

THE FINAL EXAM

will consist of 2 parts:

Part I (100%) : A. Passage Identification (80%)

B. Short Answer (20%)

Part II (100%) : Essay

Part I. A. 20 passages, each worth 4 points.

This part will be further divided into 2 sections:

1. Drama and *Paradise Lost*: the passages are to be identified by the full name of the author, the title of the work, the speaker, and the person(s) spoken to.
2. Lyric Poetry and Prose: the passages are to be identified by the full name of the author and the title of the poem; for example, John Donne, "The Flea." In the case of sonnet cycles, give the name of the author (e.g. Lady Mary Wroth), the name of the cycle (in this case, *Pamphilia to Amphilanthus*), and the number of the sonnet.

Part I. B. 10 questions, each worth 2 points. For example:

1. What does the word *Volpone* mean?
2. Who is called "the affable Archangel"?

Directions for Part I.A.1:

Identify the (1) **the author**, (2) **the title**, (3) **the speaker**, & (4) **the person(s) spoken to**. Each correct answer is worth one point; each passage is worth 4 points. Thus:

Of Man's first disobedience and the fruit
Of that forbidden tree, whose mortal taste
Brought death into the world, and all our woe
With loss of Eden till one greater man
Restore us and regain the blissful seat
Sing . . .

(1) John Milton, (2) *Paradise Lost*, (3) the Narrator/Poet,
(4) the audience/reader.

Sample passages:

I do wonder you do not loathe yourselves.
Observe my meditation now:
What thing is in this outward form of man
To be belov'd? . . .
Man stands amaz'd to see his deformity
In any other creature but himself.

[T]o destruction sacred and devote,
[Man], with his whole posterity, must die,
Die he or justice must; unless for him
Some other able, and as willing, pay
The rigid satisfaction, death for death.

Hail the world's soul, and mine! More glad than is
The teeming earth to see the longed-for sun
Peep through the horns of the celestial Ram
Am I to view thy splendor darkening his,
That, lying here amongst my other hoards,
Show'st like a flame by night, or like the day
Struck out of chaos, when all darkness fled
Unto the center.

Directions for Part I.A.2:

Identify the passages below by giving the full name of the author and the title of the poem. In the case of sonnet cycles, give the name of the cycle and the number of the particular sonnet.

Sample passages:

What wond'rous Life in this I lead!
Ripe Apples drop about my head;
The Luscious Clusters of the Vine
Upon my Mouth do crush their Wine.

We then, who are this new soul, know,
Of what we are composed, and made,
For th' atomies of which we grow
Are souls, whom no change can invade.

Only the Poet disdainng to be tied to any such subjection,
lifted up with the vigor of his own invention, doth grow in
effect into another nature: in making things either better
then nature bringeth forth, or quite a new, forms such as
never were in nature.

MOST glorious Lord of lyfe that on this day,
Didst make thy triumph ouer death and sin:
and hauing harrowd hell didst bring away,
captiuity thence captiue vs to win.

That time of year thou mayst in me behold
When yellow leaves, or none, or few do hang
Upon those boughs which shake against the cold
Bare ruined choirs where late the sweet birds sang.

Directions for Part II. Essay:

Write a substantial essay (between 800 and 1200 words) on ONE of the topics below. Your essay should be **coherent**, clearly developed, and well **supported** by specific **evidence** from the texts you are discussing. Your essay should have a clear **introduction**, defining the subject and stating a **thesis** or **question**, and a **conclusion** that follows plausibly from the **development** of your argument. You don't have to be "right," and we don't have to agree with you, but you must make a good case—and in reasonably literate English.

1. The idea that falling may be fortunate, that we need to fall in order to rise/recover, occurs in many of the texts we have read this semester. Discuss the operation of this principle in four of the works we have read this semester, two from before the midterm exam and two after.

2. Discuss the ways in which major characters in four of the works we have read try to undermine or subvert authority and explore their reasons for doing so. Be sure to define the authority (human, divine, secular, religious, whatever) that is being challenged. Of the four characters you discuss, two should be from works read before the midterm exam and two from works that we have read since.