

Intensive Reading IV

Unit 13

What Is History

课文讲授环节的设计思路

- 课程介绍
- 主要问题：语言与思辨
 - 对二者的理解及其相互关系
 - 课堂实施过程
 - 尚待探索的问题

语言与思辨 I

- 语言
 - 具体内容：多方面+多维度
 - 实现途径：学生自学；课文讲解；课堂练习；前情回顾；前后单元语言知识与技能的回顾与总结；课下写作任务
 - 教师作用：督促语言学习；提示学习方法；检测学习效果（而非代替学生自主学习）

语言与思辨 II

- 思辨

- 具体内容：多方面；正确看待学科知识与思辨技能
- 实现途径：思辨性课堂任务包含内容与技能两个维度，结合具体任务提出思辨策略，指导思辨能力培养

语言与思辨 III

- 语言与思辨的关系
 - 并非对立，而是互相渗透结合 → 需要进一步探索二者协同发展的策略

课堂具体实施

Question 1

Choose from the following features of positivist historians:

- viewing historical knowledge as facts
- pessimistic about achieving ultimate history
- reflecting the self-confidence of the beat generation
- _____
- _____

Question 2

Correct mistakes, if any:

- Lest anyone think the question meaningless, I'll take as my text two passages...
- Final history we cannot have in this generation; but we can dispose conventional history.
- Acton speaks out of the positive belief ... of the later Victorian age; Sir Clark echoes the bewilderment ... of the beaten generation.

Question 3

Think of synonyms for the following:

- (the question seeming meaningless and) **superfluous**
- **judicious** (division of labor)
- (pundits contradicting each other) **flagrantly**

Question 4

讲解过程中特别
提示分析方法和
自主学习方法

Translate the following into Chinese:

- When we attempt to answer the question “What is history?” our answer, consciously or unconsciously, reflects our own position in time, and forms part of our answer to the broader question what view we take of the society in which we live.

Introduction: by what?

Lord Acton & Sir Clark:

- Why these two historians (to merit this comparison at all)?
- group work: main contentions by Acton?
- Key words/phrases from Acton?
- Issues of historical study touched upon?

material
selection

instruction:
content

instruction:
skill

Disagreement: Lord Acton vs. Sir Clark

Issues of concern:

demo.
of
what
to
have

- **methods** for historical study:
- **knowledge** of history:
- **objectives** (end product/nature of history):
- **relationship** between historians:

review
of text

Historiography

Demonstration: analysis of one part

- steps in the process:
 - overall structure → key word reading of text → analysis of method → clarification of key ideas → critique/application
 - both language & content/critique indispensable; success one depends on the other

Carr's argument II (para. 6)

For long paragraphs like this, work out the structure first.

target: common-sense view

- **What is Carr having problem with?**

1. overall structure

refutation 1:

- **What is it?**
- **To argue his point, what methods does**
- **(modification of his criticism about th**

2. key-word reading

3. method

4. modification of language by content

Carr's argument II (para. 6)

R. 2: establishment as basic facts resting not on ___ but on ___

- Methods of argument? Let's read the lines together. (cf. those for R.1)

- In spite of C. P. Scott's motto, every journalist knows that the most effective way to influence opinion is by the selection of the appropriate facts.

quotation+analogy

- The facts speak for themselves, but the historian decides to which facts to refer.

The conclusion?

historians' practice

- Pirandello's character saying that a fact is like a sack you've put something in it.

quotation: lit.

- The only reason we are interested to know that the battle was fought at Hastings in 1066 is that historians regard it as a major historical event.

echo of e.g. in R. 1

- Caesar crossing Rubicon; your arriving in building

Carr's argument II (para. 6)

- Now that we've understood the author's ideas, let's give our own comment: to what extent do you agree?
 - R. 1: Facts are not what the historian is primarily concerned with.
 - R. 2: the necessity to establish these basic historical facts rests not quality in the facts but on a priori decisions of the historian.
 - Possible strategy: **follow-up questions**, by thinking about the author's logic, or by focusing on key ideas/concepts.

instruction:
content

instruction:
skill

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中国社会科学院一级研究员朝克..... (350)
- 五、我的学术之路——中国社会科学院藏传佛教
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尚待探索的问题

- 语言
 - 学生input方面相对较好，output方面如何加强
- 思辨
 - 思辨能力可以通过训练提高，但如何在学生可以承受的工作量下提高其知识储备