

EN3300

UNIVERSITY OF WARWICK

Summer Examinations 2015/16

Eighteenth-Century Literature

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Time allowed: 3 hours

There are THREE sections. You must answer ONE question from each section. You should spend an equal amount of time on each section as they carry equal marks.

Read carefully the instructions on the answer book and make sure that the particulars required are entered on each answer book used.

Do not repeat material from the assessed essay or between sections of the exam.

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**SECTION A:** Answer ONE of the following questions.

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1. Describe an important minor character and the reasons for his/her importance in any of one of the novels we studied in term 1 (*A Simple Story*; *Memoirs of a Woman of Pleasure*; *Pamela*; *Tristram Shandy*).  

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2. What limitations of the epistolary form does Richardson encounter?  

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3. How might we explain the relatively weak character of Matilda in relation to her strongly portrayed mother, Miss Milner, of *A Simple Story*?  

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4. *The Beggar's Opera* is certainly a play about class. To what extent is it also one about gender?  

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5. Discuss the way in which any ONE of the satirists (Gay, Swift, Pope, Hogarth, Gillray) you studied in term 1 uses the body to think about something else (i.e. something other than the body).  

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6. To what extent does *Gulliver's Travels* or *A Harlot's Progress* draw connections between "progress" as narrative structure and "progress" as a moral or cultural trajectory?  

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**Continued**

**Section B:** Answer ONE of the following questions.

1. To what extent does *Emma* reflect the influence of earlier texts and/or forms (satire; theatre)?  
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2. Discuss the relationship between personal and public history in *Journal of the Plague Year*.  
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3. How does feeling help the writer to describe and understand a particular space or landscape? Your answer must refer at least one of the following: *The Spectator*, *Journey to the Western Islands*, *Tour of the Hebrides*.  
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4. What do the gender and class relationships portrayed in Turner’s journal tell us about more literary discussions of these themes in the period?  
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5. *Low-life* is an unidentified text. What kind of author might have written it and for what purpose?  
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6. To what extent are the poems you studied in term 2 about dislocation as much as location? Your answer must refer to at least two of the poems by Thomson, Duck, Collier, Gray, Goldsmith, and Crabbe.  
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7. Read and analyze the following extract from Thomson’s “Spring” (ll. 58-77). What are the relationships here between the local and the global, the humble and the great? You may wish to comment on the poet’s use of sound, metre, diction, and/or form.

In antient Times the sacred Plow employ'd The Kings and Awful Fathers of Mankind: And some, with whom compared your Insect-Tribes	60
Are but the Beings of a Summer's Day, Have held the Scale of Empire, ruled the Storm Of mighty War; then, with victorious Hand, Disdaining little Delicacies, seiz'd	
The Plow, and greatly independent scorn'd All the vile Stores Corruption can bestow.	65
Ye generous BRITONS, venerate the Plow! And o'er your Hills, and long withdrawing Vales, Let Autumn spread his Treasures to the Sun, Luxuriant and unbounded! As the Sea,	
Far thro' his azure turbulent Domain, Your Empire owns, and from a thousand Shores	70

**Continued**

Wafts all the Pomp of Life into your ports;  
So with superior Boon may your rich Soil,  
Exuberant, Nature's better Blessings pour  
O'er every Land, the naked Nations cloath,  
And be the exhaustless Granary of a World!

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**Section C:** Answer ONE of the following questions. You should discuss AT LEAST TWO texts and are strongly encouraged to think across terms 1 and 2.

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1. Using any combination of texts you like, discuss the emergence of sexuality as a theme.  

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2. Discuss the way in which the object researched in your wiki, or one you saw in the Soane museum, shows up in some of the texts we have read.  

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3. To what extent does eighteenth-century Britain define itself by what it isn't?  

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4. How do eighteenth-century texts use the movement of things and/or persons to map the emergent empire?  

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5. How does having so much of the eighteenth-century archive digitally available change the way we read the period? How does our experience of this printed material compare to the experience people at that time had of reading?  

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6. Does eighteenth-century literature support an understanding of the period as witnessing the rise of the middle class? You may wish to think not just about what texts say (content) but also how they say it (form).  

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7. Empirical observation and experimentation are usually seen as the cornerstone of the Enlightenment. Discuss AT LEAST TWO texts that explore the limits of empiricism.  

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**END**