

國立交通大學 104 學年度碩士班考試入學試題

科目：英美文學(6031)

考試日期：104 年 2 月 6 日 第 3 節

系所班別：外國語文學系外國文學與語言學碩士班 組別：甲組 第 / 頁, 共 4 頁

【不可使用計算機】*作答前請先核對試題、答案卷(試卷)與准考證之所組別與考科是否相符!!

Instructions. This paper contains two sections, both of which must be answered. Section I (English Literature) contains two sets of questions, whereas Section II (American Literature) has one. Unless noted otherwise, all questions must be answered. Each section takes up 50% of this paper's total grade as 100 points. When answering, write only in English. There are 100 minutes for writing this paper; please use your time wisely.

Section I: English Literature (50 points)

1. The following is John Keats' "Ode on a Grecian Urn." Write a cogent and organized essay to analyze and interpret how Keats contrasts the timeless art with the vicissitude of real life in this poem. (20 points)

THOU still unravish'd bride of quietness,
Thou foster-child of Silence and slow Time,
Sylvan historian, who canst thus express
A flowery tale more sweetly than our rhyme:
What leaf-fringed legend haunts about thy shape 5
Of deities or mortals, or of both,
In Tempe or the dales of Arcady?
What men or gods are these? What maidens loth?
What mad pursuit? What struggle to escape?
What pipes and timbrels? What wild ecstasy? 10

Heard melodies are sweet, but those unheard
Are sweeter; therefore, ye soft pipes, play on;
Not to the sensual ear, but, more endear'd,
Pipe to the spirit ditties of no tone:
Fair youth, beneath the trees, thou canst not leave 15
Thy song, nor ever can those trees be bare;
Bold Lover, never, never canst thou kiss,
Though winning near the goal—yet, do not grieve;
She cannot fade, though thou hast not thy bliss,
For ever wilt thou love, and she be fair! 20

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[Continued from Section I]

Ah, happy, happy boughs! that cannot shed
Your leaves, nor ever bid the Spring adieu;
And, happy melodist, unwearied,
For ever piping songs for ever new;
More happy love! more happy, happy love! 25
For ever warm and still to be enjoy'd,
For ever panting, and for ever young;
All breathing human passion far above,
That leaves a heart high-sorrowful and cloy'd,
A burning forehead, and a parching tongue. 30

Who are these coming to the sacrifice?
To what green altar, O mysterious priest,
Lead'st thou that heifer lowing at the skies,
And all her silken flanks with garlands drest?
What little town by river or sea-shore, 35
Or mountain-built with peaceful citadel,
Is emptied of its folk, this pious morn?
And, little town, thy streets for evermore
Will silent be; and not a soul, to tell
Why thou art desolate, can e'er return. 40

O Attic shape! fair attitude! with brede
Of marble men and maidens overwrought,
With forest branches and the trodden weed;
Thou, silent form! dost tease us out of thought
As doth eternity: Cold Pastoral! 45
When old age shall this generation waste,
Thou shalt remain, in midst of other woe
Than ours, a friend to man, to whom thou say'st,
'Beauty is truth, truth beauty,—that is all
Ye know on earth, and all ye need to know.' 50

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[Continued from Section I]

2. Essay Questions (30 points)

Choose ONE question from the list below and write a cogent essay in response to that question.

1. Love and death are the recurrent themes of Shakespearean plays. Analyze and discuss in detail the imagery and techniques used by Shakespeare to present the themes of love and death in ONE of Shakespearean plays.

2. In modern British literature, encountering "the other" not only arouses one's wonder, fear, and anxiety, but also implies exoticizing, domesticating or excluding "the other" through "English eyes" in the course of the expansion of the British Empire. Name and discuss ONE literary work to illustrate how the author delineates "encountering the other" thematically and formally.

3. In English literature, memory and remembrance are often used as strategies of narrative to juxtapose the past and the present and the personal and the collective to heal the trauma, to rectify the wrongdoings, or to reconcile the conflicts in the past in order to envision the future. Name and discuss ONE literary work to illustrate how memory and remembrance are used as strategies of narrative aesthetically and intellectually

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Section II: American Literature (50 points)

America has been characterized as a chosen land or nation endowed with utopian promises and ideals—an image exemplified by the puritan vision of “a city upon a hill,” the principles of liberty and equality espoused in the Declaration of Independence, and Lincoln’s delineation of an exceptional nation that shall have “a new birth of freedom.” How does this idealized image of America as “a chosen land or nation” shape, negotiate, expand, and limit Americans’ diversified perceptions of themselves and others, especially in relation to the development of a sense of national identity and nationalism? What kind of roles and functions do race, ethnicity, gender, sexuality, religion, economy, urban modernity, regionalism, imperialism, and/or transnationalism possibly perform in this uneven process?

Amplify this mythified image and its various effects—especially in relation to national identity and nationalism—by discussing at least TWO texts; one text must be from the period before 1865 and one from the period after 1865. Discuss the ways in which your chosen texts work to affirm, echo, negotiate, question, and contest this enduring myth about America’s status as a chosen land or nation, and about its inclusiveness and endurance. Also discuss the ways in which these texts address this issue differently and similarly.