001.历史研究的科学方法论

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1. 了解历史, 能带给我们什么利益? (以史为鉴)

Header 1	Header 2
→ 了解我们为什么是现在这个样子, 我们的善, 我们的恶.	It is a path to knowing why we are the way we are — all our greatness (n.) 伟大；巨大, all our faults 责任；过错；过失 — and therefore a means for us to understand ourselves and change (v.) for the better. But history serves (v.) this function only if it is a true reflection of the past. It cannot be a way to mask (v.) the darker parts of human nature, nor a way to justify (v.) 证明...正确（或正当、有理）;为...辩解（或辩护） acts of previous generations. 它是一条了解我们为什么是现在这个样子的途径——我们所有的伟大，我们所有的缺点——因此也是我们"了解自己", 及"如何变得更好"的一种手段。但历史只有"真实反映过去", 才能发挥这一作用。它不能成为掩盖人性阴暗部分的方法，也不能成为"为前几代人的行为辩护"的方法。 Example 1. 案例 change (v.) for the better chatgpt: 如果去掉 "the"，变成 "change for better"，句子在语法上仍然是正确的，但会少了明确的指向性，听起来就像是泛泛地谈论"为了更好"。加上 "the" 则表示"为了（特定的）更好状态而改变", 这种表达更自然且明确。
→ 吸取前人的教训	"Those who do not learn (v.) from history are doomed to repeat it." Yet because history is an everchanging (a.)不断变化的 collection of events 后定

Header 1	Header 2
	influenced and shaped by a variety of causes 原因 and outcomes 结果；效果, it never truly repeats at all. "不从历史中吸取教训的人, 注定会重蹈覆辙。"然而，由于历史是"由各种原因和结果影响和塑造的事物, 并且它永远在不断变化"的集合，因此它永远不会真正重复。
→ 提升你的"批判性思维"和"分析能力"	The study of history will also enhance your critical-thinking 批判性思维 and analytical 具备分析能力的，善于分析的 ability. 研究历史, 还将增强你的"批判性思维和分析"能力. Other skills that have become increasingly important include adaptive thinking, social intelligence, cross-cultural competency, and media literacy. 其他变得越来越重要的技能, 包括: 适应性思维、社交智力、跨文化能力, 和媒体素养。
→ 令你能保持思想的开放性, 而不是思维局限或走极端	It also hones (v.)用磨刀石磨;磨练，训练（尤指技艺） a creative mindset 观念模式，思维倾向 that is flexible 灵活的；柔韧的，易弯曲的 and open to *interpretations 解释；说明 and ideas* outside our own worldview. 它还磨练了一种灵活的"创造性思维"，对我们自己的"世界观"之外的其他解释和想法, 持开放态度。
→ 培养"讲能吸引人的故事"的能力	Historians must also be effective (a.) communicators 交流者．Who **cares (v.) about** a story nobody reads or a product nobody buys? 历史学家还必须是有效的沟通者。谁会关心没人读的故事或没人买的产品？

2. 如何让历史研究更客观

Header 1	Header 2
→ 兼听则明, 偏听则暗. 要从不同背景领域的当事人角度, 同时看他们的评价, 之后再做出你的综合判定.	The bottom line is that interpretation **plays a central role** in the field of history. The danger **lies (v.) in** using only one lens 透镜；镜片. Yes, historians choose some causes as more important than others, but only after considering all the information available. 最重要的是，"做出何种解释"在历史学的领域中, 起着核心作用。危险在于只使用一个镜头角度, 来看历史人物与事件。是的，历史学家会选择某些原因比其他原因更重要，但前提是, 在考虑了所有可用的信息之后。

3. 寻找"因果关系"的方法

3.1. 不同原因, 有不同权重影响力 (不同刺激力度)

In 1453, Mehmed II laid (v.)使处于特定状态（尤指困境）;周密准备；筹划；设置 siege 围困，包围 to the city of Constantinople 君士坦丁堡. Why?

- Mehmed II was the leader of the Ottoman 土耳其人的;土耳其帝国的（尤指奥斯曼帝国时期） Empire, the sultan 苏丹（某些伊斯兰国家统治者的称号）. He had been badly

treated by his father, and when he ascended (v.)上升；升高；登高;登基 the throne （君王的）宝座，王位，王权, he felt he had something to prove.
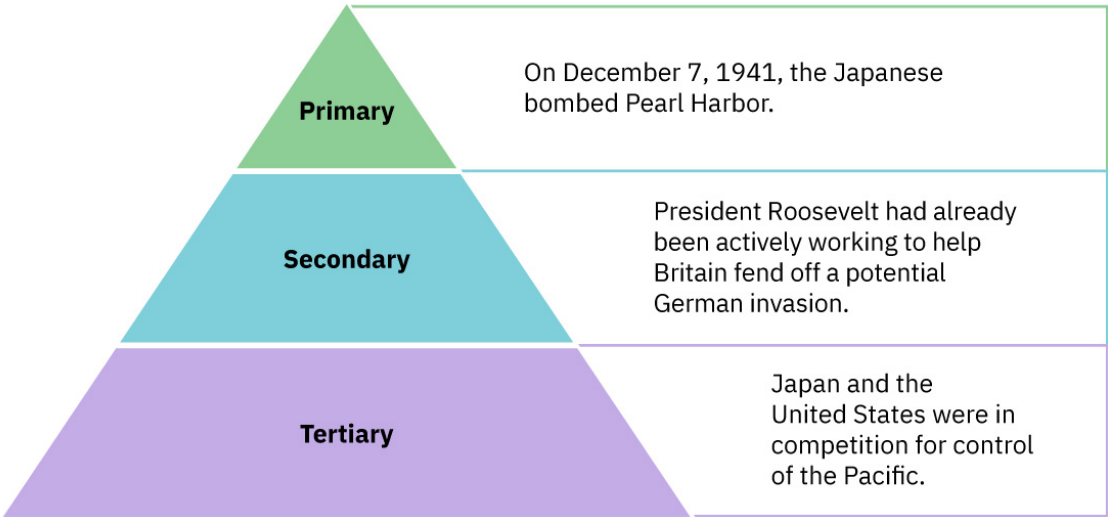
- The Ottomans had tried several times to take Constantinople because it lay at the crossroads 十字路口；交叉路口 of many civilizations.

- Conquest **had long been** a reliable mechanism 方法；机制 for bringing new people and wealth into the Ottoman Empire and for keeping its economy prosperous.

All these factors played a role in the siege undertaken 从事；开始进行 by Mehmed II. Can you order them by importance?

Primary — On December 7, 1941, the Japanese bombed Pearl Harbor.

Secondary — President Roosevelt had already been actively working to help Britain fend off a potential German invasion.

Tertiary — Japan and the United States were in competition for control of the Pacific.

This is the point where historians usually disagree, even about events for which most of the facts are clear.

这里就是历史学家通常意见不一致的一点，即使对于大多数事实已经明确的事件, 也是如此。

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4. 历史研究的局限

Header 1	Header 2
→ 我们无法知道所有历史事实	Will history ever be a perfect telling (n.)讲述，叙述 of the human tale? No. There are voices we may never hear. 历史会完美地讲述人类的故事吗？不。有些声音我们可能永远听不到。
→ 不同当事人的认知可能不同, 回忆也可能有扭曲	You will engage with firsthand accounts (n.)（思想、理论、过程的）解释，说明，叙述 of key people and events — including instances 例子 in

Header 1	Header 2
	which ± people's recollections (n.)回忆；记忆 of the same events 系 might differ. 你将接触到"关键人物和事件的第一手资料——其中包括人们对同一事件的回忆"，可能"有所不同"的情况。

5. 对历史看法的思想 演进

Header 1	Header 2
(以前) 进步史学: 认为人类历史是线性发展的, 从低级到高级	One of the early European *schools 学派；流派 of thought* was progressive history, which viewed history as a straight line to a specific destination. Historians with this "progressive" view believed societies were becoming more democratic 平等的，有民主精神的 over time. Their perspective （观察问题的）视角，观点 might also be considered a form of teleological (a.)目的论的 history, which proposes (v.)提议；建议;提供（解释） that history is moving to a particular end. Progressive historians **believed in** the betterment (n.)改进；改善；改良 of people and of society, **so long as** 只要(表条件) it occurred on a European model. Progress looked only one way: the Western way. 欧洲早期的思想流派之一是"进步史学"，它将历史视为"通往特定目的地的直线"。持有这种"进步"观点的历史学家认为，随着时间的推移，社会变得更加民主. 他们的观点也可能被认为是"目的论"历史的一种形式，该观点认为, 历史会走向一个特定的终点. 进步历史学家相信, 人民和社会会变得更好，只要它是按照欧洲模式发生的。即, 进步看起来只有一种道路：西方模式。
(如今) 重视研究"人类是如何做出决策的"	In the twentieth century, particularly after World War I, the idea of inevitable human progress seemed laughable. People grew more willing to question (v.)对……提出质疑（异议），怀疑 the authority 权力；威权；当权（地位） of elites. Historians became more interested in the irrational 非理性的，不合逻辑的，荒谬的 aspects of the human condition 人类状况, the psychology behind people's choices. This is one reason for the rise of *contemporary (a.)当代的，现代的 intellectual 智力的；脑力的；理智的;思想的，思维的 history*, which looks at the ideas that drive (v.) people to make certain choices and **focuses (v.) on** philosophical questions and the history of human thought. 在二十世纪，特别是第一次世界大战之后，人类不可避免地进步的想法似乎很可笑。人们越来越质疑"精英做出的言行"的权威性. 历史学家对人类的"非理性方面", 以及"人们抉择背后的心理过程"变得更加感兴趣。这是当代思想史兴起的原因之一，它着眼于"驱使人们做出何种选择"的大脑理论研究，并关注"哲学问题"和"人类思想史"。 你所处的①社会结构, ②你对自己的身份感知, ③和你所受的教育, 会影响你的选择. Our belief systems are informed by social constructs, ideas that have been created and accepted by the people in a society, such as the concepts of

Header 1	Header 2
	class distinction 差别；区别；对比 and gender. *Social constructs* influence (v.) the ways people think and behave.

class distinction 差别；区别；对比 and gender. *Social constructs* influence (v.) the ways people think and behave.

我们的信仰体系, 是由"社会结构"决定的, "社会结构"就是一个社会中, 人们创造和所接受的观念（例如阶级概念, 和性别）。它会影响人们的思维和行为方式。

Example 2. 案例
social constructionism 社会建构主义

它考察的是: 人们如何"共同建构(v.)"起对世界的认识，并进而形成对现实的"共同假设"。
该理论认为: 你认为某事物的"意义", 是你与其他人共同协调发展出来的，而不是由你个人独立发展出来的。

比如, 金钱和货币就是"社会建构"（social construct）的一个例子, 因为它们本身没有价值, 但只要社会上的人都共同"同意它们有价值", 那么它们就变成有了价值.
又如, 自我概念, 和自我认同, 也是"社会建构"的例子。

尼采说过: 没有事实，只有诠释。(即世界上的事物本质上是没有意义的, 只有你赋予它们意义. 正如人在宇宙中存活, 有什么意义? 只有你赋予你的生命存在意义了.) 人们"生活在同一个世界中，但在不同的世界中思考和感受"。

"社会建构"理论的书, 可以看看.

For example, consider the following questions:

- What do you buy a five-year-old girl for her birthday? What do you buy for a boy the same age? What influenced your decision?

- To which person 后定 standing at the front of a classroom would you give more respect: a woman dressed in a tailored (a.)（衣服）定做的，合身的 suit, or a man wearing jeans 牛仔裤；工装裤 and a t-shirt? Why?

例如，考虑以下问题：
- 你会给五岁小女孩买什么生日礼物？给同龄男孩买什么？是什么影响了你的决定？
- 你会更尊重站在教室前面的哪个人：穿着定制西装的女士，还是穿着牛仔裤和T恤的男士？为什么？

Example 3. 案例
tailored

→ tailor 裁缝

Progressive Interpretation	• History moves in one direction toward more democratic values in society. • Scholarship highlighted political changes.
Intellectual History	• History is moved by ideas, which drive people to make particular choices. • Scholarship investigated the history of human thought and considered philosophical questions.
Social History	• History is moved by all people and not just elites. • Scholarship looked at issues affecting all classes and often included consideration of gender.

6. 史料

6.1. 一手史料, 和二手史料

There are two main kinds of historical sources, primary 主要的，首要的 and secondary.

历史来源主要有两种：一手的和二手的。

Header 1	Header 2
一手史料：来自历史当事人自身 (如, 政府文件, 当事人日记, 信件等)	Primary sources, when we have them, are considered more valuable 值钱的，贵重的；有益的 than other sources because they are **as close** in time **as** we can get to the events being studied. 当我们拥有第一手资料时，它们被认为比其他资料更有价值，因为它们在时间上尽可能接近我们所研究的事件。 Think, for example, of a court trial 审判，审理: The ideal (a.)理想的，最佳的 is to have the trial quickly **so that** witness testimony（尤指法庭上的）证词，证言；证据，证明 is fresher and therefore more reliable. With the passage（时间的）流逝，推移 of time, people can forget, they might subconsciously 潜意识地 add (v.) or take away parts of a memory, and they may be influenced to interpret (v.) events differently. 以法庭审判为例：理想的情况是迅速进行审判，以便证人的证词更新鲜，因此更可靠。随着时间的流逝，人们可能会遗忘，他们可能会下意识地添加或删除部分记忆，并且可能会受到各种影响，而以不同的方式来解释事件。
二手史料：来自其他人对历史当事人的研究	A secondary source is one 后定 written or created after the fact. 二手来源的史料, 是事后编写或创建的资料。

Good research requires both types of sources and some attention to historiography 编史；撰史；历史编纂学, which is the study of how other historians have already interpreted and written about the past.

好的研究, 需要这两种史料来源, 和对"撰史学"的关注，"撰史学"是对"其他历史学家如何解释和书写过去"的研究。

> Example 4. 案例
> historiography
>
> [U]the study of writing about history编史；撰史；历史编纂学

6.2. 文字史料更有价值

History technically begins with the advent of writing. For historians, the written word is more accurate evidence for building *narratives (n.)叙述，故事 of the past.*

For example, imagine a modern magazine with a rock 摇滚 or pop star on the front, dressed for performance in a vibrant (a.)充满活力的，生气勃勃的；鲜艳的 or provocative 挑衅的，煽动性的；挑逗的，激发性欲的 style. If that were the only piece of evidence that existed five hundred years from now, how would historians interpret our era? Without context,

interpretation of the past is quite difficult. Studying artifacts 史前古器物；人工产品 is certainly worthwhile (a.)重要的，有益的，值得做的, but text offers (v.) us greater clarity. Even if the cover of the magazine bore only a caption （图片的）说明文字, like "Pop star rising to the top of the charts 图表；排行榜," future historians would have *significantly 有重大意义地；显著地；明显地 more information* than from the photo alone.

6.3. 古代地图的编制, 是带有当事人的主观倾向的

Maps are some of the most contested 有争议的，受争议的 pieces of historical evidence we have because they were almost always made from the perspective （观察问题的）视角，观点；透视（画）法 of *the one making the map*, not as an objective practice 实践，实际操作.

从地图是我们拥有的"最有争议"的历史证据之一，因为它们几乎总是从"地图制作者"的"眼光角度"来制作的，而不是作为一种"客观实践"。

6.4. 如何判断史料的真伪, 可信度价值

Historians evaluate (v.) the strength of both primary and secondary sources, especially online. How do we decide what a good source is? Always make sure you can tell who is producing the website. Is it a scholar, a museum, or a research organization?

历史学家对一手资料和第二手资料的价值量, 进行评估，尤其是网上的在线资料。我们如何判断什么是好的信息源？一定要知道是谁在制作这个网站。是学者、博物馆还是研究机构？

- Does the source tell you where it got the information?

- Are those sources in turn 依次，轮流，相继地 objective (a.)客观的，不带个人情感的 and reliable?

- Can you corroborate (v.)证实，确证（陈述、理论等） the site's information? You should see whether 是否 other sources present (v.) similar data.

(信息源来自哪里?) 消息来源, 是否告诉您从哪里获得信息？
(消息源可靠吗?) 这些来源, 客观又可信吗？
(该消息源仅仅只有孤例么? 犹如ufo?) 您能证实该网站提供的信息吗？您应该看看其他来源是否提供了类似的数据

> Example 5. 案例
> corroborate
>
> → cor-, 强调。-rob, 强壮，词源同robust.

6.5. ★★ 如何判断"某史料为什么会那样写"? 作者有什么目的意图, 或被迫不得已的背景压力? 才导致他这么说, 这么写.

Consider the act of reading a poem. You can read the surface of a poem, *the literal meaning* of the words presented. But that seldom reflects (v.) *the true meaning* the poet

meant to convey (v.)传送，运输；表达，传递. You must also look for nuances 细微差别, hidden meanings, or repeated metaphors 暗喻；隐喻. We approach a primary source in a similar way.

> Example 6. 案例
> metaphor
>
> → meta-,改变，-phor,带来，词源同 bring.引申词义改变方式，用于语法指暗喻，隐喻。

There are four *key areas* to consider 时间状 when interpreting (v.) sources: the author, the audience, the intent 目的，意图, and the context. A deeper inspection 视察；检查，审视 might reveal (v.) hidden motives 动机；目的. Most text-based sources have meanings beyond the obvious 明显的，显然的, and it is the historian's job to uncover these.

解释来源时需要考虑四个关键领域：
1.作者(作者的屁股坐在哪边)、
2.受众(作者在说给谁听)、
3.意图(作者这样说的目的是什么),
4.上下文(作者发言时所处的背景环境是何种状态)。

更深入的检查, 可能会揭示隐藏的动机。大多数基于文本的资料都具有超出字面上的意义，历史学家的工作就是揭示这些内在的意义。

6.5.1. 1.作者的身份立场是什么, 作者是谁?

- Who authored (v.)撰写，写作 the source and why?

- Is the author **responsible (a.)有责任；负责；承担义务 for** simply recording (v.) the information, or was the author involved in the event?

来源的作者是谁, 以及为什么是他(由他来写)？
作者是否只负责记录信息，还是作者亲自参与了该事件？

6.5.2. 2.受众(作者在说给谁听)

- For whom was it written? Was it meant to be public or private? Is it a letter to a friend or an essay （用来刊登的）论说文；小品文 submitted 递交 for publication?

- What kind of source is it? Government documents have a different purpose than personal diaries 日记. A former president commenting (v.)评论,表达意见 on a political issue has a different view from a comedian 喜剧演员 doing the same.

它是为谁写的？它是公开的还是私人的？是一封写给朋友的信, 还是一篇提交发表的文章？
它是那种类型的来源？政府文件与个人日记的用途不同。前总统对政治问题的评论, 与喜剧演员的观 点不同。

6.5.3. 3.意图(作者这样说的目的是什么), 及他所说的是否真实? 而非带有谎言掩饰. 或刻意营造.

- You should think about the intent 目的，意图: Is the author reliable, or does the author have an agenda （政治）议题；秘密计划，秘密目标? Why might the author have

written what they did? Why was the document written? Was it intended to be a factual (a.)真实的；事实的 account of an event? Was it meant to persuade? Could the writer have been **fending (v.) off** 抵挡，挡开，避开（攻击） an attack or lobbying (v.)游说 for one?

> **Example 7. 案例**
> **FEND STH/SB ←→ 'OFF**
>
> (1) to defend or protect yourself from sth/sb that is attacking you抵挡，挡开，避开（攻击）
> SYN fight offward off
> • The police officer fended off the blows with his riot shield. 警察用防暴盾牌抵挡攻击。
>
> (2) to protect yourself from difficult questions, criticisms, etc., especially by avoiding them避开，回避（难题、批评等）
> SYN ward off
> • She managed to fend off questions about new tax increases. 她设法避开了关于新增赋税的问题。
>
> → 缩写自 defend, 挡开。

- Is it a complete falsification (n.)伪造；歪曲? Often people write things that present (v.)（以某种方式）展现，显示，表现 them in the best light 从最好的角度 **rather than** reveal (v.) weaknesses.

  > **Example 8. 案例**
  > in ,a good, bad, favourable, etc. 'light
  >
  > if you see sth or put sth in a good, bad, etc. light , it seems good, bad, etc. 从好（或坏、有利等）的角度
  > • You must not view what happened in a negative light.你切切不要从负面的角度来看待所发生的事。

- The different types of language used in a source are clues to its interpretation. Linguists 语言学家 call (v.) *the use of language* rhetoric (n.)修辞技巧；修辞. Rhetorical（与）修辞（有关）的 choices, decisions about the way *words are used and put together*, are often deliberate 故意的, 深思熟虑的 and intended to achieve a certain outcome.

例:

The exterior 外部的，外面的；外表的 of Hagia Sophia was decorated with Greek iconography 图示法；象征手法；图像学. Churches 教会，教堂 at the time were meant 旨在，打算 to inspire (v.)激励；鼓舞;使产生（感觉或情感） awe 敬畏，惊叹; because most people could not read, stories of *religious figures and events* were told through highly decorative and symbolic 使用象征的；象征性的 images. Obedience 服从，遵从 and a desire to join a religious community could be motivated by the buildings' grandeur (n.)宏伟；壮丽；堂皇.

As you study the renderings （抹在墙上的）一层灰泥, reflect (v.)认真思考；沉思 on the following questions: What are the key features of the building? What does it make you think about? What would you think about it if you were a poor sixth-century farmer, an urban merchant 商人，（尤指外贸）批发商 of some wealth 财富, or a foreign leader?

Example 9. 案例
iconography

[U]the use or study of images or symbols in art 图示法；象征手法；图像学
→ icon,图像，-graphy,写，学说。

例:

President Franklin D. Roosevelt **went to** Congress and asked for a declaration 公告；宣告；宣言 of war against Japan. The speech he gave, however, was about more than this request. Roosevelt used certain words to highlight (v.) that ≠ the attack was secret and calculated. He also suggested that ≠ God was on the side of the United States. As you read, pay special attention to the words Roosevelt uses. Can you pick out a few key rhetorical (a.)（与）修辞（有关）的 choices?

6.5.4. 上下文(作者发言时所处的背景环境是何种状态)

- What is the historical context? What is *the general 大致的，大概的 time period* of the document, and what was that time like? Is it a time of war or peace? Is there religious conflict? Is there an economic crisis? A health crisis? A natural disaster?

- What was happening when the individual wrote the document? Was there any sort of intimidation 恫吓，威胁 or distress 贫困；窘迫；困苦? Are we missing other perspectives 透视法;态度；观点；思考方法 or voices we would like to hear?
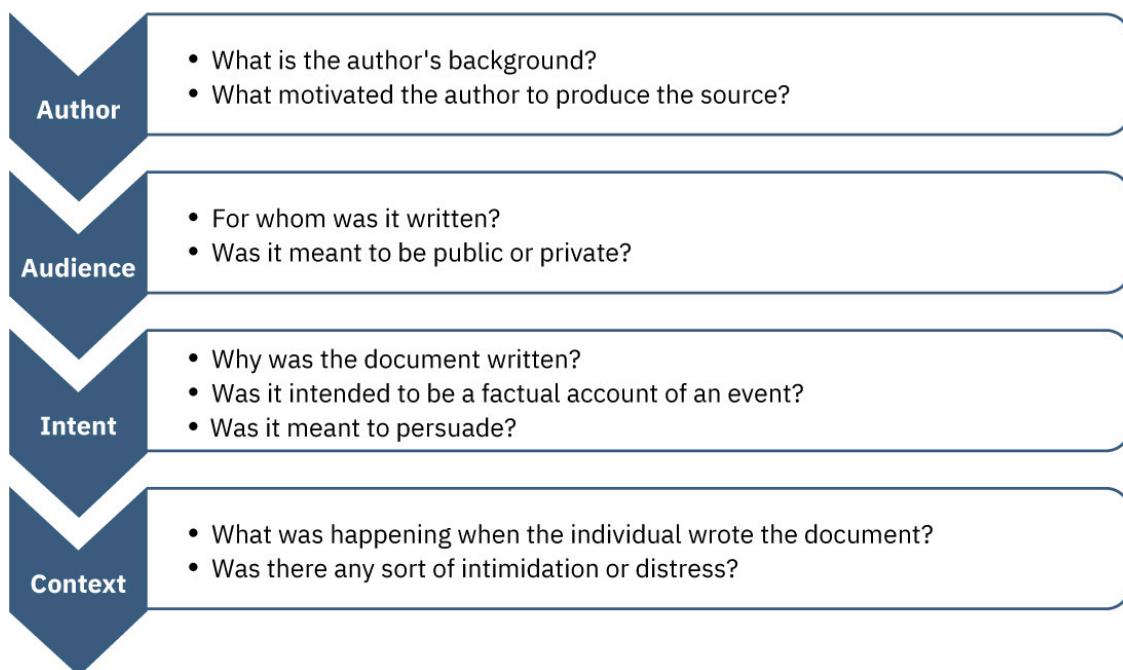
6.6. 世纪的计算方法

世纪, 以(右括号的)末尾数为准. 即:
→ 一世纪是 (1-100年), 末尾数是100, 即一世纪.
→ 2世纪是 (101年-200年), 末尾数是200, 即二世纪.

世纪的计算方法是: 将年份除以100, 并向下取整，然后再加1。例如，
→ 1999年是几世纪? [1999/100]+1=20世纪
→ 2000年是几世纪? [2000/100]+1=21世纪

6.7. 翻译问题

Header 1	一战	二战	
战胜国	Allied Powers 協約國	Allies 同盟國	← 在英文中两次世界大战中的"战胜国"阵营均是 Allies，即"同盟".
战败国	Central Powers 同盟國	Axis 軸心國	← 两次世界大战的"战败国"则写法不同，为 Central Powers 和 Axis Powers，两者均有"中间力量"的意思，一战的战败国是"中央力量"，二战的战败国是"中轴线力量"。 「Central Powers」，應該要翻成「中央國」、「中心國」，反映的是德國等國位於歐洲中部的事實（就像是二戰的「軸心」是指羅馬－柏林軸心）. 但是, 中文翻译却把 Central Powers 翻译成"同盟国", 很奇怪. 可能来源有二: ① 可能来自日本的和制汉语"中央同盟国（ちゅうおうどうめいこく）", ② 可能直接翻译自一战前，德奥意在1882年所建

Header 1	一战	二战	
			立的那个同盟，即"三国同盟（Triple Alliance）"，这个同盟的名称中明确有"同盟"二字。