

Possible Long Essay Examination Questions
Professors Mesher, Rostankowski, Scaff, Wood

On Wednesday, 11 December, 9:45-12:00, in your seminar rooms, you will be asked to write well-structured and thorough answers to THREE of the following essay questions, selected by your professors from the set of six questions listed below. Be sure to prepare for the examination by learning and remembering pertinent examples and specific information from your texts and lectures to use in writing your essays. The exam will be a closed book, closed notes examination. Please bring one or two 8 1/2 X 11 size exam booklets (blue or green) in which to answer all three questions. PLEASE DO NOT WRITE YOUR NAME OR OTHER INFORMATION ON THE BOOKLETS BEFORE THE EXAMINATION. Also, **never** tear any page out of the booklet. Please remember to write in ink, and if you make a mistake, please cross it out. Any use of cell phones or other objects of technology during any Humanities Honors examination constitutes immediate failure of the examination, unless use of such objects is officially registered with the SJSU Accessible Education Center.

1. Almost every work we have dealt with this semester can be seen in light of one central conflict: the mechanistic (rational, scientific) versus the mystical (emotional, spiritual). Discuss the importance of this conflict for FIVE of the following, making specific references to individual works by each, and including at least one artist or composer:

Beethoven	Goya	Rubens
Descartes	Hobbes	Vivaldi
Fragonard	Kant	Voltaire
Newton	Wollstonecraft	Goethe
Rembrandt	Wordsworth	Keats

2. Discuss and explain the social and political roles of women expressed by FOUR of the writers listed below. In your answer, be sure to mention whether or not the views each expresses are representative of their cultural context.

Sor Juana Inés de la Cruz	Margaret Fell
Sarah Grimke	John Milton
Jean-Baptiste Poquelin (Molière)	Mary Wollstonecraft
Johann W. von Goethe	Herman Melville
Ihara Saikaku	Olympe de Gouges
Peter Paul Rubens	Jean-Honoré Fragonard
Artemesia Gentileschi	Cao Xueqin

3. Cervantes, Goethe and Voltaire all use narratives (*Don Quixote*, *Faust*, and *Candide*) to criticize human society. Please compare and contrast these three narratives. Discuss which characteristics of humans and of their social institutions the three authors criticize, and what satirical techniques they use. Please compare and contrast these three texts, focusing your analysis on (1) the institutions they target, (2) the methods they use, and (3) the rhetorical effectiveness they demonstrate.

4. Explain the concept of evil as it is developed in FOUR of the following works:

Cervantes's *Don Quixote*

Molière's *Tartuffe*

Hobbes's *Leviathan*

Voltaire's *Candide*

Blake's *Songs of Innocence and Experience*

Milton's *Paradise Lost*

Saikaku's *Life of a Sensuous Woman*

Goethe's *Faust*

5. We covered at least four revolutions this semester: Scientific, American, French, and Industrial. Please explain why each is identified as a "revolution," then describe the transformative nature of each AND at least one unintended consequence each revolution produced. For EACH section of your response, include TWO examples: (List 1) a relevant piece of writing and (List 2) EITHER an example of artwork OR an example of music.

List 1

List 2

Paine, *Common Sense*

Turner, *Rain, Steam and Speed*

Jefferson, *The Declaration of Independence*

Gros, *Napoleon in the Plague House at Jaffa*

Locke, *Second Treatise of Civil Government*

Delacroix, *Liberty Leading the People*

Newton, *Mathematical Principles of Natural Philosophy*

Beethoven, *Fifth Symphony*

Galileo, "Letter to the Grand Duchess"

Goya, *Third of May, 1808*

Rousseau, *The Social Contract*

David, *Oath of the Horatii, or Death of Marat*

de Gouges, *Declaration of the Rights of Woman and the Female Citizen*

West, *The Death of General Wolfe*

Engels, "Industrial Manchester 1844"

Wright, *An Experiment on a Bird in the Air-pump*

Burke, *Reflections on the Revolution in France*

Friedrich, *The Wanderer above the Mists*

Robespierre, "Justification of the Use of Terror"

6. Please compare and contrast the tenets and precepts of the Age of Enlightenment (Baroque, Neoclassical) with the Romantic Movement. To support your analysis, include two examples for each age from the list below:

Milton, *Paradise Lost*

Blake, "The Tyger"

Locke, *Second Treatise of Government*

Keats, "Ode on a Grecian Urn"

Jefferson, *Declaration of Independence*

Wordsworth, "Tintern Abbey"

Swift, "A Modest Proposal"

Descartes, *Meditations*

Equiano, *The Life of Olaudah Equiano*

Kant, *Prolegomena*

Wollstonecraft, *Vindication of the Rights of Women*

Delacroix, *Liberty Leading the People*