

國立交通大學 101 學年度碩士班考試入學試題

科目：英美文學(6071)

考試日期：101年2月16日 第1節

系所班別：外文系外國文學與語言學碩士班

組別：甲組

第 / 頁, 共 2 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!!

I English Literature (50%)

Please select any ONE of the following essays.

1. "John and Mary die. John and Mary die. John and Mary die. So much for endings. Beginnings are always more fun. True connoisseurs, however, are known to favor the stretch in between, since it's the hardest to do anything with. That's about all that can be said for plots, which anyway are just one thing after another, a what and a what and a what. Now try How and Why." So concludes Margaret Atwood's intriguing short story "Happy Endings." Please use her insights to discuss 2 to 3 pieces of fiction written in English.
2. O western wind, when wilt thou blow
That the small rain down can rain?
Christ, that my love were in my arms
And I in my bed again!"
- So goes the anonymous poem "Western Wind."
Please explicate this poem, covering its main theme as well as any writing skills adopted. Then compare "Western wind" with 1 to 2 love poems written in English that you love most and judge their relative merits.
3. Explain why both Christopher Marlowe's *Doctor Faustus* and William Shakespeare's *King Lear* are considered examples of the finest English tragedies -- apart from defining them as "tragedies," you must also explain their greatness. Citing concrete examples, compare their similarities and differences with respect to the plot as well as characterization.
*If you are not familiar with *King Lear*, please use *Hamlet* for your discussions.

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II American Literature (50%)

Identity formation has been an important and intriguing issue in U.S. American literary history, an issue closely related to people's perception and imagination of gender, sexuality, race, ethnicity, class, religion, regions, nation, self and others, etc. Discuss this problem of American identity/identities by illustrating how in a given period texts and genres tackle and struggle with this issue. Provide at least one example from the period before 1865 and one example from the period after 1865.

Instead of citing separate examples one by one, pay attention to the possible connections among the texts and situate the texts in their specific historical contexts. In other words, think about this question in a more comprehensive way—in terms of the shared cultural concerns, the thematic continuity, and the ideological interrelations among the texts, and by viewing American identity/identities as a product of ongoing multiple processes of confrontation, transformation, and negotiation.