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| <b>Benha University</b><br><b>Faculty of Arts</b><br><b>Department of English</b><br><b>Third Year</b> | <b>20 Marks</b> | <b>First semester</b><br><b>(2017-2018)</b><br><b>Time of the exam: 2 hours</b><br><b>January Test</b> | <br><b>لائحة قديمة</b> |
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**Exam of "Civilization"**

**Answer FIVE only of the following questions: (20 Marks)**

**1- The rise of great cities at the end of the 18<sup>th</sup> century can be accounted for in various ways. Illustrate.**

The rise of great cities can be accounted for in various ways:

- a. First, industrialization called for the concentration of a work force; and indeed, the factories themselves were often located where coal or some other essential material was available, as the Ruhr in Germany and Lille in northern France.
- b. Second, the necessity for marketing finished goods created great urban centers where there was access to water or railways. Such was the case with Liverpool, Hamburg, Marseilles, and New York.
- c. And third, there was a natural tendency for established political centers such as London, Paris, and Berlin to become centers for the banking and marketing functions of the new industrialism.

**2- Demonstrate the dangers and punishment of child laborers.**

- Children who worked long hours in the textile mills became very tired and found it difficult to maintain the speed required by the overlookers.
- Children who were late for work were severely punished. If children arrived late for work they would also have money deducted from their wages. Time-keeping was a problem for those families who could not afford to buy a clock. In some factories workers were not allowed to carry a watch. The children suspected that this rule was an attempt to trick them out of some of their wages.
- Children were usually hit with a strap to make them work faster.
- In some factories children were dipped head first into the water cistern if they became drowsy.
- Children were also punished for arriving late for work and for talking to the other children.
- Parish apprentices who ran away from the factory was in danger of being sent to prison.
- Children who were considered potential runaways were placed in irons.

### 3- Demonstrate the 19<sup>th</sup> century class system.

- The population grew from 11 to 37 million in England during the nineteenth century. Factories created jobs which lured workers from rural communities and immigrants from Scotland and Ireland. By 1901, nearly three-quarters of the population called the city their home.
- The rigid class system of the past essentially fell asunder with industrialization. Prior to the Industrial Revolution, England was an agrarian society. The aristocracy, also known as the gentry, owned all the land. Although a small group, the gentry wielded the power and wealth. Anyone outside the upper class could not advance into it.
- Tenant farmers could rent the land with the majority of men and women working as laborers and servants. The growth of factories meant an increase in job opportunities as well as wages. The workers left their rural life to become urban workers.

### 4- State the characteristics of the romantic movement.

- 1- An increased appreciation of the beauty and power of nature;
- 2- A celebration of emotion and the senses rather than of reason and intellect;
- 3- Individual introspection and self-examination as opposed to a search for universal truths;
- 4- An interest in the solitary individual or the tormented hero and his creative spirit and inner life;
- 5- An emphasis upon imagination as a means to attain transcendent experience and spiritual truth;
- 6- An interest in ethnic origins, the medieval period, mystery and monsters and the exotic.

### 5- Draw a comparison between the features of the 18<sup>th</sup> Enlightenment with those of the 19<sup>th</sup> Romanticism.

| No. | 18 <sup>th</sup> Enlightenment                                             | 19 <sup>th</sup> Romanticism                                         |
|-----|----------------------------------------------------------------------------|----------------------------------------------------------------------|
| 1   | Power of reason                                                            | Power of emotion                                                     |
| 2   | Man is nature's master                                                     | Nature is powerful and independent                                   |
| 3   | Constrain, rules, limitation                                               | Total freedom                                                        |
| 4   | Scientific, not religious                                                  | Religious – spiritual and mystical                                   |
| 5   | The world is ordered                                                       | The world is in living chaos                                         |
| 6   | What things have in common                                                 | How things are different                                             |
| 7   | The middle, sensible ground (city literature, for education, intend of the | The extremes of imagination (not for education, but means to express |

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| middle class) | feelings) |
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## 6- Describe the basics of the Romantic literary time period.

- Reaction against rationalism
- Emphasized feeling and intuition over reason
- Common features included looking to the past as well as to nature for guidance and wisdom
- Exotic and supernatural were also embraced
- Focused on the everyday experience
- Moved away from the previous literary conventions
- Incorporated nature as a beauty effecting the norm
- Sentimentalized the old and made it iconic

## 7- Describe briefly the main features of the Victorian novel.

- The narrator is obtrusive and omniscient:
- He provides his comments on the plot and he establishes a rigid barrier between what is right or wrong (judge); retribution and punishment usually appear in the final chapter where all the events, adventures, incidents are explained and justified.
- Didactic aim
- Linearity (stories have a beginning, a middle, an end)
- Long complicated plots and sub-plots
- Urban setting: the city was the most common setting the main symbol of industrial civilization as well the expression of anonymous lives and lost identities
- Precise creation of characters and deep analysis of characters' inner lives (psychology)
- Most popular genre = (novel of formation)
- Main themes: money, wealth, realistic portrait of society denouncing its injustices and iniquities.

**With best wishes**

*Dr. Wafaa El-Deftar*