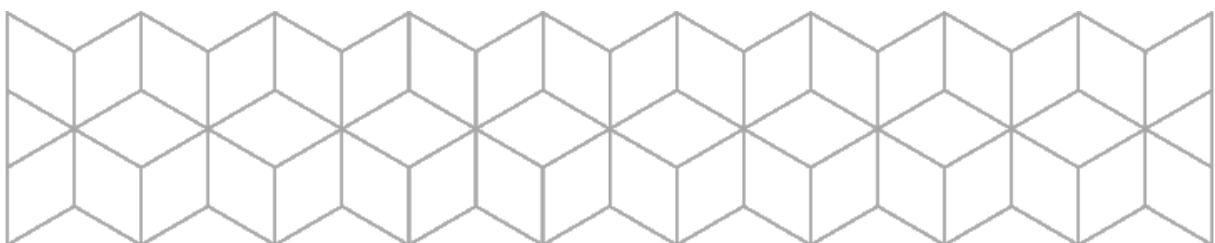


EXAMINATION

Course code: SFE10314	Course: American Literature and Civilization Culture Studies II
Date: 6 January 2017	Duration: 4 hours
Permitted sources: English-English Dictionary	Lecturer: Dr. Johanna Wagner
The examination: The examination papers consist of 5 pages inclusive of this page. Please check that the examination papers are complete before you start answering the questions.	
Date of announcement of the examination results: 27 January 2017 The examination results are available on the Studentweb no later than two workdays after the announcement of the examination results www.hiof.no/studentweb	



SECTION 1: (40%)

Do NOT write on this sheet. All answers with corresponding numbers should be written in your booklet. Make sure you clearly mark each section and sub-section.

I. Matching (8 pts)

Match the left terms with the *most closely correlated* term/definition/title on the right. Write the number and corresponding letter in your booklet. Be clear.

- | | |
|--------------------------------|-----------------------------|
| 1. Transcendentalism _____ | A. Charlotte Perkins Gilman |
| 2. Conservative backlash _____ | B. Nella Larsen |
| 3. Manifest Destiny _____ | C. Jack London |
| 4. Communism _____ | D. Thomas Paine |
| 5. Harlem Renaissance _____ | E. Ralph Waldo Emerson |
| 6. Naturalism _____ | F. American Expansionism |
| 7. Feminism _____ | G. 1980s and 1990s |
| 8. <i>Common Sense</i> _____ | H. The Red Scare |

II. Fill in the Blank (4 pts)

Each question covers material you've read throughout the semester. Identify the text and the author. Write the numbers and answers in your booklet.

- "Mine eyes have seen the glory of the coming of the Lord;
He is trampling out the vintage where the grapes of wrath are stored" (2 pt)
Title _____
Event for which the song was written _____
- The apparition of these faces in the crowd;
Petals on a wet, black bough (2 pts)
Text _____
Author _____

III. True/False (4 pts)

Place the number and a T or F in your booklet

- | | | |
|--|---------|---------|
| 1. The United States began as thirteen original colonies | T _____ | F _____ |
| 2. MAUS is a postmodern novel | T _____ | F _____ |
| 3. Puritans in the US believed in predetermination | T _____ | F _____ |
| 5. "Girl" by Jamaica Kincaid's major theme is race | T _____ | F _____ |

IV. Multiple Choice (3 pts)

Choose the best word(s) that correctly complete(s) the phrase relevant to this course. Place the number and correct letter in your booklet.

- No taxation without _____
 - communication
 - regulation
 - submission
 - representation

2. so much depends / upon / a red wheel / barrow / glazed with rain / water / beside the white / _____
- rabbits
 - hillside
 - chickens
 - snowbank
3. Which characteristic does *not* belong to Postmodernism _____
- Linear, coherent narrative
 - Art as play/politics
 - Truth in question
 - Intertextuality

V. Short Answer (6 pts)

Answer 3 of the 4 questions fully, but briefly, in your booklet. These are *not* essay questions; therefore, a few words or a sentence or two should be sufficient for each question.

- Which two bodies make up the legislative branch of the US government?
- How many justices are presently on the Supreme Court? (it is the same number as in May 2016.)
- In MAUS major groups of people are depicted in very unique ways. What are the two major groups and how are they depicted?
- At the end of “The Yellow Wallpaper,” the husband faints because he sees the protagonist doing this. What is it?

SECTION 2 (Essay): (60%)

Write an essay on **ONE** of the topics below. The essay does not need to be a certain length, but must develop your points sufficiently to make your argument. **REMEMBER:** The material you use should come from the course. Define your terms; a strong thesis should guide your work; the parts of an essay are important; and examples always help.

- 2.1. Regionalist and Naturalist writers not only think of nature in distinctly different ways, but view the individual differently in their stories as well. Using one Regionalist text and one Naturalist text as examples, explain and compare these different visions of nature and the individual.
- 3.2. By 1999, foreign policy in the USA had five major tenets; however, these tenets changed in priority after 9/11. Name the president under which these changes took place, and explain and discuss reasons for at least the top three tenets that changed post 9/11.
- 4.3. The Monroe Doctrine was a non-interventionist international policy of the 19th century, first implemented in 1823 by President James Monroe. To whom did the policy target? What were the intentions and purposes of the policy, and why? Finally, did it succeed in its purposes? Explain.
- 5.4. In 1852, July 5, Frederick Douglass gave a speech in honor of a very important holiday for citizens of the United States. To which holiday does Douglass refer, and why does Douglass suggest he cannot take part in its celebration? What group of people does he represent, and why would this holiday be different for them? What kind of irony and/or paradoxes does Douglass present as he argues his case? Use the excerpt provided for examples.

Extract for Section 2, question 3 (Frederick Douglass)

Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? and am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?

Would to God, both for your sakes and ours, that an affirmative answer could be truthfully returned to these questions! Then would my task be light, and my burden easy and delightful. For who is there so cold, that a nation's sympathy could not warm him? Who so obdurate and dead to the claims of gratitude, that would not thankfully acknowledge such priceless benefits? Who so stolid and selfish, that would not give his voice to swell the hallelujahs of a nation's jubilee, when the chains of servitude had been torn from his limbs? I am not that man. In a case like that, the dumb might eloquently speak, and the "lame man leap as an hart."

But, such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. — The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought stripes and death to me. This Fourth [of] July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak to-day? If so, there is a parallel to your conduct. And let me warn you that it is dangerous to copy the example of a nation whose crimes, lowering up to heaven, were thrown down by the breath of the Almighty, burying that nation in irrecoverable ruin! I can to-day take up the plaintive lament of a peeled and woe-smitten people!