

The Making of the Modern World

Take-Home Final Exam

This take-home exam must be done individually, strictly on your own; you may use your notes, the texts provided on a list. Please type your answers into a document and upload them as .doc, .docx, or .pdf only. Be sure you use headings to label each section.

Section I – Comparative exercise:

discussing parallels and differences of texts (32 points, 8 points each)

Select **four** of the five following “pairings” of our literary texts by listing a) **four** topics or qualities shared between the two and b) **four** by which they can be separated/contrasted from each other

Example: Fielding: Tom Jones, Richardson: Clarissa

parallels

- a) 18th century novel
- b) focused on the importance of education
- c) unfolding a single protagonist’s character
- d) based on the moral purposes of enlightenment

differences

- a) male protagonist vs. female protagonist
- b) different form: epistolary novel (Fielding-, Richardson+)
- c) different plot structure: about inheriting a fortune (Fielding), about defending sexual integrity (Richardson)
- d) ends well (Fielding), ends with failure (Richardson)

Pair 1: Keller: Pankraz the Sulker & Irving: Rip van Winkle

Pair 2: Auerbach: Good Government & Auerbach: Manor House Farmer’s Vefela

Pair 3: Stifter: High Forest & Keller: A Village Romeo and Juliet

Pair 4: Keller: Clothes make the man & Stifter: High Forest

Pair 5: Keller: A Village Romeo and Juliet & Keller: Clothes make the man

Section II – Support This Thesis! (18 points, 6 points each)

Below you will find four plausible thesis statements regarding texts in this course. **Select three** of the following four statements, and for each, write a very brief outline (half page each) showing how you would support this thesis in a longer essay. Provide at least one specific quote from each text and 2 examples of scenes, details, or characters and explain how these could serve as evidence to underline your argument.

Thesis Statement A

In 19th century village chronicles, the rural community is not limited solely to a traditional way of life, but is also related to progress and modernity.

Thesis Statement B

One of the major social problems discussed in the village stories is the harmful dynamics of stigmatization and exclusion.

Thesis Statement C

Reading literary texts like the village chronicles contributes to broader understanding of the importance of nature and ecological balance.

Thesis Statement D

The topic of village life is better suited to short narrative texts than to large and complicated novels.

Section III – Defining and applying methodological concepts (20 points, 2 points each)

Give a **one-sentence definition** of each of the following terms. Sketch briefly how it can be applied to (at least: one) of the texts discussed in the lecture.

- 1) Source
- 2) Frame
- 3) Embedded (staged) narration
- 4) Perspective (point of view)
- 5) Analepsis
- 6) Novella
- 7) Collection of novellas
- 8) Space
- 9) Landscape
- 10) Generation

Section IV – Text analysis (30 points)

Beginnings.

Choose **one** of the texts discussed in the lecture class and give a detailed analysis of its first paragraph. Try to sketch how the core topic of the text is established already in these first sentences and which communicative functions the introductory part has to fulfill. What do we learn about the narrative situation, the protagonists, the historical time and geographical space that are addressed in the text? How does the beginning relate to the story as a whole? Elaborate your analysis in a two-page short essay.