Longman Academic Reading Series

READING SKILLS FOR COLLEGE

Robert F. Cohen • Judy L. Miller

PEARSON
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## SCOPE AND SEQUENCE

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<th>READING</th>
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| **1**  | **SOCIOLOGY: Home and the Homeless** | • Understand and practice different reading strategies  
• Think about the title of a text and predict its content  
• Predict the subject of a text and the author's motivation from the first two sentences  
• Make up your own questions based on the title of a text  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Use dictionary entries to learn the meanings of words  
• Understand and use synonyms, different word forms, and the suffix -en and prefix en-  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities  
• GRAMMAR: Identify the passive and the reasons for its use |
| **2**  | **HISTORY: Robber Barons Then and Now** | • Understand and practice different reading strategies  
• Scan a text to find specific information  
• Scan the first paragraph of a text for definitions and background information  
• Predict the content of a text from the first and last paragraphs  
• Identify or complete the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Understand and use synonyms, collocations, and different word forms and idioms  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities  
• GRAMMAR: Identify parallel forms and the reasons for their use |
| **3**  | **FILM STUDIES: Is Cinema an Art or a Business?** | • Understand and practice different reading strategies  
• Find the thesis statement in an essay  
• Skim an interview for the general idea  
• Scan an interview for the interviewee's attitude towards the subject  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Use dictionary entries to learn the meanings of words  
• Understand and use synonyms, idioms, connotations, and increase/decrease verbs  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities  
• GRAMMAR: Recognize and use parallel structure for emphasis and contrast |
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<td>• Fill out an organizer to review details to help you remember</td>
<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• Role-play a discussion about the homeless between Margaret Mead, Anna Quindlen, Peter Marin, and a taxpayer</td>
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<tr>
<td>• Use questions as “organizers” for notes</td>
<td>• Analyze and evaluate information</td>
<td>• Write a three-paragraph essay explaining and illustrating a saying about home</td>
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<td>• Use an organizer to identify important biographical details</td>
<td>• Infer information not explicit in a text</td>
<td>• Discuss in a small group a number of topics related to the homeless and homelessness</td>
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<td>• Use note-taking to summarize an argument</td>
<td>• Draw conclusions</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
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<td>• Take notes to identify the main ideas of a text and the supporting details</td>
<td>• Hypothesize about someone else’s point of view</td>
<td>• Role-play a discussion about Wall Street between Jeffrey Sachs, an old robber baron, a new one, and an “Occupy Wall Street” protester</td>
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<td>• Take margin notes, organize the notes, and write a summary of the text</td>
<td>• Find correlations between two texts</td>
<td>• Write a paragraph or two explaining the meaning of a quote and your opinion</td>
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<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• Make connections between ideas</td>
<td>• Discuss in a small group a number of topics about the power of the mega-rich and whether protest movements do any good</td>
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<td>• Write a three-paragraph essay about your favorite movie</td>
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<td>• Find correlations between two texts</td>
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<td>• Choose one of the topics and write a paragraph or two about it</td>
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<td>• Make connections between ideas</td>
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<td><strong>4 MEDIA STUDIES: The Internet and Social Media</strong></td>
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<tr>
<td><strong>Theme:</strong> Do the Internet and social media have positive or negative effects on people and society?</td>
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<td><strong>Identify or complete the main ideas of a text</strong></td>
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<td><strong>Understand the details that support the main ideas</strong></td>
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<td><strong>Match the different types of memory with their functions and the parts of the brain directly involved</strong></td>
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<td><strong>Identify or complete the main ideas of a text</strong></td>
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<td>Complete an outline</td>
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<td>Take notes to identify the details that support the main ideas of a text</td>
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<td>Express your opinions and support them with examples from a text or from your own experience and culture</td>
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<td>Infer information not explicit in a text</td>
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<td>Draw conclusions</td>
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<td>Hypothesize about someone else’s point of view</td>
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<td>Synthesize information and ideas</td>
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<td>Role-play a discussion between a skeptic and the four authors or researchers encountered in the chapter about the work they have done</td>
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<td>Write a short essay about how you have experienced learning a second language</td>
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<td>Discuss in a small group a number of topics related to animals and language</td>
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<td>Choose one of the topics and write a paragraph or two about it</td>
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<td><strong>7</strong> POLITICAL SCIENCE: The Rulers and the Ruled</td>
<td>■ Understand and practice different reading strategies</td>
<td>■ Guess the meaning of words from the context</td>
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<td>Theme: Monarchy vs. democracy; how and why they work; how to go from one to the other</td>
<td>■ Skim a text to identify the author’s point of view</td>
<td>■ Use dictionary entries to learn the meanings of words</td>
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<td>Reading One: The Morals of the Prince</td>
<td>■ Highlight the important information in a text</td>
<td>■ Understand and use synonyms, different word forms, figurative language, and expressions of similarity and contrast</td>
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<td>(a book excerpt) Reading Two: The Declaration of Independence</td>
<td>■ Think about the title of a text and predict its content</td>
<td>■ Match types of government vocabulary with their definitions</td>
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<td>(a historical document) Reading Three: Two Cheers for Democracy</td>
<td>■ Identify or complete the main ideas of a text</td>
<td>■ Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</td>
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<tr>
<td>(a book excerpt)</td>
<td>■ Understand the details that support the main ideas</td>
<td>■ Use this vocabulary in the After You Read speaking and writing activities</td>
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<td>■ Understand and practice different reading strategies</td>
<td>■ GRAMMAR: Use a dash or dashes to isolate and emphasize a point</td>
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<tr>
<td>Theme: Is mankind doomed to destruction by its aggressive and violent nature or do human beings have a gentler side that can master these base instincts?</td>
<td>■ Predict the content of a text from the first paragraph</td>
<td>■ Use dictionary entries to learn the meanings of words</td>
</tr>
<tr>
<td>Reading One: Civilization and Its Discontents</td>
<td>■ Understand the most important idea of a text from the first and last paragraphs</td>
<td>■ Understand and use synonyms, phrases and idioms, collocations, and different word forms</td>
</tr>
<tr>
<td>(a book excerpt) Reading Two: Reflections on Natural History</td>
<td>■ Predict the content of a text from the title</td>
<td>■ Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter</td>
</tr>
<tr>
<td>(a journal article) Reading Three: A Neuroscientist Uncovers a Dark Secret</td>
<td>■ Identify or complete the main ideas of a text</td>
<td>■ Use this vocabulary in the After You Read speaking and writing activities</td>
</tr>
<tr>
<td>(an online article)</td>
<td>■ Understand the details that support the main ideas</td>
<td>■ GRAMMAR: Identify adjective clauses and the reasons for their use</td>
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<td>● Take notes to identify what a prince should or shouldn’t do and why</td>
<td>● Express your opinions and support them with examples from the text or from your own experience and culture</td>
<td>● In a small group, explain one of the quotes from three famous political philosophers, and compare it with the main ideas of the readings</td>
</tr>
<tr>
<td>● Take notes to compare and contrast the ideas of two thinkers</td>
<td>● Analyze and evaluate information</td>
<td>● Write an essay explaining your opinion about one of the main ideas of the readings</td>
</tr>
<tr>
<td></td>
<td>● Infer information not explicit in a text</td>
<td>● Discuss in a small group a number of topics related to government</td>
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<td></td>
<td>● Draw conclusions</td>
<td>● Choose one of the topics and write an essay about it</td>
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<td></td>
<td>● Hypothesize about someone else’s point of view</td>
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<td>● Find correlations between the ideas of two thinkers through the lens of another thinker</td>
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<td>● Synthesize information and ideas</td>
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<tr>
<td>● Take notes to identify the author’s assertions and supporting explanations</td>
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<td>● Role-play an interview with Sigmund Freud, Stephen Jay Gould, and James Fallon about men’s aggressiveness and violence</td>
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<tr>
<td>● Complete outlines to focus on the sequence of events and main discoveries</td>
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<td>● Write a three-paragraph essay about how an important event or lesson in childhood shaped your ethical behavior and moral sense</td>
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<td>● Discuss in a small group a number of topics related to human aggression and violence</td>
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<td>● Choose one of the topics and write a paragraph or two about it</td>
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| 9 ETHICS: Resistance to Evil in the 20th Century | • Understand and practice different reading strategies  
• Predict the content of a text from the subheadings  
• Preview a text using an Editor’s Insert  
• Predict the content of a text from the title  
• Identify the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Use dictionary entries to learn the meanings of words  
• Understand and use synonyms, collocations, and different word forms  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities  
• GRAMMAR: Identify noun clauses and the reasons for their use |
| Theme: Nonviolent civil disobedience movements in India, Denmark, and the United States in the 20th century | Reading One:  
The Ghosts of Mrs. Gandhi  
(a magazine article)  
Reading Two:  
Denmark in World War II  
(a book excerpt)  
Reading Three:  
Three Ways to Meet Oppression  
(a book excerpt) | |
| 10 WOMEN’S STUDIES: Reaching for Equality | • Understand and practice different reading strategies  
• Predict the content of a text from the first two paragraphs  
• Use paraphrasing to identify the main ideas of a text  
• Scan a text for dates to understand the sequence of events  
• Identify or complete the main ideas of a text  
• Understand the details that support the main ideas | • Guess the meaning of words from the context  
• Use dictionary entries to learn the meanings of words  
• Understand and use synonyms, collocations, phrasal verbs, and different word forms  
• Use the Vocabulary list at the end of the chapter to review the words, phrases, and idioms learned in the chapter  
• Use this vocabulary in the After You Read speaking and writing activities  
• GRAMMAR: Recognize the use of repetition for emphasis in speeches |
| Theme: The history of women’s rights and their struggle to achieve equality in the United States | Reading One:  
The Declaration of Sentiments (1848)  
(a speech)  
Reading Two:  
Speech on Women’s Rights (1888)  
(a speech)  
Reading Three:  
The Day the Women Got the Vote  
(a book excerpt) | |
<table>
<thead>
<tr>
<th>NOTE-TAKING</th>
<th>CRITICAL THINKING</th>
<th>SPEAKING/WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take notes to identify the main details of the actions</td>
<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• Role-play an interview with Amitav Ghosh, Hannah Arendt, and Martin Luther King, Jr. about resisting evil</td>
</tr>
<tr>
<td>• Complete a chart to identify the main points of the author’s arguments</td>
<td>• Infer information not explicit in a text</td>
<td>• Write a three-paragraph essay about a time when you or your family were caught up in a political or historical event of some importance</td>
</tr>
<tr>
<td>• Fill out an organizer with notes describing supporting details and your reaction</td>
<td>• Draw conclusions</td>
<td>• Discuss in a small group a number of topics related to nonviolent resistance</td>
</tr>
<tr>
<td>• Fill out a timeline detailing the events for each date</td>
<td>• Hypothesize about someone else’s point of view</td>
<td>• Choose one of the topics and write a paragraph or two about it</td>
</tr>
<tr>
<td>• Express your opinions and support them with examples from a text or from your own experience and culture</td>
<td>• Find correlations between two texts</td>
<td>• Role-play a discussion about women’s rights between Elizabeth Cady Stanton, Frederick Douglass, someone living in 1919, and someone living today</td>
</tr>
<tr>
<td>• Analyze and evaluate information</td>
<td>• Make connections between ideas</td>
<td>• Write a three-paragraph essay about something you had to fight for — a time you had to struggle to gain recognition for yourself and your abilities</td>
</tr>
<tr>
<td>• Infer information not explicit in a text</td>
<td>• Synthesize information and ideas</td>
<td>• Discuss in a small group a number of topics related to women’s rights and equality</td>
</tr>
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</tr>
<tr>
<td>• Find correlations between two texts</td>
<td>• Make connections between ideas</td>
<td></td>
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</tbody>
</table>
OBJECTIVES

To read academic texts, you need to master certain skills.

In this chapter, you will:

● Predict the content of a text from the title or the first paragraph
● Understand the most important idea of a text from the first and last paragraphs
● Guess the meaning of words from the context
● Use dictionary entries to learn the meanings of words
● Understand and use synonyms, phrases and idioms, collocations, and different word forms
● Identify adjective clauses and the reasons for their use
● Take notes to identify the author’s assertions and supporting explanations
● Complete outlines to focus on the sequence of events and main discoveries

In psychology and other social sciences, “aggression” refers to behavior between members of the same species that is intended to cause pain or harm.
A  Consider These Questions

Discuss the questions with a partner.

1. Is aggressive behavior sometimes necessary in a society? In what situations?
2. When is aggression dangerous for society?
3. Do you ever feel that you would like to do violence to something or someone? In what situations? What makes you control yourself?
4. What helps society control violence?
5. Are people naturally violent, or is violence learned through culture?
6. What is the difference between being aggressive and being assertive?

B  Consider These Quotes

Read the following quotes about aggression and violence. With a partner, discuss what each one means. Which one expresses your feelings on the matter?

1. “If it’s natural to kill, how come men have to go into training to learn how?”
   —Joan Baez, American folk singer and political activist, born 1941

2. “Violence, naked force has settled more issues in history than has any other factor.”
   —Robert Heinlein, American science fiction writer, 1907–1988

3. “If we don’t end war, war will end us.”
   —H.G. Wells, English science fiction writer, 1866–1946

4. “I am a violent man who has learned not to be violent and regrets his violence.”
   —John Lennon, English singer and songwriter, member of the Beatles, 1940–1980

5. “In each of us there is a Mr. Hyde. The point is to prevent the conditions that would allow the monster to emerge.”
   —Amin Maalouf, Lebanese-born French author, born 1949

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¹ *Mr Hyde*: the embodiment of the dark side of the good Dr. Jekyll; Mr. Hyde is released as an experiment and gradually takes over in Robert Louis Stevenson’s *Dr. Jekyll and Mr. Hyde*. 
A  Warm-Up

**Sigmund Freud** (1856–1939) was an Austrian medical doctor and neurologist who began seeing patients with emotional problems. He wrote about his patients and about his theory of the unconscious mind, where passions and hidden desires fought for expression. His work in psychoanalysis with the “talking cure” began the modern movement to understand our mind and behavior.

In the years before the outbreak of World War II, Freud wrote *Civilization and Its Discontents*.

**Discuss the question with a partner.**

Do you think we always make rational and reasonable decisions, or do we sometimes wonder why we do things? Can you give examples of this? Are we often influenced by unconscious desires?

B  Reading Strategy

**Predicting Content from First Paragraph**

Reading the first paragraph of a text can help you to understand the most important idea of the passage before you read the entire reading.

Read the first paragraph of “Civilization and Its Discontents.” Then read each statement and check (√) Yes or No.

1. The reading will say that violence is inborn in human beings.  
   □  □

2. The reading will be optimistic about man’s fate in the future.  
   □  □

Now read the text and decide if your answers were correct.
Homo homini lupus. [Man is a wolf to man.] Who, in the face of all his experience of life and of history, will have the courage to dispute this assertion? As a rule, this cruel aggressiveness waits for some provocation or puts itself at the service of some higher purpose, whose goal might have been reached by milder measures. Anyone who calls to mind the atrocities committed during the invasions of the Huns,¹ or by the people known as the Mongols² under Genghis Khan and Tamerlane, or at the capture of Jerusalem by the pious Crusaders,³ or even the horrors of the recent World War — anyone who calls these things to mind will have to accept the truth of this view.

The existence of this inclination to aggression, which we can detect in ourselves and justly assume to be present in others, is the factor which disturbs our relations with our neighbor and which forces civilization into such a high expenditure of energy. . . . Civilization has to use its utmost efforts in order to set limits to man’s aggressive instincts.

The meaning of the evolution of civilization is no longer obscure to us. It must present the struggle between Eros and Thanatos,⁴ between the instinct of life and the instinct of destruction, as it works itself out in the human species. This struggle is what all life essentially consists of, and the evolution of civilization may therefore be simply described as the struggle for the life of the human species.

The fateful question for the human species seems to me to be whether and to what extent their cultural development will succeed in mastering the disturbance of their communal life by the human instinct of aggression and self-destruction. It may be that in this respect precisely the present time deserves a special interest. Men have gained control over the forces of nature to such an extent that with their help they would have no difficulty in exterminating one another to the last man. They know this, and from this comes a large part of their current unrest, their unhappiness and their mood of anxiety. And now it is to be expected that the other of the two “Heavenly Powers,” eternal Eros, will make an effort to assert himself in the struggle with his equally immortal adversary. But who can foresee with what success and with what result?

¹Huns: a group of nomadic people from central Asia who attacked and controlled parts of Europe during the 4th and 5th centuries A.D.
²Mongols: a group of nomadic people from northeast and central Asia who conquered Asia, the Middle East, and eastern Europe in the 13th and 14th centuries, resulting in a vast Mongol empire under Genghis Khan and a descendant known as Tamerlane.
³Crusaders: people who took part in the wars fought in the 11th, 12th, and 13th centuries by Christian armies trying to take Palestine from the Muslims; the crusaders’ conquest of Jerusalem in 1099 was accompanied by massacres of Muslims and Jews.
⁴Eros and Thanatos were Greek gods — Eros was the god of love, Thanatos the god of death.
A Main Ideas

Complete the sentences based on the main ideas of the reading. Use your own words.

1. According to Freud, people have committed terrible acts of cruelty against other human beings, especially in certain situations, such as ________________

2. Civilization (cultural development) tries very hard to ________________

3. Inside man are two warring instincts, one representing ________________ and the other ________________.

4. Scientific and technological development have made it possible ________________

B Close Reading

Read the quotes from the reading. Circle the statement that best explains each quote. Share your answers with a partner.

1. “Homo homini lupus. [Man is a wolf to man.]” (paragraph 1)
   In this saying, . . .
   a. “wolf” is a metaphor for cruelty.
   b. “wolf” is a metaphor for wildness.

2. “As a rule, this cruel aggressiveness waits for some provocation or puts itself at the service of some higher purpose, whose goal might have been reached by milder measures.” (paragraph 1)
   a. Aggression prevents peaceful conflict resolution.
   b. A higher purpose provokes others into fighting.

3. “The existence of this inclination to aggression, which we can detect in ourselves and justly assume to be present in others, is the factor which disturbs our relations with our neighbor and which forces civilization into such a high expenditure of energy.” (paragraph 2)
   a. Civilization has to work hard to get us to admit our aggressive instincts.
   b. Civilization has to work hard to control our aggressive instincts.

(continued on next page)
4. “This struggle is what all life essentially consists of, and the evolution of civilization may therefore be simply described as the struggle for the life of the human species.” (paragraph 3)

According to Freud, . . .

a. civilization evolves in order to give life to the human species.

b. civilization evolves in order to protect humans from themselves.

5. “The fateful question for the human species seems to me to be whether and to what extent their cultural development will succeed in mastering the disturbance of their communal life by the human instinct of aggression and self-destruction.” (paragraph 4)

a. The effort to control aggression will decide man’s fate.

b. Cultural development will master communal life.

6. “And now it is to be expected that the other of the two ‘Heavenly Powers,’ eternal Eros, will make an effort to assert himself in the struggle with his equally immortal adversary. But who can foresee with what success and with what result?” (paragraph 4)

a. The life instinct will win against the death instinct.

b. The life instinct and the death instinct will fight it out.

**VOCABULARY**

> **A  Synonyms**

1. Cross out the word that is NOT a synonym for the word in bold. Compare answers with a partner.

| 1. adversary | supporter | foe | opponent |
| 2. assertion | statement | claim | controversy |
| 3. atrocity | barbarism | cruelty | attack |
| 4. expenditure | spending | exposure | exertion |
| 5. exterminate | massacre | arrest | kill |
| 6. fateful | intense | most important | crucial |
| 7. inclination | attraction | tendency | dislike |
| 8. master | surrender | control | overcome |
| 9. pious | religious | spiritual | content |
| 10. utmost | best | better | greatest |
2. Complete the sentences with the words from the box. Use the synonym in parentheses to help you select the correct word. Compare answers with a partner.

<table>
<thead>
<tr>
<th>adversary</th>
<th>expenditure</th>
<th>inclination</th>
<th>pious</th>
</tr>
</thead>
<tbody>
<tr>
<td>assertion</td>
<td>extermination</td>
<td>master</td>
<td>utmost</td>
</tr>
<tr>
<td>atrocities</td>
<td>fateful</td>
<td></td>
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</tr>
</tbody>
</table>

1. For Freud, man is divided between the __________ inclination __________ to aggression and the need for love. (impulse)

2. Aggression can lead to self-destruction and even the __________ __________ of the entire human race. (annihilation)

3. Love, a life-giving force, is the __________ __________ of the tendency to violence and destruction. (enemy)

4. Cruelty and aggressive instincts, according to Freud, have produced many __________ __________ in the history of mankind. (monstrous actions)

5. Freud’s __________ __________ is that mankind’s civilized life, cultural development, and __________ __________ behavior are all efforts to __________ __________ the death instinct within. (belief, spiritual, control)

6. The rewards of civilized life justify the enormous __________ __________ of effort mankind has made. (output)

7. Freud had the __________ __________ respect for his patients, and he used the knowledge gained from their treatment to make the inner workings of the mind less obscure to human beings. (greatest)

8. At the end of his life, he asked a __________ __________ question: Can mankind survive the terrible weapons that their brains, working with their aggressive instincts, have invented? (crucial)

B Collocations

Check (✓) the collocations (words that are often paired together). Discuss your answers with a partner.

- 1. fateful moment
- 2. fateful disaster
- 3. master a language
- 4. master a person
- 5. a natural inclination
- 6. a false inclination
CRITICAL THINKING

Discuss the questions in a small group. Be prepared to share your answers with the class.

1. Is there anything in the reading that leads you to believe that Freud is pessimistic about the future? What sentences or references in the reading may cause you to draw that conclusion?

2. If a person were motivated mostly by love, what would his or her behavior be? Do we see much of this behavior in everyday life? If so, when?

3. If a person were motivated mostly by aggression and the death wish, what would his or her behavior be? Do we see much of this behavior in everyday life? If so, when?

4. Aggression doesn’t always have to be physical. For example, lying about a person’s character can be an aggressive act. In what other ways can aggression be manifested in a person’s life (e.g., verbally, psychologically, morally, financially, etc.)?

READING TWO: Reflections on Natural History

A Warm-Up

Discuss the question with a partner. Share your answers with the class.

Some people have said that mankind is the most violent species on earth. Do you think they are correct? Why or why not?

B Reading Strategy

Understanding the Most Important Idea from First and Last Paragraphs

Reading the first (introduction) and last (conclusion) paragraphs of a text first is sometimes a very effective way of seeing where the author is going with his story or his argument. It can be very helpful in understanding the most important idea of a text.

Read the first and last paragraphs of the reading. Then check (√) the answer to the question.

Does Stephen Jay Gould agree or disagree with Freud’s pessimism about the future of mankind?

☐ Agree
☐ Disagree

Now read the text and find out if you were correct, and in what ways Gould supports his argument.
Reflections on Natural History
By Stephen Jay Gould

Stephen Jay Gould (1941–2002) was a respected American paleontologist, evolutionary biologist, and historian of science. He taught at Harvard University and New York University and also worked at the American Museum of Natural History. He contributed articles to many academic journals and also wrote, among other books, The Mismeasure of Man, Bully for Brontosaurus, and Dinosaur in a Haystack.

1 How often have we been told that man is, by nature, aggressive and selfishly acquisitive? Such claims make no sense to me — in a purely empirical way, not as a statement about hope or preferred morality. What do we see on any ordinary day on the streets or in the homes of any American city — even in the subways of New York? Thousands of tiny and insignificant acts of kindness and consideration. We step aside to let someone pass, smile at a child, chat aimlessly with an acquaintance, or even with a stranger. At most moments, on most days, in most places, what do you ever see of the dark side — perhaps a parent slapping a child or a teenager on a skateboard cutting off an old lady? Look, I’m no ivory-tower Pollyanna, and I did grow up on the streets of New York. I understand the unpleasantness and danger of crowded cities. I’m only trying to make a statistical point.

2 Many people are under the impression that daily life is an unending series of unpleasantnesses — that 50 percent or more of human encounters are stressful or aggressive. But think about it seriously for a moment. Such levels of nastiness cannot possibly be sustained. Society would devolve to anarchy in an instant if half our overtures to another human being were met with a punch in the nose.

3 No, nearly every encounter with another person is at least neutral and usually pleasant enough. Homo sapiens is a remarkably genial species. Ethnologists consider other animals relatively peaceful if they see but one or two aggressive encounters while observing an organism for, say, tens of hours. But think of how many millions of hours we can log for most people on most days without noting anything more threatening than a raised third finger once a week or so.

4 Why, then, do most of us have the impression that people are so aggressive, and intrinsically so? Unfortunately, one incident of violence can undo a thousand acts (continued on next page)

1 ivory tower: Universities are sometimes referred to as “ivory towers,” meaning places that are insulated from the difficulties of ordinary life and therefore, unable to understand them.
2 Pollyanna: an excessively or blindly optimistic person, based on the novel Pollyanna by Eleanor Hodgman Porter
3 Homo sapiens: the Latin scientific name for the human species
4 raised third finger: an insulting gesture in many cultures
of kindness, and we easily forget the **predominance** of kindness over aggression by confusing effect with frequency. Kindness is so fragile, so easy to **efface**; violence is so powerful. I am not asserting that humans are either genial or aggressive by inborn biological necessity. Obviously, both kindness and violence lie within the bounds of our nature because we **perpetuate** both, in spades.\(^5\)

5 The central feature of our biological uniqueness also provides the major reason for doubting that our behaviors are directly coded by specific genes. That feature is, of course, our large brain. The increase in our brain added enough neural connections to convert an inflexible and rigidly programmed device into a labile\(^6\) organ. Endowed with sufficient logic and memory, the brain may have substituted non-programmed learning for direct specification as the ground of social behavior. Flexibility may well be the most important **determinant** of human consciousness.

6 Why imagine that specific genes for aggression, dominance, or spite have any importance when we know that the brain’s enormous flexibility permits us to be aggressive or peaceful, dominant or submissive, spiteful or generous? Violence, sexism, and general nastiness are biological since they represent one subset of a possible range of behaviors. But peacefulness, equality, and kindness are just as biological — and we may see their influence increase if we can create social structures that permit them to flourish.

7 The long and intense debate surrounding biological determinism\(^7\) has arisen as a function of its social and political message. But I **reiterate** my statement that no evidence exists to support it, that the crude versions of past centuries have been conclusively disproved, and that its continued popularity is a function of social prejudice among those who benefit most from the status quo.\(^8\) We are both similar to and different from other animals. Our biological nature does not stand in the way of social reform.

---

\(^5\) **in spades**: definitely, unquestionably

\(^6\) **labile**: open to change [in this case, from experience]

\(^7\) **biological determinism**: the hypothesis that biological factors such as genes (as opposed to social factors or the environment) completely determine how a person behaves or changes over time. Those who believe in biological determinism may not want to help the poor because they feel their situation cannot be changed.

\(^8\) **status quo**: the way things are now

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**COMPREHENSION**

A **Main Ideas**

Read each statement and check (√) the ones that are main ideas of the reading.

- 1. Human nature is primarily violent.
- 2. Kindness is statistically more characteristic of relations between people than violence.
- 3. Biology is not destiny for human beings.
- 4. Our biological nature has many aspects, and it’s up to us to encourage positive behavior in society.
Close Reading

Read the quotes from the reading. Circle the statement that best explains each quote. Share your answers with a partner.

1. “Society would devolve to anarchy in an instant if half our overtures to another human being were met with a punch in the nose.” (paragraph 2)
   a. Social encounters would be impossible with such a high level of violence.
   b. Anarchy would lead to violence.

2. “Unfortunately, one incident of violence can undo a thousand acts of kindness, and we easily forget the predominance of kindness over aggression by confusing effect with frequency.” (paragraph 4)
   a. Gould is saying that one violent act has a great impact, and we forget that it’s not very frequent.
   b. Gould is saying that one violent act has a great impact, and we realize that it’s very frequent.

3. “Endowed with sufficient logic and memory, the brain may have substituted non-programmed learning for direct specification as the ground of social behavior.” (paragraph 5)
   a. The human brain replaced programmed behavior with non-programmed learning.
   b. The human brain replaced non-programmed learning with programmed behavior.

4. “Why imagine that specific genes for aggression, dominance, or spite have any importance when we know that the brain’s enormous flexibility permits us to be aggressive or peaceful, dominant or submissive, spiteful or generous?” (paragraph 6)
   a. The author agrees with a genetic explanation for behavior.
   b. The author does not agree with a genetic explanation for behavior.

5. “But peacefulness, equality, and kindness are just as biological — and we may see their influence increase if we can create social structures that permit them to flourish.” (paragraph 6)
   a. Social structure can encourage the expression of positive biological behavior.
   b. Positive behavior is biological.

6. “Our biological nature does not stand in the way of social reform.” (paragraph 7)
   a. Social reforms won’t change anything because biology determines our behavior.
   b. People who don’t want social reform cannot use biology as an excuse.
A Guessing from Context

Read each quote from the reading. Try to guess the meaning of the words in bold from the context. Then consult a dictionary and write the definition.

1. “Many people are under the impression . . . that 50 percent or more of human encounters are stressful or aggressive. But think about it seriously for a moment. Such levels of nastiness cannot possibly be sustained.” (paragraph 2)

   nastiness  Guess: meanness
   Dictionary: unpleasantness, spitefulness, cruelty

   sustain  Guess:
   Dictionary:

2. “Society would devolve to anarchy in an instant if half our overtures to another human being were met with a punch in the nose.” (paragraph 2)

   devolve  Guess:
   Dictionary:

   overtures  Guess:
   Dictionary:

3. “Unfortunately, one incident of violence can undo a thousand acts of kindness, and we easily forget the predominance of kindness over aggression by confusing effect with frequency.” (paragraph 4)

   predominance  Guess:
   Dictionary:

4. “Kindness is so fragile, so easy to efface; violence is so powerful.” (paragraph 4)

   efface  Guess:
   Dictionary:

5. “Obviously, both kindness and violence lie within the bounds of our nature because we perpetuate both, in spades.” (paragraph 4)

   perpetuate  Guess:
   Dictionary:

6. “Flexibility may well be the most important determinant of human consciousness.” (paragraph 5)

   determinant  Guess:
   Dictionary:
B  Word Forms

1 Fill in the chart with the correct word forms. Some categories can have more than one form. Use a dictionary if necessary. An X indicates there is no form in that category.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. acquisitiveness</td>
<td></td>
<td>acquisitive</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>efface</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td>perpetuate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. predominance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>reiterate</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6.</td>
<td>sustain</td>
<td>sustained</td>
<td>X</td>
</tr>
</tbody>
</table>

2 Complete the sentences with the correct forms of the words from the chart. The first letter (or letters) of each word has been given to you as a clue. Compare answers with a partner.

1. Gould does not think that human nature is perpetually selfish, a __________________, and cruel.
2. On the contrary, he r________________ several times that most of the time, kindness and consideration pr__________________.
3. For Gould, there is no biological determinism: the brain is so flexible that genetic predispositions can be diminished or even e________________ by experience and learning.
4. In humans, our choices are important; we are capable of violence but, if the right conditions can be s________________, peace and solidarity can pr________________ in human relations.
Read the essay about the theories of Albert Bandura. Match each word or phrase in bold with its synonym in the box below. Compare answers with a partner.

**The Theories of Albert Bandura**

Albert Bandura is a respected psychologist, professor emeritus of social science in psychology at Stanford University. His theories consider that people **acquire** 1. violent behavior by learning it from the people around them in the family, the community, and the wider society. Family influence is a major **determinant** 2. because growing up in a violent or abusive environment can lead to aggressive behavior in the next generation. Violent behavior can then become a **perpetual** 3. vicious cycle.

However, nothing is inevitable. According to Bandura, negative influences can be partially or totally **effaced** 4. by the actions of positive adult role models in school or other areas. Their **sustained** 5. care and attention can allow a child to flourish. A **genial** 6. role model can motivate a young person to control aggressive impulses.

In his writings, Bandura **reiterates** 7. that social learning can change behavior and that positive **overtures** 8. must be made to try to reform violent young people.

He refutes the idea that people are **intrinsically** 9. evil. But he puts us on guard against allowing violent videos, games, and movies to **predominate** 10. in a child’s life. Although he doesn’t believe society will inevitably **devolve** 11. into **nastiness** 12. and chaos, he has done important work warning us against the dehumanizing effects of violence.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. erased</td>
<td>g. take a huge place</td>
<td>c. factor</td>
</tr>
<tr>
<td>b. cruelty</td>
<td>h. genetically (inherently)</td>
<td>d. learn</td>
</tr>
<tr>
<td>c. factor</td>
<td>i. repeats</td>
<td>e. friendly</td>
</tr>
<tr>
<td>d. learn</td>
<td>j. never-ending</td>
<td>f. regress</td>
</tr>
<tr>
<td>1</td>
<td>e. friendly</td>
<td>l. approaches</td>
</tr>
</tbody>
</table>
NOTE-TAKING: Identifying the Author’s Assertions and Explanations

Work with a partner. Go back to the reading and read it again. Then fill in the chart. First, complete Gould’s assertions or statements communicating his beliefs. Then take notes on the explanations he gives in support of these assertions.

<table>
<thead>
<tr>
<th>GOULD’S ASSERTIONS</th>
<th>GOULD’S EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Man is by nature aggressive and <strong>selfishly acquisitive</strong>.</td>
<td>many acts of kindness in any American city on a given day</td>
</tr>
<tr>
<td>2. It is impractical to say that 50 percent of human reactions are <strong>stressful</strong> or <strong>aggressive</strong>.</td>
<td>such a situation would not be sustainable – would lead to chaos</td>
</tr>
<tr>
<td>3. Man is a _____________ species.</td>
<td></td>
</tr>
<tr>
<td>4. Humans are both _____________ and _____________, but we remember _____________ more.</td>
<td></td>
</tr>
<tr>
<td>5. The large human brain allows for more _____________</td>
<td></td>
</tr>
<tr>
<td>6. The concept of biological determinism has no _____________</td>
<td></td>
</tr>
</tbody>
</table>

CRITICAL THINKING

Discuss the questions in a small group. Be prepared to share your answers with the class.

1. Freud wrote *Civilization and Its Discontents* in the 1930s, and Gould wrote *Reflections on Natural History* in the 1990s. Would these different time periods have an impact on their assertions? Does the historical context have an influence on our way of viewing man’s nature?

2. Why is the flexibility of the brain so important for Gould? Why does it make humans so different from animals?

3. What sentences in Gould’s text make you believe Gould is optimistic about the future of mankind?

4. Gould says we can “create social structures” that allow kindness to flourish. What could we do as a society to reduce the despair and violence and help more compassion and generosity to enter our lives?
LINKING READINGS ONE AND TWO

Work with a partner. Go back to Readings One and Two and read them again. Then read each statement and decide if Freud or Gould would have agreed with it. Write F/G if both would have agreed, F if only Freud would have agreed, and G if only Gould would have agreed.

____ 1. The future looks dark.
____ 2. We can be optimistic about the future.
____ 3. Human beings have an innate potential for violence.
____ 5. Human behavior can be affected by social structures in a positive way.

READING THREE: A Neuroscientist Uncovers a Dark Secret

A Warm-Up
Discuss the question with a partner.
Do you think there is such a thing as a person destined by nature to be a killer?

B Reading Strategy

Predicting Content from Title
Predicting or getting some idea of a text before you start reading will help you improve your reading speed and comprehension. The title of a text can often help you predict or guess the author’s most important idea and guide you through the reading with the proper focus.

Examine the title of the reading: “A Neuroscientist Uncovers a Dark Secret.”

1 Check (√) the statements that you think apply.
□ a. This is a dramatic title, probably from the news media.
□ b. The article concerns someone in the medical profession.
□ c. A secret will be revealed in the reading.

2 With a partner, discuss these questions.
1. Do you think this is a pleasant or unpleasant secret?
2. Who do you think the secret is about? About us? About the neuroscientist? About the writer of the article?

Now read the text, taking notes in the margin so that you can follow the sequence of events. Then go back and see if your predictions were correct.
A Neuroscientist Uncovers a Dark Secret
By Barbara Bradley

1 The criminal brain has always held a fascination for James Fallon. For nearly 20 years, the neuroscientist at the University of California-Irvine has studied the brains of psychopaths.¹ He studies the biological basis for behavior, and one of his specialties is to try to figure out how a killer’s brain differs from yours and mine.

2 About four years ago, Fallon made a startling discovery. It happened during a conversation with his then 88-year-old mother, Jenny, at a family barbecue. “I said, ‘Jim, why don’t you find out about your father’s relatives?’” Jenny Fallon recalls. “I think there were some cuckoos² back there.” Fallon investigated. “There’s a whole lineage of very violent people — killers,” he says. One of his direct great-grandfathers, Thomas Cornell, was hanged in 1667 for murdering his mother. That line of Cornells produced seven other alleged murderers, including Lizzy Borden. “Cousin Lizzy,” as Fallon wryly calls her, was accused (and controversially acquitted) of killing her father and stepmother with an axe in Fall River, Massachusetts, in 1882.

3 A little spooked³ by his ancestry, Fallon set out to see whether anyone in his family possesses the brain of a serial killer. Because he has studied the brains of dozens of psychopaths, he knew precisely what to look for. To demonstrate, he opened his laptop and called up an image of a brain on his computer.

4 “Here is a brain that’s not normal,” he says. There are patches of yellow and red. Then he points to another section of the brain, in the front part of the brain, just behind the eyes. “Look at that — there’s almost nothing here,” Fallon says. This is the orbital cortex, the area that Fallon and other scientists believe is involved with ethical behavior, moral decision-making and impulse control. “People with low activity [in the orbital cortex] are either free-wheeling types or psychopaths,” he says.

5 He’s clearly oversimplifying, but Fallon says the orbital cortex puts a brake on another part of the brain called the amygdala, which is involved with aggression and appetites. But in some people, there’s an imbalance — the orbital cortex isn’t doing its job — perhaps because the person had a brain injury or was born that way. “What’s left? What takes over?” he asks. “The area of the brain that drives your id-type behaviors,⁴ which are rage, violence, eating, sex, drinking.”

(continued on next page)

¹ psychopath: someone who has a personality disorder characterized by a lack of empathy and remorse, shallow emotion, and extremely violent behavior
² cuckoo: (informal) someone who is mentally ill; crazy or silly
³ spooked: (informal) frightened
⁴ id-type behaviors: In Freud’s theory of the mind, the id represents the uncontrolled instincts, the ego is the organized, realistic part, and the superego is the critical and moralizing part.
6 After learning his violent family history, Fallon persuaded 10 of his close relatives to submit to a PET brain scan and give a blood sample. He examined the images and compared them with the brains of psychopaths. His wife’s scan was normal. His mother: normal. His siblings: normal. His children: normal. “And I took a look at my own PET scan and saw something disturbing that I did not talk about,” he says. What he didn’t want to reveal was that his orbital cortex looks inactive. “If you look at the PET scan, I look just like one of those killers.”

7 Fallon cautions that this is a young field. Scientists are just beginning to study this area of the brain — much less the brains of criminals. Still, he says the evidence is accumulating that some people’s brains predispose them toward violence and that psychopathic tendencies may be passed down from one generation to another.

8 And that brings us to the next part of Jim Fallon’s family experiment. Along with brain scans, Fallon also tested each family member’s DNA for genes that are associated with violence. He looked at 12 genes related to aggression and violence and zeroed in on the MAO-A gene (monoamine oxidase A). This gene, which has been the target of considerable research, is also known as the “warrior gene” because it regulates serotonin in the brain. Serotonin affects your mood and many scientists believe that if you have a certain version of the warrior gene, your brain won’t respond to the calming effects of serotonin.

9 Everyone in Fallon’s family has the low-aggression variant of the MAO-A gene, except for one person. “You see that? I’m 100 percent. I have the pattern, the risky pattern,” he says, then pauses. “In a sense, I’m a born killer.” Fallon’s being tongue-in-cheek — sort of. He doesn’t believe his fate or anyone else’s is entirely determined by genes. They merely tip you in one direction or another. Brain patterns and genetic makeup are not enough to make anyone a psychopath. You need a third ingredient: abuse or violence in one’s childhood.

10 Jim Fallon says he had a terrific childhood; he was doted on by his parents and had loving relationships with his brothers and sisters and entire extended family. Significantly, he says this journey through his brain has changed the way he thinks about nature and nurture. He once believed that genes and brain function could determine everything about us. But now he thinks his childhood may have made all the difference. “We’ll never know, but the way these patterns are looking in the general population, had I been abused, we might not be sitting here today,” he says.

11 As for the psychopaths he studies, Fallon feels some compassion for these people who, he says, got “a bad roll of the dice.” “It’s an unlucky day when all of these three things come together in a bad way,” he says.

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5 PET brain scan: Positron Emission Tomography can show images of what is happening inside the brain.
6 serotonin: a neurotransmitter (a natural chemical in the body) carrying impulses between nerve cells
7 nature: biological or genetic influences through heredity as opposed to influences from the individual’s experience or environment
A Main Ideas

Read each statement. Decide if it is True or False according to the reading. Check (√) the appropriate box. If it is false, change it to make it true. Discuss your answers with a partner.

1. The battle between nature and nurture is not an important part of Fallon’s discussion. ☐ ☐

2. A person’s brain patterns and genetic make-up determine whether he will be a criminal or not. ☐ ☐

3. Some people may be more naturally inclined to commit violence than others. ☐ ☐

4. Current evidence suggests that the tendency to engage in criminal behavior may be passed down from generation to generation. ☐ ☐

B Close Reading

Read the quotes from the reading. Circle the statement that best explains each quote. Share your answers with a partner.

1. “He’s clearly oversimplifying, but Fallon says the orbital cortex puts a brake on another part of the brain called the amygdala, which is involved with aggression and appetites. But in some people, there’s an imbalance — the orbital cortex isn’t doing its job.” (paragraph 5)

People who are violent have . . .

a. an overactive orbital cortex.

b. an overactive amygdala.

2. “But in some people, there’s an imbalance — the orbital cortex isn’t doing its job — perhaps because the person had a brain injury or was born that way. ‘What’s left? What takes over?’ he asks. ‘The area of the brain that drives your id-type behaviors, which are rage, violence, eating, sex, drinking.’” (paragraph 5)

a. Killers have something wrong with their brains due to genetics or injury.

b. Killers don’t have enough id-like behavior.

(continued on next page)
3. “Serotonin affects your mood and many scientists believe that if you have a certain version of the warrior gene, your brain won’t respond to the calming effects of serotonin.” (paragraph 8)
   a. Violent people respond too much to serotonin.
   b. Normal people calm down with serotonin.

4. “‘We’ll never know, but the way these patterns are looking in the general population, had I been abused, we might not be sitting here today,’ he says.” (paragraph 10)
   a. Childhood abuse activates negative patterns in the brain.
   b. Childhood abuse is not a part of the pattern.

VOCABULARY

A  Phrases and Idioms

Read the phrases and idioms found in the reading. Match them with their meaning.

1. a bad roll of the dice  a. carefree; irresponsible
2. free-wheeling  b. to slow down
3. tongue-in-cheek  c. to give something your full attention
4. zero in on  d. an unlucky occurrence, due to chance
5. put a brake on  e. to care very much about someone
6. dote on  f. humorous

B  Using the Dictionary

Read the dictionary entry for disturb.

**disturb** v. 1 to annoy someone or interrupt what they are doing by making noise, asking a question, etc.: *If she’s sleeping, don’t disturb her.* 2 to make someone feel worried or upset: *What disturbs you most about this decision?* 3 to do something that changes the position or condition of things, usually in a bad way: *I was careful not to disturb anything in his office.*

Now read each sentence. Decide which meaning of disturb is being used. Write the number of the appropriate definition.

   1. a. The results of the tests, which showed that the scientist had the brain patterns and DNA common to most serial killers, disturbed him a bit.
   2. b. He kept the information to himself because he did not want to disturb his family members with the news.
   3. c. Loud music in the lab disturbed the work of the scientists.
   4. d. The discovery about the paternity of the royal child disturbed the status of the other people in line to the throne.
Biology and Destiny

For many centuries people thought that biology was destiny: If, through a bad roll of the dice you were born a girl, you were doomed to an inferior life. The same was true for anyone whose lineage wasn’t noble. An aristocratic birth meant a free-wheeling life of privilege. An inferior birth put a brake on a person’s ambition and possible achievement. Doting parents would caution their children to accept reality because those who went outside traditional roles were punished.

Then came the disturbing rise of capitalism, and traditional society was changed forever in startling ways. In the 19th century, an unknown Corsican rose to become emperor of the French (Napoleon), and the man who presided over the end of slavery in America was himself born in a one-room log cabin (Abraham Lincoln). The old conservative ideas gave way to a new idea: People could make their own destiny.

The debate between nature (genetics) and nurture has always been difficult to decide. Although genes may predispose people to some advantages or disadvantages, the environment they interact with as a child and adult can activate or deactivate their potential. Today we have zeroed in on many aspects of the brain, but the most important is that it is constantly remodeling itself based on experience. Without seeming too tongue-in-cheek, we can say that “Hope springs eternal.”
An adjective clause tells you something about the noun or pronoun it follows. An adjective clause begins with a word like who, whom, whose, that, which, when, where, why.

In academic English, sentences can become long and complicated. It’s important to remember that an adjective clause describes the noun or pronoun that comes right before it.

**Example:**
- He’s clearly oversimplifying, but Fallon says the orbital cortex puts a brake on another noun adjective clause part of the brain called the amygdala, which is involved with aggression and appetites.

The word which and the entire adjective clause that follows refer to the noun “amygdala.” The amygdala is involved with aggression and appetites.

Work with a partner. Read each sentence and identify which noun the adjective clause refers to. Circle the correct answer.

1. “[It is] the area of the brain that drives your id-type behaviors, which are rage, violence, eating, sex, drinking.” (paragraph 5)
   a. id-type behaviors  b. brain

2. “Along with brain scans, Fallon also tested each family member’s DNA for genes that are associated with violence.” (paragraph 8)
   a. DNA  b. genes

3. “As for the psychopaths he studies, Fallon feels some compassion for these people who, he says, got ‘a bad roll of the dice.’” (paragraph 11)
   a. people (psychopaths)  b. Fallon

4. “As a rule, this cruel aggressiveness waits for some provocation or puts itself at the service of some higher purpose, whose goal might have been reached by milder measures.” (Reading One, paragraph 1)
   a. aggressiveness  b. purpose

5. “The existence of this inclination to aggression, which we can detect in ourselves and justly assume to be present in others, is the factor which disturbs our relations with our neighbor and which forces civilization into such a high expenditure of energy.” (Reading One, paragraph 2)
   a. inclination  b. existence
   a. others  b. factor
   a. neighbor  b. factor
## 1 Sequence of Events

Work with a partner. In each of the boxes below, recapture the sequence of events that led to Fallon’s realization about himself and others. Write notes to complete the information in each box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1. University of California: *for 20 years researching criminal minds and*  
  *biological basis for behavior* |
| 2. About four years ago, his mother . . . |
| 3. Fallon found out . . . |
| 4. Fallon persuaded 10 close relatives . . . |
| 5. The results of the tests were . . . |
## 2 Main Discoveries in Brain and Genetic Research

Write notes next to each cue about a discovery in brain and genetic research mentioned in the reading.

<table>
<thead>
<tr>
<th>1. Orbital cortex</th>
<th>A low activity in orbital cortex not good — doesn’t inhibit activity of amygdala</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Amygdala</td>
<td></td>
</tr>
<tr>
<td>3. Warrior gene</td>
<td></td>
</tr>
<tr>
<td>4. Serotonin</td>
<td></td>
</tr>
<tr>
<td>5. Nature and nurture (Fallon’s views)</td>
<td></td>
</tr>
</tbody>
</table>

## CRITICAL THINKING

Discuss the questions in a small group. Be prepared to share your answers with the class.

1. How important is childhood in Fallon’s opinion? Why? Was he a “natural-born killer”?
2. Can society prevent people from becoming killers?
3. Fallon says he has more compassion today for those who have become psychopaths. Why? Would you?
4. Would you want to know about your brain and your family history to see if you were in the same situation as Fallon? Why or why not?
BRINGING IT ALL TOGETHER

Work in groups of four. Role-play an interview with Sigmund Freud, Stephen Jay Gould, and James Fallon about men’s aggressiveness and violence. The journalist will ask questions of the others. Freud, Gould, and Fallon will express their opinions. Use some of the vocabulary you studied in the chapter (for a complete list, go to page 220).

**Topic:** Men’s aggressiveness and violence

**Roles:**
- Journalist
- Sigmund Freud
- Stephen Jay Gould
- James Fallon

**Questions:**
- Are humans a very violent species?
- Is violence in our genes?
- How can we control and prevent the expression of violence?

WRITING ACTIVITY

Write a three-paragraph essay about how an important event or lesson in childhood shaped your ethical behavior and moral sense. Use more than five of the words or idioms you studied in the chapter.

- **Introduction:** Tell the reader about yourself as a child.
- **Body Paragraph:** Describe the situation and the lesson you learned.
- **Conclusion:** Discuss how it affected your later life.

DISCUSSION AND WRITING TOPICS

Discuss these topics in a small group. Choose one of them and write a paragraph or two about it. Use the vocabulary from the chapter.

1. Why do you think people, even scientists and writers of popular entertainment for movies and TV, are so interested in serial killers: their lack of empathy, fear, or remorse? Is it that they are a lot like us or very much unlike us?
2. What are some ways we can reduce aggression in today’s society?
3. Do you think violent movies and video games contribute to violence among young people?
4. “The fault is not in our stars but in ourselves.” — William Shakespeare
   Do you think the fault is in our genes or in our environment? Is aggression the result of “nature” (inborn qualities) or “nurture” (the result of experience)?
5. How can a belief in biological determinism affect our future and our concept of freedom? Does biological determinism excuse a violent criminal?
SELF-ASSESSMENT

In this chapter you learned to:

- Predict the content of a text from the title or the first paragraph
- Understand the most important idea of a text from the first and last paragraphs
- Guess the meaning of words from the context
- Use dictionary entries to learn the meanings of words
- Understand and use synonyms, phrases and idioms, collocations, and different word forms
- Identify adjective clauses and the reasons for their use
- Take notes to identify the author’s assertions and supporting explanations
- Complete outlines to focus on the sequence of events and main discoveries

What can you do well? 🌟

What do you need to practice more? ✅