

國立中央大學101學年度碩士班考試入學試題卷

所別：英美語文學系碩士班 不分組(一般生) 科目：英美文學與理論 共 2 頁 第 1 頁  
本科考試禁用計算器 \*請在試卷答案卷(卡)內作答

Answer the following TWO questions.

1. Read the following poem by William Carols Williams and offer an interpretation which pays special attention to how the theme is expressed through the formal features (40%)

Self-Portrait

In a red winter hat blue  
eyes smiling  
just the head and shoulders

crowded on the canvas  
arms folded one  
big ear the right showing

the faces slightly tilted  
a heavy wool coat  
with broad buttons

gathered at the neck reveals  
a bulbous nose  
but eyes red-rimmed

from over-use he must have  
driven them hard  
but the delicate wrists

show him to have been a  
man unused to  
manual labor unshaved his

blond beard half trimmed  
no time for any-  
thing but his painting

注意：背面有試題

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2. Below is an excerpt from a recent issue of the journal, *Representations*. The publication features a special issue on "The Way We Read Now". Read the following editorial introduction to the issue and try to explain what kind of critical shift is dealt with there and your position for or against the position advocated by the editors of the issue. (60%)

In the text-based disciplines, psychoanalysis and Marxism have had a major influence on how we read, and this has been expressed most consistently in the practice of symptomatic reading, a mode of interpretation that assumes that a text's truest meaning lies in what it does not say, describes textual surfaces as superfluous, and seeks to unmask hidden meanings. For symptomatic readers, texts possess meanings that are veiled, latent, all but absent if it were not for their irrepressible and recurring symptoms. Noting the recent trend away from ideological demystification, this essay proposes various modes of "surface reading" that together strive to accurately depict the truth to which a text bears witness. Surface reading broadens the scope of critique to include the kinds of interpretive activity that seek to understand the complexity of literary surfaces-surfaces that have been rendered invisible by symptomatic reading. The title of this special issue [i.e. "How We Read Now"] raises many questions. To begin with, who are "we"? Our shared training delimits what we mean and don't mean by the term "read." As literary critics, we were trained to equate reading with interpretation: with assigning a meaning to a text or set of texts. As scholars formed in the era of interdisciplinarity, we take for granted that the texts we read and interpret include canonical and noncanonical literary works. We also feel licensed to study objects other than literary ones, using paradigms drawn from anthropology, history, and political theory, which themselves borrowed from literary criticism an emphasis on close reading and interpretation after the linguistic turn of the 1970s. . . .

So much for the way we read. What about "now"? In the last decade or so, we have been drawn to modes of reading that attend to the surfaces of texts rather than plumb their depths. . . . Those of us who cut our intellectual teeth on deconstruction, ideology critique, and the hermeneutics of suspicion have often found those demystifying protocols superfluous in an era when images of torture at Abu Ghraib and elsewhere were immediately circulated on the internet; the real-time coverage of Hurricane Katrina showed in ways that required little explication the state's abandonment of its African American citizens; and many people instantly recognized as lies political statements such as "mission accomplished."

注意：背面有試題