

NAME: \_\_\_\_\_  
TA: \_\_\_\_\_

**Masterworks of Literature: World**  
**First Summer Session: Second Midterm**

This examination should take about seventy-five minutes, but you will have the full ninety minutes if you need them. Please note that it is scored out of 120 points. Please write in ink.

***Section One (10 points)***

Due to the economic downturn, a proposal has been made that students no longer be required to take a “Masterworks of Literature” course before graduation. You, of course, strongly disagree with this proposal. Considering all the texts from the second half of the course, from *Hamlet* onwards, please select a single text which you found especially important and use it to defend the requirement. Please indicate why you admire the text and make the case for why, based on its qualities, all students need to read literature while at the University of Texas. You may focus on style, content, themes, social/ethical implications, etc. The choice is yours as to why the text is of value, but please make the case as strongly and persuasively as possible!

***Section Two (50 points)***

**Please identify FIVE of the following seven quotations. (10 points each)**

You will need to tell me: 1) the text from which the quotation is taken

2) the author of the text

3) the speaker and the context in which the passage occurs  
(who says it, when, about what, to whom, etc.)

4) two reasons why the passage is important

1. “She rubbed as if she would rub something out for ever – some stain some indelible contamination.”
2. “The oldest man present said sternly that those whose palm-kernels were cracked for them by a benevolent spirit should not forget to be humble.”
3. “... This obscene  
beast chain-smokes yawning for the guillotine –  
you – hypocrite Reader – my double – my brother!”
4. “In his heart there echoed something like the voice of conscience, but it grew silent, and his heart turned once more to stone.”
5. “Heaven and earth!  
Must I remember? Why she would hang on him,  
As if increase of appetite had grown  
By what it fed on: and yet, within a month –  
Let me not think on’t – frailty thy name is woman! –”

6. "I am a cowardly man. I say it now, now that I have carried to its end a plan whose perilous nature no one can deny. I know its execution was terrible."
7. "The story of this man who had killed a messenger and hanged himself would make interesting reading. One could almost write a whole chapter on him. Perhaps not a whole chapter but a reasonable paragraph at any rate."

### Section Three (60 points)

**Write a brief essay in answer to TWO of the following questions. Please write in complete sentences. Please DO NOT REPEAT ANY IDEAS OR TEXTS in the essays. Please do more than summarize the plot. Please make specific references to the texts as you present your analysis and remember to explain why your ideas are important. (30 points each).**

1. Who gets to write official history? The winners, the losers, the artists, or someone else altogether? Many of our writers are concerned with how to represent the past and whether we can ever really know the truth about what has happened. Some writers falsify on purpose, while others try to recover what really happened. Selecting **two** texts (one from the first half of the session; another from the second half), assess the view of history/the past presented by each author and discuss the importance of it for those two authors and for the characters they create.
2. Many of our authors this semester emphasize travel as a crucial part of human experience. Sometimes the author is the traveler; sometimes it is the character(s) who journey. Choose **two** texts (one from the first half of the session; another from the second half) and offer an account of the role of travel in those texts. Is it stressful or pleasing? What do the characters learn? What do they lose or gain by this experience and why do you think the authors choose to include these journeys of various sorts, physical, spiritual, imaginative, etc.?
3. Many of the texts this semester have dealt with how individuals respond to violence and/or injustice, that which exists either in their larger society (war, political strife, racism and colonialism, etc.) or in their own home (murder, divorce, neglect, etc.). Choose **two** texts (one from the first half of the session and one from the second half) and compare the different ways **one** character from **each** of those texts responded to violence and/or injustice. Do you find the response of one of your chosen characters more appealing ethically or more effective pragmatically? What are the consequences of each character's response? Finally, say briefly what lesson or idea you feel you have learned by your comparison.