enhancing state prestige. The Chou kingdom (1027 BC – 256 BC), for example, was hardly large but was nonetheless able to retain its dynastic command for eight hundred years—the longest for any Chinese dynasty.[3](https://www.chinacenter.net/2014/china_currents/12-2/chinas-cultural-diplomacy-historical-origin-modern-methods-and-strategic-outcomes/#fn-2755-3)

Along with Confucianism, the doctrine of Taoism and Mohism also emphasized “universal love” and the virtues of discussion and persuasion for solving problems. Lao Zi, another ancient Chinese philosopher who wrote the main texts of Taoism along with Zhuang Zi, discounted wars, with the latter emphasizing education and humility. Ideas such as culture winning over an enemy and winning a battle before it is fought are replete in ancient Chinese writings. The celebrated military strategist, Sun Zi (722 BC – 481 BC), in The Art of War, argued for attacking the enemy’s mind rather than his fortified cities. Indeed, Chinese ancient philosophy and history rarely espoused hard power and focused on cultivating friends as opposed to engaging in conflicts. Later Chinese history obviously produced different strategies and priorities dictated by national interests of the time. Nonetheless, soft power and CD – conspicuous in modern China’s strategic engagement – are essentially products of its ancient history and tradition, not emulations of western experiences.

From: *China’s Cultural Diplomacy: Historical Origin, Modern Methods and Strategic Outcomes*, by [Parama Sinha Palit](https://www.chinacenter.net/author/paramapalit/), January 13, 2014, [2013: Vol. 12, No. 2](https://www.chinacenter.net/category/china_currents/12-2/)

Downloaded from:

<https://www.chinacenter.net/2014/china_currents/12-2/chinas-cultural-diplomacy-historical-origin-modern-methods-and-strategic-outcomes/>

June 11, 2018 (384 word quote of 3,616 word article)

### **Proxeny** A**ncient Greek Diplomacy**

“Proxeny in ancient Greece was an arrangement whereby a citizen (chosen by the city) hosted foreign ambassadors at his own expense, in return for honorary titles from the state. The citizen was called “proxenos.’ The proxeny decrees, which amount to letters of patent and resolutions of appreciation, were issued by one state to a citizen of another for service as proxenos, a kind of honorary consul looking after the interests of the other state’s citizens.

“A proxenos would use whatever influence he had in his own city to promote policies of friendship or alliance with the city he voluntarily represented. For example, Cimon was Sparta's proxenos at Athens and during his period of prominence in Athenian politics, previous to the outbreak of the First Peloponnesian War, he strongly advocated a policy of cooperation between the two states. Cimon was known to be so fond of Sparta that he named one of his sons Lacedaemonius.

“Being another city's proxenos did not preclude taking part in war against that city, should it break out – since the proxenos' ultimate loyalty was to his own city. However, a proxenos would naturally try his best to prevent such a war from breaking out and to compose whatever differences were threatening to cause it. And once peace negotiations were on the way, a proxenos’ contacts and goodwill in the enemy city could be profitably used by his city.

“The position of proxenos for a particular city was often hereditary in a particular family.”

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

#### Greek Diplomacy Vocabulary Quiz

UNDER CONSTRUCTION

### Modern Diplomacy

#### Diplomacy in 13th Century Italy

Things, organisms and human created systems tend to evolve with periods of back-sliding here and there. Nonetheless, over a long enough period time most systems tend to get more complex and sophisticated and modern diplomacy in Europe was advanced in some ways by Italian innovations beginning in the 13th Century CE.

Geographically Italy is ideally suited for diplomatic work in the world at that time sticking out into the Mediterranean Sea like a huge ladies boot, extending to the center between Europe, West Asia, the Middle East and Africa. No other nation holds such a geographic advantage for trade and diplomacy as Italy.



Figure 1- By O H 237 [CC BY-SA 4.0 (https://creativecommons.org/licenses/by-sa/4.0)], from Wikimedia Commons

“Originally diplomats were sent only for specific negotiations, and would return immediately after their mission concluded. Diplomats were usually relatives of the ruling family or of very high rank in order to give them legitimacy when they sought to negotiate with the other state.

“Modern diplomacy's origins are often traced to the states of Northern Italy in the early Renaissance, with the first embassies being established in the thirteenth century. Milan played a leading role, especially under Francesco Sforza who established permanent embassies to the other cities states of Northern Italy.

It was in Italy that many of the traditions of modern diplomacy began, such as the presentation of an ambassador's credentials to the head of state.

“The practice spread from Italy to the other European powers.”

<http://www.ediplomat.com/nd/history.htm> (This site has many valuable resources for the study of diplomacy.)

Research by Professor Raymond Cohen on the Amarna Letters however strongly suggests many features of Italian diplomacy in the 14th Century were vastly older, including such things as the presentation of an ambassador’s credentials to the head of state, and even the establishment of permanent embassies. Likewise Greece had a system for the maintenance of chief diplomats from other nations. Nonetheless, in Italy a more formalized and routine system appears to have been established which then spread around the rest of Europe, which of course was several millennium behind the nations of the ancient Silk Roads at that time.

This is not to say that Italians did not contribute in a significant way to modern diplomacy, for indeed they did.

Alberico Gentili (January 14, 1552 – June 19, 1608) was an Italian lawyer, jurist, and a former standing advocate to the Spanish Embassy in London, whose *Opus Magnus* was a book titled: *On the Laws of War and Peace*.

He is one of only three men referred to as the “Father of international law” in Europe. Gentili was the earliest European writer on public international law and the first person to introduce secularism as distinct from Roman Catholic canon law and theology.

Institutionalizing a form of international law is certainly a major leap forward in the history of diplomacy. Though many or most of his concepts have older roots, it began to bring Europe “up to speed” with Ancient Egypt, Mesopotamia and Babylon, and had vast and positive influences on subsequent European and American diplomatic efforts.

For more information see:

*Alberico Gentili’s ius post bellum and Early Modern Peace Treaties*, Lesaffer, Randall

Published in: The Roman foundations of the Law of Nations

<https://pure.uvt.nl/ws/files/12488373/Gentili_on_peacemaking_and_peace_treaties_7.pdf>

<https://www.diplomacy.edu/resources/general/history-and-evolution-diplomacy>

#### Modern Diplomacy Vocabulary Quiz

UNDER CONSTRUCTION

### Greatest Diplomats in History

The following is my own list compiled from various sources in chronological order. Naturally I refuse to assert “this one is better than that” as each was great in his own way and time.

#### Amenhotep III of Egypt

After studying thoroughly the content of the Amarna letters, it is clear that Amenhotep III (1386 to 1349 BC) possessed all the seven virtues that Harold Nicolson (Nicolson 1939) attributes to the ideal diplomat. Nicolson underscores that an ideal diplomatist should be **truthful, accurate, calm, patient, good tempered, modest and loyal**. With the exception of modesty (Amenhotep III referred to himself as the Dazzling Sun disk), this pharaoh proved to have all these qualities. However, a lack of modesty was expected from a pharaoh, who was considered Horus reborn, a living god. But ultimately Amenhotep III was courteous in his dealings with the other rulers. Various sources portray Amenhotep as intelligent, knowledgeable, discerning, prudent, hospitable, charming, industrious, courageous and even tactful. <https://dailynewsegypt.com/2010/08/03/amenhotep-iii-the-father-of-diplomacy/>

Read: Chapter 5, the Ideal Diplomatist by Harold Nicholson <http://www.ucg.ac.me/skladiste/blog_9972/objava_10925/fajlovi/Nicolson,%20The%20Ideal%20Diplomatist.pdf>

#### Moses of the Hebrew Testament

He was a diplomatic person by virtue of having freed his Jewish people from slavery in Egypt without a fight, and in the end personally only killed one Egyptian. How did he do this? The Jewish Bible asserts that he persuaded the Egyptian Pharaoh that he had the one and only God on his side and that resisting his request for granting freedom to the Jewish people was suicide for Egypt. Eventually Pharaoh came to believe him and Moses earned the freedom for his people. One might argue that God did most of the work for Moses, however one could counter-argue that to get God on one’s side in the first place one must possess a great sense of justice and diplomatic skill.

#### Muhammad

Muhammad (c. 22 April, 571–11 June, 632) is documented as having engaged as a diplomat during his propagation of Islam and leadership over the growing Muslim Ummah (community). He established a method of communication with other tribal or national leaders through letters, assigned envoys, or by visiting them personally, such as at Ta’if. Instances of written correspondence include letters to Heraclius, the Negus and Khosrau. When Muhammad arrived in Medina in 622, local tribes, mainly the Banu Aus and Banu Khazraj, had been feuding for several decades. Muhammad addressed this by establishing the Constitution of Medina: a document which regulated interactions between the different factions, to which the respective parties agreed. Muhammad also participated in agreements and pledges such as "Pledges of al-`Aqaba", the Treaty of Hudaybiyyah, and the “Pledge of the Tree”. The Treaty of Hudaybiyyah serves as an example that Islam was not merely spread with the sword, as Muhammad had an army that could have attacked Mecca, but Muhammad chose to make a treaty instead of attacking. <https://en.wikipedia.org/wiki/Diplomatic_career_of_Muhammad> <https://en.wikipedia.org/wiki/Treaty_of_Hudaybiyyah>

#### Zheng He

Zheng He (Chinese: 鄭和; 1371–1433 or 1435) was a Chinese mariner, explorer, diplomat, fleet admiral, and court eunuch during China's early Ming dynasty. He was originally born as Ma He in a Muslim family, later adopted the conferred surname Zheng from Emperor Yongle. Zheng commanded expeditionary voyages to Southeast Asia, South Asia, Western Asia, and East Africa from 1405 to 1433. His larger ships stretched 120 meters or more in length. These carried hundreds of sailors on four tiers of decks. <https://en.wikipedia.org/wiki/Zheng_He>

On November 16 in the year 1416, Zhu Di, the third emperor of the Ming dynasty (1368-1644), received 30 foreign envoys at court. Presented to the emperor were numerous exotic tributes from lands as far away as east Africa. Included among them was a qilin, a mythical animal which, according to legend, would only show up in times of great peace and prosperity in a land well governed by a heavenly sage. It pleased the emperor tremendously.

Zheng’s success was not military. He had successfully projected China’s soft power along the way by being open and diplomatic in his dealings with all the foreign powers and people. The proof lay in the fact that numerous monuments and relics scattered along the routes of his expeditions showed respect and warm remembrance of the admiral and his fleet. <http://www.scmp.com/news/hong-kong/article/1909318/beijing-follows-route-well-travelled-admiral-zheng-he-its-belt-and>

#### The Great Peacemaker

The Great Peacemaker (Skennenrahawi in Mohawk), sometimes referred to as Deganawida or Dekanawida (as a mark of respect, some Iroquois avoid using his personal name except in special circumstances) was by tradition, along with Jigonhsasee and Hiawatha, the founder of the Haudenosaunee, commonly called the Iroquois Confederacy. This is a political and cultural union of five Iroquoian-speaking Native American tribes residing in the present-day state of New York northern Pennsylvania. and the Province of Eastern Ontario, Canada. The union created a powerful alliance of related Iroquoian peoples around the Great Lakes. <https://en.wikipedia.org/wiki/Great_Peacemaker>

#### Talleyrand

Talleyrand (France, 2 February 1754 – 17 May 1838) Charles Maurice de Talleyrand-Périgord, usually just known as Talleyrand had the remarkable ability to work at the highest levels of the French government, always be at the forefront of events, knew how to shape them to his liking in most situations and enough flexibility to switch sides when he thought it was in the best interest of France. He protected his nation in the aftermath of Napoleon’s defeat and has often been described as a “crafty fox.” He worked successively as a diplomat for the Catholic Church, the Bourbon monarchy, the Republicans, Napoleon and then for the restored monarchy again.

“Talleyrand polarizes scholarly opinion. Some regard him as one of the most versatile, skilled and influential diplomats in European history and some believe that he was a traitor, betraying in turn the Ancien Régime, the French Revolution, Napoleon, and the Restoration.

<https://en.wikipedia.org/wiki/Charles_Maurice_de_Talleyrand-P%C3%A9rigord>

#### Gandhi

Mohandas Karamchand Gandhi (2 October 1869 – 30 January 1948) was an Indian activist who was the leader of the Indian independence movement against British rule. Employing nonviolent civil disobedience, Gandhi led India to independence and inspired movements for civil rights and freedom across the world. The honorific Mahatma (Sanskrit: ‘high-souled’, ‘venerable’) applied to him first in 1914 in South Africa is now used worldwide. In India, he is also called Bapu (Gujarati: endearment for father, papa) and Gandhi ji, and unofficially known as the Father of the Nation. <https://en.wikipedia.org/wiki/Mahatma_Gandhi>

#### Zhou Enlai

Zhou Enlai (Chinese: 周恩来, 5 March 1898 – 8 January 1976) was the first Premier of the People's Republic of China, serving from October 1949 until his death in January 1976. Zhou served along with Chairman Mao Zedong and was instrumental in the Communist Party's rise to power, and later in consolidating its control, forming foreign policy, and developing the Chinese economy.

A skilled and able diplomat, Zhou served as the Chinese foreign minister from 1949 to 1958. Advocating peaceful coexistence with the West after the stalemated Korean War, he participated in the 1954 Geneva Conference and the 1955 Bandung Conference, and helped orchestrate Richard Nixon's 1972 visit to China. He helped devise policies regarding the bitter disputes with the United States, Taiwan, the Soviet Union (after 1960), India and Vietnam.

Zhou survived the purges of other top officials during the Cultural Revolution. While Mao dedicated most of his later years to political struggle and ideological work, Zhou was the main driving force behind the affairs of state during much of the Cultural Revolution. His attempts at mitigating the Red Guards' damage and his efforts to protect others from their wrath made him immensely popular in the Cultural Revolution's later stages. <https://en.wikipedia.org/wiki/Zhou_Enlai>

#### Chairman Xi Jinping

Chairman Xi believes trade and economic development are the best way to build alliances and to those ends he has successfully revolutionized several global economic and financial institutions and consequently is helping millions of people around the world improve their economic conditions.

2013 - BRICS Development Bank was established and headquartered in Shanghai. China contributes to almost half of the emergency reserve fund of the bank.

2013 - One Belt One Road (B&R) has a number of functions with one being to rebalance the development of coastal and inland cities - an imbalance that started during the ascendency of European maritime powers starting in the 1500s when Europeans began to dominate world trade and thus coastal cities flourished and inland cities languished and/or died. Another goal of the B&R program is cooperative infrastructure, investment and human resources development along both land and maritime Silk Roads. Most of the countries involved have significant natural resources however lack the infrastructure to develop those resources. Chinese companies under Secretary Xi have initiated a number of projects in different countries to develop energy (e.g. hydroelectric plants) and transportation (e.g. trains) to help in the development of many nations.

2014 - Creation of the Asian Infrastructure Investment Bank (AIIB) proposed as an initiative by the government of China under Chairman Xi, which facilitates regional integration in Asia and acts as a substitute for the Asian Development Bank (ADB) which has not been able to keep up with infrastructure development needs in Asia. (As of 31 December 2016, Japan and United States hold the largest proportion of shares in ADB at 15.607%. China holds 6.444%, India holds 6.331%, and Australia holds 5.786%.)

2014 - “APEC Free Trade Area” launched during the APEC Summit hosted by China which is an extension of the Regional Comprehensive Economic Partnership (RCEP)

There are a large number of other infrastructure, trade and development plans in different countries led by Chairman Xi:

2015 - South America

Chinese president Xi Jinping has agreed to double bilateral trade with the region to $500 billion and increase investment to $250 billion over the next decade, according to various deals signed with Latin American countries in 2015. Currently, China is the largest trade partner of three of the leading economies in the region: Brazil, Chile, and Peru. These countries, along with the rest of Latin America, mostly export primary goods and natural resources; copper, iron, oil, and soybeans account for 75 percent of the region’s exports to China. In addition to trade and investment, Chinese loans to the region have also increased from $7 billion in 2012 to $29 billion in 2015.

<https://edspace.american.edu/theworldmind/2017/02/27/building-influence-chinese-infrastructure-investment-in-latin-america/>

2015

The Chinese support base in Djibouti is a military base operated by People's Liberation Army Navy (PLAN) of the People's Republic of China at Djibouti in the Horn of Africa. It is the first overseas military base of the PLAN, and was constructed west of Djibouti City, adjacent to the Port of Doraleh, a port owned by a major Chinese company. The building of this base is part of China's One Belt One Road Initiative. The base was financed primarily by China, costing US$590 million. The facility is expected to significantly increase China's power projection capabilities in the Horn of Africa and the Indian Ocean.

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

August 2017

$13bn rail project, the 688km East Coast Rail Link (ECLR) that will link Malaysia’s east and west coasts, as well as the peninsula’s main shipping ports. <https://www.railway-technology.com/features/featurechina-turns-malaysias-east-coast-rail-link-into-reality-5938409/>

2017

“In Myanmar China ranked first on the list of foreign investment countries with overall investments of US$18 billion in 183 projects permitted as of end of May, according to the statistics of the Directorate of Investment and Company Administration (DICA).

“China’s investment in Myanmar accounted for over 26 per cent of total foreign investment value. Singapore placed second with investments of over US$16 billion, followed by Thailand and Hong Kong at third and fourth place, respectively.” <https://consult-myanmar.com/2017/06/22/china-first-in-overall-foreign-investment-list/>

April 06, 2018

“A 200-year-old dream might finally become a reality under China’s Belt and Road. The establishment of a Kra Canal in Thailand may soon become a reality as part of China’s Belt and Road Initiative (BRI). The canal would permit ships to bypass the Malacca Strait, a crucial maritime chokepoint, amplifying the strategic significance of the project.”

<https://thediplomat.com/2018/04/thailands-kra-canal-chinas-way-around-the-malacca-strait/>

Thanks to Dr. Simon Shen, Associate Professor & Director of Global Studies Program, Faculty of Social Science and Co-Director of International Affairs Research Center, Hong Kong Institute of Asia-Pacific Studies at the Chinese University of Hong Kong for his excellent article “*10 Characteristics of Chinese Diplomacy in the Xi Jinping Era*,” which helped me compile the above list of diplomatic achievements of Chairman Xi Jinping.

<https://foreignpolicyblogs.com/2016/04/19/10-characteristics-of-chinese-diplomacy-in-the-xi-jinping-era/> (This article is well worth reading.)

### Student Presentation Project

Choose someone you think was or is a great diplomat and prepare a 3-5 minute PPT presentation on that person.

### Practice being a diplomat!

What is a treaty?

1. a formal agreement between two or more nation/states designed to promote peace, alliance, trade, and/or other international relations.
2. the formal document with the terms and conditions of such an international agreement.
3. any agreement between two or more people designed to promote peace and cooperation

### How to make a peace treaty

There are many possible conditions which may be included in a peace treaty. Some of these may be:

Formal designation of borders

Processes for resolving future disputes

Access to and apportioning of resources

Status of refugees

Status of POW

Settling of existing debts

Defining of unjust behavior

The re-application of existing treaties

In modern times certain intractable conflict situations may first be brought to a ceasefire and are then dealt with via a peace process where a number of discrete steps are taken on each side to eventually reach the mutually desired goal of peace and the signing of a treaty.

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

### Confidence Building Measures (CBM)

Once some measure of peace has been established some confidence building measures can help build more long-term positive trusting relationships between nations. <https://en.wikipedia.org/wiki/Confidence-building_measures>

### Simplified Peace Treaty Process

In simplistic terms one might want to:

Agree to, declare and maintain a ceasefire

Together write and sign a Peace Treaty that includes the following:

1. Exchange prisoners of war
2. Resolve differences of opinion through compromise and negotiation
3. Begin implementing Confidence Building Measures including exchange of diplomats, setting up or restoring embassies, establishing trade, and so on
4. Create a holiday for both sides to celebrate Peace Treaty Day

### Starting an agreement instead of a fight

Find and list things both or all parties can agree on.

Explain your point of view and what is required for your satisfaction

Negotiate and be prepared to compromise in some areas

Respond to criticism with reasonable questions to find middle ground

### Peace Treaty Vocabulary

1. Hostile - Angry, aggressive and/or attacking
2. Armistice - Agreement to stop hostilities/fighting or surrender - a proposition for the end of a conflict; a permanent ceasefire.
3. Arbitration - Third party negotiation between belligerents in a conflict
4. Declaration - Public document signed by all relevant parties publically stating something
5. Dispute - Argument over something
6. Resources - Usually natural resources though it could be industrial or human resources
7. Debt - owned to another person
8. Borders - the lines on the grounds separating one country from another
9. Negotiation - an attempt to find common ground that two or more parties need to end differences in needs or opinions
10. Confidence Building Measures - (CBM) Actions taken to reduce the probability of hostilities re-starting which might include exchange of prisoners of war, starting trade, gifts, etc.

### Some Famous Treaties

Probably the most famous ancient treaty was

#### 1258 BCE - Kadesh Treaty

The treaty was signed to end a long war between the Hittite Empire and the Egyptians, who had fought for over two centuries to gain mastery over the lands of the eastern Mediterranean. The conflict culminated with an attempted Egyptian invasion in 1274 BC that was stopped by the Hittites at the city of Kadesh on the Orontes River in what is now Syria. The Battle of Kadesh resulted in both sides suffering heavy casualties, but neither was able to prevail decisively in either the battle or the war. The conflict continued inconclusively for about fifteen more years before the treaty was signed. Although it is often referred to as the "Treaty of Kadesh", it was actually signed long after the battle, and Kadesh is not mentioned in the text. The treaty is thought to have been negotiated by intermediaries without the two monarchs ever meeting in person. Both sides had common interests in making peace; Egypt faced a growing threat from the "Sea Peoples", while the Hittites were concerned about the rising power of Assyria to the east. The treaty was ratified in the 21st year of Ramesses II's reign (1258 BC) and continued in force until the Hittite Empire collapsed eighty years later. <https://en.wikipedia.org/wiki/Egyptian%E2%80%93Hittite_peace_treaty>

### Unequal Treaties

Unfortunately many or most of the peace treaties in history were between nation/states with very unequal power such that one warring party dictated the terms and the other was more or less forced to agree. For example:

#### The Treaty to end the Mexican–American War (1846–1848)

The Treaty of Guadalupe Hidalgo (Tratado de Guadalupe Hidalgo in Spanish), officially titled the Treaty of Peace, Friendship, Limits and Settlement between the United States of America and the Mexican Republic. With the defeat of its army and the fall of its capital, Mexico entered into negotiations to end the war. The treaty called for the U.S. to pay US$15 million to Mexico and to pay off the claims of American citizens against Mexico up to US$5 million. It gave the United States the Rio Grande as a boundary for Texas, and gave the U.S. ownership of California and a large area comprising roughly half of New Mexico, most of Arizona, Nevada, and Utah, and parts of Wyoming and Colorado. Mexicans in those annexed areas had the choice of relocating to within Mexico's new boundaries or receiving American citizenship with full civil rights.

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

#### Treaty of Nanjing to end the First Opium War

The Treaty of Nanking or Nanjing was a peace treaty which ended the First Opium War (1839–42) between the United Kingdom and the Qing dynasty of China on 29 August 1842. It was the first of what the Chinese later called the unequal treaties on the ground that Britain had no obligations in return.

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

#### Treaties to end the Second Opium War

In June 1858, the first part of the war ended with the four Treaties of Tientsin, to which Britain, France, Russia, and the U.S. were parties. These treaties opened 11 more ports to Western trade. The Chinese initially refused to ratify the treaties.

The major points of the treaty were:

* Britain, France, Russia, and the U.S. would have the right to establish diplomatic legations (small embassies) in Peking (a closed city at the time)
* Ten more Chinese ports would be opened for foreign trade, including Niuzhuang, Tamsui, Hankou, and Nanjing
* The right of all foreign vessels including commercial ships to navigate freely on the Yangtze River
* The right of foreigners to travel in the internal regions of China, which had been formerly banned
* China was to pay an indemnity of four million taels of silver to Britain and two million to France. <https://en.wikipedia.org/wiki/Second_Opium_War>

### STUDENT ‘Negotiate’ or ‘Arbitrate’ a Treaty

#### Arbitrate a Peace Treaty

You, a representative of Andersonland have been asked to arbitrate a peace treaty between the rulers of Jonesland and Smithland.

The war between Jonesland and Smithland began in 666 CE when according to the histories of Jonesland, someone from Smithland stole one of their cows. Representatives from Jonesland went to Smithland to demand their cow back, but everyone in Smithland denied that anyone from their country stole a cow from Jonesland and a big fight started. Many people died on both sides.

Since then millions have died in a series of battles between these two huge powerful nations and what’s worse is they both have nuclear weapons now and are about to totally destroy each other.

You, Mr. and Ms. Anderson have been called in to negotiate a treaty between the representatives of Jonesland and Smithland.

#### Negotiate a Climate Control Treaty

1. Students study national interests in climate control balancing nation’s need for development and long and short term costs of pollution
2. Negotiate between different sides in order to obtain sustainable goals towards reducing greenhouse emissions and other pollutants over time
3. Write a paper or give presentation on the process of negotiation of realistic goals.

#### Renegotiate the Treaty of Versailles

The Treaty of Versailles was the peace settlement signed after World War One had ended in 1918 and in the shadow of the Russian Revolution and other events in Russia. The treaty was signed at the vast Versailles Palace near Paris – hence its title – between Germany and the Allies.

The three most important politicians there were David Lloyd George, Georges Clemenceau and Woodrow Wilson. The Versailles Palace was considered the most appropriate venue simply because of its size – many hundreds of people were involved in the process and the final signing ceremony in the Hall of Mirrors could accommodate hundreds of dignitaries. Many wanted Germany, now led by Friedrich Ebert, smashed; others, like Lloyd George, were privately more cautious.

<https://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/the-treaty-of-versailles/>

### Diplomacy and Intercultural Competence

<https://www.diplomacy.edu/sites/default/files/IC%20and%20Diplomacy%20%28FINAL%29_Part27.pdf>

**Test Yourself:**

<https://www.proprofs.com/quiz-school/story.php?title=test-your-intercultural-competence>

Three quizzes prepared by the European Union:

<http://www.areyouintercultural.eu/en/>

<http://www.areyouintercultural.eu/en/questionnaires.html>

### Vocabulary for Diplomacy

<http://www.ediplomat.com/nd/glossary.htm>

### Student Challenge

Can you summarize or paraphrase the following paragraph? What is the writer saying?

ANCIENT NEAR EAST (CA.1600‒1200 B.C.E.):INTERNATIONAL HISTORY MEETS IR THEORY ALEX AISSAOUI (PH.D. CANDIDATE), University of Helsinki

“In fact, the ancient Near East was often more cosmopolitan and diverse than what the more homogenous, posterior and culturally restricted Sino-Hellenic–Greek city-state polis system so vividly described by Thucydides and that of the Warring States Period in China – show us (for a comparative perspective, see especially Cohen 1999: 3–16; also Holsti 1992: 17–35; Walker 1953: 75, 82, 99; Xu 2011: 203–04). The cosmopolitanism became evident at the beginning of the second millennium when Akkadian in its Babylonian form was adopted as the international language of diplomacy of the Near Eastern polities (see Bryce 2003: 13–14). It is against this kind of lacuna in research – where there is still a tendency in international theory to consider the Greek city -state system as the international arena where we see the makings of a ‘nascent’ international society – that this paper aims to address (see Little 2005: 54; see also Giddens 1985: 4).”

<http://paperroom.ipsa.org/papers/paper_12434.pdf>

## Chapter 10 – Utopias 乌托邦

### Discussion Questions

Please take five minutes with your partner and discuss: “What is a perfect world for you?”

1. Do you have to go to school or work?
2. If you do go to school, what would you be studying? The same things or different?
3. If you were working what kind of work would you do?
4. How many hours a day, and days a week would you go to school or work?
5. What would you do the rest of the time?
6. Do you think a perfect world for you is about the same as most people, or different? Is it possible your utopia might be my dystopia?

### Ancient Utopias

XXXXXXXXXXX

### Modern Utopias

In the mid-1800s an American transcendentalist named Henry David Thoreau wrote a book called: *Walden, or, Life in the Woods,* published in Boston by Ticknor and Fields (Published 1854).

What was his book about? He wanted to escape the modern world and try living a natural life. He noted that most people spent their whole life paying back a loan they needed to buy a house, and asked if they owned the house or did the house own them? He also considered being in a house, outside (of nature), and being in nature, inside. Henry David Thoreau was a naturalist and poet, a philosopher and transcendentalist.

Please read the following description of his book and its effects on later events in the U.S:

America and the Utopian Dream

<http://brbl-archive.library.yale.edu/exhibitions/utopia/ut08.html>

Almost a hundred years later a great American psychologist named B.F. Skinner wrote a novel about a Utopia he called “Walden 2.”

“Either we do nothing and allow a miserable and probably catastrophic future to overtake us, or we use our knowledge about human behavior to create a social environment in which we shall live productive and creative lives and do so without jeopardizing the chances that those who follow us will be able to do the same. Something like a Walden Two would not be a bad start.” (p. xvi)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2778813/>

Two small towns were built where they tried to live a utopian life based on his book, one is in Mexico called: Los Horcones:

<http://www.nytimes.com/1989/11/07/science/isolated-desert-community-lives-by-skinner-s-precepts.html?pagewanted=all>

The other is Twin Oaks Community in Virginia.

<https://www.twinoaks.org/culture-government-65/ecovillage-twinoaks>

<https://www.theatlantic.com/business/archive/2016/08/utopia-erik-reece/494741/>

A newspaper called Huffington Post reviewed nine utopias:

<https://www.huffingtonpost.com/2013/08/21/utopias_n_3768023.html>

### DISCUSSION REVISTED

Can you think of any “utopias” in China you can tell me about?

<http://nationalinterest.org/feature/why-china-thinks-it-can-build-utopian-world-order-18486>

Some Utopias in the U.S.

5 19th-Century Utopian Communities in the United States By elizabethdunn // January 22, 2013

<http://www.history.com/news/history-lists/5-19th-century-utopian-communities-in-the-united-states>

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

### Final Discussion: Paradise is not a place; it’s a state of mind.

<IMAGE>

**To Althea, from Prison**

By Richard Lovelace

Stone Walls do not a Prison make,

Nor Iron bars a Cage;

Minds innocent and quiet take

That for an Hermitage.

If I have freedom in my Love,

And in my soul am free,

Angels alone that soar above,

Enjoy such Liberty.

<https://www.poetryfoundation.org/poems/44657/to-althea-from-prison>

**Auguries of Innocence**

By William Blake

To see a World in a Grain of Sand

And a Heaven in a Wild Flower

Hold Infinity in the palm of your hand

And Eternity in an hour

<https://www.poetryfoundation.org/poems/43650/auguries-of-innocence>

## APPENDIX 1: Note to teachers – How to teach this textbook

I wouldn’t teach this book straight through e.g. Chapters 1, 2, 3, 4 and so on.

I start the semester by asking students to write a vacation story during the first class, then carefully edit them. Thus I have a baseline on student’s writing skills and general life outlook.

Next I introduce the basic story format, and ask them to write short 1) action (from brushing their teeth to getting on an airplane) paragraphs using sequence words, and 2) description (people, places & things) paragraphs. After that I introduce Levels 2 & 3 for story writing.

Then, I ask the students to rewrite their original stories more completely.

I certainly don’t go through all the philosophies and religions together. Rather I take one or at most two in a single class and do something else during the rest of the class. Why? It’s too much information. Students need some time to assimilate the information from each one before jumping to the next.

In classes with some students that have limited vocabulary I read through the Vocabulary 3 lists (that have English definitions and Chinese translations) before reading the passages. Too much new vocabulary is really frustrating and not a fun way to learn. This way they understand at least the key concepts they’re reading about and also learn how to pronounce the new vocabulary first. With that key information they can often figure out a lot more.

Part of most of my classes includes a reading component and I generally get free e-books from <http://www.gutenberg.org/ebooks/>. There are thousands of classics on that site students can download or read online without registering or using a credit card.

I love student interaction, presentations, debates, role-play, dialogues and so-on so I incorporate student interaction into every topic. If they live the text they understand and remember it.

Lastly this book is far from complete. It’s a work in progress and suggestions are welcome.

## APPENDIX 2 - Chinas Diplomacy (外交)

From: People’s Daily Online

<http://en.people.cn/92824/92845/92870/6441512.html>

China gave birth to one of the four greatest ancient civilizations of the world and has a recorded history of about 4,000 years. In feudal times (1)( 封建时代) the Chinese created a civilization that led the world, but China lagged behind the West after the Industrial Revolution. In 1840 Britain launched the Opium War (2)( 鸦片战争) and forced open the door of China with its warships and cannons. After that, other Western powers such as France, Russia, Japan, Germany and the United States also invaded (入侵) China successively, and as a result the country lost almost all of its national sovereignty (国家主权). Statistics show that between 1840 and 1949, the imperialist powers had forced 1,175 unequal treaties (不平等条约) on China. The history of China's diplomacy in that period of more than a century was full of humiliation (羞辱).  
  
To fight for national independence (民族独立) and liberation and for democracy and freedom, the Chinese people made endless sacrifices (牺牲). In 1921 the Communist Party (共产党) of China was set up. Led by the Communist Party, the Chinese people overthrew (推翻) the rule of imperialism (帝国主义), feudalism (封建主义) and bureaucrat capitalism (官僚资本主义) after 28 years of armed struggle (武装斗争), and founded the People's Republic of China in 1949. Thereupon the Chinese people stood up and became masters of their own destiny (主宰自己命运的人), and China's diplomacy began a new chapter.  
  
After the founding of New China, the basic objectives of its diplomacy included:

* to secure national independence, sovereignty (主权) and territorial integrity (领土完整),
* maintain world peace,
* and strive for an international environment favorable to the country's development.

At that time the socialist countries headed by the Soviet Union and the imperialist countries headed by the United States were in relentless confrontation. The United States refused to recognize the Government of the People's Republic of China, and it even went further to impose (强加)

* political containment (政治遏制),
* economic blockade(经济封锁) and
* military threat against China.

In face of such a situation, China openly declared that it sided with the socialist camp, strived to enhance the alliance with the Soviet Union and other socialist countries, and firmly opposed the US policy of aggression and war (侵略和战争政策).

The Common Program of the Chinese People's Political Consultative Conference, which served as the interim Constitution (临时宪法) in the early days of the People's Republic, stipulates (规定), "The principle of the foreign policy (对外政策) of the People's Republic of China is the:

* protection of the independence,
* freedom, integrity of territory and
* sovereignty of the country,
* upholding of lasting international peace and
* friendly cooperation between the peoples of all countries,
* and opposition to the imperialist policy of aggression and war."   
    
  In conformity with new changes, the new Constitution enacted in 1982 summarizes the basic principles of China's foreign policy as the following:

"China adheres to an independent foreign policy as well as to the five principles of:

* mutual respect for sovereignty and territorial integrity,
* mutual non-aggression,
* non-interference in each other's internal affairs,
* equality and mutual benefit,
* and peaceful coexistence in developing diplomatic relations and economic and cultural exchanges with other countries;

China consistently opposes imperialism, hegemonism (霸权) and colonialism (殖民主义), works to strengthen unity (统一) with the people of other countries, supports the oppressed nations (被压迫民族) and the developing countries in their just struggle (正义斗争) to:

* win and preserve national independence and
* develop their national economies, and
* strives to safeguard world peace and
* promote the cause of human progress.

In the past two decades and more, great changes have taken place in China and the world, and the Chinese Government has accordingly adjusted and developed the basic principles of its foreign policy.

In short, China pursues an independent foreign policy of peace. The basic objectives of this policy are to

* safeguard China's independence, sovereignty and territorial integrity,
* promote friendly exchanges and cooperation with other countries,
* work for a better international and peripheral environment for the country's reform, opening up and modernization drive,
* maintain world peace, and

promote common development. This policy includes the following:  
  
1. Follow the principle of independence. In all international affairs, China decides its own stance and policy in the fundamental interests of the people of China and the world and according to the merits of issues concerned, it will not succumb to any external pressure, and it will not ally itself with any large country or any group of countries.  
  
2. Oppose hegemonism and maintain world peace. China pursues a foreign policy of peace, and it will not go in for any military bloc, arms race or military expansion. China holds that countries should resolve their disputes and conflicts peacefully through consultation, no country should resort to the use or threat of force or interfere in the internal affairs of other countries on any pretext, and **no country should, using its strength at will, bully, invade or subvert any other country**. China has never forced its social system or ideology on any other country, nor will it allow others to impose their social systems or ideologies on itself. China will never seek hegemony.  
  
3. Establish and develop relations of friendship and cooperation with all other countries on the basis of the five principles of mutual respect for sovereignty and territorial integrity, mutual nonaggression, non-interference in each other's internal affairs, equality and mutual benefit, and peaceful coexistence.   
  
China has worked energetically to develop good-neighborly relations of friendship with neighboring countries, following the principle of good-neighborly relationship and good partnership and the policy of promoting a neighborhood of amity (友好), stability (稳定性) and prosperity (繁荣). China has established or resumed normal relations with all its neighbors, and solved problems left over from the past with most of the neighboring countries.  
  
To strengthen solidarity (团结) and cooperation with developing countries is an underpinning principle for China's foreign policy. As they had similar destinies in the past and share common tasks of safeguarding national independence and promoting economic development, China and other developing countries have a solid foundation and bright prospects for cooperation.  
  
China attaches importance to improving its relations with developed countries and strives to identify and expand areas where their interests meet. China holds: state-to-state relations should transcend (超越) their differences in social system and ideology (思想); countries should respect each other, seek common ground (共同点) while shelving differences (求同存异), and expand cooperation for mutual benefit (互惠互利); and countries should strive to gradually resolve (决定) their differences through dialogue and consultation on the basis of equality and mutual respect (相互尊重), so as to promote steady growth of their relations.  
  
4. Maintain the authority and the role of the United Nations (联合国 [lián hé guó] ), promote multi-polarity (多极化) of the world, advocate democracy in international relations and diversity in modes of development, and push economic globalization toward common prosperity (共同繁荣) of all countries. China adheres to a new concept of security based on mutual trust, mutual benefit, equality and coordination, opposes terrorism in all forms, and works continuously for a new international political and economic order that is just and rational. China takes an active part in multilateral diplomacy with the United Nations at the core, and engages in international cooperation in the areas of counterterrorism, arms control, peace keeping, development, human rights, justice, and environment.  
  
5. Open to the rest of the world in an all-round way, and engage in trade, economic and technological cooperation and scientific and cultural exchanges with other countries and regions on the basis of equality and mutual benefit, so as to promote common prosperity.  
  
6. Safeguard the legitimate rights and interests (合法权益) of Chinese legal entities and citizens in the world in accordance with the principle of the people first and governance for the people.   
  
The Chinese Government has scored great achievements in pursuing its independent foreign policy of peace. **By September 2004, China had established diplomatic relations with 165 countries and consular ties with the principality of Monaco; it had joined 135 inter-governmental organizations in the world, engaged in economic and cultural exchanges with over 220 countries and regions, and established scientific and technological cooperation relations with 152 countries and regions. China now exerts a great influence on and enjoys a high prestige in international affairs.**

**NOTES**

(1) The phrase “Feudal times” can have a lot of meanings in a Chinese context as different writers interpret it in many ways. I rather like the following article:

<http://pages.ucsd.edu/~dkjordan/chin/chinahistory/ChinaPeriods.html>

(2) Opium War – I don’t particularly like Wikipedia’s entry on this horrific history. Instead please refer to a vastly more honest article: <http://nationalinterest.org/blog/the-buzz/the-opium-wars-the-bloody-conflicts-destroyed-imperial-china-17212>

## About the author

My father’s first published book was a Latin language textbook so from the age of four or so I had to memorize words in Latin and bible quotations or no dessert after dinner!

At age six we moved from the U.S. to Cambridge England where my father taught at Corpus Christi College while I attended a large public school and after a year there we traveled all around Western Europe visiting every castle, museum, cathedral, library (the libraries were mostly in cathedrals and old churches) and graveyard (an excellent source of historical information) in England, France, Germany, Austria, Scotland, Switzerland and Italy while my father photographed everything and translated ancient texts in the evenings. We walked the ancient Roman roads and drank water from the few still intact Roman aqueducts, spending different lengths of time in each country. In every country, I had to learn some core vocabulary in that nation’s language.

After that we moved back to the U.S. for a while and then moved to Madrid Spain in 1967 for Sixth Grade of Elementary School where I started more in-depth study of Spanish as I went to a small private school in a garden-like environment where nobody spoke English. It was probably the happiest and most peaceful year of my young life. I was 11 – 12 years old and there was a wonderful and beautiful young English teacher who unfortunately couldn’t speak much English beyond some simple phrases, so I taught the English classes and she and the other students taught me Spanish. So, I started teaching English when I was very young and my introduction to in-depth foreign language learning was quite nice also. That’s the way to learn!

Then it was another road trip all around Europe again.

Finally we got back to the U.S. just in time for the Summer of Love in 1969. I was 13. As we lived across the street from a large university I naturally made a lot of university student friends and participated in student demonstrations against apartheid and the Vietnam War.

I found high school kind of boring but traveled back to Spain where I worked on a farm owned by some friends for one summer, and also spent a summer wandering around South America with some other friends all designed to improve my Spanish.

During my high school years, my father also made me attend his classes, write papers and take tests and exams. I graduated from high school in a hurry - after three years mainly because I found most classes deadly dull though luckily, I had a few great teachers I really liked that taught me a lot.

Then I was a university student from 1973 to 1988 non-stop mainly because I loved it – sometimes I was a full-time student, sometimes a part-time student but I always stayed in the university. My father is a traditionalist in many ways and stopped helping me financially when I turned 18 believing in self-reliance. Consequently, I always had to work at the same time as go to university. I worked as a dish washer, cook, landscaper, construction - stone and brick worker, pizza delivery guy, and a lot of other jobs too. I did a lot of volunteer work staring in 1980 first as a volunteer crisis counselor at Family Services, then as an alcohol and drug abuse counselor, and I also had a paid professional job as a family therapist for the families of adjudicated delinquents at an alternative high school.

I got a Bachelor of Arts Degree even though most of my university classes were sciences (a lot of chemistry and physiology) because I didn’t fulfill the language requirements, which was a bit ironic, as I didn’t feel the need to study foreign languages at the university. My Spanish was good, and I knew at least some basic vocabulary in French, German, and Italian. After getting my BA I enrolled as a “Special Student” so I could continue my research in neurophysiology for three years before starting four years of Graduate School in Educational Psychology with a specialty in School Psychology and focus on psychoeducational assessment.

After the end of that instead of becoming a school psychologist I decided to work as a reporter at an African American newspaper as the editor was a friend from my karate school and I always thought reporting sounded like fun. Enough of school!

I did that for a few years and moved to South Asia in 1992 where I worked as a stringer (freelance reporter but for just one newspaper) and then quit that and went totally free-lance.

I reported from several countries in South Asia, sometimes in conflict zones, sometimes on a freelance basis and sometimes on assignment from a Wire Service.

I went back to the U.S. in 1996 where I first worked at Child Protective Services for a year and a half, then moved to Washington D.C. for a while, then got jobs working at two law firms and then a market research company.

In 2001 I moved to South Korea where I worked mostly as a teacher with the last four years at a university while continuing to publish articles on the side, and in 2009 moved to Beijing where I work as a teacher and continue to travel a lot mostly along the ancient Silk Roads, and publish articles and books on the side.

My father by the way is 89 years old, in excellent health and we talk on the phone quite often. Great thanks to him for an amazing education and to my mom who balanced out his academic approaches with her humanistic and compassionate understandings of people, history and current affairs. Her Master’s Degree was from Fordham University in New York where my parents met.

I hope this short biography inspires my students and other readers to provide diverse education to their children so more people can be truly multi-cultural, have endless enthusiasm for learning and research, really love reading and writing, and a passion for making the world a more peaceful and beautiful place for everyone.

References

(Most references are in-text)

Beckman, Gary *Hittite Diplomatic Texts,* (2nd Ed.) Society of Biblical Literature as Volume 7, Scholar’s Press, Atlanta Georgia, USA, 1999