

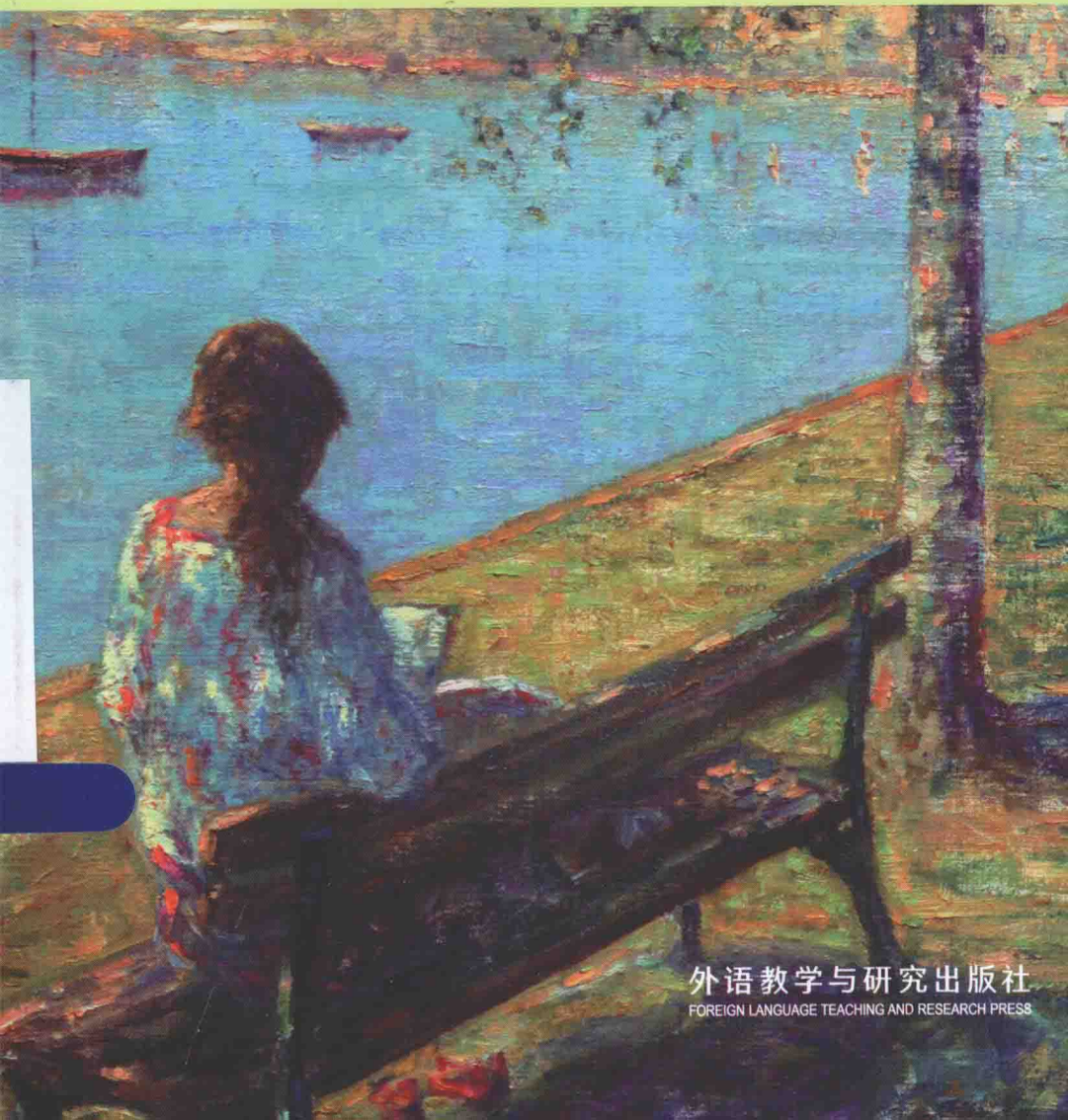


高等学校英语类专业国标规划教材

*Selected Readings of  
British and American Poetry and Poetics*

# 英美诗歌与诗论选读

◎ 郑燕虹 蒋洪新 编著



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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# 前言

《高等学校英语专业英语教学大纲》有关文学课程的培养目标写道：“文学课程的目的在于培养学生阅读、欣赏、理解英语文学原著的能力，掌握文学批评的基本知识和方法。通过阅读和分析英美文学作品，促进学生语言基本功和人文素质的提高，增强学生对西方文学及文化的了解。”要真正实现这一培养目标，除了在课程设置和教学方法上作改革创新之外，还要在教材的编写中体现出来。国内外有关英美诗歌和诗论的书已经不少，它们在不同的阶段对文学教学均作出了贡献，且各具特色。随着时代的发展和英美文学的教学改革需要，有关英语诗歌与诗论的教材还需要进行创新与改善，缘由如下：其一，一些诗歌选本在英美两国各有偏重，美国人偏重美国诗，英国人偏重英国诗。而且外国选本与中国的具体教学环境也不甚相符，我们大学与研究生阶段的文学教学课时有限，同时要兼顾英美两国，使用他们编选的教材则很难完成教学任务。其二，一些教材各有侧重，或偏重于诗歌史的介绍，或偏重于诗歌创作技巧的介绍，或偏重于诗论的介绍，学生在学习过程中很难将诗歌选读与文学史、文本阅读与作品赏析、诗歌与诗论有机结合，缺乏对相互关联的英美诗歌与诗论的整体了解。本教材力图突破国内外英美诗歌与诗论教材传统的编选模式，尝试适合中国学生学习英美文学的新途径，力争达到三个提高：提高学生对于英美诗歌与诗论的整体把握能力；提高学生的人文鉴赏能力；提高文学爱好者的想象力与创造能力。

## 对该书的编著原则，我们稍作说明：

一、注重简明实用。全书共十五章，每章可用两个课时完成课堂教学任务，较切合英语专业本科或者研究生的文学课在一个学期所安排的课时；在教学内容安排方面，本科生和研究生教学可根据学生的水平选择使用。

二、注重互动式的教学理念。每章有四个部分：I. 诗歌阅读与欣赏 (Reading and Appreciation of Poem)；II. 文学背景知识 (Literary Background)；III. 诗论选读 (Reading(s) of Poetic Theory)；IV. 诗歌拓展阅读 (Poem(s) for Further Reading)。另外，在每章最后，我们提供了参考书目 (Some Reference Books)。每章的学习从具体的诗歌阅读与欣赏开始，然后学习那个时代的文学背景知识，从整体层面把握时代的精神，接下来研读该阶段最有影响的诗论，

最后再进一步拓展诗歌阅读。这样的编写理念将诗歌选读与作品赏析、文本阅读与历史背景、作品细读与理论提升、课堂教学与课外治学融为一体，符合实践与理论相结合的认知原则。

三、作品的选材皆是英美的经典作品，从英国伊丽莎白时代到当今英美的诗歌与诗论。需要说明的是该书参阅与借鉴了国内外许多文学书籍的观点与材料，编者在致谢部分以及参考书目中皆有注出。该书在编写的过程中得到了教育部留学归国人员科研启动项目“英美诗歌与诗论”（20111139）及湖南省社科基金项目“英美诗歌阅读与鉴赏研究”（11ZD068）的资助。英国剑桥大学诗人、批评家蒲恩龄（P. H. Prynne）、美国新泽西海洋学院终身教授杨孝明博士、外语教学与研究出版社邢贺兰老师提出了很好的修改意见。在此我们一并致谢！

由于我们的水平有限，书中的错误与不足在所难免，祈望读者批评指正，以便今后改正。

郑燕虹 蒋洪新  
2014年

# Acknowledgments

We extend our gratitude to the publishers and individuals whose works we have referred to. Although every effort has been made on our part to obtain the permission to use previously published materials, we are still unable to reach all the publishers or authors whose materials have been adapted in this book. However, we would like to reiterate that we have tried our utmost to truly represent the essence of each adapted work and if there is misrepresentation, it is unintentional. As authors ourselves, we place on the top priority the compliance with the copyright laws both in China and abroad.

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## Chapter 1

# *The Elizabethan Age*

*William Shakespeare; Sir Philip Sidney; Christopher Marlowe;*

*Edmund Spenser; Ben Jonson*

## *Part 1 Reading and Appreciation of Poem*

### **William Shakespeare (1564-1616)**

William Shakespeare was born in Stratford-upon-Avon, Warwickshire. His father was a trader in agricultural products and manufactured articles and later became an alderman. Shakespeare went to the grammar school at Stratford. He was married to a yeoman's daughter, Anne Hathaway, in 1582. Between 1585 and 1586 he left Stratford for London to evade a persecution by Sir Thomas Lucy, a rich landlord and county magistrate who accused Shakespeare for writing a satirical ballad to smear his character. Shakespeare allegedly composed the ballad to readdress a severe punishment he received for stealing the magistrate's deer.

Shortly after his arrival in London, Shakespeare got employment either in or near a theater, taking care of gentlemen's horses or serving as the prompter's assistant. Then he became an actor and later he started to write plays, either in collaboration with other playwrights or revising old plays of others. By the end of the 16th century Shakespeare already gained the popularity of a successful playwright of both tragedies and comedies. Later he became the shareholder of the theater. In 1612

he retired from the stage and went back to live in his native town at Stratford.

Shakespeare's complete works include 37 plays, 2 narrative poems and 154 sonnets. The first complete edition of his writings was published by his fellow players and friends in 1623.

### Sonnet 18



Shall I compare thee to a summer's day?  
 Thou art more lovely and more temperate:  
 Rough winds do shake the darling buds of May,  
 And summer's lease hath all too short a date:  
 5 Sometime too hot the eye of heaven<sup>1</sup> shines,  
 And often is his gold complexion dimmed;  
 And every fair from fair sometime declines,  
 By chance or nature's changing course untrimmed<sup>2</sup>;  
 But thy eternal summer shall not fade,  
 10 Nor lose possession of that fair thou ow'st;  
 Nor shall death brag thou wander'st in his shade<sup>3</sup>,  
 When in eternal lines to time thou grow'st:  
 So long as men can breathe, or eyes can see,  
 So long lives this, and this gives life to thee.

### Notes

1. **the eye of heaven:** here referring to the sun
2. **untrimmed:** stripped of beauty
3. **Nor shall death brag thou wander'st in his shade:** Nor shall death boast that you roam about in his darkness, i.e., you shall not fall under the threat of death. Here "death" is personified.

### Discussions

1. Who is "thee" in the poem? What do the metaphors in Lines 1-8 assert? Why does the speaker emphasize life's brevity?

2. The last two lines say, "So long as men can breathe, or eyes can see,  
So long lives this, and this gives life to thee." Do you think the poem really can do this? Explain.

### Chinese Translation:

我怎么能够把你来比作夏天？  
你不独比它可爱也比它温婉：  
狂风把五月宠爱的嫩蕊作践，  
夏天出借的期限又未免太短：  
天上的眼睛有时照得太酷烈，  
它那炳耀的金颜又常遭掩蔽：  
被机缘或无常的天道所摧折，  
没有芳艳不终于雕残或销毁。  
但是你的长夏永远不会雕落，  
也不会损失你这皎洁的红芳，  
或死神夸口你在他影里漂泊，  
当你在不朽的诗里与时同长。  
只要一天有人类，或人有眼睛，  
这诗将长存，并且赐给你生命。

【梁宗岱译】

### Commentary:

This poem, composed around 1595 and published in 1609, is probably the most famous sonnet of Shakespeare. It adopts the format of a sonnet with iambic pentameter rhyming *abab cdcd efef gg*.

The sonnet can be divided into two parts. The first eight lines are about the transient nature of the natural beauty, exemplified in the swift passage of summer, short-lived sunshine and in blossoming and withering flowers. The last six lines are about the immortality of the protagonist's beauty. The sonnet begins with



the question: "Shall I compare thee to a summer's day?" Summer in Britain is a beautiful season, but in the poet's mind, the person he praises is lovelier and more temperate than the summer season. The flower buds that appear in May (spring time is usually thought of as the time for love) are destroyed by the strong winds; thus, summer can be cruel and rough, which the protagonist is not. Summer is also not long-lasting, which is inadequate for the description of this protagonist. It is said that the protagonist whom the poem praises is a young man, not a lady.

This sonnet is also about the permanence of art and poetry. The poem uses some rhetorical devices to enhance the theme—the human society is always viewed as an echo of the natural world. For example, human's developmental stages, such as childhood, youth, middle-age, old age and finally death correspond to the cycle of nature—spring, summer, autumn, and winter.

## Part II *Literary Background*

When Henry VII became the King in 1485, a new age started in England. During the Tudor's time, England changed from a medieval kingdom to a modern state and its economy was transformed from an agrarian one into an industrial capitalism. The merchant class became a more important social force vis-a-vis the nobility. It cooperated with the Tudor monarchs in Parliament on various issues and in return the Tudor monarchs promoted commerce and trade, reformed the church, and built up the English navy. The social change laid the ground for the great expansion of the British Empire.

The Tudors had three generations: Henry VII (1485-1509), Henry VIII (1509-1547) and his three children—Edward VI (1547-1553), Mary I (1553-1558), and Elizabeth I (1558-1603). Henry VIII was a strong king and he always had a will of his own. One thing he did during his reign was proven to be the source of the trouble for England for many years