

Selected Readings in American History & Culture

美国历史与文化选读

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前言
PREFACE

这部教材的编写得益于我主编的《20世纪美国重要历史文献导读》(北京大学出版社,2001年版)和《美国重要历史文献导读:从殖民地时期到19世纪》(北京大学出版社,2002年版)两部书稿。这两部书稿出版后,一些院校把它们作为本科生或研究生教材使用。作为锻炼理解和讨论能力的研究生教材,它们非常合适。但作为本科生教材,特别是作为英语专业的本科生教材,它们存在一些不足之处,如缺乏练习,文献过长,语言太难,甚至因为是历史文献,参照现代语法标准,存在一定语言缺陷甚至“错误”,不适合以培养语言基本功为主旨的本科生教学。考虑到这些情况,我决定再编写一部形式和内容更适当的教材,方便本科生教学使用。

我制订了整部教材的提纲,确定了各单元课文,整理了全部资料。本书编写的具体分工如下:王波(4,6,20,24),李峰(11,16,28),肖凡(1,2,3),丁玲(5),张清风(7),鲍成(8),王子娟(9,10,12),王侃(13,14,15),曹水清(17,18,19),王晔(21,22,23),谷蕾(25,26,27)。另外,李峰、戴健、郝雁南等老师和我一起对教材进行了最后的修改、润色、校对和补充。

这里,顺便对孙艳和孟君两位学生早年对我的帮助表示感谢。1998年,我在讲授“美国历史与文化”课时,由于很多资料没有整理到电脑里,她们利用业余时间帮我打印和校对文稿,这部教材中的有些资料就是她们帮助打印的。另外,在部分译文审校和文稿修改中,还曾得到居祖纯教授和陆树明教授的热情帮助,在此表示感谢。此外,北京大学出版社的范一亭同志是我前两部书稿的责任编辑,他的严谨、细致和活跃的思维让我受益匪浅。

教材的完成还要感谢我在英国留学期间的同学和朋友。来自美国

新泽西州的 Gale Wayman 女士帮我一起解决了一些语言理解上的问题。来自中国从事欧洲语言与文化研究的丁春霞女士提出了很多有建设性的建议，刘海、郭琦、李宇亮等朋友则经常在生活上予以照顾。对这些朋友深表谢意。

教材的最后完成是在英格兰西约克郡的布莱德福德市。感谢英国外交部的“志奋领”奖学金给了我一年留学机会来体验英国的历史与文化，拥有宁静和相对充裕的时间完成一些科研项目。布拉德福德曾是 19 世纪英国工业革命时期的中心城市之一，被誉为英国的“羊毛之都”，并且它还是英国工党的诞生地。这个人杰地灵、工业化较早的城市孕育了布朗蒂文坛三姐妹，它还是著名作曲家弗雷德里克·德利乌斯（1862—1934）、戏剧家兼作家约翰·博因顿·普里斯特利（1894—1984）以及当代现代派画家戴维·霍克尼（1937— ）的故乡。生活在这里，时时感悟着英国文化的浓厚积淀。

教材完稿之际，我在思考这么一个问题：作为老牌帝国主义的英国，的确有着深厚的文化底蕴和悠久的历史传统，这些我都已经亲身经历、耳闻目睹，然而美国这个新兴国家，为什么能够在不到二三百年的时间里就创造了一个个惊人的神话，成为一个超级大国。读者阅读和使用这部教材以及我早些时候编著出版的其他美国历史文献以及相关著作中，或许能找到一个模糊的答案。需要提醒读者的是，不同国家有不同的历史与文化背景，作为局外人，我们必须客观地解读与认识，尽量公正地作出评判。

王 波

2003 年 6 月于英格兰
西约克郡 布莱德福德

教材使用说明

这部《美国历史与文化选读》教材主要供英语专业高年级学生使用，可作为美国文化、美国历史方向的专业课教材，或作为大学英语补充读物，或供历史学专业美国史方向和对美国问题饶有兴趣的学生及希望通过对美国历史与文化的学习来提高英语技能的读者使用。

教材一共精编了 27 篇美国重要历史文献。把它称之为“历史与文化选读”是因为历史与文化本身不可分割，很多文章既是一个历史问题，更多的是对文化问题的讨论。教材按照主题分为七个篇章：《殖民与独立篇》、《内战与重建篇》、《西进运动篇》、《工业社会篇》、《对外关系篇》、《法律文献篇》、《弱势群体篇》；每篇分四个单元，文章全部选自王波主编的《20 世纪美国重要历史文献导读》（北京大学出版社，2001 年版）和《美国重要历史文献导读：从殖民地时期到 19 世纪》（北京大学出版社，2002 年版）。因此，这两部书稿是本教材最重要的教学参考书之一。由于有些文献篇幅较长，考虑到教材的实际使用和课堂教学的具体安排，在保留原文特色的基础上，编者对绝大多数课文进行了节选，篇幅最长的课文控制在 1000 字左右。

需要特别说明的是，少量文献原文存在语言、语法等方面的问题，参照现代语法标准，它们是不准确的。另外，有相当多的文献还存在大小写不规范问题，当然有些是原文作者为突出词义故意如此。为了尊重作者并保持文献的原汁原味，编者在教材中未作语言修正。有些特别影响理解的地方，课文中已用注释加以说明，但还有很多地方没有具体说明。在教学过程中，如果遇到类似问题，不必深究其语法结构或语言准确性，而是要以了解相关的美国历史与文化知识为目的，以准确理解文献为宗旨。

每个单元分别按照作者简介 (About the Author)、课前阅读 (Pre-reading)、课文 (Text)、词汇 (Vocabulary)、阅读理解 (Check Your Comprehension / True or False)、句子翻译 (Translate the Following into Chinese)、问题讨论 (Questions)、短文写作 (Essay Writing)、扩充阅读 (Further Reading) 编写。课文中出现的重要词组、语言难点或知识点已另外加注，以帮助理解。

根据教材阅读量以及每周两个学时的教学安排，本教材可供第一学期的教学使用。教师可以根据教学实际需要，对每篇四个单元的课文有选择地进行授课，建议每篇使用三个单元，剩下的一个单元供学生课后自学。

建议在授课过程中，首先教师可以和学生一起阅读作者简介和课前阅读，帮助学生熟悉文章作者和文献背景知识。接着教师引导学生熟悉词汇，在此基础上，根据课时量的总体安排指导学生学习课文，课堂讲解和学生自我阅读理解可以相结合。课后练习可在准确理解课文后有选择地使用，特别是其中的讨论题建议教师组织学生在课堂上

当场讨论，引导学生的思维。写作能力对于语言学习极为重要。每个单元后面都布置了相应的作文题，写作没有特定的字数要求，只是希望给学生提供一个书面语言运用和锻炼思维能力的机会。由于写作需要大量时间，教师可以针对具体教学时数适当安排。比如，学期开始时就可以布置写作任务，可以要求学生从所有写作题目中任意选择其中的几题进行准备，具体数目由教师决定。这些作文题都需要有一定的课外补充阅读基础，可以让学生充分发挥自己的主观能动性，积极地查找资料，形成个人观点，完成写作任务，真正在语言运用和论述能力上得到提高。

此外，对学有余力的学生，建议他们进一步对照《20世纪美国重要历史文献导读》和《美国重要历史文献导读：从殖民地时期到19世纪》两本书中相应的文献，进一步阅读相关背景知识，并阅读文献全文，提高阅读理解水平。此外，课后提供的扩充阅读书目和网络链接，旨在帮助学生扩充知识面，方便学生查找资料。需要说明的是，扩充阅读书目的选择是以国内图书馆能找到的资料为标准的。饶有兴趣的学生，可通过查找相关资料来提高阅读能力和对相应的美国历史与文化知识的熟悉程度。

希望朋友们在使用教材中提出宝贵意见，以便修订时采纳。

编者

C殖民与独立篇
Colonization and Independence

Part I

Unit 1

The Mayflower Compact (1620)

五月花公約

In the name of god Amen. We whose names are underwritten,
the loyal subjects of our dread sovereign Lord King James
by the grace of god, of great britaine, france, & Ireland king
defender of the faith, &c
Having undertaken, for the glory of god, and advance ment
of the christian ^{soules}, and honour of our king & country, a voyage to
plant the first Colonie in the Northern parts of Virginia: Do
by these presents solemnly & mutually in the presence of god, and
one of another, Covenant, & Combine our selves together into a
Civil body politicke; for the better ordering & preservation & fur-
therance of the ends aforesaid; and by vertue hereof to enacte,
constitute, and frame such just & equal Lawes, ordinances,
Acts, constitutions, & Offices, from time to time, as shall be thought
most meete & convenient for the generall good of the Colonie: unto
which we promise all due submission and obedience. In witness
whereof we have hereunder subscribed our names at Cape
Codd the 11 of November in the year of the raigne of our sovereign
Lord King James of England, france, & Ireland the eighteenth
and of Scotland the fifth fourth An^o Dom. 1620.]

...for our better Ordering and Preservation ...

Pre-reading

The great geographic discovery of the new world by Christopher Columbus in 1492 opened the door to European colonists. In 1620, after two months at sea, *Mayflower* with a group of Pilgrims

on board arrived at Cape Cod. The Pilgrim leaders knew it would be hard to survive the first winter in a strange world, and they needed something to unite them together. Therefore, they drafted *The Mayflower Compact*. It was an agreement signed by all the men on board promising to abide by laws that would be drawn up and agreed upon by all male members of the community. It became the constitution of the Plymouth Colony, and was the first attempt of American democratic experience to establish “a government of the people, by the people, for the people”.

Text

In the name of God, Amen. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord, King James, by the Grace of God,^① of England, France and Ireland, King, Defender of the Faith, &c.^②

Having undertaken for the Glory of God, and Advance-ment of the Christian Faith, and the Honour of our King and Country, a voyage to plant the first colony in the northern parts of Virginia^③; do by these presents^④, solemnly and mutually in the Presence of God and one of another, covenant and combine ourselves together into a civil Body Politick^⑤, for our better Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof^⑥ to enact, constitute, and frame, such just and equal Laws, Or-

① by the grace of God: 靠着上帝的恩典

② &c.: 等于 etc.

③ the first colony in the northern parts of Virginia: 弗吉尼亚北部的第一个殖民地。即普利茅斯殖民地,它是英国移民继詹姆斯敦后在美洲大陆建立的第二个殖民地,同时又是第一个契约殖民地。

④ by these presents: [律] 根据本文件

⑤ a civil Body Politick: 一个公民的政治实体

⑥ by virtue hereof: 根据这一点。hereof: *ad* 等于 of this.

shall be thought most meet and convenient for the General good of the Colony ; unto which we promise all due submission and obedience.

In Witness whereof we have hereunto subscribed our names at Cape Cod^① the eleventh of November ,in the Reign of^② our Sovereign Lord , King James of England , France and Ireland , the eighteenth ,and of Scotland the fifty-fourth. Anno Domini^③ ,1620.

There followed the signatures of 41 of the 102 passengers , 37 of whom were members of the “Separatists”^④ who were fleeing religious persecution in Europe. This compact established the first basis in the new world^⑤ for written laws^⑥. Half the colony failed to survive the first winter , but the remainder lived on and prospered.

Vocabulary

Amen	<i>int</i>	(基督徒祈祷或圣歌的结束语)阿门 ;但愿如此
underwrite	<i>v</i>	write under or at the end of something
sovereign	<i>a</i>	(of power) supreme ; highest
solemn	<i>a</i>	sacred

① Cape Cod : 科德角。位于现今马萨诸塞南部的一个半岛，是“五月花号”靠岸的港口。

② in the reign of : 在……的统治时期

③ Anno Domini : 公元，缩写为 A. D.。

④ Separatists : 分离派。他们是英国清教徒中的激进派，对英国国教强烈不满，强烈反对英国国教的奢侈腐败，拒不妥协，要求分裂出去，因而受到迫害。

⑤ the new world : 人们把欧洲称为旧世界，把北美新大陆称为新世界。

⑥ written laws : 成文法。始于《五月花公约》，北美殖民地形成了两条重要政治原则，一是成文法成为政府组织的基本法，二是政府和人民的关系被视为神圣的契约关系。这两条原则为后来制订美国宪法产生了深远影响。正因如此，《五月花公约》被后人称作“北美民主的一块基石”。

	<i>ad</i>	solemnly
covenant	<i>v</i>	enter into a compact or an agreement
combine	<i>v</i>	bring into a state of unity ; join together
furtherance	<i>n</i>	advancement of a cause
aforesaid	<i>a</i>	上述的 ; 前述的 (常用于法律文件)
enact	<i>v</i>	make or pass (a decree)
constitute	<i>v</i>	make (a law)
ordinance	<i>n</i>	a statute or regulation
constitution	<i>n</i>	法规 ; 宪法
due	<i>a</i>	appropriate
submission	<i>n</i>	服从 ; 顺从
obedience	<i>n</i>	the act of obeying
whereof	<i>ad</i>	(古用语) of what 关于.....
hereunto	<i>ad</i>	到此为止 , 迄今
subscribe	<i>v</i>	sign one's name
persecution	<i>n</i>	迫害

True or False

- () 1. The first colony established by Englishmen was in Jamestown.
- () 2. In *The Mayflower Compact* people agreed on enacting , constituting and framing Laws , Acts , Ordinances , Constitutions and Offices.
- () 3. *The Mayflower Compact* granted rights for every individual in the colony.
- () 4. 37 of the 102 passengers in *Mayflower* signed *The Mayflower Compact* .
- () 5. *The Mayflower Compact* established the first basis in the new world for written law.
- () 6. *The Mayflower Compact* is the first American Constitu-

tion.

Translate the Following into Chinese

1. Having undertaken for the Glory of God , and Advancement of the Christian Faith , and the Honour of our King and Country , a voyage to plant the first colony in the northern parts of Virginia.
2. Do by these presents , solemnly and mutually in the Presence of God and one of another , covenant and combine ourselves together into a civil Body Politick , for our better Ordering and Preservation , and Furtherance of the Ends aforesaid.
3. And by Virtue hereof to enact , constitute , and frame , such just and equal Laws , Ordinances , Acts , Constitutions and Offices , from time to time , as shall be thought most meet and convenient for the General good of the Colony ; unto which we promise all due submission and obedience.
4. In Witness whereof we have hereunto subscribed our names at Cape Cod the eleventh of November , in the Reign of our Sovereign Lord , King James of England , France and Ireland , the eighteenth , and of Scotland the fifty-fourth. Anno Domini , 1620.

Questions

1. Did everyone in *Mayflower* sign *The Mayflower Compact* ? What does that imply ?
2. Do you believe that *The Mayflower Compact* played an important role in the North American colonization ? Why ?
3. Can you define the following concepts : Puritans , Separatists and Pilgrims ?

Essay Writing

In *The Mayflower Compact*, the pilgrims set up the notion of social contracts and the belief in covenants. They went through all kinds of hardships. On the desolate and rocky soil near Cape Cod, they led a simple and frugal life and had arduous struggle with nature. Their Puritanism was proved to be one of the greatest American legacies. Please comment on this Puritan tradition.

Further Reading

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Unit 2

Common Sense (Thomas Paine ,1776)

常 识(托马斯·潘恩)



*Society is produced by our wants , and gov-
ernment by wickedness .*

— Thomas Paine

About the Author

Thomas Paine , a political theorist and writer , was born in a Quaker family in England in January 1737. He received a short education , and his early work was not successful. In 1774 , he immigrated to Philadelphia. At first he worked as a publicist , later as the co-editor of the *Pennsylvania Magazine*. On arriving in Philadelphia , Paine had already sensed the rise of tension and the spirit of rebellion. In his view the Colonies had all the right to revolt against a government that imposed taxes on them while not giving them the right of representation. He believed there was no reason for the Colonies to stay dependent on England. On January 10 , 1776 Paine formulated his ideas on American independence in his pamphlet *Common Sense*. Paine stated that sooner or later independence from England must come. During the War of Independence Paine wrote another highly influential 16 pamphlets called *The Crisis* in a hope to encourage the patriotic cause. He continued critical writings until his death in New York in 1809.

Pre-reading

Common Sense was unique in its content as well as style. In the pamphlet , Paine attacked the monarchy , challenged the idea of a hereditary ruler , defied the traditional authority , criticized the men who ruled as kings , and helped the readers discard the last loyalty to the king and to the empire. *Common Sense* was the first American best seller , which greatly inspired and mobilized the cause of independence. It sold 120,000 copies in the first three months after its publication in January 1776. An estimated 500,000 copies were sold that year. Such sales were phenomenal , consider-

ing that the entire population of the country then was only about 1.5 million.

Text

Some writers have so confounded society with government ,as to leave little or no distinction between them ; whereas they are not only different , but have different origins. Society is produced by our wants ,and government by wickedness ; the former promotes our happiness positively by uniting our affections , the latter negatively by restraining our vices. The one encourages intercourse ,the other creates distinctions. The first is a patron ,the last a punisher.

Society in every state is a blessing ,but government even in its best state is but a necessary evil ; in its worst state an intolerable one ; for when we suffer , or are exposed to the same miseries by a government , which we might expect in a country without government , our calamity is heightened by reflecting that we furnish the means by which we suffer. Government ,like dress ,is the badge of lost innocence ; the palaces of kings are built on the ruins of the bowers of paradise. For were the impulses of conscience clear , uniform , and irresistibly obeyed^① , man would need no other law-giver ; but that not being the case , he finds it necessary to surrender up a part of his property to furnish means for the protection of the rest ; and this he is induced to do by the same prudence which in every other case advises him out of two evils to choose the least. Wherefore , security being the true design and end of government , it unanswerably follows that whatever form thereof appears most

① For were... obeyed :倒装句 相当于 :For if the impulses of conscience were clear , ... obeyed.