

DENB 2402
DEML 2402
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SECOND PUBLIC EXAMINATION

**HONOUR SCHOOL OF ENGLISH LANGUAGE AND LITERATURE 2007
COURSE II**

HONOUR SCHOOL OF ENGLISH AND MODERN LANGUAGES 2007

**HONOUR SCHOOL OF MODERN HISTORY AND ENGLISH 2007
PAPER A.2 ENGLISH LITERATURE 1100-1530**

TRINITY TERM 2007

Tuesday 22 May 2007, 9.30 a.m. – 12.30 p.m.

Time Allowed – Three hours

Answer *three* questions. You should pay careful attention in your answers to the precise terms of the quotations and questions.

Do not turn over until told that you may do so.

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All questions may be answered with reference to any text or texts which seem to you to be relevant.

1. Freynsche vse þis gentil man
Ac euerich Inglische Inglische can.
Many noble ich haue yseize
þat no Freynsche couþe seye. (*Of Arthour and of Merlin*)

(‘These noblemen use French, but every English person knows English. I have seen many nobles who couldn’t speak any French.’)

How did medieval writer(s) negotiate the cultural and class differences between English and French in England?

2. Beryl Smalley said that Petrarch invented an eighth deadly sin, anachronism: ‘it was not enough in reconstructing the past for the poet or story-teller to give his characters classical names.’ Illustrate writers’ changing attitudes to antiquity in the period covered by this paper.

3. M.T. Clanchy has said that, unaccustomed to the convention of the fictitious narrator in the modern novel, medieval readers were left uncertain whether writers were historians or liars. Discuss the treatment of British or English history by writer(s) of the period.

4. Do you agree that the greater emotionality attributed to women by contemporaries in this period placed them in a privileged position to make contact with Christ’s humanity? ‘If they had nothing to say, they could at least weep and also enjoy their experience of God. The fact that this did not require special intellectual ability or training was an advantage’ (ELENA CARRERA).

5. Discuss the proposition that making information hitherto conveyed in Latin available in English (either by translation or paraphrase) was a form of clerical disendowment – even if the intended audience may have been limited to lay nobility or those committed to the religious life.

6. Discuss the view that the ‘use of legal forms and terminology generally grows naturally out of a profound faith in law as the tie that binds all things in heaven and earth’ (JOHN ALFORD).

7. Richard Firth Green, in *A Crisis of Truth*, has described the semantic slipperiness of ‘trouthe’, a term covering loyalty, good faith and the ‘truth’ of one’s

allegiance, rather than truth residing in exterior circumstances. Discuss the 'crisis', as represented in literature of this period.

8. The nuttis schell, thocht it be hard and teuch,
 Haldis the kirkell, sueit and delectabill;
 Sa lyis thair ane doctrine wyse aneuch
 And full of frute, vnder ane fenzeit fabill (HENRYSON).

Discuss the interrelation between figural representation and the thing figured in allegorical and/or fabular writing of this period.

9. Borderlands are commonly thought to be exciting, as well as dangerous. Consider the attractions for writer(s) 'on the edge', who deal with crossing into unknown territories (literal or metaphorical).

10. '*Copia* .. draws into its semantic net connotations of military strength and above all of eloquent speech, while retaining its connection with riches and a broad range of more general notions - abundance, plenty, variety. [It] implies the notion of mastery, whether social or linguistic' (TERENCE CAVE). Discuss the theme of command of linguistic plenitude.

11. "The word "popular", in relation to art, is a difficult one. It can be used to mean "made *by* the people" - that is, popular in origin - or "made *for* the people" - that is, adapted to their tastes, popular in aim' (JOHN STEVENS). Consider ways in which poetry of the period might be 'popular'.

12. 'We arn now so blynd and so unwise that we never sekyn God til he of his godenes shewith him to us ... This vision was a lernyng to myn vnderstonding that the continual sekynge of the soule plesith God ful mekyl, for it may do no more than sekyn, suffrin and trosten' (JULIAN OF NORWICH). Discuss the representation of transcendental religious experience at this time in the light of Julian's comment.

13. I must go walke the wood so wild,
 And wander here and there,
 In dred and dedly fere. (ANON. ca. 1500)

Discuss courtiers' fantasies of abandoning a life of luxury for life in the wild.

14. ...They have without nay stedfastnes.
 In theym may ye neuer fynde, y gesse, cruelte.
 Such condic(i)ons they have, more and lesse.

... Stedfastnes in theym may ye neuer fynde, y gesse.
Cruelte: such condic(i)ons they have, more and lesse.

(A 'Punctuation Poem' on women)

Consider the view that literary debate about women in this period largely consists of assertions for or against, and the parade of specimens, good and bad, more or less wittily expressed.

15. 'One can expect to find not only inherited ideas open to view, but also uncertainty in terms of social values, exploration of ideas and strident differences of opinion' (PETER COSS). Discuss ways in which writer(s) acknowledged that tensions in society were putting traditional models of social organisation under strain.

16. 'And ever sir Launcelote wepte, as he had bene a chylde that had bene beatyn' (MALORY). Discuss the theme of penance as the route to self-knowledge.

17. For nere ich neuer no þe betere,
Yif ich mid chauling and mid chatere,
Hom schende, and mid fule worde,
So herdes doþ, oþer mid schitworde. (*The Owl and the Nightingale*)

Discuss writers' ideas of literary decorum and broad speech.

18. 'Those who produced biblical literature took remarkable liberties in their adaptations of Scripture. God's word is a code which must be broken, and it was the job of exegetes to provide keys for the faithful. Their didacticism cannot be ignored' (JAMES H. MOREY). Discuss.

19. 'Every man and every woman beyng in good lyf oute of synne is as good prest ['priest'], and hath as muche poar ['power'] of God in al thyng as ony prest ... be he pope or bisshop' (HAWISIA MOONE, 1430). Discuss the theme of the individual's quest for salvation and the role of the Church in literature of this period.

20. Discuss the representation of 'otherness' as a means of expressing anxieties about society in the Christian West.

21. 'It is a sense of open-endedness, of time's unpredictable movements, of a present that is ... "unhinged" and "out of joint", open to the insistent demands of the past and the future that calls forth such wishful descriptions of the end' (STEPHEN F. KRUGER). Discuss apocalypse in writing of this period.

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