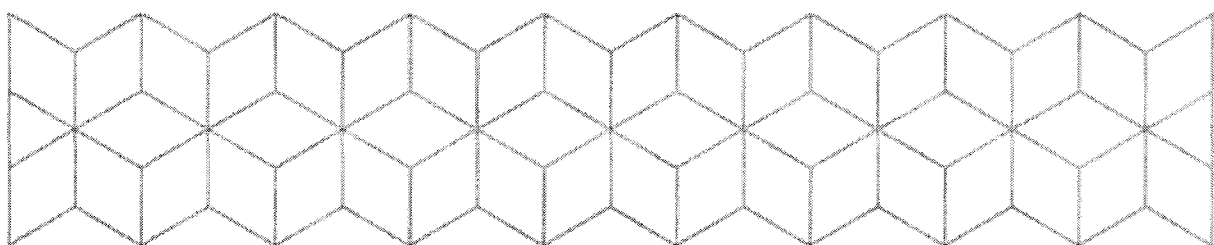


EXAMINATION

Course code: SFE10108	Course: Culture Studies 1
Date: 29 November 2016	Duration: 5 Hours
Permitted sources: English – English Dictionary	Lecturer: Dr. Melanie Duckworth Dr. Johanna Wagner
The examination: <p>The examination papers consist of 7 pages inclusive of this page. Please check that the examination papers are complete before you start answering the questions.</p> <p>The examination consists of 3 Sections. All parts must be answered. Of your final grade, Section 1 is 30 %, Section 2 is 35 %, and Section 3 is 35 %.</p>	
Date of announcement of the examination results: 21 December 2016 <p>The examination results are available on the Studentweb no later than two workdays after the announcement of the examination results www.hiof.no/studentweb</p>	



SECTION 1: (30%)

I. Matching (10 pts)

Match the left terms with the *most closely correlated* name/term on the right.

Romanticism	William the Conqueror
Renaissance	William Shakespeare
Medieval Age	Jacobites
Neo-Classicism	Strict moral codes
The Glorious Revolution	Tetrameter
Victorian Age	1215
Norman Conquest	Pentameter
“The plowman homeward plods his weary way”	Jonathan Swift
Magna Carta	The Great Chain of Being
“She walks in beauty like the night”	William Wordsworth

II. Identification (8 pts)

Each question covers material you’ve read throughout the semester. Identify the text/event and the author/speaker.

1. His soul swooned slowly as he heard the snow falling faintly through the universe and faintly falling, like the descent of their last end, upon all the living and the dead.

Text: *(your answer)*

Author: *(your answer)*

2. Currants and gooseberries,
Bright-fire-like barberries
Figs to fill your mouth,
Citrons from the South,
Sweet to tongue and eye;
Come buy, come buy.

Text: *(your answer)*

Author: *(your answer)*

3. “Those of you who can break windows – break them. Those of you who can still further attack property [...] – do so. And my last words to the government: I incite this meeting to rebellion.”

Name the campaign this speech is about:

Name the speaker’s full name:

4. Name the four countries that make up the UK: *(your answer)*

III. Fill in the Blank (6 pts)

Write the missing words.

1. John Donne and Andrew Marvell are (*your answer*) poets.
2. The most evil character in *Othello* is (*your answer*).
3. At the end of *Brick Lane*, Nazneen goes (*your answer*) in her sari.
4. WWI is also called “The (*your answer*) War”.
5. The Age of Enlightenment is also known as “The Age of (*your answer*)”.
6. The UK monarch “reigns but does not (*your answer*)”.

IV. True/False (6 pts)

Choose True or False for each question.

1. Brazil’s invasion and occupation initiated the Falklands War.
2. A Petrarchan sonnet ends with a couplet.
3. The current UK monarch has the power to veto legislation.
4. “Do not go Gentle into that Good Night” is a villanelle.
5. “The Love Song of J. Alfred Prufrock” is a sonnet.
6. The Norman Conquest happened in 1215.

V. Short Answer (6 pts)

Choose 3 out of the 4 questions below.

Answer 3 questions fully, but briefly. These are *not* essay questions; therefore a few words or sentences should be sufficient for each question.

1. Which three works of Modernist literature are about parties? (Include the title of the texts and the authors).
2. By 1076, French had become the dominant courtly and legal language in the UK. Why?
3. Name the current Prime Minister and explain briefly how she came to power.
4. Explain what ‘v’ stands for in Tony Harrison’s v.

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: Define your terms; a strong thesis should guide your work; the parts of an essay are important; and examples always help.

1. Compare Philip Larkin's poem "High Windows" with George Herbert's "The Windows". What does the imagery of windows bring to each poem and how do the poems reflect the authors' worldviews?
2. Discuss the significance of the hermitage and the gazebo in *Arcadia*. For example: what cultural movements do they stand for? How are these buildings important to both the plot and the meaning of the play?
3. "Examine for a moment an ordinary mind on an ordinary day. The mind receives a myriad impressions--trivial, fantastic, evanescent, or engraved with the sharpness of steel. From all sides they come, an incessant shower of innumerable atoms; and as they fall, as they shape themselves into the life of Monday or Tuesday, the accent falls differently from of old; the moment of importance came not here but there; so that, if a writer were a free man and not a slave, if he could write what he chose, not what he must, if he could base his work upon his own feeling and not upon convention, there would be no plot, no comedy, no tragedy, no love interest or catastrophe in the accepted style, and perhaps not a single button sewn on as the Bond Street tailors would have it. Life is not a series of gig lamps symmetrically arranged; life is a luminous halo, a semi-transparent envelope surrounding us from the beginning of consciousness to the end."

Virginia Woolf, "Modern Fiction"

Explain what this quotation means, and discuss how it relates to Modernist Literature. Refer to one or more of the Modernist texts we have studied this semester as part of your answer.

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: Define your terms; a strong thesis should guide your work; the parts of an essay are important; and examples always help.

1. The Glorious Revolution deposed King James II of England from the British throne. His successors, a couple partnership who came over from mainland Europe (Mary II of England and William of Orange) were seen as a correction in the line of succession to the crown. Explain the Glorious Revolution, especially touching on the two main reasons dissenters wanted to get rid of King James (Hint: Both are age-old problems in the history of the UK monarchy that we've discussed extensively in class).

2. Although America has become the leader in exporting culture, the UK does extremely well in not only exporting their culture, but flourishing in their own right in many cultural areas. Choose from the following subjects covered in class: language, film, music, media (radio and television), sports, leisure, religion, etc., and explore what these things tell us about the British people and the idea of "Britishness."

3. Governing in the UK has changed extensively since the Middle Ages. Using your knowledge of Feudalism, the Divine Right of Kings, and the current UK monarchy, explain these systems and then explore these changes in governing, paying special attention to how these changes have hurt or helped the common person and/or royalty and the wealthy.

Extracts for Section 2, Question 1:

High Windows

By Philip Larkin

When I see a couple of kids
And guess he's fucking her and she's
Taking pills or wearing a diaphragm,
I know this is paradise

Everyone old has dreamed of all their lives—
Bonds and gestures pushed to one side
Like an outdated combine harvester,
And everyone young going down the long slide

To happiness, endlessly. I wonder if
Anyone looked at me, forty years back,
And thought, *That'll be the life;*
No God any more, or sweating in the dark

About hell and that, or having to hide
What you think of the priest. He
And his lot will all go down the long slide
Like free bloody birds. And immediately

Rather than words comes the thought of high windows:
The sun-comprehending glass,
And beyond it, the deep blue air, that shows
Nothing, and is nowhere, and is endless.

The Windows

By George Herbert

Lord, how can man preach thy eternal word?

He is a brittle crazy glass;

Yet in thy temple thou dost him afford

This glorious and transcendent place,

To be a window, through thy grace.

But when thou dost anneal in glass thy story,

Making thy life to shine within

The holy preachers, then the light and glory

More reverend grows, and more doth win;

Which else shows waterish, bleak, and thin.

Doctrine and life, colors and light, in one

When they combine and mingle, bring

A strong regard and awe; but speech alone

Doth vanish like a flaring thing,

And in the ear, not conscience, ring.