

STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600 086
(For candidates admitted during the academic year 2023-2024)

M. A. DEGREE EXAMINATION, NOVEMBER 2024
BRANCH VII - ENGLISH
THIRD SEMESTER

COURSE : CORE

COURSE TITLE : POSTCOLONIAL STUDIES

SUBJECT CODE : 23EL/PC/PC34

TIME : 3 HOURS

MAX. MARKS: 100

Q. No.	SECTION A	CO	KL
1	<p>Answer one of the following in about 250 words. (1x10=10 marks)</p> <p>Identify Edward Said's groundbreaking postulations in the introduction to his book <i>Orientalism</i>.</p>	1	K1
2	Define ecological imperialism and its portrayal in any one text prescribed for study.		
Q. No.	SECTION B	CO	KL
	<p>Answer one of the following in about 250 words. (1x10=10 marks)</p>	2	K2
3	"From a Maori perspective the two questions most at issue are: What is history and who owns it?" – Witi Ihimaera. In the light of this statement, discuss Ihimaera's short story "The Whale" as a postcolonial text.		
4	Illustrate the dilemma of the second generation immigrant in Jhumpa Lahiri's short story "Unaccustomed Earth".		
Q. No.	SECTION C	CO	KL
	<p>Answer one of the following in about 500 words. (1x20=20 marks)</p>	3	K3
5	"The verve was gone. She did not recognize herself. She left the salon almost mournfully; while the hairdresser had flat-ironed the ends, the smell of burning, of something organic dying which should not have died, had made her feel a sense of loss." Demonstrate how Ifemelu adapts to and resists against white norms in Adichie's novel <i>Americanah</i> ?		
6	Select instances from Louis Nowra's play <i>Radiance</i> and Lisa Bellear's poem "Women's Liberation" to highlight the experiences of the Stolen Generation and the aftermath.		
	<p>Answer one of the following in about 500 words. (1x20=20 marks)</p>	4	K4
7	Compare the predicament of the poet persona in Judith Wright's poem "At Cooloola" with that of the female protagonist in Nadine Gordimer's short story "The Train to Rhodesia."		
8	"Elesin's failure to die at the appointed time is due more to his own human weakness than to the agency of British colonialism." – Olakunle George. Examine Wole Soyinka's <i>Death and the King's Horseman</i> in the light of this statement.		

SECTION D			
Q. No.		CO	KL
	<p>Con Game - by <i>Cree</i> poet, Louise Bernice Halfe (Sky Dancer), Canada</p> <p>The children were meat for the scavengers. Indian Affairs, the brick walls, the Saints of many churches. Filled with their disease, we ate the maggots off their dead. This cannibalism devoured our mother's hearth.</p> <p>Yes, I followed this routine: clapping hands and electric light, on our knees to give the Christ a difficult time, no time to rub the sleep from our eyes. Each month I counted the stars to see how often I'd gone to mass my heart so wanting. March to breakfast, to the scullery, hand-peel potatoes, wash the many pots and pans under the supervision of the kitchen nuns. To the laundry room to starch and iron, to the rectory to serve the higher saints and finally to school to swallow Europe.</p> <p>In those many seasons our winds took a turn and entered winter. When we were released with no hair to braid, no language to call our own no parent to cradle us those storms awoke.</p>		
	Read the above poem and answer one of the following in about 500 words. (1x20=20 marks)	5	K5
9	Explain the circumstances that give rise to “those storms” that the speaker mentions at the end of the poem.		
10	Evaluate the experiences of the speaker in the light of colonialism in Canada.		
	Read the above poem and answer one of the following in about 500 words. (1x20=20 marks)	5	K6
11	Critique the coloniser’s ways of “civilising” the children of the land.		
12	Do you think that the imagery in the poem reflects the poet persona’s mood? Justify.		