

## i Information page

University of Oslo  
Department of Literature, Area Studies and European Languages  
Home examination  
Spring 2019

### ENG2333 – Multicultural literature in English

Disclosure of exam assignment: May 27, 11.00 a.m.  
Submission deadline: May 31, 11.00 a.m.

*This exam consists of two parts. The first part is short answer (about ¾ to 1-page per question: 3 to 4 pages) and the second part asks you to write a short essay (3 - 4 pages.) The total exam should be 6 to 8 pages; it is fine to exceed 8 pages.*

Please use Times New Roman, 12 pt., 1 1/2 line spacing. Remember to include your candidate number (NOT your name), course code and semester. The paper must be in PDF.

Make sure you are familiar with the University's rules regarding proper citing of sources. For more information see the following page: <https://www.uio.no/english/studies/examinations/sources-citations/>

For more information on submitting assignments and home exams in Inspera: <https://www.uio.no/english/studies/examinations/inspera/home-examination-submissions.html>

For more information on how to export your exam paper to PDF: <http://www.hf.uio.no/english/services/it/help/digital-exam/export-to-pdf/>

Best of luck!

## 1 Exam questions

### Part I: Short Answer

Choose 4 questions from the options below, and write a ¾ to 1-page response for each (about 3-4 pages total.) AT LEAST ONE of your four answers must be from the “theory” list, though you are free to answer more theory questions if you wish.

#### Novels:

1. Discuss how the theme of “passing” in Nella Larsen’s novel *Passing* comments on normative ideas of race and racism.
2. Discuss how Zora Neale Hurston both celebrates AND critiques the idea of “community” in *Their Eyes Were Watching God*.
3. Discuss the significance of the following quote from James Baldwin’s *The Fire Next Time*: “The only thing white people have that black people need, or should want, is power—and no one holds power forever. White people cannot, in the generality, be taken as models of how to live. Rather, the white man is himself in sore need of new standards, which will release him from his confusion and place him once again in fruitful communion with the depths of his own being” (pp.82-3).
4. Choose a scene or passage from Leslie Marmon Silko’s *Ceremony* where the character of Josiah is important, and discuss how the scene/passage comments on Josiah’s importance and meaning in the novel.
5. Discuss the role of Chin-Kee in Gene Yang’s *American Born Chinese*: how does Yang use this figure to comment on stereotypes and internalized racism?
6. Discuss the importance of the body in Theresa Hak Kyung Cha’s *Dictee*.

7. Discuss how Junot Diaz uses the term *fuku* in *The Brief and Wondrous Life of Oscar Wao*, making sure you include in your discussion how the term relates to colonialism.

8. How do the identities of “black” and “gay” work together—or at odds with each other—in the depiction of Chiron in *Moonlight*?

Theory:

1. What parallels does Peggy McIntosh draw between white privilege and male privilege, and why does she do this?

2. In your own words, briefly discuss what you think Toni Morrison means by “the Africanist presence” in American literature.

3. Discuss the potential uses of the racial identity development model (Tatum).

4. Briefly explain Howard Zinn’s definition of “ideology” in the context of history writing, and then discuss how this idea can also be applied to multicultural literature.

**Part II: Essay**

Choose 1 question, and write an essay of about 3- 4 pages. You are free to use the “theory” or secondary readings for the class as background material in your essay. Remember to cite these secondary articles if you use them. However, you are not required to use secondary sources.

The 3 essay options below are very open, so it is up to you to decide how to focus your essay and what angle you will take on the subject. As part of your discussion, try to find scenes, images, or symbols in the text that represent your chosen theme. In your opening paragraph, try to articulate how you are approaching the question, and if possible formulate a “problemstilling” that is argumentative:

1. We have discussed, at some length, **the importance of language** in several of the pensum texts. Choose 1 text where you find that language plays an important role and discuss this importance in as much depth as you can. Ideas to think about for this question: language as storytelling; or different forms of languages and their use in a single text; or multiple languages in a text; or the power of language more generally. It is up to you to define how you intend to discuss language in the text you choose for this option.

2. In many of the pensum texts, **place and space** play key roles in creating meaning. Choose 1 text and discuss how a specific place or space creates meaning in the narrative. (For example: Harlem, Laguna Pueblo, Korea, the Everglades, Eatonville, etc. – you get the picture!)

3. In seminar 7, we briefly discussed “trauma” and how it might be represented in literature. Most of our pensum texts represent both individual and collective trauma, and they also tell stories or quests about healing from that trauma. Choose 1 of the texts from class and write an essay in which you discuss the text as a narrative about **trauma and healing**. For this option, make sure that you don’t do too much plot summary; instead, focus your attention on arguing how the trauma is represented and its importance for thinking about the main themes of the text.



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