

# Literature

## Reading, Reacting, Writing

Fifth Edition

文学：阅读、反应、写作（诗歌卷）

（第五版）

Kirszner & Mandell



北京大学出版社  
PEKING UNIVERSITY PRESS

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## 导 读

刘建华

由美国著名学者柯斯兹纳和芒代尔编写、汤姆森公司出版的《文学：阅读、反应、写作》是一部很好的英语文学入门教材。它的观念时新，内容丰富，文学作品和文学理论有机结合，文学欣赏和文学研究紧密相连，生动活泼，深入浅出，对于学生培养文学兴趣，消除文学欣赏的神秘感，打好文学研究的基础，是非常有益的。

全书分为四大部分。前三部分先后按照小说、诗歌和戏剧三种不同体裁介绍文学。第四部分根据作业、考试和研究等不同目的介绍文学评论的写法。附录里有文学史概览，分七个阶段简明扼要地介绍了从亚里士多德至今的西方文学史，还对二百多个文学学术语做了解释。

此书介绍文学着眼于不同体裁的形式要素，例如对小说的介绍就是围绕了情节、人物、背景、视角、风格、语气、象征、主题等要素。用来说明这些要素的作品都是编者精心挑选的：现、当代作品居多，也有索福克里斯的《安提戈涅》这样的古代作品；名家的作品为主，也有福尔(Jonathan Safran Foer)和卡维尔(Mary Ladd Cavell)等一些名不见经传的新手的佳作。这都无疑有助于拓展学生的文学视野。

文学评论的写作指导与练习是我们自编文学教材里的弱项，而此书在这方面很有建树。它既有总体介绍，介绍如何构思、起草和修改文学评论，又有针对特定体裁的评论写法的具体介绍，还提供了十六篇范文。莎士比亚等六位重要作家的研究资料汇编汇集了他们的传记、评论、访谈等方面的基本材料，并附有讨论题和有关网站的网址，便于学生深入阅读和研究这些作家。

此书对文学理论的介绍密切结合作品，同时又做到了持续不断、循序渐进。书里的第一章先介绍了文学的基本特点和常见主题，讨论了文学标准的问题。随后的对不同体裁的总体介绍、对体裁要素的具体介绍以及作品后面的思考题，都紧密联系了相关理论。在关于评论写作的第四部分里，编者还专门用了一章集中介绍女权主义、马克思主义等九个流派的文学理论。每一派理论的介绍都包含该理论的运用实例和代表作书单。这种由感性到理性、由分散到集中的介绍方法会使学生的理论学习更加轻松和有效。

如同中国印的世界地图把中国放在中间，这本美国出的文学教材在作品

介绍上把中心地位给了美国文学,比如在所选的七十多位诗人中,美国人约有五十位。虽然美国文学在 20 世纪成就突出,有十一位诺贝尔文学奖得主,但并不是全部的文学。中国文学虽然与美国文学有相同之处,但特殊的历史和文化决定了它即使在形式上也有着许多不同的地方,这也是此书编者所承认的。然而,学习美国或西方文学创作与欣赏规律的意义并不会因此而减小。

在北大建校二十五周年纪念会上，蔡元培先生在总结办学宗旨时说：“课程一方面，也是谋贯通中西，如西洋发明的科学，固然用西洋方法来试验；中国的材料，就是中国固有的学问，也要用科学的方法来整理他。”北京大学出版社引进并出版这部教材，不但有利于我们学会用西方的方法比较恰当地认识西方的文学，也会对我们借鉴西方的方法研究和发展自己的文学产生积极的影响。

# Preface

In Alice Walker's short story "Everyday Use" (p. 354), two sisters — one rural and traditional, one urban and modern — compete for possession of two quilts that have been in their family for years. At the end of the story, the narrator's description of the quilts suggests their significance — as a link between the old and the new, between what was and what is:

One was in the Lone Star pattern. The other was Walk Around the Mountain. In both of them were scraps of dresses that Grandma Dee had worn fifty and more years ago. Bits and pieces of Grandpa Jarrell's Paisley shirts. And one teeny faded blue piece, about the size of a penny matchbox, that was from Great Grandpa Eza's uniform that he wore in the Civil War. (359)

In a sense, *Literature: Reading, Reacting, Writing* is a kind of literary quilt, one that places nontraditional works alongside classics, integrates the familiar with the unfamiliar, and invites students to see well-known works in new contexts. To convey this message, the publisher has commissioned a hand-made quilt by textile artist Greta Vaught for each edition of the book. The quilt designed for this new edition uses contemporary as well as traditional quilting techniques to reflect our own increased focus on contemporary and emerging writers as well as on writers from diverse cultures and backgrounds.

*Literature: Reading, Reacting, Writing*, Fifth Edition, like the previous editions, is designed to demystify the study of literature and to prepare students to explore the literary works collected here. Our goal in this edition remains what it has been from the start: to expand students' personal literary boundaries. To this end, we have fine-tuned both the reading selections and the pedagogical features that support the study of literature, acting in response to thoughtful comments from our reviewers and from our students. Having class-tested this book in our own literature classrooms, we have learned what kinds of selections and features best help our students to read, think about, understand, and write about literature in ways that make it meaningful to their lives in the twenty-first century.

Some of the elements that students and instructors have found appealing in previous editions of *Literature: Reading, Reacting, Writing* are listed below.

## Balanced Selections

The stories, poems, and plays collected here represent a balance of old and new as well as a wide variety of nations and cultures and a wide range of styles.

- **An extensive selection of fiction.** The fiction selection includes not only perennial classics — "The Lottery," "A Rose for Emily," "The Cask of Amontillado" — and stories we introduced to readers in the first edition, such as David Michael Kaplan's "Doe Season" and Charles Baxter's "Gryphon," but also a number of works never previously collected in a college literature anthology, such as Jonathan Safran Foer's "A Primer for the Punctuation of Heart Disease" and Mary Ladd Gavell's "The Swing."

- **A blend of contemporary and classic poetry.** The poetry section balances works by classic poets like Robert Frost, Emily Dickinson, and Langston Hughes with works by more contemporary poets like Linda Pastan and Michael Ondaatje as well as exciting twenty-first century works by poets like Stephen Dunn, Wanda Coleman, and Mary Oliver.
- **A varied selection of plays.** The drama section juxtaposes selections retained from previous editions — William Shakespear's *Hamlet*, August Wilson's *Fences*, Milcha Sanchez-Scott's *The Cuban Swimmer* — with very contemporary plays, such as David Auburn's *Proof* and Margaret Edson's *Wit*.
- **Authors represented by multiple works.** Many writers are represented in the text by more than one work, and a number of these writers have written works in more than one literary genre. A list of all such works follows the book's table of contents, giving students an opportunity to see how a particular writer explores different themes, styles, and genres.

## Comprehensive Writing Coverage

To help students see writing about literature as a process of discovering and testing ideas, coverage of writing extends through eight chapters and is reinforced in numerous questions and prompts throughout.

- **A general introduction to the writing process.** Chapter 2, "Reading and Writing about Literature," explains and illustrates the process of planning, drafting, and revising essays about literary works, concluding with an exercise asking students to evaluate and compare two different student papers that examine the same three short stories.
- **Special treatment for writing about each genre.** "Reading and Writing about Fiction" (Chapter 4), "Reading and Writing about Poetry" (Chapter 17), and "Reading and Writing about Drama" (Chapter 30) follow the writing process of students as they write about each genre: Alberto Alvaro Ríos's short story "The Secret Lion" (p. 58); Seamus Heaney's poem "Digging" (p. 803) and Robert Hayden's poem "Those Winter Sundays" (p. 802); and Susan Glaspell's one-act play *Trifles* (p. 1341).
- **A new section, "Writing about Literature."** Following the fiction, poetry, and drama sections is a new section titled "Writing about Literature." This section features a new chapter, "Three Special Writing Assignments," as well as three additional chapters: "Writing a Research Paper," "Using Literary Theory in Your Writing," and "Writing Essay Exams about Literature."
- **Sixteen model student papers.** Because our own experience in the classroom has shown us that students often learn most easily from models, the text includes 16 model student papers written in response to the kind of topics that are frequently assigned in introduction to literature classes. Some of these model papers are source-based, and three are shown in multiple drafts, along with annotations and commentary.



- **Casebooks for Reading, Research, and Writing.** These six casebooks — on Joyce Carol Oates, Charlotte Perkins Gilman, Emily Dickinson, Langston Hughes, Tennessee Williams, and William Shakespeare — feature seminal works by each writer, accompanied by literary criticism, biographical essays, and other useful and interesting materials (interviews, photographs, popular magazine articles, and so on); the casebooks also include discussion questions, writing prompts for research papers, and a list of relevant Web sites. Students can use these casebooks to supplement their reading or as source material for a research project. (A model student paper in each casebook shows students how to use sources, including Internet sources, in their writing.) By gathering research materials in a convenient, accessible format, these casebooks offer students a controlled, self-contained introduction to source-based writing as well as all the materials they need to begin a research project.
- **Checklists.** Most chapter introductions end with a checklist designed to help students measure their understanding of concepts introduced in the chapter. These checklists can also guide students as they generate, explore, focus, and organize ideas for writing about works of literature.
- **Writing suggestions with Web activities** — Imaginative suggestions for paper topics are included at the end of each chapter. A Web activity is provided in every set to spark students' interest and generate engaged writing.

## Thorough Contextual Coverage

As we have learned in our classrooms over the years, part of helping students to demystify literature is helping them to demystify the context in which the stories, poems, and plays were written. As in previous editions, we have included contextual and background materials throughout the book in various forms.

- **Cultural context notes.** A cultural context paragraph is included in each author headnote in fiction and drama, providing vital background about the social and historical climate in which the work was written.
- **Literary history appendix.** An appendix, "Literary History: From Aristotle to the Present," gives students a brief historical overview of Western literary criticism.
- **Poets' biographies.** Chapter 28, "Biographical Sketches of Selected Poets," includes photos and brief biographies of 74 classic and contemporary poets whose work is featured in the text.

## Other Pedagogical Features

A number of other pedagogical features occur throughout the text to prompt students to think critically about reading and to spark class discussions and energetic, thoughtful writing.



- **Chapter 1, “Understanding Literature.”** This introductory chapter presents an overview of some of the most important issues surrounding the study of literature, acquainting students with traditional literary themes as well as with the concept of the literary canon. The chapter also lays the groundwork for students’ independent exploration of literary texts by discussing the processes of interpreting and evaluating literary texts, placing special emphasis on how readers’ personal experiences affect meaning. Finally, the chapter examines the role of literary criticism and considers how critics’ interpretations can help students expand their literary horizons.
- **Reading and Reacting questions.** Reading and Reacting questions, including journal prompts, follow many selections throughout the text. These questions ask students to interpret and evaluate what they have read, sometimes encouraging them to make connections between the literary work being studied and other works in the text.
- **Critical Perspectives.** Most chapters open with a group of quotations by literary critics that provide a thought-provoking yet accessible introduction to a particular element of literature, such as point of view or language. In addition, Critical Perspective questions (included in most sets of Reading and Reacting questions) ask students to respond to analytical, interpretative, or evaluative comments critics have made about the work. This feature encourages students to apply their own critical thinking skills to literary criticism as well as to literature itself.
- **Related Works.** A Related Works list following the Reading and Reacting questions includes works linked (by theme, author, or genre) to the particular work under study. This feature encourages students to see connections between works by different writers, between works in different genres, or between two themes — connections they can explore in class discussion and in writing.

## New to the Fifth Edition

The features described above encourage students to appreciate works that represent diverse literary subjects, styles, and perspectives and teach them to develop their own critical abilities by studying and writing about these works. In this edition, we have added new readings and new features designed to provide even more of the support and inspiration our students need to read, react to, and write about literature.

- **Twenty-two new stories.** Selected primarily for their appeal to today’s students, the new stories include many contemporary works, such as Junot Diaz’s “Aguantado,” Raj Kamal Jha’s “Domestic Help,” Richard Russo’s “Dog,” Amy Bloom’s “Hold Tight,” and Pam Houston’s “Cowboys Are My Weakness.” Absorbing stories by Bessie Head, Raymond Carver, Chinua Achebe, Ralph Ellison, Gish Jen, Ethan Canin, and V.S. Naipul have also been added in this edition.

- **One hundred new poems.** The poetry section has been greatly expanded and now includes many celebrated contemporary voices. Among the many poets new to this edition are Billy Collins, Stephen Dunn, Wislawa Szymborska, Deborah Garrison, Robert Pinsky, Wanda Coleman, Sherod Santos, Mona Van Duyn, Martín Espada, Czeslaw Milosz, Elizabeth Alexander, Raphael Campo, Joy Harjo, Jane Kenyon, Li-Young Lee, Virgil Suarez, and C.K. Williams.
- **Four new plays.** New dramatic works have been selected to introduce students to characters and conflicts they may recognize from their own lives. In addition to Sam Shepard's classic *True West*, we have added three plays published or performed for the first time in 2000 or after: Jane Martin's *Beauty* and two recent Pulitzer Prize-winners: Margaret Edson's *Wit* and David Auburn's *Proof*.
- **A new chapter, "Three Special Writing Assignments."** The newly revised and expanded four-chapter section on writing about literature now includes a new Chapter 37, "Three Special Writing Assignments," that showcases three student papers: a comparison/contrast of two short stories, an explication of a poem, and an analysis of a character in a play. Each assignment is explained and illustrated with an annotated student paper, and numerous writing prompts keyed to works in the text are provided for each of the three kinds of assignments.
- **Revised chapters on particular writing tasks.** Chapter 38, "Writing a Research Paper," takes students through the process of writing a short paper on Eudora Welty's "A Worn Path" (p. 422), explaining and illustrating MLA documentation style (including the most up-to-date guidelines and many examples of MLA-style citations for electronic sources). This chapter includes two source-based student papers: one, on "A Worn Path," relies on conventional print sources; the other, on John Updike's "A&P" (p. 125), cites a variety of electronic sources, including an e-mail communication and a magazine article accessed through an online database. In addition, each paper cites a filmed interview with the story's author. Chapter 39, "Using Literary Theory in Your Writing," explains and illustrates the key schools of literary criticism and shows how each can be applied to a typical student writing assignment inspired by a work in the text. Finally, Chapter 40, "Writing Essay Exams about Literature," guides students through the process of planning, shaping, drafting, and revising an essay response to a literature exam question. (An annotated student essay exam is included.)
- **Three new casebooks for reading, research, and writing.** In addition to the casebooks on Joyce Carol Oates's short story "Where Are You Going, Where Have You Been?" a selection of Langston Hughes's poetry, and Tennessee Williams's play *The Glass Menagerie*, we now also include casebooks on Charlotte Perkins Gilman's short story "The Yellow Wallpaper," a selection of poems by Emily Dickinson, and William Shakespeare's *Hamlet*.

- **Six additional student papers.** In addition to the 10 student papers included in the last edition, we now include six new papers, for a total of 16. Eight of these papers are based on research, and three are shown in multiple drafts. In addition to the student papers, a sample student answer to an essay exam is included, with annotations.
- **New Chapter 3, “Understanding Fiction.”** This new chapter briefly traces the development of fiction through the modern short story, showcasing three contemporary short-short stories: Gary Gildner’s “Sleepytime Gal,” Margaret Atwood’s “Happy Endings,” and Jonathan Safran Foer’s “A Primer for the Punctuation of Heart Disease.”
- **New Chapter 16, “Discovering Themes in Poetry.”** This new chapter expands the previous edition’s discussion of poets’ thematic options, adding four new poems to the discussion of three popular poetic themes (poems about parents, poems about love, and poems about war).
- **Lit21: Literature in the Twenty-First Century CD-ROM.** Packaged with this book, *Lit21* is a CD-ROM designed to provide students with a unique, interactive environment that can supplement the many aspects of the study of literature. In addition to 68 stories, poems, and scenes from plays read aloud on the disk, *Lit21* offers 30 video clips of poetry readings, interviews, and selected scenes. Quizzes for every story, play, and element of literature help students review for class and complement the “brush-up” instruction on the elements of literature. Finally, a unique new program, the Explicator, actually guides students step by step through the process of close literary analysis while helping them prepare notes for an explication paper.

## A Full Package of Supplementary Materials

To support students and instructors who use the fifth edition of *Literature: Reading, Reacting, Writing*, the following ancillary materials are available from Wadsworth:

**Instructor’s Resource Manual.** With discussion and activities for every story, poem, and play in the anthology; a thematic table of contents; semester and quarterly sample syllabi; and articles on the evolution of the literary canon and reader-response theory, this comprehensive instructor’s manual provides all the materials necessary to support a variety of teaching styles. In addition, this edition includes brief, entertaining notes called “Do Your Students Know?” that provide interesting, sometimes offbeat contextual information.

**The Heinle Original Film Series in Literature.** Original adaptations of Raymond Carver’s “Cathedral,” Eudora Welty’s “A Worn Path,” and John Updike’s “A & P,” accompanied by interviews with the authors, are available on a single DVD or separately on VHS.

**The Heinle Casebook Series for Reading, Research, and Writing** (previously titled *The Harcourt Brace Casebook Series in Literature*). Ten complete casebooks,

each providing all the materials students need to jumpstart a literary research project, are available:

### In Fiction

William Faulkner's "A Rose for Emily"

Charlotte Perkin's Gilman's "The Yellow Wallpaper"

Flannery O'Connor's "A Good Man is Hard to Find"

John Updike's "A & P"

Eudora Welty's "A Worn Path"

### In Poetry

Emily Dickinson, A Collection of Poems

Langston Hughes, A Collection of Poems

Walt Whitman, A Collection of Poems

### In Drama

Athol Fugard's *Master Harold and the Boys*

William Shakespeare's *Hamlet*

**Additional Videos.** Fourteen videos, including adaptations of plays in the fifth edition and films to accompany each casebook in the fiction and drama sections, are available.

**Arden Shakespeare.** Nine titles from the Arden Shakespeare Series can be packaged with *Literature: Reading, Reacting, Writing*, Fifth Edition, including *Hamlet*, *King Lear*, *A Midsummer Night's Dream*, *The Tempest*, *Othello*, and *Twelfth Night*.

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