

國立清華大學 102 學年度碩士班考試入學試題

系所班組別：外國語言學系碩士班 甲組（外國文學組）

考試科目（代碼）：0534 英國文學史（3401）

Part I: Identifications (25%)

Please choose **FIVE** of the following terms or quotes and identify the source (author and work). Briefly explain their literary or cultural implications.

Negative Capability

Art for art's sake

Objective Correlative

Writing to the Moment

Instress/Inscape

“Poetry is the spontaneous overflow of powerful feelings.”

“For the poet, he nothing affirms, and therefore never lieth.”

“The proper study of mankind is Man.”

“A witty man is tickled while he is hurt in this manner, and the fool feels it not.”

“But, you may say, we asked you to speak about women and fiction—what has that got to do with a room of one's own?”

Part II: Essay Questions (75%)

Please choose **THREE** of the following topics. Write cogent and organized essays in response to the questions.

There are plenty of “triangular relationships” in English Literature. Shakespeare's *Sonnets*, for example, constantly highlights the liaison among the Dark Lady, the Fair Youth, and the poet himself. Discuss the importance of the “triangular relationship” as a literary motif within one literary work in English Literature.

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Metaphysical poems, as termed by Samuel Johnson, draw our attentions to the conceits of the poems themselves and subsequently their formal qualities. What other literary genres also emphasize their formal qualities? What are the advantages and disadvantages of such literary practices? Explain with example(s).

The novel is said to be the byproduct of middle-class ascendancy. While it reproduces middle-class confidence and complacency, it also offers quite a few “bad seeds” – morally reprehensible, eccentric, or marginal – as its main characters and thus turns itself into the site of subversion. Use a novel in the eighteenth or nineteenth century as an example and discuss 1) Why do such novels continue to be read? 2) How do the main character(s) respond to or veer off moral criticisms or social pressures?

The Victorians are obsessed with art or aesthetic values: What is art? What can it do? What happens if it does not fit the social norms? Compare two literary works to illustrate the dynamics between art and reality in Victorian England.

It seems to be a prevalent idea to emphasize “reason” in the late seventeenth and the eighteenth century. Enlightenment philosophers see the human mind as a rational construct and poets make frequent pleas to their readers to view the world and human condition with reason. And while the age of satire and parody may have presented ironic versions of reason, the use of “reason” is still at the very core. Use eighteenth-century texts to explain 1) What is this “reason” for the eighteenth-century writers? 2) What is its cultural importance?