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HUMANITIES

IN UNIVERSITIES OF THE URAL REGION:

PROGRESS AND PROBLEMS

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.....
I did not find the father, but I lost
What now I value more, the Mother,- you!;

.....
If then I left you, it was not my crime,
Or if a crime, it was not mine alone".¹⁶

Complaints about unfound faith, about the loss of deep spirituality and morality personified in the Virgin, establishing the highest value of the cult of the Virgin Mary, this, undoubtedly, is evidence of the crisis of the Protestant mentality and a shift to the Catholic one. Since Henry Adams possessed an obvious talent as an artist and philosopher, it was he who managed to disclose the real reasons why literary expatriates had moved to Paris. It was not just a geographic migration, it was a result of inner development of mentality of the part of intellectual elite of the USA called expatriates.

AMERICAN LEGAL FICTION FOR LAW STUDENTS

By Marina Agheyeva, Udmurt State University

It is obvious that today English has become the language of professional communication worldwide and that adequate knowledge and use of English is a prerequisite for successful involvement in the international professional community. The demand for English is growing and the number of ESP (English for Specific Purposes, i.e. for professionals) learners is increasing. This increase includes a vast amount of law students.

There is no denying that to achieve success in communication via English young specialist need to meet a number of requirements, which are far beyond the scope of language fluency and grammar accuracy. The key point is to become a confident speaker in their specific subject area. This goal is not easy to achieve. The tasks an English teacher is supposed to solve are even more complex, and it is the responsibility of the teacher to create the best possible linguistic conditions in which the mastery of foreign language skills can be achieved.

In ESP teaching much depends on the teaching materials. These materials are of great resource in achieving aims and objectives that have been set in terms of learners' needs. Most course-books currently available contain texts on various aspects of law and the judiciary process. Students are expected to read texts, work on vocabulary, practice grammar structures and thus develop a variety of skills that help them to acquire a foreign language. All these materials are useful but too often the language presented in textbooks is very formal, encyclopedically arid and non-stimulating for students. Reading these texts and doing language exercises alone in class after class can be extremely boring and monotonous for students; they gradually lose interest in English classes. The most discouraging drawback of such materials is that they appeal mostly to the rational and logical sides of the learning process, and students are not involved in the process of acquiring knowledge emotionally or creatively. However, it is well known, that any humanitarian knowledge includes not only the technologies which create favorable conditions for learners to acquire the necessary

¹⁶ The Letters of Henry Adams / Ed. By E. Levenson. Cambridge: In 6 vol., 1988, v 5. P. 207

information to develop the required skills, but to develop “personalities” i.e. empathetic, and creative human beings. When it comes to ESP teaching this very significant part of education, the human need for self- expression and self- actualization is not given due attention.

Law students come to the classroom with an intrinsic interest in reading about criminal and legal issues. This interest can be utilized and developed to a great advantage for students by offering them a forum in which they can read and discuss legal fiction. This forum will allow them to develop language skills, enhance their knowledge of the legal system of another country in cross-cultural experience, and give them an opportunity to express personal opinions and thoughts.

These opportunities can become manifest by offering students the novels of modern American writers such as John Grisham, as part of their coursework. In creating all his novels Grisham uses his personal professional experience and, according to American literary critics, he skillfully piles on the credible details drawn from the legal world he has left behind, and is successful at integrating the roles of lawyer and novelist.

John Grisham (b.1955) graduated from the University of Mississippi law school 1981. Practicing law for nine years in Southaven, outside Memphis, Grisham specialized in criminal defense and personal injury litigation. Then, one day at the De Soto County courthouse, Grisham listened to the riveting testimony of a 12-year-old rape victim. The girl's story inspired Grisham. For the next three years, he got up at 5 in the morning to write his first novel, A Time to Kill, a novel about the retribution a black father seeks when his daughter is raped by a band of drunks in a small southern town. It was published in 1989. Then appeared The Firm (1991), The Pelican Brief (1992), and The Client (1993). These books brought Grisham public success and made him a popular writer. He stopped his legal practice and devoted all his time to writing. He has written 10 books. His books have been translated into 34 languages. They topped best-sellers in 8 countries, and at last count 6 had become movies.

From the titles of Grisham's books, it could be supposed that he writes detective stories. However, his novels can hardly be defined as classical detective stories. It is generally accepted that this popular genre was created in the middle of the 19-th century by the imagination of American romantic writer Edgar Allan Poe. He is considered to have invented the genre's central features and conventions. The main point of classical detective story is deductive solution of mystery. The main character is a non-professional detective with brilliant abilities for logical thinking. His aim is to uncover the mysterious circumstances of a crime that has been committed and to use deductive reasoning to find a criminal. A starting point of the investigation often leads to a false suspect or to unjust suspicion or accusation. Having started the investigation, a detective knows about a committed crime as much as the reader does. Therefore, the reader is involved both in a process of mystery solution and in a kind of contest with the detective: Who comes to the solution first?

John Grisham, in his novels, breaks this artistic formula. A narrative for his novel, The Client, for example, is a murder of a US senator. At the beginning of the novel the main hero, Mark Sway, an 11-year-old boy, tries to stop a corrupted lawyer, Jerome Clifford, from committing suicide. Before he dies Clifford tells Mark a mob secret that could cost him his life. It is Clifford's client, Burry Muldano, who murdered the senator. He shot him in the head four times and then hid the body. Clifford names the place where the body is hidden and explains to Mark that the FBI suspects his client. This client is the only suspect but the body is needed to prove the case.

Thereby, the very beginning of the novel destroys nearly all the rules of a classical structure of detective narrative. Mysterious circumstances of a crime and a villain are exposed to the reader.

Rather than the classic, amateur detective special agents of the FBI are involved in investigating the case, there is no false suspect, both suspicion and accusation are correct, classical rule of the detective starting the investigation knowing as much as the reader does is altered, and reader knows much more about the committed crime than the detectives (in this case FBI agents). Therefore, a reader is not involved either in deductive mystery solution or in an intellectual match with a detective.

Knowing all about the motives, reasons and circumstances of the crime the reader of Grisham's novel is occupied with a different intellectual game; he tries to solve the mystery of justice which often triumphs in a mysterious world of ambiguity of laws and lawyers. These lawyers are expected to apply these laws to do justice but are neither blind as is Themis in Greek mythology nor impartial. Embarking his readers in piles of legal world details, Grisham gives them impartial opportunities to spy on a process of crime investigation, to witness how law can be applied, and how justice is done, and to experience all the intricacies, advantages and disadvantages of legal reality.

One of the aims of Grisham novel is to turn the investigation in an American legal system inside out. Therefore, American literary critics don't call Grisham's books detective or criminal novels but legal thrillers. Moreover, statistics reveal that the astonishing publishing success of legal-thriller novels of the 90-s can be credited almost entirely to John Grisham.

Grisham's novels are replete with examples taken from legal reality and legal themes rendering them as an effective resource when used as additional material for teaching English to law students. Excerpts from legal fiction can illustrate course-book compulsory legal topics under study. For example, text devoted to American lawyers, taken from the traditional course-book sounds like this: "Today, the number of lawyers in the USA exceeds 675,000. This translates to one lawyer for every 364 people. Twenty-five years ago, there was one lawyer for every 700 people. The rate at which the legal profession is growing will probably continue to outpace rate of population growth through the end of the century." To turn these arid numbers into living beings, the following excerpt from Grisham's novel, The Client, describe how a corrupted, mob-connected lawyer is characterized: "Jerome Clifford had been defending prominent New Orleans thugs for fifteen years – gangsters, pushers, politicians. He was cunning and corrupt, completely willing to buy people who could be bought. He drank with the judges and slept with their girlfriends. He bribed the cops and threatened the jurors. He knew what made the system tick..."

Another excerpt describes the lawyer, defending juvenile rights: "Her mission as a lawyer was to protect abused and neglected children, and she did this with great skill and passion. She was a zealous advocate for small clients who could not say thanks. She had sued fathers for molesting daughters. She had sued mothers for abusing their babies. The money was adequate, but not important."

These examples from legal fiction are not grammatically difficult but can expand students vocabulary making it comes alive with emotion. They can stimulate class debate on current and a burning problem for modern-day Russia – corruption among lawyers. It helps students to develop communication skills through reading, writing, speaking and listening and makes a foreign language an instrument for expressing their sense of identity through sharing personal opinions, thoughts, feelings and beliefs.

The writing in Grisham's novels and legal fiction in general can assist in developing a clear understanding of the American legal system in a cross-cultural experience, can provide a height-

ened consciousness and awareness of a very different legal phenomena and realities therein, a consciousness which cannot be captured in the typical course-book. This knowledge acquired through new additional material can enhance the learning process for students by bringing interesting, new meaning to them and instilling in them an excitement in the realization that the study of English is an essential prerequisite to their study of law.

THE WELL-EDUCATED YANKEE: CULTURAL VALUES IN EARLY ROMANTIC SHORT STORIES

By Masha Fedorova, Udmurt State University

The attitude towards education as the highest cultural value is one of the most important parts of national cultural mentality. In the system of cultural priorities it can be placed at the top as it is the indicator of the cultural level of a nation. However, this attitude was not always positive. There are many examples of scornfully humiliating treatment of educated and cultivated people in history. That is why it is very interesting to analyze the way in which the images of educated people are formed in the national cultural consciousness.

Apparently, in every culture these images have their own pre-cultural forms, which appeared in folklore and were transformed during the following development of language and literature. In the developed western European cultures, the connection between these folklore images and their literary analogies can not be traced. However, in young cultures, for example, in American culture, there is quite a noticeable continuity between them. We can ascertain how the folklore-mythological pre-images evolved into the system of literary heroes and characters. By studying this phenomenon, we can explain much in modern American culture and first of all, we can explain its present features in terms of historical development.

An educated person was not the object of literary interest for American writers during the period of formation of American literature. In addition, even if they depicted such a person, they made a humorous character out of him, contrasting him with the main hero. We can say that the attitude of Americans towards education and culture during the history of the country was rather ambivalent. First, education has always been a marginal cultural value for Americans. And this attitude still persists.

We can find the explanation in the circumstances under which the national character was formed and in the peculiarities of the formation of the national culture. We will try to depict the characters, which were generated by the national imagination and later became part of American literature. It is important for understanding the present tendencies in American culture and the development of the national mentality in the 20th century.

The pre-images of literary characters were formed under the influence of specific living conditions. Americans depicted themselves first of all as people who came to explore a new land. Life itself formed people's characters and their way of living which was different from that in Europe. People of various cultures who came to live in America faced numerous problems and had to use all their physical and mental abilities to survive and not to harden their hearts. There could not be any need for education as people were in need of much simpler things. Intellectual abilities