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Reg. No. :

Name :

Second Semester M.A. Degree Examination, September 2024

English Language and Literature

EL 523 : GENDER STUDIES

(2022 Admission Onwards)

Time : 3 Hours

Max. Marks : 75

- I. Answer any **five** of the following questions in about **50** words.
1. Write a note on phallogentrism.
 2. How did the suffrage movement contribute to women's rights?
 3. What is gynocriticism?
 4. Write a note on Mulvey's concept of 'male gaze'.
 5. What is the significance of the title 'The Thing around your neck'?
 6. Write a note on the 'Me Too' movement.
 7. How does the poem 'Tonight, in Oakland' explore the concepts of identity and belonging?
 8. What is intersectional feminism?

(5 × 2 = 10 Marks)

- II. Answer any **five** of the following questions in about **100** words.
9. How does Audre Lorde challenge societal norms and expectations in "A Litany for Survival"?
 10. How does the novel, *When I Hit You* depict the protagonist's journey towards empowerment and resilience?

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11. Examine Simone de Beauvoir's concept of "the other"?
12. Elaborate on the term "residual category of women" and how it relates to the open negotiation of dowry?
13. Write a note on cyber-bullying.
14. Explain Judith Butler's concepts on performativity.
15. How does the novella, *Listen Girl* address the concept of freedom and agency for women in a patriarchal society?
16. How have the Vishaka Guidelines contributed to raising awareness about sexual harassment and promoting a safe and respectful work environment?

(5 × 5 = 25 Marks)

- III. Answer any **two** of the following questions in about **300** words choosing **one** from each group.

Group A

17. In what ways does Butler's approach challenge traditional feminist narratives and offer a new perspective on gender and identity?
18. Examine the specific areas in which men's exercise of control contribute to the subordination and exploitation of women within a patriarchal system.
19. Examine how gender and queer theories have enhanced our comprehension of identity, moving beyond conventional binary constructs.

Group B

20. Examine how Laura Mulvey argues that 'the spectator/spectacle relationship in cinema is invariably gendered'.
21. Examine the intersections of gender, caste and matchmaking in Kerala.
22. Write an overview of existing currents in the historical discourse of disability within the field of disability studies.

(2 × 15 = 30 Marks)



IV. Critically analyse and answer any **one** of the following questions in about **150** words.

23. In light of the prescribed texts for study, critically investigate the intricate relationship between power and patriarchy, and elucidate how this interplay shapes and influences societal structures and gender dynamics.

24. Present the main arguments in the given passage in not more than two sentences and attempt a one page critical note on the passage:

Josim (2012) claims that the hijra population in mainstream society cannot access fundamental rights like housing. Hijra's death does not exonerate them from their shame, as burying the body and arranging the burial is complicated by various religious and social practices. In the scenario of Bangladesh's hijra minority, they live on the periphery of society, with no sociopolitical space to live a dignified life. Their plight stems from their lack of acknowledgement as separate gender human beings outside the male-female gender binary (Khan et al., 2009). There are many ways in which hijra people are ostracized in society. Finally, the hijra is banished from their family for their cross-dressing. Their gender biases hinder academic and professional achievement. Outside of their homes and social circles, they are regularly subjected to abuse, exploitation, and other forms of exploitation. Social and familial tasks are highly valued in Bangladeshi society because of the country's gendered expectations for family roles (Jebin and Farhana, 2015). When it comes to the hijra population, civil society is not paying enough attention to the issue at hand. Their fundamental rights and social acceptability are ignored in every growth process. An example of gender-based social exclusion is represented by the hijra lifestyle, which shows that gender is not currently being addressed as part of a more comprehensive social exclusion.

25. Use the following passage as a point of reference to discuss gender inequality in society.

While it is undisputable that the economic status of men and women has greatly converged in the second half of the twentieth century, it is also well documented that it is still not equal: women receive, on average, lower employment incomes than men, they more often work part-time or not at all, and they carry out the lion's share of unpaid work in the home. But while there are so many clues suggesting that women's overall income is lower than that of men, there is no straightforward measure that would allow the size of such an overall gender gap in income or in economic well-being to be assessed. The main limitation is that,



in most income data sets, only some components of income, essentially related to work, are received and available at an individual level; the others are either received by households or measured as if received at the household level. The rationale for this household-level conceptualization is that multiperson households are assumed to benefit equally from shared resources within the household. This strong assumption about the distribution of income is made in the absence of reliable indications of the actual extent of intrahousehold sharing, so indicators of gender inequality in income or living standards are limited, if not biased. Then, as long as it is not possible to measure individual income—that is, being able to distribute the household income between the household members—gender inequalities are best assessed by various outcomes such as wages, pensions, or time spent in unpaid work than on the basis of a synthetic indicator assuming that all individuals who live together necessarily achieve an equal level of economic well-being.

(1 × 10 = 10 Marks)

