

**ST. JOSEPH’S COLLEGE (AUTONOMOUS), BANGALORE- 27**

**II MA ENGLISH – IV SEMESTER**

**END SEMESTER EXAMINATION JULY 2022**

**EN DE: 0418 - World Literatures – IV, Anglo spheres**

**Time: 2 ½ hours** **Max. Marks: 70**

**This question paper contains 4 sections and 3 printed pages.**

**SECTION-A**

**Read the following extracts carefully answer the question that follow**:

Indigenous peoples’ experiences with settler colonialism also vary spatially and temporally. John Cabot began mapping what is now known as Labrador and Newfoundland in Atlantic Canada in 1497, while on the west coast, Juan Pérez did not arrive at Haida Gwaii until 1774, nearly three-hundred years later…we cannot ignore the impacts of settler colonialism that occurred at different times, in different places, at varying degrees of pace and intensity. While all of our examples are located within Canada, it should be remembered that there is tremendous diversity among the historical experiences of the Indigenous communities…

In settler colonial countries like Canada, one often hears people talk about stolen lands, that settler governments have unjustly usurped Indigenous lands. There are long histories of land dispossession, which vary greatly from place to place…

As we consider the vast chasm of difference between the understanding of land as kin and how that fits within colonial property regimes, we turn to Blackfoot scholar Leroy Little Bear’s thoughts on “jagged worldviews” (Little Bear, 2000). As Little Bear discusses, colonization attempted to destroy Indigenous worldviews through a variety of eliminatory and assimilative methods, and although they failed, we are left to navigate the heritage of colonization and persisting structures of settler-colonialism with what cultural context we have managed to protect and maintain (2000). Indigenous peoples work to make sense of the jagged pieces that they have, to make them work in the cultural context that they have maintained, within systems that do not belong to them (Alteo, Clifford and Boron, Jonathan, 2022)

**Answer any ONE of the following in about 200 words (1x15=15)**

1. From the above extracts, one understands that settler colonialism had a troubled relationship with indigenous people. What was the nature of the conflict between indigenous peoples and European settlers in Canada? From your reading of Canadian poetry, show how these struggles shaped both the culture of Canada and its literary output.
2. Do you think the Indian reservation as is made visible in the poetry of Canada you have studied resolves the problems of settler colonialism as articulated in the above extracts? Argue your point of view appropriately.

**SECTION-B**

**Answer any TWO of the following in about 150 words each (2x10=20)**

1. Some people argue that the English poetry of Australia and New Zealand speaks of European angst, loss and mourning of a homeland. Others believe that it is but hiding of the actual violence and cruelty that European settlers performed on native Aboriginal communities. From your reading of the poems from Australia and New Zealand in class, which of the above perspectives is appropriate? Or do you have a different third perspective that belongs to neither of the above claims. Argue your point of view suitably.
2. Explain the difference in the exile-refugee experience between Taslima Nasreen and Cheran Rudhramoorthy as represented in the poetry you have read. What role does memory play in their experience of the outsider? Support your answer using suitable arguments.
3. In what ways does Faiz Ahmed Faiz depict the condition of prison in his poem? Comment on his understanding of freedom and liberation as they are implied in *A* *Prison Evening*.

**SECTION-C**

**Read the following carefully and answer the question set on it**

The island nation is a creative space where the self is continuously interacting face to face with others, say on the subway or its padangs (fields), and where the self ultimately desires a form of communion. Academic and critic Elizabeth Jackson observes that African literature, which Thumboo studied for a doctoral dissertation that he completed a year after Singapore’s independence, has a “sense of identity [that] is not based on… national origin, or even to a sense of belonging to a… diaspora” (“Transcending the Limitations of Diaspora” 1). Likewise, Singapore literature, especially its poetry, is as varied as its inhabitants whose cultural roots lie elsewhere and who are transforming the island into a dynamic regional hub. Although Thumboo seeks to integrate migrants and their strange languages into a national poetry, he also celebrates their ethnic and cultural differences as reflecting the Singaporean identity

**Answer the following in about 150 words: (1x10=10)**

1. Do you think that the above assessment is an appropriate depiction of Edwin Thumboo’s poetry? Argue your point of view using suitable evidence from Thumboo’s poem you have read in class.

**SECTION-D**

**Read the following carefully and answer the question set on it**

This poem [*Becoming a Woman*] presents various portraits of the transition from childhood to adulthood. Becoming a woman is a rite of passage…. These changes occur in certain stages. Gender representation (of women) clearly takes places in this poem. The poet perhaps tells the story within her own experiences on becoming a woman. (Jennyso, 2010)

**Answer the following in not more than 150 words (1x10=10)**

1. The above is a description of Hillary Tam poem “Becoming a Woman”. Do you consider the above an insightful representation of Tam’s poetry? Or is the above writer leaving out some enriching characteristic of Tam’s poetry. Choose your perspective appropriately and substantiate using Tam’s poem

**Read the following**

Canada's self-understanding as a settler colony has been subject to slightly less repression, due in part to the historical antagonism between French and English "founding" nations and the determined resistance of First Nations to colonial dispossession and capitalist accumulation and development. Nevertheless, what has historically undermined the critique of settler colonialism are perceptions that Canada is itself threatened by U.S. and British imperial relations of domination. With respect to the United States, Canadian nationalism largely turns on a sense of moral superiority over its slave-holding southern neighbor while playing its largest victim. Thus, in Margaret Atwood's (1972) view, Canadian culture is reducible to a collective theme of survival, whether it be the survival of arctic winters, internment camps, or U.S. imperial encroachments. As Roy Miki (1998, 47-48) rejoins, "the leap from the phenomenality of the particular ... to the generality of theme is a manoeuvre that could succeed only by eliminating multiplicity and difference." The structures of racism and colonial dispossession are thus rendered merely facets of a shared "multicultural" experience in which difference is homogenized as sameness. (Day, Iyko, 2019)

**Answer any ONE of the in about 200 words**: **(1x15=15)**

1. What according to the above extract is the writer’s notion of the relations between imperialism and the first nations peoples? What according to the writer are some of its complications? In what ways is the “threatening” presence of the US further altering the experience of the “dispossessed” people? Comment critically about such notions drawing from your reading this semester
2. The writer claims that the path to reconciliation for both the settler colonialists and the dispossessed first nations peoples is “survival”. Do you agree with such a proposition? Argue your point of view using your understanding of Canadian poetry.