

i Information

University of Oslo
Department of Literature, Area Studies and European Languages
Spring 2020
ENG2333 - Multicultural Literature in English

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

The exam should be written in Word or an equivalent program, and converted into ONE PDF document before submitting.

Sources and referencing

It is important that you get familiar with the rules for sources and referencing:

<https://www.hf.uio.no/english/studies/sources-referencing/index.html>

Using other people's material without declaring it properly may be considered as cheating or attempted cheating. The consequences of cheating or attempted cheating may be severe for you as a student, please follow the link for more information: <https://www.uio.no/english/studies/examinations/sources-citations/>

Contact information

If you have technical questions for instance regarding your computer, internet or updates of browsers, please contact IT Helpdesk: <https://www.uio.no/english/services/it/digital-teaching/helpdesk.html>

If you are experiencing technical difficulties during your examination or have further questions, please call 22 85 83 92 during regular office hours (09.00-15.30).

If you have questions regarding the subject or the examination questions, please contact the course leader via e-mail: rebecca.scherr@ilos.uio.no

1 Home exam

Submit your exam paper in ONE PDF file here.



Upload your file here. Maximum one file.

All file types are allowed. Maximum file size is **1 GB**

 Select file to upload

Maximum marks: 0

Question 1
Attached



ENG 2333: Multicultural literature

Spring 2020

3- day home exam

Upload final exam to Inspera by 11 am, May 14th.

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Part I: Short Answer

Choose 4 questions from the options below, and write a $\frac{3}{4}$ 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.

Books (and film):

1. According to Thomas King in *The Inconvenient Indian*, what is a “**dead Indian**” and what is its larger significance?
2. Choose one aspect of Noah Trevor’s life as described in *Born a Crime* that is entirely shaped by **colonialism and its legacies**, and discuss *how* that aspect is shaped by colonialism and *why* that is important. You may choose an actual incident in his life, or a more general thematic that he writes about.
3. On page 11 of Ta-nehisi Coates’ *Between the World and Me*, he meditates on what he calls “**the Dream.**” What do you think Coates means by “the Dream,” and how and why does he critique this dream?
4. Discuss the importance of **the character of Levi** in Zadie Smith’s *On Beauty*. What might be some of the larger themes his characterization gives voice to?
5. Discuss one or more ways that Ocean Vuong represents **trauma** in *On Earth We’re Briefly Gorgeous*.
6. One of the key words that is used in various ways in “Paris is Burning” is the term “**real**” (and/or “realness.”) Throughout the film, the musical refrain is “to be real.” In what ways does the film play with the idea of “realness” and why do you think this is important?

Theory / Articles:

1. What parallels does Peggy McIntosh draw between white privilege and male privilege, and why does she do this?
2. Anne Fausto-Sterling writes in "Gender, Race, and Nation" that «Human racial difference, while in some sense obvious and therefore 'real,' is in another sense pure fabrication, a story written about the social relations of a particular historical time and then mapped onto available bodies.» How does this apply to Sarah Baartman, as discussed in the article?
3. Discuss the importance of the following quote in James Baldwin's "My Dungeon Shook" (also known as "A Letter to My Nephew"): "The details and symbols of your life have been deliberately constructed to make you believe what white people say about you. Please try to remember that what they believe, as well as what they do and cause you to endure, does not testify to your inferiority, but to their inhumanity and fear."
4. Discuss the potential uses of the racial identity development model (Tatum).

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.

****You MAY choose a text to write about that you also wrote about in the Short Answer section****

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 include scenes, images, or passages from the text(s) that represent your chosen theme. In your opening paragraph, articulate how you are approaching and narrowing down the question:

1. Write an essay in which you discuss the importance of **the body** (or bodies) in one or more texts from the syllabus. "The body" is obviously a huge category, so you need to narrow down and specify what aspects of "the body" you wish to write about in your essay.

OR

2. Choose one 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 (though these are only suggestions!): language and voice; language and humor; language and power. It is up to you to define how you intend to discuss language in the text you choose for this option.

OR

3. Give an **intersectional “reading”** of one of the syllabus texts, showing how two (or more) axes of identification work together – and/or in conflict - to create meaning in the text. Axes of identification include, but are not limited to: race, gender, sexuality, class.