

國立清華大學命題紙

98 學年度 清華大學外國語文學系 (一) (所) 文學 組碩士班入學考試

科目 文學批評與理論 科目代碼 3803 共 2 頁第 1 頁 \*請在【答案卷卡】內作答

**Literary Criticism**

**PART I:** Please identify and briefly indicate the significance of **TEN** of the following terms (40%):

1. affective fallacy
2. white civility
3. counter-discourse
4. cultural capital
5. intertextuality
6. ideological state apparatus
7. invented tradition
8. network society
9. hermeneutics
10. practical criticism
11. romantic nationalism
12. signification
13. supplement
14. Black Atlantic
15. Subaltern Studies

**PART II:** Please choose **THREE** of the following critical statements. For each statement, write a cogent essay in which you assess its implications for literary and critical studies (60%).

1. "The tragic fear and pity may be aroused by the Spectacle: but they may also be aroused by the very structure and incidents of the play—which is the better way and shows the better poet."
2. "It is one thing to be erased from discourse, and yet another to be present within discourse as an abiding falsehood. Hence, there is a political imperative to render lesbianism visible, but how is that to be done outside or through existing regulatory regimes? Can the exclusion from ontology itself become a rallying point for resistance?"

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3. “Specialists of national literatures (which often involve, in the postcolonial as well as in premodern contexts, multiple languages) may, under certain circumstances, be helping to bring about a revamping of the definition and practice of comparative literary studies. Comparison would in this case include a critique of *the uneven distribution of cultural capital among languages themselves*, a critique that in turn would necessitate a questioning of any unqualified insistence on multilingualism as the determining factor in comparative literary work.”
4. “Like every other field, race and postcoloniality have now generated canonical authors and courses, systems of coherence, rules for evidence, and protocols for readings as well as a growing army of faculty, graduate and undergraduate students. Notwithstanding the radical claims made *within* this entwined field, the discipline of English remains largely unchanged by the addition of race and postcoloniality at its margins.”
5. “With the globalization of capital, the importance of forming national subjects has diminished, the production of the cultured citizen, hitherto the goal of a liberal arts education, has become less central, and the University of Culture has given way . . . to what Jon Cook calls the techno-university but what I, with Bill Readings, would prefer to call most simply the University of Excellence. The university has no particular goal, except to have its various parts functioning excellently—where excellence becomes contentless measure permitting homogenization and bureaucratic control.”