

世新大學九十四學年度碩士在職專班招生考試試題卷

第 1 頁共計 3 頁

系所別	考試科目
社會發展研究所	英文

※ 考生請於答案卷內作答

1. 請將下列各段英文改寫成爲意義相同之中文(不必逐字翻譯，但文意要相同)。
(每題 15 分，共計 60 分)

(1) At the turn of the twenty-first century, Taiwan is a global hot spot. The events and rhetoric surrounding Taiwan's second presidential election in March 2000 raised fears that tensions in the region might result in actual warfare among nuclear power. Why is Taiwan – with a stable, democratic government and a strong economy – considered a threat to world peace?

(2) The People's Republic of China (PRC) disputes Taiwan's de facto sovereignty. The "one china" policy, officially supported by the PRC. The U.S., and many other countries, and that Taiwan is a part of it. And yet, Taiwan is clearly no more a part of the PRC at the turn of the twenty – first century than, say, South Korea. So why does the PRC dispute Taiwan's sovereignty?

(3) Ultimately, the problem is one of identity – Han ethnic identity, Chinese national identity, and the relationship of both of these identities to the new Taiwanese identity forged in the 1990s. The PRC claim that Taiwan (unlike Korea) is ethnically Han and therefore should be part of the Chinese nation.

(4) Even though Taiwan acknowledges and honor its Chinese heritage, it now claims not to be Chinese. In the 1990s, this claim was made primarily on the basis of Aborigine contributions to Taiwanese culture and ancestry. Since 1999, however, Taiwan has started to assert its claim to sovereignty in terms of social basis of its identity.

2. 閱讀下列英文，並根據文中提供的資料，以中文回答問題(1)至問題(5)。
(每題 8 分，共計 40 分)

One of the most amazing things that have happened since about 1950 is that most

of us have come to accept that poorer countries can and should develop or are developing. It was not ever so. In the first half of the twentieth century it was widely believed that poor countries were meant to be poor. Countries in Asia and Africa were not considered candidates of directed economic growth or 'progress', either because of trying climates or because they were populated by racial groups lacking the supposed advantages (cerebral and other) of white Caucasians.

The rise of Japan, together with the post-1945 rise to ascendancy of the USA and the beginnings of decolonization, changed all this. The 1960s was designated the Development Decade by the United Nations, and a number of economic models were put into play which claimed to show how 'latecomer' countries could very quickly become rich by imitating the development trajectories pursued by 'pioneer' countries like the UK and USA. In sum, an ideology of developmentalism emerged in the period between about 1950 and 1970. Development studies emerged as an academic and practical discipline, and a generation of students and policy-makers was brought up to believe that a combination of national economic planning in the Third World (this is what I mean by intentional development), plus foreign aid and direct foreign investment from the First World, would rapidly make traditional societies modern, and poor men and women more affluent.

In so far as this ideology was challenged, the challenge came from the political Left. In the 1960s and 1970s, academics led by Gunder Frank and Samir Amin (amongst others) argued that the industrial development of the South would only be effected as and when the periphery severed its ties with the capitalist First World – when it broke with rapacious multinational corporations and their main protectors, the USA, the World Bank and the International Monetary Fund.

- (1) 根據本文的說法，1950 年代以後最令人驚異的事情之一是什麼？
- (2) 哪三次現象挑戰了二十世紀初期認為亞洲和非洲無法成長或進步的觀點？
- (3) 在第二次世界大戰結束初期的經濟發展模式裡，一般認為「後進」國家應該如何快速致富？
- (4) 根據本文的說法，1950 到 1970 年間發展主義的意識形態裡，學者和政策研究者認為應該結合哪兩項策略，以便讓傳統社會迅速現代化？
- (5) 根據本文的觀點，Gunder Frank 和 Samir Amin 這兩位學者都認為南方國家的工業發展要如何才能展開？