**Exam 2 AAAD 101 Fall 2018**

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Below you will find Exam 2, which must be completed and turned in on Sakai by **Friday 10/26/2018** at **11:55** PM.

This will be an open-book exam, but *you must do your own work* following [UNC’s honor code](http://honor.unc.edu/). You will need to provide citations and proper attribution for anything that you use, and you must include a Work Cited/Bibliography section, in a separate page at the end of your exam. Make sure to visit this link <http://guides.lib.unc.edu/citing-information> to *UNC library’s citation guidelines*. You must adhere to one citation style (MLA or APA) and to the word limitation, as part of the exercise is to show that you can clearly and succinctly state your ideas in an academic writing style.

When writing, use **Times New Roman, 12-point font, double-spaced.**

***Please use this document for your exam but remember to save it!***

**Short Answer Questions (10 percent of total grade):**

Answer each question below in one paragraph (150 – 200 words or one-half page each, double-spaced).

1. What is orientalism according to Said? Pulling from both Said and Mudimbe, describe how the orientalism reinforces the colonial paradigm of othering and the European misrepresentation of the African subject.

According to Said, Orientalism is the “western style for dominating, restructuring, and having authority over the Orient”(3). Europe had a strong feeling of authority and superiority over the entire African race. This was a strong example of how orientalism was shown. Orientalism can also be shown very forcefully through Europe’s act of adaptation towards African culture and way of life. They recreated it in their own ways. An important aspect of this was art. Africa was very fond of their art and it tied in very heavily to their culture and spiritual interpretation. Europe, as a mentioned before, readapted this art and based their abilities heavily off of their landscapes, costumes, architecture, food, and culture as a whole. Mudimbe traces “the invention of Africa” back to Europe in the earliest of times. Mudimbe also interprets Europe and its belittlement towards the African people. He explains that Europe created a “dichotomizing system”(4) This ultimately lead to the “belief that scientifically there is nothing to be learned from them unless it is already ours or comes from us”(15). They knew they had complete control over the region, and that their influence would be far more important than anything the African people had to say or show for themselves.

1. Give a brief history of African feminism from Andrade’s perspective. What makes African feminism unique or different from European feminism?

Andrade’s perspective touches very specifically on how women are limited and domesticated. This referred to their work solely within the house, cooking, and nursing and taking care of children. Very similar to America during this time period, women were looked at as “lesser” than males. While men are very forceful in their ideas and work, she emphasizes that women are almost trapped with their thoughts and their ideas were commonly overlooked with important issues. Even within the government and literature, men were the main influencers. There were major differences between African feminism and European. This is accurate, but I would have to state that this comparison may not be relevant due to how advanced Europe was over the African race. While men were both idolized in both regions, especially those within the government and within the family, women in Europe were far more superior than those in Africa. In Europe, women, during WWII thrived off the shortage of materials. This gave them the ability to gain jobs.

1. What are the significant differences between Mamdami and Des Forges in their contributions to your understanding of the 1994 Rwandan genocide? What do you see as the central significance of the genocide to the African continent as a whole?

The significant differences between Mamdami and Des Forges perspectives’ is what lead to the 1994 genocide. Mamdami focused on the tension between the Hutu and Tutsi races. The development between the division of the Hutu and Tutsi people came throughout centuries of tension. Poor communication in the northern regions, as well as Asia and Europe all prompted this separation. The Tutsi race was granted and blessed with a very fundamental education system, which haunted and dwelled over the Hutu people. This also played a big part in their conflict as an entire race. In the Des Forges reading, much was focused on the actual physical violence that lead up to the brutal Rwandan Genocide of 1994. The Rwandan Patriotic Front was very influential in the brutality which included mass murders. The genocide has gone down as one of the largest and most influential mass murders in our history. Although the Patriotic Front was able to finally end this catastrophic event, they were not able to do so without committing murder and violence as well. Recently after, Europe has made strong arguments when discussing peace treaties.

**Essay Question (15 percent of total grade):**

Write a well-organized, thoughtful essay response, using page references and showing your understanding of the course readings (750 - 800 words or three pages double-spaced).

1. Based on your reading of Andrade, Schraeder, and Ashcroft et al, define postcolonial literature and explain what it entails. Then, focus on specific characters and/or scenes from *Nervous Condition* and analyze how Dangarembga portrays postcolonial African issues and discourse in the novel. In conclusion, explain how postcolonial African literature responded to European forms of orientalism?

Andrade expresses that the language of which men and women speak in, in literature is very easily distinguished. Men, who are very straight forward and affirmative in their writing are far different than women who are more “gentle” or reserved in that matter. Also, in their writing, men seem to talk and go into much more detail about important political and societal matters. This is understandable because men were the leaders within the society and especially powerful within the government. Women, although very good within their writing, focus more on the line of matters within the house and within their culture. They also frequently wrote about the importance of being a care taker as well. Andrade’s central theme touched mostly on the gender gap and the “rights” they had as writers.

*Nervous Conditions* is a very influential novel that focuses on many themes in postcolonial Africa. Themes such as gender inequality and tradition vs. progress. Dangarembga does an excellent job portraying postcolonial African issues and discourse. Tambu, the narrator and young girl in the novel faces issues regarding her fundamental rights as a women. She finds that within a traditional Africa family, the eldest male child will become the head of the family and that he must become ready to take on heavy responsibility. When her brother Nhamo passes, the sadness is overwhelming especially considering there is no male figure to take his place. Tambu finds herself in a situation where she must become a leader within the household. Dangarembga did an excellent job depicting the lives of women. Tambu must fight for her rights, education, and the sexual discrimination, along with all the other women in the novel. Inequality was a large theme in the novel but played a large part in the African society which overall lead women feeling discouraged and unmotivated to raise their children, especially young girls. But many of the women within the region were resilient. Tambu’s mother states, “and these days it is worse, with the poverty of blackness on one side and the weight of womanhood on the other. Aiwa! What will help you, my child, is to learn to carry your burdens with strength”. I love Dangarembda’s word choice here because this is a mother that cleary cares for her child. This ties in with another very important theme in the novel and Africa which is the influence of Colonialism. Tambu was very aware that to put her family in a good economic situation, she would have to prosper in her learning ability and with her education. Another important theme was tradition vs. progress. As Europe was developing as a country, Africa was inspired to do so as well. They knew how powerful of a nation they were and clearly stood no chance to keep them from overcoming all of Africa. It is interesting because for as much as certain people in the Africa region believed they must keep evolving, others believed in their traditional ways, which actually kept them from becoming stronger as a whole. One of Tambu’s cousins, Nyasha, states, “it’s bad enough… when a country gets colonized, but when the people do as well! That’s the end, really, that’s the end”. This was important in the novel because she shaped Tambu’s perception of looking towards Europe and African ideals.

Schreader discusses the different ethnic groups and the division/smaller groups that were created. Obviously, there was a large gap and separation between men and women within the work place, income, home life, and politics. But we also see a common divide in culture as well. The cultural division included how post colonial writers and their work clashed with one another. Different cultures and their ideas were talked about throughout these pieces of work.

Chimamanda touches upon the idea of the single story. Europe had created a large amount of propaganda and false accusations through their pieces of writing. The information Europe was giving off about the African people and their society was that they held a very weak military, under developed political system, and just as a region very under developed as a whole. Europe believed with having this information leaked to other regions of the world, their influence would be spread and that they would have support during their involvement with Africa. Eventually, African literature became prevalent. They were in some way able to “rewrite history” by defending their honor as a nation.