

# Final Examination Review Sheet

ENGL 655 Multicultural American Literature | Gregory Eiselein | Fall 2004

The final exam will be worth 100 points. Please bring a blank blue book or blank loose-leaf paper for your answers on December 16th. You may not use your books or your notes. There will be three parts to the exam.

Part 1. Identifications. This section will be worth 24 points. I will give you nine quotations from texts we've read this semester. You will need to identify eight of them by providing the name of the author, the title, and an explanation of the quotation's significance.

Part 2. Short Answer. This section will be worth 6 points. I will give you brief questions about the texts. You will answer each question.

Part 3. Essay Questions. This section will be worth 70 points. I will provide you with four of the following questions. You will need to write an essay in response to two of them.

1. In *The Souls of Black Folk*, W.E.B. Du Bois introduces his notion of "double-consciousness." He writes:

After the Egyptian and Indian, the Greek and Roman, the Teuton and Mongolian, the Negro is a sort of seventh son, born with a veil, and gifted with second-sight in this American world—a world which yields him no true self-consciousness, but only lets him see himself through the revelation of the other world. It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels his twoness—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.

Use this notion of "double-consciousness" to examine and compare any two major characters we've studied this semester, from Roxy or Cabeza de Vaca to Wittman and Tayo.

2. As the syllabus says, this semester is a kind of "multicultural 'great books' course." Choosing from the texts we've read this semester, write any essay that makes the case for including two of these books in Kansas State University's course numbered, ENGL 287 Great Books ("Introduction to world classics from past to present.") Why should these two texts be taught in ENGL 287? Make your case with specific references to the two books selected.

3. Like other texts we've read this semester, *Ceremony* devotes attention to a character who doesn't seem to fit. In what ways, figuratively and literally, does Tayo not fit? Why does he have trouble fitting? What connections might you make between Tayo and any other literary characters we've encountered so far this semester? Write an essay that examines and compares these two characters.

4. In *The Adventures of Augie March*, Augie describes himself as very adoptable. Who are his various adopters? Why do they adopt Augie? How do they differ? What makes them similar? Is there any progression in this movement from adopter to adopter or is it substantially a repetition of the same pattern over and over?

5. In what ways is Wittman as a trickster? In what ways is he similar to previous tricksters we've met? How is he different? In what ways is Kingston the trickster here?

6. Select two of the twentieth-century authors we've read this semester. In what ways are their writings rooted in or connected to a tradition? In what ways are their works modern, avant-garde, or postmodern? Write an essay that examines and compares these two authors in terms of their use of and departure from tradition.

7. This question will take some creativity and imagination. Use the voice, style, and attitudes of any author listed in one column I to retell the story of one of the characters listed in column II. For example, have Emma Lazarus--using her style and her attitudes--tell Zitkala-Sa's story or Kingston's style to tell Tom and Chamber's lives.

I	II
Leslie Marmon Silko	Cabeza De Vaca
Sandra Cisneros	Harriet Jacobs
Langston Hughes	Zitkala-Sa
Emma Lazarus	Tom and Chambers
Maxine Hong Kingston	Augie March

8. Select any two of the texts we've read this semester. Write an essay that compares the different ways in which each text is "multicultural." How does each text combine elements from different, various cultures and blend them in the construction of the text? Which cultures do they draw from and why? In what ways is their multiculturalism similar in its approach, style, theme, or purpose? In what ways do they take different approaches to multiculturalism?

*Note: While studying for this examination, please keep in mind that I am looking for your answers to be as specific as possible.*