Possible Long Essay Examination Questions  
Professors Mesher, Smay, Trost, Wood

On Wednesday, December 16th, at 9:45-12:00 in your seminar room, 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 8½” x 11” size exam booklets in which to answer all three questions. PLEASE DO NOT WRITE YOUR NAME OR OTHER INFORMATION ON OR IN 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. Use of phones or other devices during any Humanities Honors examination constitutes immediate failure of the examination, unless use of such devices is officially registered with the SJSU Accessible Education Center.

1. The Baroque and Romantic periods are both known for their emphasis on emotions. Briefly explain the historical and artistic reasons behind the role emotions played in each period, and how the utilization of emotions in those two periods can be distinguished, by discussing five examples from the following list, including at least two each Baroque and Romantic, and at least one each from art, music, and literature.

   Turner, Rain, Steam and Speed  
   Wagner, “Ride of the Valkyries”  
   Pachelbel, Canon in D  
   Géricault, The Raft of the Medusa  
   Coleridge, “Kubla Khan”  
   Caravaggio, Calling of St Matthew  
   Bernini, Ecstasy of St. Teresa

   Beethoven, Symphony No. 3, “Eroica”  
   Delacroix, Greece on Ruins of Missolonghi  
   Rossini, William Tell Overture  
   Wordsworth, “The World Is Too Much with Us”  
   Rubens, Elevation of the Cross  
   Strozzi, Lamento - Lagrime mie, a che vi trattenete  
   Gentileschi, Judith Slaying Holofernes

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

   Sor Juana Inés de la Cruz  
   Margaret Fell  
   Sarah Grimke  
   Mary Wollstonecraft  
   Artemesia Gentileschi  
   Jean-Baptiste Poquelin (Molière)

   Cao Xueqin  
   Ihara Saikaku  
   John Milton  
   Herman Melville  
   Peter Paul Rubens  
   Johann W. von Goethe

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*
- 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, *Wanderer above the Sea of Fog*

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:

**Enlightenment**
- Descartes, *Meditations*
- 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*

**Romantics**
- Blake, "The Tyger"  
- Keats, “On First Looking into Chapman's Homer”  
- Wordsworth, "Tintern Abbey"  
- Kant, *Prolegomena*  
- Delacroix, *Liberty Leading the People*