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 8½X11 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*
   - Hobbes's *Leviathan*
   - Blake's *Songs of Innocence and Experience*
   - Saikaku's *Life of a Sensuous Woman*
   - Molière's *Tartuffe*
   - Voltaire's *Candide*
   - Milton's *Paradise Lost*
   - 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**
   - Paine, *Common Sense*
   - Jefferson, *The Declaration of Independence*
   - Locke, *Second Treatise of Civil Government*
   - Newton, *Mathematical Principles of Natural Philosophy*
   - Galileo, "Letter to the Grand Duchess"
   - Rousseau, *The Social Contract*
   - de Gouges, *Declaration of the Rights of Woman and the Female Citizen*
   - Engels, "Industrial Manchester 1844"
   - Burke, *Reflections on the Revolution in France*
   - Robespierre, "Justification of the Use of Terror"

   **List 2**
   - Turner, *Rain, Steam and Speed*
   - Gros, *Napoleon in the Plague House at Jaffa*
   - Delacroix, *Liberty Leading the People*
   - Beethoven, *Fifth Symphony*
   - Goya, *Third of May, 1808*
   - David, *Oath of the Horatii, or Death of Marat*
   - West, *The Death of General Wolfe*
   - Wright, *An Experiment on a Bird in the Air-pump*
   - Friedrich, *The Wanderer above the Mists*

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*
   - Locke, *Second Treatise of Government*
   - Jefferson, *Declaration of Independence*
   - Swift, "A Modest Proposal"
   - Equiano, *The Life of Olaudah Equiano*
   - Wollstonecraft, *Vindication of the Rights of Women*
   - Blake, "The Tyger"
   - Keats, "Ode on a Grecian Urn"
   - Wordsworth, "Tintern Abbey"
   - Descartes, *Meditations*
   - Kant, *Prolegomena*
   - Delacroix, *Liberty Leading the People*