



# Høgskolen i Østfold

## EKSAMEN

Emnekode: SFE10108	Emne: Kulturstudier 1 Culture Studies 1
Dato: 4.12.2015	Eksamenstid: 9.00-14.00
Hjelpemidler:  Kandidatene kan bruke en godkjent engelsk-engelsk ordbok.  Students are allowed to use an English-English dictionary.	Faglærere:  Dr. Melanie Duckworth Dr. Johanna Wagner
Eksamensoppgaven: Oppgavesettet består av <b>7</b> sider inklusiv denne forsiden. Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene.  The examination paper consists of <b>7</b> pages, including this title page. Check that you have received all the pages before you start answering the questions.  Oppgavesettet består av <b>3</b> deler. Alle deler må besvares.  The examination consists of <b>3</b> Sections. All parts must be answered. Of your final grade, Section 1 is 30 %, Section 2 is 35 %, and Section 3 is 35 %.	
Sensurdato: Senest/At the latest 4.1.2016	
Karakterene er tilgjengelige for studenter på studentweb senest 2 virkedager etter oppgitt sensurfrist. Følg instruksjoner gitt på: <a href="http://www.hiof.no/studentweb">www.hiof.no/studentweb</a>	

## SECTION 1: (30%)

Do NOT write on this sheet. All answers with corresponding numbers should be written in your booklet. Make sure you clearly mark each section and sub-section.

### I. Matching (Civilization & Literature) (10 pts)

Match the left terms with the *most closely correlated* term/definition on the right. Write the number and corresponding letter in your booklet. Be clear.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. John Keats _____          | A. The Divine Right of Kings      |
| 2. Tetrameter _____          | B. Prime Minister                 |
| 3. The Enlightenment _____   | C. 2014                           |
| 4. James Joyce _____         | D. Chaos Theory                   |
| 5. Scottish Referendum _____ | E. Romanticism                    |
| 6. Downing Street _____      | F. 'I wandered lonely as a cloud' |
| 7. Norman Conquest _____     | G. The Industrial Revolution      |
| 8. Pentameter _____          | H. Epiphany                       |
| 9. Magna Carta _____         | I. 1066                           |
| 10. Arcadia _____            | K. Sonnets                        |

### II. Identification (8 pts)

Each question covers material you've read throughout the semester. Identify the text and the author. Write both numbers and answers in your booklet.

1. 'Oh! Thought Clarissa, in the middle of my party, here's death.' (2 pts)

Text \_\_\_\_\_

Author \_\_\_\_\_

2. Thou still unravish'd bride of quietness,  
Thou foster-child of silence and slow time,  
Sylvan historian, who canst thus express  
A flowery tale more sweetly than our rhyme... (2 pts)

Text \_\_\_\_\_

Author \_\_\_\_\_

3. A furore Normannorum, libera nos Domine! (2 pts)

Translation \_\_\_\_\_

People who said it \_\_\_\_\_



4. (2 pts)

Name of artifact \_\_\_\_\_

People who wore it \_\_\_\_\_

**IV. Fill in the Blank (6 pts)**

**Write the missing words in your booklet.**

1. Christina Rossetti lived in the \_\_\_\_\_ era. (1 pt)
2. 'Dulce et decorum est propatria mori' means \_\_\_\_\_ (1 pt)
3. 'Shall I compare thee to \_\_\_\_\_'. (1 pt)
4. The person who seized power in The Glorious Revolution \_\_\_\_\_ (1 pt)
5. "The sun never sets on the \_\_\_\_\_" (1 pt)
6. The longest reigning monarch in the UK is \_\_\_\_\_ (1 pt)

**V. True/False (6 pts)**

**Place the number and a T or F in your booklet**

1. RP is a representative of government in the UK T \_\_\_\_\_ F \_\_\_\_\_
2. Miss Havisham is Pip's benefactor. T \_\_\_\_\_ F \_\_\_\_\_
3. The Cat & Mouse Act was a reaction to women's rights T \_\_\_\_\_ F \_\_\_\_\_
4. Feudalism existed during the Victorian Era T \_\_\_\_\_ F \_\_\_\_\_
5. Thomasina dies at the end of *Arcadia*. T \_\_\_\_\_ F \_\_\_\_\_
6. The Glorious Revolution was during the reign of the House of Tudor T \_\_\_\_\_ F \_\_\_\_\_

**VI. Short Answer (6 pts)**

**Choose 3 out of the 4 questions below.** Answer 3 questions fully, but briefly in your booklet. These are *not* essay questions; therefore a few words or sentences should be sufficient for each question.

1. Why did Jonathan Swift suggest that people should eat babies?
2. Briefly explain when feudalism existed and how it worked.
3. The term "British Invasion" is used to express an event in the UK's recent past. What industry did the invading, and what country was invaded?
4. What is free indirect style? Name two texts that use this.

## **SECTION 2 (Literature Essay): (35%)**

Write an essay on **ONE** of the topics below. The essay does not need to be a certain length, but must develop your points sufficiently to make your argument. **REMEMBER:** A strong thesis should guide your work, and the parts of an essay are important.

1. What are the central tensions explored in Tony Harrison's poem 'v'? How does the poem address these tensions and how does it seek to resolve them? Use the extract provided as a starting point for your discussion but also refer to the poem as a whole.
2. At the end of Monica Ali's *Brick Lane*, Nazneen wonders whether it is ok to go ice-skating wearing her sari. Her friend Razia replies: 'This is England', she said. 'You can do whatever you like.'

Does the novel demonstrate that this statement is true, or not? Discuss.

3. Read the two short extracts provided from William Shakespeare's *Julius Caesar*. Discuss the imagery of 'blood' in these extracts and make an argument about how it relates to the play as a whole.

## **SECTION 3 (Civilization Essay): (35%)**

Write an essay on **ONE** of the topics below. The essay does not need to be a certain length, but must develop your points sufficiently to make your argument. **REMEMBER:** A strong thesis should guide your work, and the parts of an essay are important.

1. In modern times social mobility has changed in the UK. Prince William's marriage to Kate Middleton is a good example of this change. Using your knowledge of the above wedding and any of these concepts (accent/language, inheritance laws, healthcare availability, education), discuss how the class system has changed in recent years.
2. Differences between the Medieval Age and the Renaissance are many. Discuss the major worldviews of each age and explain the differences between them. You may draw on social systems, politics, religion, art, literature, or any other things that differentiated the two eras.
3. The argument about women's suffrage became volatile in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Discuss what the movement was fighting for and the tactics they used to affect change. What were the legal consequences of their actions? Were the groups successful in their fight? You may discuss both the Suffragists (NUWSS) and the Suffragettes (WSPU), or only one group.

Extract for Question 1:

'v' by Tony Harrison

Some, where kids use aerosols, use giant signs  
To let the people know who's forged their fetters  
Like PRI CE O WALES above West Yorkshire mines  
(no prizes for who nicked the missing letters!)

The big blue star for booze, tobacco ads,  
the magnet's monogram, the royal crest,  
insignia in neon dwarf the lads  
who spray a few odd FUCKS when they're depressed.

Letters of transparent tubes and gas  
In Düsseldorf are blue and flash out KRUPP.  
Arms are hoisted for the British ruling class  
And clandestine, genteel agro keeps them up.

And there's HARRISON on some Leeds building sites  
I've taken in fun as blazoning my name,  
Which I've also seen on books, in Broadway lights,  
So why can't skins with spraycans do the same?

But why inscribe these graves with CUNT and SHIT?  
Why choose neglected tombstones to disfigure?  
This pitman's of last century daubed PAKI GIT,  
This grocer Broadbent's aerosolled with NIGGER?

They're there to shock the living, not arouse  
The dead from their deep peace to lend support  
For the causes skinheads spraycans could espouse.  
The dead would want their desecrator's caught!

Jobless though they are how can these kids,  
Even thought their team's lost one more game,  
Believe that the 'Pakis', 'Niggers', even 'Yids'  
Sprayed on the tombstones here should bear the blame?

What is that these crude words are revealing?  
What is it that this agro act implies?  
Giving the dead their xenophobic feeling  
Or just a *cri-de-coeur* because man dies?

*So what's a cri-de-coeur, cunt? Can't you speak  
The language that your mam spoke. Think of 'er!*

*Can you only get yer tongue round fucking Greek?  
Go and fuck yerself with cri-de-coeur!*

‘She didn’t talk like you do for a start!’  
I shouted, turning where I thought the voice had been.  
*She didn’t understand yer fucking ‘art’!  
She thought yer fucking poetry obscene!*

I wish on this skin’s word deep aspirations,  
First the prayer for my parents I can’t make,  
Then a call to Britain and to all the nations  
Made in the name of love for peace’s sake.

*Aspirations, cunt! Folk on t’fucking dole  
’have got about as much scope to aspire  
Above the shit they’re dumped in, cunt, as coal  
Aspires to be chucked on t’fucking fire.*

Extract for Question 2:

*Julius Caesar*, by William Shakespeare, Act 3, scene I, from line 98

BRUTUS: Fates, we will know your pleasures.  
That we all shall die, we know; ’tis but the time,  
And, drawing days out, that men stand upon. 100

CASKA: Why, he that cuts off twenty years of life  
Cuts off so many years of fearing death.

BRUTUS: Grant that, and then is death a benefit:  
So are we Caesar’s friends, that have abridged  
His time of fearing death. Stoop, Romans, stoop,  
And let us bathe our hands in Caesar’s blood  
Up to the elbows, and besmear our swords;  
Then walk we forth, even to the market-place,  
And waving our red weapons o’re our heads,  
Let’s all cry ‘Peace, freedom and liberty!’ 110

CASSIUS: Stoop then, and wash. [*They smear blood.*] How many ages hence  
Shall this our lofty scene be acted over,  
In states unborn and accents yet unknown?

BRUTUS: How many times shall Caesar bleed in sport,  
That now on Pompey’s basis lies along,  
No worthier than the dust?

