

★ 国防语言课程系列教材

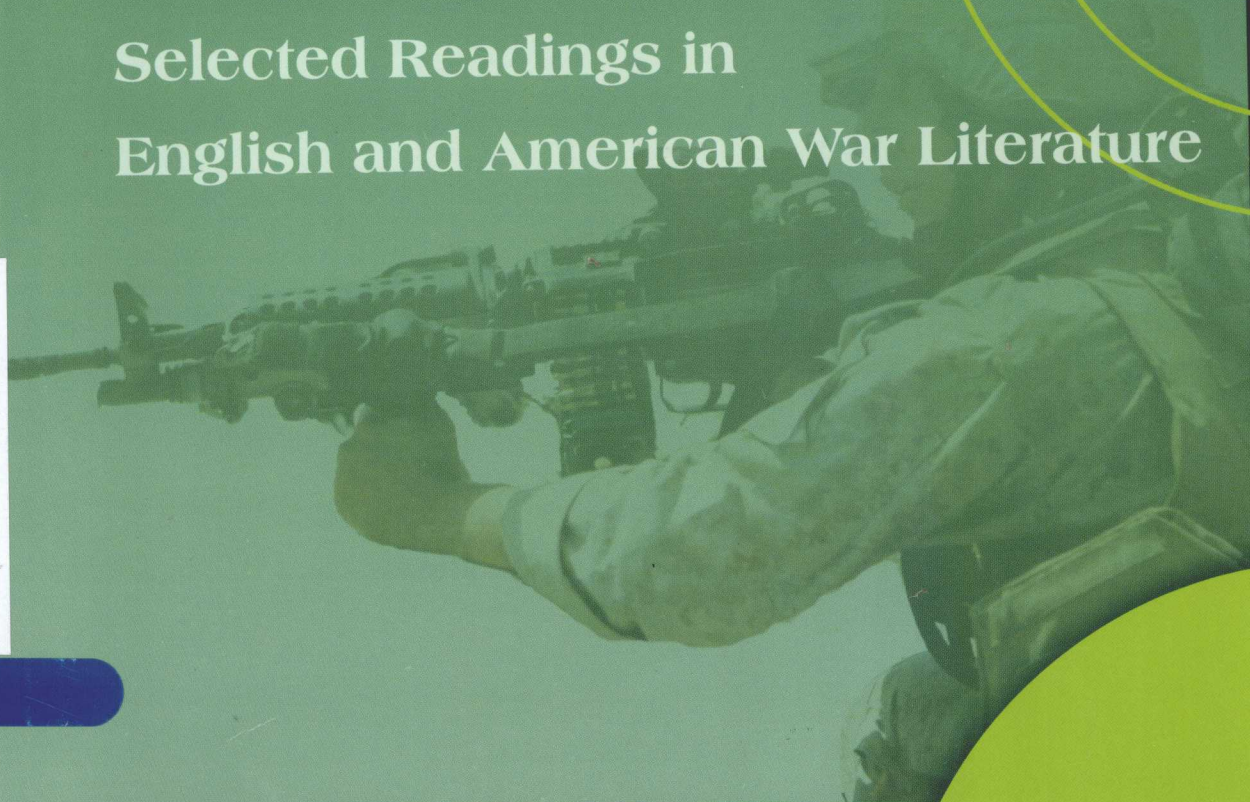
TEXTBOOKS FOR DEFENSE
LANGUAGES COURSES

总策划 张亚非
总主编 张锦涛

英美战争文学 选读

主 编 张锦涛

Selected Readings in
English and American War Literature



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前言

现今,在出版界关于英美文学史以及作品选集的相关书籍可谓花团锦簇、种类繁多,但有关战争文学选读的却寥寥可数。为了填补这一领域的空白,让众多高校,尤其是军事院校的学生在学习英语语言的同时,更为深入地了解英美文学、英美文化,感知英美作家对战争的理解与解读,我们特选编《英美战争文学选读》一书呈献给大家。

该选读共 12 章节,收录了英美文学浩瀚海洋中 13 部(篇)杰出的战争文学代表作品,覆盖小说、诗歌、散文以及纪实文学等多种文学体裁。有 19 世纪末的美国自然主义作家斯蒂芬·克莱恩所著的《红色英勇勋章》,有 21 世纪初英国《泰晤士报》记者雅尼娜·迪·乔瓦尼的《世界的尽头》,有为大家所熟知的厄内斯特·海明威的经典作品《永别了,武器》,也有不为中国读者所了解的查尔斯·希恩·迈尔斯的当代文学作品《伊战中的祈祷》。选读涉及美国内战、第一次世界大战、第二次世界大战、冷战,以及海湾战争、阿富汗战争、伊拉克战争等现代战争。

在这些作品中既有冷战也有热战;既有战场上官兵勇猛向前、慷慨赴死的无惧无畏,也有面对死亡,年轻士兵陷入为国献身与自我保全的矛盾迷惘;既有战前领导人号召全民团结共同抗敌的慷慨激昂之言,也有战中平民颠沛流离之苦、战后士兵离群索居之痛。可以说,该选读对“战争”进行了全方位、全景式的展现,能够帮助广大读者更为全面地解读英美作家眼中的战争,从而深入透彻地反思战争。

本选读面向高等院校的高年级学生,以及英语工作者、英美文学爱好者。

编者
2013 年 2 月

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Unit 1 The Charge of the Light Brigade

Alfred Tennyson

Introduction to the Author

Life and Career



Alfred Tennyson (1809—1892) is a famous British poet. He was born in Somersby, Lincolnshire, the fourth son of a clergyman. In 1827, Tennyson enrolled at Trinity College, Cambridge. There he met Arthur Henry Hallam, who became Tennyson's closest friend and ardent admirer of his poetry. His early death prompted Tennyson to write his great elegy of mourning, *In Memoriam*. In 1831, Tennyson's father passed away, leaving Tennyson's family in debt and forcing his early departure from school without taking a degree. In 1842, an unsuccessful financial venture cost Tennyson nearly everything he owned, causing him to succumb to a deep depression that required medical treatment. In 1850, the publication of *In Memoriam* brought him lasting fame and success and for the next 40 years he was the dominant figure in English poetry, being made Poet Laureate in 1850 following the death of Wordsworth. The rest of his life was comfortable and peaceful, but he never stopped writing. Later works such as *Idylls of the King* were held in high esteem and sold well. Tennyson died in 1892 and was interred in Poet's Corner of Westminster Abbey.

Major Works

The Princess (1847)

In Memoriam (1850)

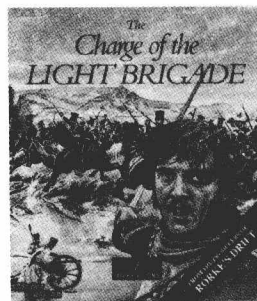
Idylls of the King (1885)



Introduction to the Poem

Plot Overview

A brigade of 600 British soldiers, obeying a command to charge the enemy forces that had seized their guns, rode on horseback into the “valley of Death.” They were assaulted by cannons in front and on both sides of them. Still, they rode courageously forward and broke through the enemy line. Then they rode back from the offensive, but on their way back, they were still assaulted by the enemy. Finally, when they returned, many soldiers lost their lives.



Writing Features

The poem is a narrative poem with the author as the third party telling about a historical battle in which Britain experienced a humiliating defeat. It is composed of six stanzas, each describing one part of the fight as it goes on.

The six stanzas vary in length from six to twelve lines. While the poem cannot be easily classified as far as its meter, or rhythm structure, the dominant rhythm is dactylic. A dactyl is a metric unit (also called a “foot”) consisting of one stressed syllable followed by two unstressed. When Tennyson uses two dactyls in a line, the effect is that the poem thunders boldly like war drums or like hoof beats.

The rhyme scheme is uneven. Sometimes Tennyson uses the same rhyme (and occasionally even the same final word) for several consecutive lines: “Flashed all their sabres bare / Flashed as they turned in air / Sab’ring the gunners there.” The poem also makes use of anaphora, in which the same word is repeated at the beginning of several consecutive lines: “Cannon to right of them / Cannon to left of them / Cannon in front of them.” In Stanzas 3 and 5, the alliterative “Storm’d at with shot and shell” echoes the whistling of ball as the cavalry charge through it. Besides, Tennyson makes use of repetition, allusion, and personification to paint a vivid picture of the charge, and, at the same time, he gives readers a glimpse into the psyche of the valiant soldiers.

The poem is best known for its two themes.

1. Heroism

Tennyson writes this poem as a celebration of the heroic soldiers who falls in service to their commander and their cause. The enemy uses cannons as weapons whereas brigade soldiers only have swords. In spite of enemy’s heavy fire from various directions, all the soldiers ride forward into the enemy line and fight courageously with their swords. They



are not dreadful of their death and succeed in destroying the enemy. The world marvels at the courage of the soldiers. Indeed, their glory is undying; the poem indicates these noble 600 men are worthy of honor and tribute.

2. Loyalty

In military operations, soldiers have no choice but to obey commands even though they are aware that commands do not seem correct. Sometimes soldiers will be called upon to risk certain death, and they need to keep faith that their action will be good for the overall cause in ways they cannot see.

In the poem, though all the soldiers realize that their commander have made a terrible mistake, none of them is discouraged or distressed. They ride forward courageously and defeat the enemy. These obedient soldiers are presented as heroes. Their loyalty to their commanders is the nature of their heroism. It is pure and untainted by any other ideas.

Background Check

The Crimean War was fought from 1853 to 1856 between Russia on one side and England, France and Turkey on the other. The war has gone by different names. In Russia it is also known as the “Oriental War” and in Britain at the time it was sometimes known as the “Russian War.” The aim of the war was to gain control over the Crimean peninsula, a peninsula in the southwest Ukraine that extends into the Black Sea. The war ended with the Black Sea clauses which turned to be a tremendous disadvantage to Russia, for it greatly diminished the naval threat it posed to the Turks. Moreover, all the Great Powers pledged to respect the independence and territorial integrity of the Ottoman Empire.

On October 25th, 1854, the Battle of Balaclava took place. The Russian forces established themselves in the hills around Balaclava, which was an important supply port for the British, French and Turkish forces, and tried to take Balaclava back. The British officer ordered the Light Brigade to chase the retreating Russians and made it difficult for them to carry away any of their own or the Turks’ armaments. By the time the order reached the front line, though, it was understood to mean that the Light Brigade should charge at Russian army that was entrenched with cannons in hills, which turned to be a hopeless, senseless maneuver. As a result of this critical mistake, an estimated 247 of 637 men were killed or wounded.

Tennyson wrote the poem in only a few minutes after reading an account of the Battle of Balaclava in *The Times*. It immediately became hugely popular, even reaching the troops in the Crimea, where it was distributed in pamphlet form. The poem had such all-around popularity that Tennyson was induced years later to return to the battlefield.



Poem Reading

《轻骑旅的进攻》是一首叙事诗,诗人以真实的战争为背景,充分展开自己的想象力,描述轻骑旅的官兵勇猛向前、不畏牺牲的战斗场景。轻骑旅的官兵们虽然知道长官的命令是错误的,但他们仍然无条件服从,冒死进入死亡之谷,打败敌人,不少士兵付出生命的代价,获得了国人的称赞。

The Charge of the Light Brigade

Alfred, Lord Tennyson

1.

Half a league^①, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
“Forward, the Light Brigade!”
“Charge for the guns!” he said:
Into the valley of Death^②
Rode the six hundred.

2.

“Forward, the Light Brigade!”
Was there a man dismay’d^③?
Not tho’^④ the soldier knew
Someone had blunder’d^⑤:

① league: former measure of distance 里格(旧时路程计量单位),相当于3英里或4.8千米

② The phrase “valley of Death” refers to an episode of John Bunyon’s *Pilgrim’s Progress* and to “Psalm 23” from the New Testament of the Bible; in both of these sources, faith makes people brave when they are faced with death.

③ Dismay’d means dismayed. In the poem, there are some verbs bearing such a form. blunder’d=blundered, volley’d=volleyed, thunder’d=thundered, storm’d=stormed.
Here dismay means loss of courage.

④ tho’=though

⑤ blunder: making a stupid or careless mistake 犯了一个愚蠢的错误



Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die;
Into the valley of Death
Rode the six hundred.

3.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley'd^① and thunder'd;
Storm'd at with shot and shell,
Boldly^② they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

4.

Flash'd all their sabres^③ bare,
Flash'd as they turn'd in air,
Sabring the gunners there,
Charging an army, while
All the world wonder'd;
Plunged^④ in the battery-smoke
Right thro' the line they broke;
Cossack and Russian
Reel'd^⑤ from the sabre stroke
Shatter'd and sunder'd^⑥.
Then they rode back, but not
Not the six hundred.

-
- ① volley: firing a number of stones or bullets at the same time (军)齐发,齐射
② boldly: confidently, bravely, daringly 大胆地
③ sabre: heavy cavalry sword with a curved blade (军)军刀;尖细的轻剑
④ plunged: through 通过
⑤ reel: fall back 后退,退却
⑥ sunder: force to separate or break apart 分开,分离





5.

Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volley'd and thunder'd;
Storm'd at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro' the jaws of Death
Back from the mouth of Hell,
All that was left of them,
Left of six hundred.

6.

When can their glory fade?
O the wild charge they made!
All the world wondered.
Honor the charge they made,
Honor the Light Brigade,
Noble six hundred.

Theme Related Proverbs and Quotations

1. A hero has faced it all: he need not be undefeated, but he must be undaunted.
— *Andrew Bernstein*
2. A hero is an ordinary individual who finds the strength to persevere and endure in spite of overwhelming obstacles.
— *Christopher Reeve*
3. A hero is someone who understands the responsibility that comes with his freedom.
— *Joseph Campbell*

Questions

1. In the third line in Stanza 1, the word "in" is used in the phrase "in the valley of Death." Yet in the seventh line, "in" is replaced by "into" as "into the valley of Death." Why does Tennyson make such a change?





2. What does “theirs” refer to in Stanza 2?
3. The first three lines in Stanza 3 are almost the same except the change of prepositions. Why does Tennyson write like this?
4. What is the difference of the word “sabre” used in Line 1 and Line 3 respectively in Stanza 4?
5. What kind of scene does Stanza 4 describe? What do the last two lines of this stanza imply?
6. What is the difference between Line 3 in Stanza 3 and that in Stanza 5?
7. What is the author’s attitude towards the force to separate or break apart Light Brigade?

Unit 2 *The Red Badge of Courage*

Stephen Crane

Introduction to the Author

Life and Career



Stephen Crane was born on November 1, 1871, in Newark, New Jersey, to Reverend Jonathan Townley Crane, a minister in the Methodist Episcopal Church, and Mary Helen Peck Crane, a clergyman's daughter. He was the fourteenth and last child born to the couple. After attending a military prep school, Lafayette College, and Syracuse University, Stephen Crane moved into New York to earn his living as a freelance journalist, contributing sketches and feature articles to various New York newspapers.

Convinced that he must invest his work with the authenticity of experience, Crane often went to outlandish lengths to live through situations that he intended to work into his novels. He was assigned many times as a foreign correspondent for newspapers to various battlefields in Greece, Cuba, and Puerto Rico. In 1899, Crane, together with his lover, settled down in a medieval castle in England, where he worked feverishly, hoping to pay off his debts. Heavy workload, however, damaged his health. Crane died of tuberculosis on June 5, 1900, at the age of 28.

Major Works

Maggie: A Girl of the Streets (1893)

The Red Badge of Courage (1895)

The Open Boat (1897)

War Is Kind (1899)

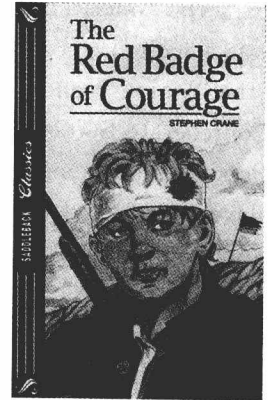
The O'Ruddy (1903)



Introduction to the Novel

Plot Overview

Eighteen-year-old Henry Fleming (who is often referred to as “The Youth” in the novel) joins the Union Army despite discouragement from his mother and becomes a private in the (fictional) 304th New York Regiment. In the weeks and days leading up to the conflict, Henry muses about whether he’ll be brave, or will turn and run. In face of danger he is imperceptibly gripped with panic and he does run away. Ashamed of his cowardice in the battlefield afterward, the young soldier begins his pursuit of his “red badge of courage.”



Writing Features

The Red Badge of Courage has long been regarded as Stephen Crane’s masterpiece and one of the most influential works in American literature. The novel, a depiction on the cruelty of the American Civil War, features a young recruit who endures the nightmare of battle as he comes to grips with his fears and feelings of cowardice. Ironically, however, for a writer so committed to the direct portrayal of his own experience, Crane’s greatest work is almost entirely a product of his imagination. Yet his powerful, imaginative, emotionally compelling description of war established him as a major American writer and propelled him to immediate international celebrity.

Based loosely on the events of the Civil War Battle of Chancellorsville (May 2—6, 1863), *The Red Badge of Courage* shattered American preconceptions about what a war novel should be. The basic theme of the animal man in a cold, manipulating world runs through the whole book. Against the romantic view of war as a symbol of courage and heroism, Crane talks about war in alarming honesty, looking into man’s primitive emotions and trying to tell the elemental truth about human life. War in this novel is a plain slaughter-house. Whereas previous writers had taken a large, epic view, Crane focused on the individual psychology of a single soldier. By representing the young recruit’s illusion, vanity as well as romantic naivety, Crane showed his readers a battlefield filled with fear of death, cowardice as well as the natural instinct of man to run from danger.

By de-romanticizing war and heroism, Stephen Crane initiated the modern tradition of telling the truth at all costs about the elemental human situation, and writing about war as a real human experience. *The Red Badge of Courage* is therefore considered an example of American Naturalism. With its combination of detailed imagery, moral ambiguity and



psychological focus, *The Red Badge of Courage* exerted a far-reaching influence on twentieth-century writers such as Ernest Hemingway, Joseph Heller, and Thomas Pynchon, to name just a few.

Background Check

The American Civil War (1861—1865), also known as the War Between the States, was a sectional conflict in the United States of America between the federal government (the “Union”) and 11 southern slave states that declared their secession and formed the Confederate States of America, led by President Jefferson Davis. The Union, led by President Abraham Lincoln and the Republican Party, which opposed expansion of slavery, rejected any right of secession. Fighting began from April 12, 1861 when Confederate forces attacked a Federal fort at the Battle of Fort Sumter.

By 1864, long-term Union advantages in geography, manpower, industry, finance, political organization and transportation were overwhelming the Confederacy. Grant fought a number of bloody battles with Lee in Virginia in the summer of 1864. Lee won in a tactical sense but lost strategically, as he could not replace his casualties and was forced to retreat into trenches around his capital, Richmond, Virginia. Meanwhile, William Tecumseh Sherman captured Atlanta, Georgia. Sherman’s March to the Sea destroyed a hundred-mile-wide swath of Georgia. In 1865, the Confederacy collapsed after Lee surrendered to Grant at Appomattox Court House and the slaves were freed.

The American Civil War was one of the earliest true industrial wars in human history. The war produced more than 970,000 casualties (3% of the population), including approximately 620,000 soldier deaths— $\frac{2}{3}$ by disease. It remains the deadliest war in American history. The causes of the war, the reasons for its outcome, and even the name of the war itself are subjects of lingering controversy even today. Victory for the North meant the end of the Confederacy and of slavery in the United States, and strengthened the role of the federal government. The social, political, economic and racial issues of the war decisively shaped the reconstruction era that lasted to 1877.

Selected Reading

《红色英勇勋章》以美国内战为背景，侧重描写了战争给一个普通的年轻士兵带来的心理创伤。年轻的士兵第一次参加战斗，充满了英雄主义的美好幻想，但残酷无情的战争很快打破了他的自负、天真与虚荣，甚至一度让他沦落为一个逃兵。本处节选的是年轻的士兵在战场上与敌人第一次对峙的情节，展现了年轻士兵的心理防线随着战场局势的变化逐渐走向崩溃的过程。作者用细腻的笔触刻画了受到自我保全意识困扰的年轻士兵怎样迷失在逃与不逃的矛盾纠结中。



Excerpt 1 (Chapter V The following depicts Henry Fleming's first encounter with a Confederate regiment on the battlefield)

There were moments of waiting. The youth^① thought of the village street at home before the arrival of the circus parade on a day in the spring. He remembered how he had stood, a small thrilling boy, prepared to follow the dingy lady upon the white horse, or the band in its faded chariot^②. He saw the yellow road, the lines of expectant people, and the sober houses. He particularly remembered an old fellow who used to sit upon a cracker box in front of the store and feign to despise such exhibitions^③. A thousand details of color and form surged in his mind. The old fellow upon the cracker box appeared in middle prominence.

Some one cried, "Here they come!"^④

There was rustling and muttering among the men. They displayed a feverish desire to have every possible cartridge^⑤ ready to their hands. The boxes were pulled around into various positions, and adjusted with great care. It was as if seven hundred new bonnets were being tried on.

The tall soldier, having prepared his rifle^⑥, produced a red handkerchief of some kind. He was engaged in knitting it about his throat with exquisite attention to its position, when the cry was repeated up and down the line in a muffled roar of sound.

"Here they come! Here they come!" Gun locks clicked.

Across the smoke-infested fields came a brown swarm of running men who were giving shrill yells.^⑦ They came on, stooping and swinging their rifles at all angles. A flag, tilted forward, sped near the front.

As he caught sight of them the youth was momentarily startled by a thought that perhaps his gun was not loaded^⑧. He stood trying to rally his faltering intellect so that he might recollect the moment when he had loaded, but he could not.

A hatless general pulled his dripping horse to a stand near the colonel of the 304th^⑨.

① the youth: Henry Fleming, the hero of this novel. 整篇小说中作者都用 the youth 或者 the young soldier 来称呼主人公 Henry Fleming.

② chariot: a two-wheeled horse-drawn battle vehicle 战车

③ feign to despise such exhibitions: pretend not to be interested in the performance 假装对周围的表演不屑一顾

④ Here "they" refers to the rebels—the Confederate army.

⑤ cartridge: ammunition consisting of a cylindrical casing containing an explosive charge and a bullet 弹药筒

⑥ rifle: a shoulder firearm with a long barrel and a rifled bore (军)步枪; 来复枪

⑦ 南方军穿灰色军服,这是战场上硝烟所造成的视觉效果。

⑧ load the gun: 给子弹上膛

⑨ the colonel of the 304th: 304 团的上校