

**LAKEHEAD UNIVERSITY  
EXAMINATION**

English	1112	WB	English
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SUBJECT	COURSE NO.	SECTION	DEPARTMENT
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Lit in English After 1750			Soldan
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COURSE TITLE			PROFESSOR
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Wednesday April 11, 2012	Gym Rows K M O Q		9:00am – 12:00pm
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EXAM DATE	LOCATION		EXAM TIME

TYPE OF EXAMINATION: Final

INSTRUCTIONS:

This examination question paper **MAY NOT** be taken from the examination room.

**STUDENT PLEASE NOTE: AIDS ARE NOT PERMITTED DURING THIS EXAM**

**YOU MUST** count the number of pages in this examination question paper **BEFORE** beginning to write, and report any discrepancy immediately to a proctor.

This examination question paper has 4 pages. This is PAGE 1.

**FINAL EXAMINATION**  
**April 11, 2012 - 3 hours**

**Part I - Identify/Define/Discuss any 10 from the following  
15 items ( 3 marks each for a total of 30 marks)**

diurnal symbolism  
canonicity  
irony  
Anis del Toro  
narratology  
"A Rose for Emily"  
Matthew Arnold  
spontaneous overflow of powerful feelings  
Fortunato  
signifier/signified  
villanelle  
*The Prelude*  
Uncle Oscar  
gyre  
1798

**PART II - Sight Passages. (Identify the name of the author, the title of the work and provide relevant commentary for 4 of the following 6.) (5 marks each for a total of 20 marks)**

1. She could see in the open square before her house the tops of trees that were all aquiver with the new spring life...There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing the window.

2. The world is too much with us, late and soon,  
Getting and spending, we way lay waste our powers;  
Little we see in Nature that is ours;  
We have given our hearts away, a sordid boon!

3. The darkness drops again; but now I know  
That twenty centuries of stony sleep  
Were vexed to nightmare by a rocking cradle  
And what rough beast, its hour come round at last,  
Slouches towards Bethlehem to be born?

4. Though wise men at their end know dark is right  
Because their words had forked no lightning they  
Do not go gentle into that good night.

Good men, the last wave by, crying how bright  
Their frail deeds might have danced in a green bay,  
Rage, rage against the dying of the light.

5. Timidly the waters touched the worn gravestone that for more than three hundred years had laid before the vanished altar. The church that had sheltered it so long had given it some protection at the last, and only a slight discolouration of the rock told of the fires that had passed this way. In the corpse-light of the dying land, the archaic words could still be traced as the water rose around them...

6. And so the house came to be haunted by the unspoken phrase: *There must be more money! There must be more money!* The children could hear it all the time, though nobody said it aloud.... They would look into each other's eyes, to see if they had all heard. And each one saw in the eyes of the other two that they too had heard.

**PART III - Examination Interlude - Rewrite the following list in your examination booklet so that the pairs match (10 marks)**

**Northrop Frye - Deconstruction**

**Virginia Woolf - Marxist Criticism**

**New Criticism - William Wordsworth**

**Course in General Linguistics – I. A. Richards**

**“The Rocking Horse Winner” - Sigmund Freud**

**Psychological Criticism - Ferdinand de Saussure**

**Reader Response Criticism - New Historicism**

**Stephen Greenblatt - Feminist Theory**

**Jacques Derrida - Archetypal Criticism**

**“Preface to the Lyrical Ballads” - John Crowe Ransom**

**PART IV – Essay Question (40 marks; 20 for content, 20 for style)**

Literary art can be examined from 5 different perspectives: Theory, History, Identity, Nation and Genre. Discuss how the serious student of literature can appreciate literature more fully by consciously addressing these five different approaches. Organize your discussion by beginning with the perspective you THINK is the most valuable to YOUR study of literature, and concluding with the perspective you THINK has the least impact on you. **Fortify your discussion using examples taken from literary artists studied in the course.**