

ВВЕДЕНИЕ

Овладение культурой письменной научной речи предполагает знание правил и законов, по которым она развивается. Отбор языковых единиц и их функционирование в научной речи обусловлены способом изложения материала. Научное историческое произведение представляет собой рассуждение с целью доказательства истины, поскольку излагаемые события и факты известны читателям *a priori*. Научное историческое произведение строится по закону убедительности рассуждения, когда одно утверждение вытекает из другого и готовит к восприятию последующего.

Стилистическая специфика научной речи обусловлена неоднородностью материала. Восприятие научного стиля, как некоего континуума происходит благодаря качественному преобладанию лексико-стилистических единиц, выражающих основные понятия научной категоризации, над их количественным использованием.

В реальной речевой действительности научный стиль представлен множеством форм, из которых выделяются более дробные виды, имеющие собственные традиционно выработанные правила построения. Поскольку дробление на виды и формы происходит в пределах одного функционального научного стиля, то, прежде всего, следует обратить внимание на структурно-композиционное оформление научного произведения, целостность построения которого определяется логикой научного мышления. Раскрытие темы имеет

первостепенное значение для успеха научного произведения. Несмотря на то, что научные исторические произведения представляют собой синтез логики и искусства, в данном пособии основное внимание уделяется формам повествовательного изложения, обучению раскрытию темы научной работы и логическому изложению научного материала.

В данной работе теория подкрепляется практикой: наряду с теоретическим изложением материала даются упражнения, выполнение которых является ключом к успеху написания реального научного исторического произведения.

PART I

PRELIMINARY STEPS FOR ESSAY WRITING

Academic writing is an essential segment of English for Academic Purposes (EAP) in general and English for History students in particular. In their essay History students studying English should articulate their position, uphold their viewpoint, compare and contrast the subject matter, put forward an argument, make their statement convincing. History students should be taught to write essays as appropriately as only possible as essay writing is recognized as one of the key processes in acquiring English for History students. Writing essays is not an easy task: any worthwhile piece of work demands time and thought. Essays should be properly organized and presented. A History student can save a lot of time and effort by having a system of writing an essay.

Unit I. Title

Essay writing begins with a title. Essays titles are very important as they are keys to success. Titles of the essays can be general and specific.

§ 1. Here are some general titles.

The Nature, Object and Purpose of History

The Role of Religion in Western Europe

The History of History in Europe

The Position of a Historian in Society

Democracy in the United States of America: Past and Present

Mass Media as the fourth Power
The Power of Politics: Past and Present
Current Political Development in Russia and Europe
Europe on the eve of the First World War

However, these titles are very broad in scope. To be successful History students should write on specific topics. For a profound research it is recommended to choose one topic. The length of the essay is determined by its title.

In writing a general title essay History students are required to give some sort of survey of the topic, choose some particular aspect of it or deal with it in some detail.

§ 2. Here are some specific titles.

The Effects of Peter I's Reign
The Rise and Fall of the British Empire
Everyday life of an English diplomat in the 17th century
Causes and Effects of the US Civil War
US foreign policy during The War of Independence, 1775–1783
US Foreign Policy Concept in the 1990s: ideological foundations and priorities
The End of the Time of Troubles
US strategy of promoting the development of the failed states, 2004-2008
Southern Siberian Shamanism in Russian historiography of the 17th-21st centuries
Prerequisites for Perestroyka in the USSR in 1982-1984

Military reform issues in social and political life of the Russian Federation in the 1990s

Ethno-trade projects: state-of-the-art and trends in contemporary Russia

To write a specific title essay History students should deal in detail with the chosen topic and analyze the issue from different aspects. The title of an essay either general or specific can be divided into words or phrases which direct students to what they have to do (direction words) and into words or phrases which link the subject of the essay (content words). To learn to find words and phrases of both types do the following exercise:

Exercise 1.1. Underline direction words and content words in the given titles. Match direction words with activity given below.

It should be noted that in a survey various aspects of topics are briefly covered. For a detailed essay only one topic is selected. History students should be trained in breaking general topics into sub-topics.

The second exercise concerns breaking general topics into some sub-topics within each title. In this exercise students are asked to subdivide one title into two or more subjects. Then they are asked to write down five or six divisions of the subjects.

After the work on the titles of the essay it is necessary to proceed to its Body. The organization of materials depends upon the involved activities which can be as follows:

- recounting the events (narrative)
- comparing and contrasting (comparison)
- describing an appearance or state of affairs of something (static description)
- describing actions (process description)
- explaining how one thing causes another (cause and effect)
- Putting forward logical, supported arguments, evidence (discussion)
- illustrating a topic with examples, analogy, etc. (illustration).

Exercise 1.1.1. Below is a list of essay titles. Match activity or activities given above with the following titles.

Spartan military camp

Gladiators' Battles: Sacrifices or Contests

The Development of the Chartist Movement

The Origin of American States

The Revolt of Wyatt Tyler

Causes and Effects of the Norman Conquest

Causes and Effects of Kievan Russia Disintegration

The Origin of the Russian State System and the Norman Theory

Russian-English Ties at the Time of Ivan the Terrible

Archaeological map of the Palaeolithic sites in the Southern Ural

The imperial cult in the Inca state: a source studies aspect

To understand what each activity means it is necessary to study each of them in detail.

Unit II. Narrative

Although narrative is a conventional type of text organization recounting the events in chronological order, in contemporary historical theory it has become the subject of intense debate. Within professional historians, the narrative is regarded as a form of discourse, which can or cannot be used for the representation of historical events. However, the narrative can be viewed as an end in itself, or a means to some other end. Nevertheless, historians favor the narrative when they tell a story and least in the analysis of the historical events. Historical stories are real events; they are not constructed but found in the documents. It is the decision of a historian how to recount the stories recorded in the primary sources. The form of the narrative adds nothing to the content of the representation. It is somewhat a simulacrum of the real events. The narration can be part of the historical discourse. After the introduction of the subject by means of narration, the historian can proceed to the analysis and interpretation of the events. Study the fragment of the historical discourse of this type.

Exercise 1.2.1. Read the text. Prove that it is narrative. Write down words or phrases that make this text narrative.

The first English visit to North America remains shrouded in mystery. Fishermen working out of Bristol and other western English ports may have landed in Nova Scotia and Newfoundland as early as 1480s. John Cabot, a Venetian

sea captain, completed the first recorded transatlantic voyage by an English vessel in 1497, while attempting to find a north-west passage to Asia.

Cabot died during the second attempt to find a direct route to Cathay in 1498. Although Sebastian Cabot continued his father's explorations in the Hudson Bay region in 1508-1509, England's interest in the New World waned. For the next three-quarters of a century, the English people were preoccupied with more pressing domestic and religious concerns. When curiosity about the New World revived, however, Cabot's voyages established England's belated claim to America.

Exercise 1.2.2. Here are some jumbled notes, indicate their chronological order. Re-write this text in the proper chronological order.

1. James allied himself with the Bishops, telling the Puritans' representatives at Hampton Court Conference (1604) that if they did not conform he would 'harry them out of the land'.

2. The Commons showed their alarm by attacking *The Interpreter*, a law dictionary published in 1607 by Dr. Cowell: this stated the royalist position in terms of which James probably approved, but which he agreed to condemn.

3. James had been brought up a Presbyterian, and his accession was greeted hopefully by English Puritans, who sym-

pathized with Presbyterian criticisms of the established Church.

4. Parliament was dissolved in 1610, with the financial problem unsolved.

5. Queen Elizabeth died on 24th March 1603, and James VI of Scotland succeeded without opposition.

6. In 1614 the 'Addled Parliament' was dissolved after nine weeks, voting no supplies. The reputation of the government sank low.

Unit III. Comparison

When comparing one looks for ways in which things are similar or the same; versus contrasting things or ways that are dissimilar. There are two ways in which essays involving comparison or contrast are written. One way to compare/contrast is to write down all the main points about the subjects compared and then analyze the points concerning other subjects.

Exercise 1.3.1. Write an essay comparing the British and American systems of government.

1. Before starting writing the essay check up some reference books concerning the topic, decide how the material should be arranged, make some outline notes.

2. Write one or two paragraphs comparing the British and American systems of government. Use information from the table given below.

| THE UNITED KINGDOM OF GREAT BRITAIN | THE UNITED STATE OF AMERICA |
|---|---|
| 1. The Queen is the Head of State. Traditionally, she does not rule but reigns. | 1. The President is both the political leader and the Head of State. |
| 2. Parliament is made up of the House of Lords and the House of Commons | 2. Congress comprises of the Senate and the House of Representatives. |
| 3. The House of Lords is not elected. | 3. The Senate consists of two senators from every state: one |

| | |
|--|---|
| | third of the senators are elected every 6 years. |
| 4. The House of Commons is elected every five years. | 4. The House of Representatives is voted for every two years. |
| 5. The political leader of the country is the Prime Minister, he is the leader of the majority party in the House of Commons | 5. The President is not a member of Congress. |
| 6. There is no written constitution. Judges cannot make constitutional decisions. | 6. The Supreme Court (nine judges) interprets the written Constitution. |

It is typical for historians to compare not only separate facts, but academic works, articles, and documents. History students should know how to do it. The following exercise teaches how to compare different opinions on one and the same document and how to deduce an original idea concerning it.

Exercise 1.3.2. Set forth your ideas concerning “The Historical Impact of Magna Carta”. To fulfill this task read the texts given below.

TEXT 1

Magna Carta itself was a reactionary document recapitulating what was considered to be ancient custom. But the means by which it was to be forced on the king were nothing short of revolutionary: the Crown was virtually made the servant of twenty-five barons. It was this aspect of the

Charter which lawyers in later centuries were to praise as giving the people of England a right to rebel when they thought fit.

Magna Carta was renewed more than thirty times by later kings. Hundreds of years later, lawyers tried to read into it modern principles. It is important not only for what it is but for what later ages made of it.

TEXT 2

Magna Carta has been rightly regarded as a turning point in English history, but almost always for wrong reasons. It was not a 'constitutional' document. It did not embody the principles of no taxation without representation. It did not guarantee parliamentary government, since Parliament did not then exist. It did not establish the right to trial by jury, since, in fact, the jury was a piece of royal machinery to which the barons had the strongest objections.

What it did do was to set out in detail the ways in which John had gone beyond his rights as a feudal overlord and to demand that his unlawful practice should stop.

TEXT 3

...While most written feudal law defined the limits of vassals' rights of action Magna Carta limited the king's right, and that too in the most solemn way. It contained nothing new and was a strictly selfish document, but at the moment when feudalism has already passed its zenith, it carried over from feudalism into modern times, independ-

ently of any intention of its authors, the principle that the king was bound by the law and must obey it. This is the key principle of the British constitution.

Thus the British constitution in the last analysis rests upon the feudal system and is built up around ideas which could have been driven from no other system. This is the importance of Magna Carta.

TEXT 4

The importance of the Great Charter to posterity was that it enshrined, in however crude manner the mighty principle of the rule of law: it suggested that monarchical government should not and need not be arbitrary, that it could be subjected to limitations more precise than the vague laws of Edward the Confessor or even the coronation oath of Henry I; it determined the consent of those concerned to exceptional taxation; it required that the king should seek the advice of his natural counselors; it recognized that every section of the community that claimed to be free possessed its own prescribed liberties or privileges. In due course the Great Charter came to be revered as a symbol of English legal and political rights, as were the Twelve Tables in the history of the Roman Republic and the written constitution of the United State. Though the Charter may have been idealized and misinterpreted by future generations and though the 20-th century no longer thinks of King John and his barons in the black-and-white terms of the Victorian age, it

justly occupies an honorable place in the history of western civilization.

Exercise 1.3.3. Do the following.

1. Single out the major idea of each text.
2. Find out on which matters the authors of these texts differ.
3. Compare the views of the authors.
4. Decide whose views you share.
5. Then read the primary source given in Appendix II.
6. After reading the document present your opinion on it.
7. Write an essay using the primary and secondary sources.

Unit IV. Static description

Static description implies presentation the appearance or layout of something. Static description should be systematic, crystal-clear, precise, integral. Nothing should be missed out, the details must be correct, the reader should have a clear picture in his mind of what is being pictured, there must be a certain order: from general to particular, from more important to less important.

Exercise 1.4.1. Study the passage below. It is an example of Static description. Tell what makes this passage static.

The receding waters created a land bridge between Asia and America, an area now submerged beneath the Bering Sea. This northern region was largely free of glacial ice, and small bands of spear-throwing Siberian hunters chased giant mammals – woolly mammoths and mastodons, all now extinct – across the open tundra that covered the land bridge. These hunters were the first human beings to set foot on a vast, uninhabited continent.

Exercise 1.4.2. Choose a historic personality; write an accurate description of him/her. Show this description to your fellow student. Let your classmate recognize whom you implied. If he/she is in real difficulty, help your classmate by writing some additions to your descriptions.

Exercise 1.4.3. Study the following passage. It is a description of the historic personality.

HENRY VIII

Henry VIII succeeded at 18. Henry began his 'triumphant' reign by marrying his brother's widow, Catherine of Aragon, and continued by executing two courtiers. Henry VIII started as he meant to go on. The king's egoism, self-righteousness, and unlimited capacity to brood over suspected wrongs, sprang from the fatal combination of a relatively able but distinctly second-rate mind. As the Tudors had found his second son unsatisfactory Henry had been given no functions beyond the title of Prince of Wales. As a result, Henry VIII had resolved to rule. He put monarchic theory into practice, thus he had more power than the Roman emperors. Henry VIII's policy, which he directed himself, was consistent throughout his reign. His ministers and officials were allowed freedom of action only within accepted limits.

Exercise 1.4.4. Write a description of the life of the people in the historical past in one of the countries of the world. If you can not think of something else, here are some suggestions.

1. Europe on the Eve of the Discovery of America.
2. European States in Seventeenth-Century Europe.
3. Early Russia.

Unit V. Process description

Process description is picturing how something was developing (how battles were waged, how political parties were taking their shape, how new laws were brought into being, how meetings or inaugurations were held). In depicting how something was evolving the main thing is to arrange the information so that the process can be done straight through without unnecessary interruptions. The process description should be distinct, correct, and comprehensive.

Exercise 1.5.1. Keep in mind that pure static or process description can be found only in modeled texts. In authentic texts these kinds of descriptions intertwine. Study the passage below. Mark the paragraphs of static and process descriptions. Put down words and word combinations that make static or process description.

THE BATTLE OF HASTINGS

The battle began about 9 a.m. William's formation suggested that he envisaged three tactical phases: shooting by the archers, assault by the heavy infantry, and attack by the cavalry. The archers stuck their quivers in the ground and shot uphill. The scarcity of English archers had one disadvantage for the Normans; there were few enemy arrows for them to pick up and use for return volleys. The infantry advanced up the hill and were met with a shower of missiles. The Normans

failed to break the English line and suffered from the axes of the house-carles. The Bretons, who had the easiest slope to climb, were the first to meet the English resistance. Unsupported for the moment on their right, they fell confusedly back, forcing their cavalry with them. The English are said to have chased after them down the slopes.

The Norman contingent, unprotected on its left, also fell back . There was danger of a Norman rout. William at once galloped down into the tumult. The tale got around that he had been killed. Pushing back his helmet, he shouted that he was still alive, and, rallied the fugitives and after a while was able to launch some of his own cavalry, which then charged downhill and attacked the Englishmen who had broken ranks in pursuit of the Bretons. He thus struck them between the hillock and the marsh. Most of them were killed. After these events there was an exhausted pause. Both sides needed to reform.

Harold has been blamed for not taking advantage of the period of Norman disorder and launching an attack. His failure to do anything of the sort was so out of character, that it has suggested that he launched a counter-attack, that he made it too soon, and that, through William's prompt and resolute action, it was met and beaten.

Exercise 1.5.2. Study the diagram given below then write an explanation how a bill becomes a law in the USA.

| |
|---|
| <p>A. Legislation is Introduced</p> <p>House of Representatives</p> <p>Senate</p> |
| <p>B. Committee Action</p> <p>Committee Steps</p> |
| <p>C. Floor Action</p> <ol style="list-style-type: none">1. Legislation is placed on the Calendar2. Debate |
| <p>D. Conference Committee</p> |
| <p>E. The President</p> <p>the bill is sent to the President for review</p> |
| <p>F. The Bill Becomes a Law</p> <p>once a bill is signed by the President or his veto is overridden by both houses it becomes a law and is assigned an official number.</p> |

Exercise 1.5.3. Make up a diagram of any historical event, process, or of an explanation how new laws are brought into being by the European Parliament or the USA Congress. Show it to your fellow student, and ask him/her to write an explanation.

Exercise 1.5.4. Think of something else which involves a process and explain it. Write an essay describing a historic episode in process. Your description must be orderly. It might be a good idea to start by explaining the purpose of what you are describing. You might also describe the basic principle involved. This basic principle must be clearly understood; otherwise the details will just confuse the reader.

Exercise 1.5.5. If you can not think of something else, here are some suggestions.

1. The First Great Civilizations.
2. Feudal System in Europe.
3. Renaissance in Italy.
4. Reformation in England.
5. The British Empire.
6. Russian Foreign Policy in the 19th century.

or

1. The English Colonization of America.
2. The Transformation of Christianity into the State Religion of the Roman Empire.

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