

考試科目	西洋文學概論 A	系所別	英國語文學系二年級	考試時間	7 月 10 日(三) 第 2 節
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1. Identify the source and explain the significance of the following. (15%)

- a. No man can serve two masters.
- b. Oh, Master, make me chaste and celibate—but not yet.
- c. Is it better to be loved than feared, or the reverse?

2. Explain two of the most important poetic principles in Aristotle's *Poetics* and illustrate them with two literary texts of the West before the 18th century. (15%)

3. Discuss the distinctions between Dante, the traveler, and Virgil, his guide, in *The Divine Comedy*. (35%)

4. Discuss how justice is practiced in *Oedipus*, *The Cid*, and *Don Quixote*. Explain how authors of these texts challenge the common understanding of justice, question its practice, and reassert its importance. (35%)



備

註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

考試科目 寫作與閱讀 A

系所別 英國語文學系 二年級

考試時間 7月10日(三) 第4節

Part I. Reading (50%): Read the article and answer the following questions.**Celebrating Nerdiness**

I'm a nerd. While the internet boom has lent some respectability to the term, narrow-minded and thoughtless stereotypes still linger. Nerds are supposedly friendless, book-smart sissies who suck up to authority figures. Some of our image problems stem from our obsession with mastering every inane detail of our interests. But to call us suck-ups is nonsense. We often horrify those in authority with our inability to understand, let alone follow, societal norms.

Like most nerds, I didn't know I was one until I started school. There I quickly found out that my enthusiasm for answering the teacher's questions made others feel I was deliberately trying to make them look bad. My classmates were not shy about expressing their feelings on the playground. Fortunately, I was tall and stood my ground, a bluff that helped repel bullies. But mostly I survived by learning to keep quiet in the classroom.

I became a high-school teacher because I realized there were lots of young nerds growing up who needed to know that being a nerd was not just OK but something wonderful. Unfortunately, they weren't likely to hear this even from teachers, although virtually every modern blessing from democracy to electric motors originated with a nerd. Some, like Thomas Paine, were idealistic; others, like Tesla, eccentric. Newton was arrogant and Einstein absent-minded. All of them are now considered geniuses. But make no mistake: 17-year-old versions of these men, placed in modern American high schools, would instantly be labeled as nerds.

I raised two nerd sons and a daughter, who describes herself as a nerd sympathizer, partly because I didn't have the cleverness to raise "cool" kids, but also because, selfishly, I wanted nerds to talk to. Every year I invite my Advanced Placement physics students to my house for study sessions before the AP test. Last year one student nerd's mother told me that her son had returned home and talked for hours about how awesome it was to have found a nerd family. Unfortunately, the world's response to our family has not always been so enthusiastic.

When my sons were still in school, they were often picked on by classmates. My older boy, a pale and unathletic kid, was an easy target. When his middle-school science teacher asked if anyone could name some elements, my son recited the periodic table from memory. Thanks to events like that, he endured nerd hell at the hands of bullies when waiting for the school bus every afternoon. We tried karate classes and pep talks to bolster his defenses, but he was never able to win his tormentors' respect. He was just too small.

My boys were often misunderstood by their teachers, too. My younger son's middle-school social-studies teacher rigidly insisted that he take notes. When he refused, she publicly told him he would never graduate from high

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school. My son was perfectly capable of taking notes, but in typical nerd fashion, he couldn't bring himself to comply because it was illogical. He could easily remember what the teacher had said. Writing it down cut into his thinking time.

Clearly, my son would have to give his teacher what she wanted, but it had to be done with style. We discussed options. These included taking notes in one of the foreign languages he studied as a hobby. I discouraged it because he had learned some colorful foreign terms and was capable of describing his teacher in ways that could make a sailor blush. Finally, we agreed he would write his notes backward.

For six months he transcribed his teacher's lectures backward. When I held my son's notes up to a mirror, they were perfectly readable. I shouldn't have been surprised. As a small child he'd entertained us by turning books upside down and reading them backward. I waited for a complaint from his teacher, but she never noticed.

Despite childhood trials, both of my sons remain devoted nerds. My older son became conversational in four foreign languages and has hitchhiked around Europe three times. And these days no one would mistake him for a sissy. On one occasion a group of Russian policemen threw him a party after he accepted their invitation to take a mid-December dip in a spring filled with near-freezing water.

My younger son proved his teacher wrong and graduated from high school. He scored 1600 on the SAT and was asked to give a speech before 500 educators and politicians who had gathered to honor education. It was his one moment of visibility. As I waited for him to talk, my stomach flip-flopped. I had no idea what he was going to say. He rose from his seat and delivered 10 minutes of stand-up comedy on being a nerd. The audience laughed until they cried. I cried. Afterward a young nerd paid him his highest compliment: "Thank you for what you've done for our people." No, our kind doesn't fit the stereotypes, but yes, there is something wonderful about being a nerd.

(From *NEWSWEEK*)

1. How does the author define "nerdiness"?
2. What is the writer's tone? What might be the purpose of this essay?
3. Explain what strategies the author uses to define "nerdiness." Evaluate each strategy: Is it effective? Why or why not? If it is not effective, provide a way to make the writing more persuasive.
4. Write 1 to 2 paragraph(s) in which you define "nerdiness" and explain why you define it in this way.

(Note. Represent the author's ideas in your own words. Do NOT borrow the author's words without recognition. Use double quotation marks for direct quotes.)

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Part II. Writing (50)%

1) Read the following passage and write a brief summary of it (up to 120 words). (15%)

I am arguing that science can, in principle, help us understand what we *should* do and *should* want—and, therefore, what *other people* should do and should want in order to live the best lives possible. My claim is that there are right and wrong answers to moral questions, just as there are right and wrong answers to questions of physics, and such answers may one day fall within reach of the maturing sciences of mind.

Once we see that a concern for well-being (defined as deeply and inclusively as possible) is the only intelligible basis for morality and values, we will see that there *must* be a science of morality, whether or not we ever succeed in developing it: because the well-being of conscious creatures depends upon how the universe is, altogether. Given that the changes in the physical universe and in our experience of it can be understood, science should increasingly enable us to answer specific moral questions. For instance, would it be better to spend our next billion dollars eradicating racism or malaria? Which is generally more harmful to our personal relationships, “white” lies or gossip? Such questions may seem impossible to answer to get a hold of at this moment, but they may not stay that way forever. As we come to understand how human beings can best collaborate and thrive in this world, science can help us find a path leading away from the lowest depths of misery and toward the heights of happiness for the greatest number of people. Of course, there will be practical impediments to evaluating the consequences of certain actions, and different paths through life may be morally equivalent (i.e., there may be many peaks on the moral landscape), but I am arguing that there are no obstacles, in principle, to our speaking about *moral truth*.

—from Sam Harris, *The Moral Landscape: How Science Can Determine Human Values*

2) Write a well-structured essay of no more than 500 words that answers the question below. Cite the ideas expressed in the passage as part of your answer. (35%)

Is it possible to perfect a syllabus of a course in one of the humanities (such as history, philosophy, literature, etc.), or does such a syllabus reflect merely the preferences of the instructor rather than an objectively superior level of quality?

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考試科目	寫作與閱讀 B	系所別	英國語文學系三年級	考試時間	7月10日(三)第4節
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Part I. Reading (50%): Read the article and answer the following questions.

Generation Q

I just spent the past week visiting several colleges — Auburn, the University of Mississippi, Lake Forest and Williams — and I can report that the more I am around this generation of college students, the more I am both baffled and impressed.

I am impressed because they are so much more optimistic and idealistic than they should be. I am baffled because they are so much less radical and politically engaged than they need to be.

One of the things I feared most after 9/11 — that my daughters would not be able to travel the world with the same carefree attitude my wife and I did at their age — has not come to pass.

Whether it was at Ole Miss or Williams or my alma mater, Brandeis, college students today are not only going abroad to study in record numbers, but they are also going abroad to build homes for the poor in El Salvador in record numbers or volunteering at AIDS clinics in record numbers. Not only has terrorism not deterred them from traveling, they are rolling up their sleeves and diving in deeper than ever.

The Iraq war may be a mess, but I noticed at Auburn and Ole Miss more than a few young men and women proudly wearing their R.O.T.C. uniforms. Many of those not going abroad have channeled their national service impulses into increasingly popular programs at home like “Teach for America,” which has become to this generation what the Peace Corps was to mine.

It’s for all these reasons that I’ve been calling them “Generation Q” — the Quiet Americans, in the best sense of that term, quietly pursuing their idealism, at home and abroad.

But Generation Q may be too quiet, too online, for its own good, and for the country’s own good. When I think of the huge budget deficit, Social Security deficit and ecological deficit that our generation is leaving this generation, if they are not spitting mad, well, then they’re just not paying attention. And we’ll just keep piling it on them.

There is a good chance that members of Generation Q will spend their entire adult lives digging out from the deficits that we — the “Greediest Generation,” epitomized by George W. Bush — are leaving them.

When I was visiting my daughter at her college, she asked me about a terrifying story that ran in this newspaper on Oct. 2, reporting that the Arctic ice cap was melting “to an extent unparalleled in a century or more” — and that the entire Arctic system appears to be “heading toward a new, more watery state” likely triggered by

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“human-caused global warming.”

“What happened to that Arctic story, Dad?” my daughter asked me. How could the news media just report one day that the Arctic ice was melting far faster than any models predicted “and then the story just disappeared?” Why weren’t any of the candidates talking about it? Didn’t they understand: this has become *the* big issue on campuses?

No, they don’t seem to understand. They seem to be too busy raising money or buying votes with subsidies for ethanol farmers in Iowa. The candidates could actually use a good kick in the pants on this point. But where is it going to come from?

Generation Q would be doing itself a favor, and America a favor, if it demanded from every candidate who comes on campus answers to three questions: What is your plan for mitigating climate change? What is your plan for reforming Social Security? What is your plan for dealing with the deficit — so we all won’t be working for China in 20 years?

America needs a jolt of the idealism, activism and outrage (it must be in there) of Generation Q. That’s what twentysomethings are for — to light a fire under the country. But they can’t e-mail it in, and an online petition or a mouse click for carbon neutrality won’t cut it. They have to get organized in a way that will force politicians to pay attention rather than just patronize them.

Martin Luther King and Bobby Kennedy didn’t change the world by asking people to join their Facebook crusades or to download their platforms. Activism can only be uploaded, the old-fashioned way — by young voters speaking truth to power, face to face, in big numbers, on campuses or the Washington Mall. Virtual politics is just that — virtual.

Maybe that’s why what impressed me most on my brief college swing was actually a statue — the life-size statue of James Meredith at the University of Mississippi. Meredith was the first African-American to be admitted to Ole Miss in 1962. The Meredith bronze is posed as if he is striding toward a tall limestone archway, re-enacting his fateful step onto the then-segregated campus — defying a violent, angry mob and protected by the National Guard.

Above the archway, carved into the stone, is the word “Courage.” **That** is what real activism looks like. There is no substitute.

(From *THE NEW YORK TIMES*)

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1. Why does the author call the generation “Generation Q”?
2. Why does the author call his generation the “Greediest Generation”?
3. What’s the author’s attitude toward “Generation Q”? Explain your answer.
4. Explain what strategies the author uses to define “Generation Q.” Evaluate each strategy: Is it effective? Why or why not? If it is not effective, provide a way to make the writing more persuasive.
5. In the last paragraph, the author states, “That is what real activism looks like.”
 - 5.1 What does “That” refer to?
 - 5.2 Do you agree with this statement? Why or why not?
6. Write 1 to 2 paragraph(s) in which you define your generation and explain why you define it in this way.

(Note. Represent the author’s ideas in your own words. Do NOT borrow the author’s words without recognition. Use double quotation marks for direct quotes.)

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Part II. Writing (50)%

1) Read the following passage and write a brief summary of it (up to 120 words). (15%)

What I wish to argue briefly here is that there is no necessary relationship between the small and limited demands typical of a “reformist”, consciousness and the kinds of actions taken to achieve these demands. One may go still further and assert with some assurance that the rank-and-file actors in most, if not all, revolutionary situations are in fact fighting for rather mundane, if vital, objectives that could in principle—but often not in practice—be accommodated within the prevailing social order. The typical revolutionary crisis is, in other words, brought about by small but essential demands that are experienced by large numbers of people simultaneously and, because they are thwarted, can be achieved only by revolutionary action. The making of a revolutionary crisis, to be sure, depends on a host of factors outside my immediate concern, but the one factor it does *not* require is revolutionary ambitions among the rank and file. In this sense, there is no fit between ends and means. At one level, this is no more than commonsense; the demands of subordinate classes spring from their daily experience and the material they face. The only reason why this commonplace merits restatement is that so many theoretical discussions appear to assume otherwise and to impose quite fanciful ideological requirements on working-class. Those requirements have, to my knowledge, never been met by any real working class. [...]

It is, of course, still possible to assert that outside leadership in some form—for example, a political party, an intelligentsia—may be necessary to transform a host of insurrections into a revolution that will seize power and transform the state. I do not address this particular issue here except to note that, if this argument is admitted, it is largely a matter of taste as to whether one sees subordinate classes as helpless without a radical intelligentsia or the radical intelligentsia as helpless without an insurgent mass. What is definitely being asserted, however, is that neither “revolutionary consciousness” nor an elaborate ideology, as those terms are ordinarily understood, is necessary to create the revolutionary crisis of which such leaders might conceivably take advantage.

—from James C. Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance*

2) Write a well-structured essay of no more than 500 words that answers the question below. Cite the ideas expressed in the passage as part of your answer. (35%)

What would be the best way to revolutionize the education system in Taiwan, in terms both of the changes in education themselves (the *what*) and of effective means to successfully achieve those changes (the *how*)?

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