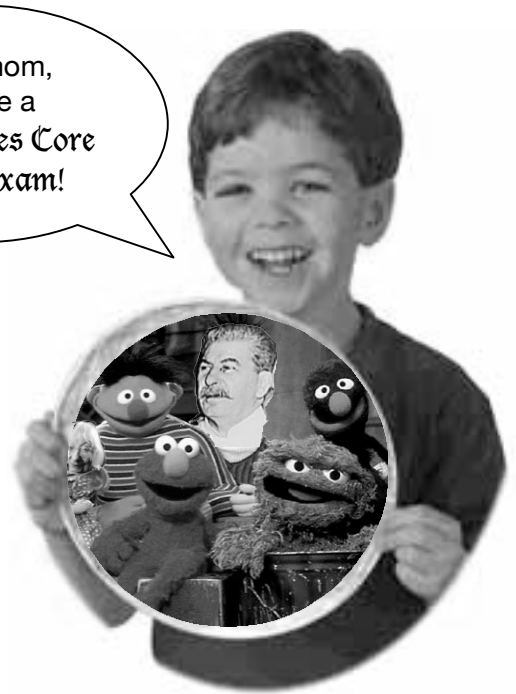


Mom says... don't forget that your exam is on Friday at 8:00 in the morning. Budget yourself time to study **before** Thursday so you can get some sleep.

Look mom,
I made a
Humanities Core
Final Exam!



Quotation Analysis Questions (50%, 10 minutes each)

There will be six primary sources tested in this question, all of which we read after the midterm. With your help, I've given two possible quotations for each. So of the twelve you see below, six of them will actually be on the exam. A good answer will identify the author of the quotation, explain what it means (perhaps defining key terms), and explain its larger significance to the essay or book it comes from.

Hitler

"In the name of the German people I have only to prevent these miserable unfortunates, who clearly suffer from defects of vision, [from] attempting with violence to persuade contemporaries by their chatter that these faults of observation are indeed realities or from presenting them as 'art'."

"An art which must rely on the support of small cliques, is intolerable. Such an art only tries to confuse, instead of gladly reinforcing, the sure and healthy instinct of a people."

Gorky

"Social and cultural progress develop normally only when the hands teach the head, after which the head, now grown more wise, teaches the hands, and the wise hands once again, this time more effectually, promote the growth of the mind."

"The schools trained and are still training no one but obedient servants of capitalism."

Anonymous *Pravda* Writer

"Lady Macbeth is having great success with bourgeois audiences abroad. Is it not because the opera is non-political and confusing that they praise it?"

"Here is music turned deliberately inside out in order that nothing will be reminiscent of classical opera, or have anything in common with symphonic music or with simple and popular musical language accessible to all."

Jacobs

"Although it is life, not art, we must fancifully call it the art form of the city and liken it to [a] dance."

"The street is bad as an environment for humans; houses should be turned away from it and faced inward toward sheltered greens."

Davis

“The old liberal paradigm of social control, attempting to balance repression with reform, has long been superseded by a rhetoric of social warfare that calculates the interests of the urban poor and the middle classes as a zero-sum game.”

“The universal and ineluctable consequence of this crusade to secure the city is the destruction of accessible public space.”

Gladwell

"Cool is a set of dialects, not a language."

“The phenomenon that the uncool cannot see and cannot have described to them is also something that they cannot ever attain, because if they did it would no longer be cool.”

Essay Questions (50%, 30 minutes each)

These are the four questions that will be on the exam. However, they will be sorted into sets of two. You might have to answer (A or B) and (C or D). Or you might have to answer (A or C) and (B or D). Or (A or D) and (B or C). This is a nice little logic puzzle, but I'll solve it for you... you must be able to give a good answer to at least three of these questions. Your answer should include 'case studies' of at least one artist/writer/concept we studied before the midterm, and at least one artist/writer/concept we studied after the midterm. More than just two might be better, but try to avoid including everything and the kitchen sink... better that you are able to dig deeper into a few of them.

- A.** Is aesthetics always a consequence of ethics/morals/politics, or can it be an independent category?
- B.** Is it possible to centrally plan or regulate artistic making? Is it advisable?
- C.** Who makes art and who do they make it for?
- D.** How is a city different from a rural area or suburb?

Any Study Tips?

I'll make this shorter than last time. For the quotation analysis, re-read the primary sources and make sure you understand the big picture, as well as the key terms that come up in those quotes. Comb through lecture notes, class notes, and the class blog for broader concepts you can use to frame or contextualize them. For the more contemporary writers (Davis and Gladwell), you'll probably want to come up with strong real-life examples of their theories. For the essays, strategize which case studies would best suit the answer you want to give. Develop comparisons and contrasts. Get into a group and have a debate or dialogue in which you play different characters or adopt different perspectives.