

# **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

## **POSTGRADUATE EXAMS 2012/2013.**

1. ECN 5025 – Advanced microeconomic theory
2. ECN 5201 - Mathematical techniques and programming
3. GDS 5311 – Research methods in gender studies
4. GS 5211 – Feminist theory
5. HIS 5031 – Historiography of southern Africa up to 1880s
6. LIN 5021 – Syntactic theory
7. LING 5141 – Morphology theory
8. LIT 5101 – Literary theory and criticism
9. LIT 5111 - Modernism
- 10.LIT 5121 – Studies in literature and gender
- 11.LIT 5301 – American literature and society
- 12.MNC 5001 – Media and society
- 13.MCN 5011 – Communication research methodology and techniques
- 14.MCN -5041 – Human development and participatory communication
- 15.MCN 5051 – Communication and change
- 16.MNC 5021 – Specialized reporting
17. PAM 5311 – Human resource management
- 18.PAM 5351 – Issues in local government administration
- 19.PHL 5051 – Theoretical approaches to environmental ethics
- 20.PHL 5071 – Research methods in applied ethics
- 21.POL 5231 – Topics in African politics and development
- 22.POL 5331 – Studies in international economic order
- 23.POP 5021 – Migration and urbanization analysis
- 24.POP 5030 – Population theories and their application in modern times

**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**2012/13 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**

**ECN 5025: ADVANCED MICROECONOMIC THEORY**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY FOUR QUESTIONS**

---

1. The tax system functions as a built-in stabilizer reducing the changes in income that are induced by exogenous changes in autonomous spending. Using a simple aggregate demand model;

$$Y = C + I + G$$

$$C = c Y_d \quad c > 0$$

$$I = I_0$$

$$G = G_0$$

$$T = t(Y) \quad t > 0$$

Where  $Y$  = Income,  $Y_d$  = Disposable income,  $I$  = Investment spending,  $T$  = Taxes,  $G$  = Government spending.

Demonstrate the in-built stabilization functions of the tax system when there is a change in autonomous investment spending with and without the tax system.

2. Suppose permanent income is calculated as the average of income over the past 5 years; that is,

$$Y_p = 1/5(Y_0 + Y_{-1} + Y_{-2} + Y_{-3} + Y_{-4}) \quad (1)$$

Suppose further that consumption is given by  $C = 0.9Y_p$

- a) If you have earned K20 million per year for the past 10 years, what is your permanent income?
  - b) Suppose that next year (period  $t+1$ ) you earn K30 million. What is your new  $Y_p$ ?
  - c) What is your consumption this year and next year?
  - d) What is your short-run marginal propensity to consume? What is your long-run marginal propensity to consume?
  - e) Assuming you continue to earn K30 million for the next five years starting in period  $t+1$ , graph the value of your permanent income in each period using the equation (1) above.
3. Consider two alternative programmes for contracting an economy. These are the removal of an investment subsidy and a rise in income tax rates. Using the IS-LM model and an investment schedule (An investment schedule shows the relation between investment and interest rates) discuss the impact of the alternative policies on income, interest rates and investment.
  4. The economy is at the level of full employment where potential output is equal to the actual level of output. The policy makers want to change the composition of aggregate demand towards investment and away from consumption. This has to be done in such a way that aggregate demand does not go beyond full employment. What is the required policy mix? Clearly show your policy proposal using the IS-LM diagram.
  5.
    - a) Define inflation and expected inflation
    - b) Explain and demonstrate the two major sources of inflation
    - c) Explain the theoretical basis of the Phillips Curve. What is the non-inflationary rule for wage increases? Illustrate the rule using a Cobb – Douglas function.

6. a) Briefly discuss the four alternative theories of consumption.
- b) Compare, using the four consumption theories, the likely effects on savings in the economy from the following tax cut proposals in the budget of an economy for 2013;
- i) A permanent personal income tax cut of 30 per cent in 2013.
- ii) A temporary one-year personal income tax cut of 30 per cent in 2013

7. Consider the following model of the economy:

$$C = c_0 + c_1 Y_d \quad (1)$$

$$T = t_0 + t_1 Y \quad (2)$$

$$G = G_0 \quad (3)$$

$$I = I_0 \quad (4)$$

Where  $Y$  = income;  $Y_d$  = disposable income;  $C$  = consumption;  $C_0$  = autonomous consumption;  $c_1$  = marginal propensity to consume;  $T$  = Taxes;  $t_0$  = autonomous taxes;  $t$  = marginal tax rate;  $G_0$  = autonomous government spending and  $I_0$  = autonomous investment spending

- (a) Is  $t_1$  greater or less than one? Explain.
- (b) Solve for equilibrium output
- (c) What is the multiplier? Does the economy respond to changes in autonomous spending when  $t_1$  is zero or when  $t_1$  is positive? Explain.

**END OF FINAL EXAMINATION**

---

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
2012 ACADEMIC YEAR FSECOND SEMESTER**

**ECN5201 MATHEMATICAL TECHNIQUES AND PROGRAMMING**

**FINAL EXAMINATION**

**Date: Wednesday, 21<sup>st</sup> November 2012**

**Time: 3 HOURS (P.M.)  
(5 minutes reading time)**

---

**Instructions to the candidates:**

1. Maximum marks for each question are shown in brackets.
2. Answer ANY FOUR questions.

**Materials required:**

1. None

1. Suppose an industry has  $N$ -identical firms and each firm seeks to maximize its present value of profits given by

$$\Pi = \int_{t=0}^{\infty} e^{-rt} [\pi(K(t)) k(t) - I(t) - C(I(t))] dt$$

subject to

$$\dot{k}(t) = I(t)$$

where  $e^{-rt}$  is the discount factor,  $\pi(\cdot)$  is the revenue from using rented capital from the industry such that  $\pi'(\cdot) < 0$ ,  $K(t)$  is the industry-wide capital,  $k(t)$  is the firm's capital,  $I(t)$  is the investment,  $C(\cdot)$  is the adjustment cost of investment such that  $C(\cdot) = 0$ ,  $C'(\cdot) = 0$  and  $C''(\cdot) > 0$ , and  $\dot{k}(t) = \frac{\partial k(t)}{\partial t}$

- (a) Calculate the first order conditions for a maximum of this problem?.  
[5 marks]
  - (b) Using the two equations of motion, draw a phase diagram to illustrate the saddle path?  
[5 marks]
  - (c) Using the model above, show the effect of a temporary decrease in the interest rates on investment?  
[10 marks]
  - (d) Contrast c. with the effect of a permanent increase in the interest rate?  
[5 marks]
2. (a) Define a Cauchy sequence and give two examples of Cauchy sequences?  
[2 marks]
- (b) Define a continuous function?  
[3 marks]
  - (c) State Brouwer's fixed point theorem and define a fixed point of a function?  
[5 marks]
  - (d) State whether each of the following sets is open, closed, bounded, compact, convex
    - i.  $[0, 5]$
    - ii.  $(-8, 6]$
    - iii.  $\{a, b\}$
    - iv.  $(0, 1) \cap \{1/2\}$

[5 marks]

(e) Draw and show whether the following correspondence is upper-hemi continuous

$$\Psi(x) = \begin{cases} [1, 2] & \text{if } 0 \leq x < 5 \\ x & \text{if } x \geq 5 \\ 0 & \text{otherwise} \end{cases}$$

[10 marks]

3. (a) Differentiate

$$J = \int_{6x}^4 6t^4 dt$$

?

[5 marks]

(b) Find the extremal

$$V[x] = \int_0^2 (12tx + x'^2) dt$$

with boundary conditions  $x(0) = 0$  and  $y(2) = 10$ ?

[5 marks]

(c) Find the extremal

$$V[x] = \int_{t_0}^{t_1} (3x' + tx'^2) dt$$

subject to

$$x(t_0) = x_0, \quad x(t_1) = x_1$$

?

[10 marks]

(d) Find the optimal path of

$$V[x] = \int_0^5 (t + y^2 + 3y') dt$$

with boundary conditions  $y(0) = 0$  and  $y(5) = 3$ ?

[5 marks]

4. (a) Consider the function

$$f(y, x) = ax^2 + (a + b)y^2 + 2axy + 2, \quad \text{with } a, b \in \mathbb{R}$$

using the hessian of this function based on ranges of  $a$  and  $b$  state when this function would be i) concave ii) convex?

[5 marks]

- (b) Suppose  $a = 1$  and  $b = 0$  in question 4a above, does the function attain a minimum and / or maximum value in  $\mathbb{R}$ .

[5 marks]

- (c) Consider the function

$$f(x, y) = xy^2$$

and the set  $A = \{(x, y) \in \mathbb{R}^2 : x + y \leq 100, 2x + y \leq 120\}$ . Compute the Khun-Tucker equations that determine the extreme points of  $f$  in  $A$ .

[5 marks]

- (d) Compute the solutions of the above Khun-Tucker equations?

[10 marks]

5. (a) Consider the function

$$f(x, y) = x^2 + y^2$$

and the set  $A = \{(x, y) \in \mathbb{R}^2 : x - 2y + 6 = 0\}$ . Compute the Lagrange equations that determine the extreme points of  $f$  in  $A$  and find their solutions?

[10 marks]

- (b) Using second order conditions show whether your solution is a minimum or maximum?

[5 marks]

- (c) Consider the set  $A = \{(x, y) \in \mathbb{R}^2 : x^2 + y^2 \leq 2, y \geq x^2\}$ . Draw this set and determine if it is closed, bounded, compact and/or convex?

[5 marks]

- (d) Show that the following function is quasi-concave

$$u(x, y) = (x + 1)(y + 1)$$

[5 marks]



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF GENDER STUDIES**

**FINAL EXAMINATION**

**COURSE: GDS 5311 RESEARCH METHODS IN GENDER STUDIES**

DATE: 12/11/2012

TIME: 09:00 hrs

Note: Answer any **THREE** questions from **SECTION A** and any **TWO** questions from **SECTION B**.

**SECTION A**

1. What is research problem? Define the necessity of identifying a research problem?
2. Distinguish between descriptive research and exploratory research?
3. Researchers almost never conduct a study outside the context of an existing body of knowledge base. Discuss the importance of literature review in research proposal.
4. Differentiate between cross-sectional and longitudinal research?

**SECTION B**

6. What is a research design? Explain different types of research design? Why is gender focus in research design important?
7. Qualitative researchers employ a variety of strategies to generate useful data related to the phenomena they are investigating. Name two methods and discuss in detail.
9. What is sampling? Highlight various methods used in selecting a sample from the population. Point out their merits and demerits.

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF GENDER STUDIES  
FIRST SEMESTER EXAMINATIONS 2012**

**Feminist Theory GS 5211**

**Time: Three hours**

**Answer two questions, one from each section**

**Both questions carry equal weight**

**Illustrate your answers with references to feminist theorists**

**Section A**

1. Compare and contrast liberal and socialist feminists' discussions on the family.
- 2 Explain and evaluate liberal feminist theory.
3. 'Women are made, not born'. (Simone de Beauvoir) Discuss.

**Section B**

4. 'The problems women face are the same, they differ only in degree.' (Gertrude Mwendela)  
Comment on this statement with reference to identity feminism.
5. What relevance does radical feminism have for contemporary Zambia?
6. Explain and discuss **either** feminist theology **or** ecofeminism

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**FIRST SEMESTER UNIVERSITY EXAMINATIONS –NOVEMBER 2012**

**HIS5031**

**HISTORIOGRAPHY OF SOUTHERN AFRICA UP TO 1880S**

**TIME:                      THREE HOURS**

**INSTRUCTIONS:    Answer two questions, one from each section**

---

**SECTION A**

1. What important historiographical lessons have you learnt in the course HIS5031?
2. Write a critical book review on any book we have reviewed in HIS5031, focusing on its historiographical weaknesses and strengths.

**SECTION B**

1. What is the significance of the Afrikaner Nationalist School and the British Imperial School in the study and understanding of Southern African history?
2. In view of the numerous historiographical traditions of Southern Africa we have discussed in the course, is it possible for historians to write a meaningful history of African societies in Southern Africa?
3. Critically examine how the African woman has been depicted in the books we have reviewed in HIS5031.

**END OF EXAMINATION**



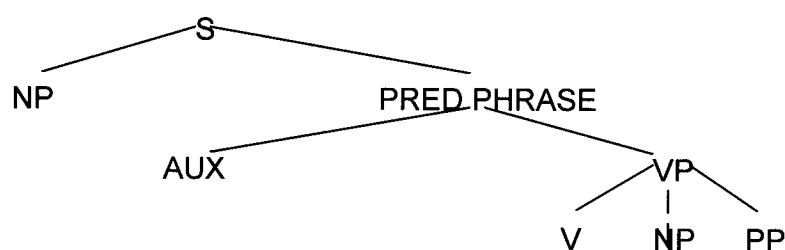
**THE UNIVERSITY OF ZAMBIA**  
**2012 FIRST UNIVERSITY EXAMINATIONS – NOVEMBER 2012**

**LIN5021 - SYNTACTIC THEORY**

- TIME ALLOWED:** Three (3) hours
- INSTRUCTIONS:** Answer any ten (10) questions..
- WEIGHTING:** The examination counts for 50% of the course's total marks. All questions carry equal marks, namely ten (10) marks each.
- 

1. Since the development of Generative Grammar, generative grammar has evolved from less and less transformationalist to become more and more lexicalist. Discuss. (10 marks)
2. Compare and contrast the architecture of the grammar of a natural language according to Chomsky's Standard Theory and Government-Binding theory. (10 marks)
3. Write brief notes on each of the following:
  - (i) PS-Rule
  - (ii) T-Rule
  - (iii) Subcategorization rule
  - (iv) Presentence
  - (v) Chomsky-adjunction(10 marks)

4. Using tree-diagrams, show the syntactic structure of the English phrase *the professor of linguistics* in Chomsky's Standard Theory (ST) and Government-Binding theory (GB). (10 marks)
5. Chomsky's Standard Theory (ST) posits the following as the major possible types of syntactic transformation: (a) deletion, (b) adjunction (or insertion), (c) substitution and (d) movement.
- Explain and exemplify.
  - Are all the above types of transformation allowed in Government-Binding theory?
- (10 marks)
6. One of the transformations dealt with in Chomsky's Standard Theory (ST) is Dative Movement in English.
- Formulate and exemplify the English Dative Movement rule.
  - Can the English Dative Movement rule apply to any language? Discuss.
- (10 marks)
7. In syntactic transformational theories, a distinction is made between segregatory coordination and combinatory coordination. Discuss with reference to symmetric predicates and asymmetric predicates. (10 marks)
8. The following is a possible tree-diagram in (Chomsky's syntactic) Standard Theory:



Give one example, and complete the tree by giving the composition of the elements NP, AUX and PP. (10 marks)

9. While in most languages grammatical functions are, as a general rule, determined by or predicted from word order, in a few languages word order does not determine grammatical functions. Discuss. (10 marks)
10. Government-Binding theory (GB) is a theory made of theories and principles. Discuss. (10 marks)

11. In Government-Binding theory (GB), there are two types of structures: the structure of any phrase and the structure of the clause. Explain. (10 marks)
12. Write brief notes on each of the following:
- (i) Ferdinand the Saussure
  - (ii) Noam A. Chomsky
  - (iii) Lexicalism
  - (iv) X'-Theory
  - (v) Control
  - (vi) Theta-Theory and Theta-Criterion
  - (vii) Projection Principle
  - (viii) d-structure and s-structure
  - (ix) Relativization
  - (x) Cleft and pseudo-cleft sentences
- (10 marks)
13. In many languages, including Bantu languages, verbless sentences are not exceptional. Exemplify from any Bantu language of your choice. (10 marks)
14. Complete and explain the following table:

|      | [+N] | [-N] |
|------|------|------|
| [+V] |      |      |
| [-V] |      |      |

(10 marks)

\*\*\*\*\*

*E N D*

# THE UNIVERSITY OF ZAMBIA

## UNIVERSITY EXAMINATIONS 2012/1 NOVEMBER 2012

### LING 5141 MORPHOLOGY THEORY

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS: Answer 4 questions. Question 1 is compulsory. You are free to choose any other three questions from the remaining 6 questions.

WEIGHTING: The examination counts for 50% of the course's marks. All the questions carry equal marks.

---

1. Study the data in (a) and (b) and then answer the questions below each of the two languages illustrated in (a) and (b):

#### **Cambodian or Khmer**

|     |      |            |         |                 |
|-----|------|------------|---------|-----------------|
| (a) | de:k | "to sleep" | dɔmne:k | "sleep"         |
|     | kat  | "to cut"   | kɔmnat  | "piece cut off" |
|     | suo  | "to ask"   | sɔmnuo  | "question"      |

- (i) Identify the affix illustrated above.
- (ii) What is its **form, meaning** and **function**?

#### **Dutch**

|     |       |            |           |                  |
|-----|-------|------------|-----------|------------------|
| (b) | been  | "bone"     | gebeente  | "skeleton"       |
|     | berg  | "mountain" | gebergte  | "mountain range" |
|     | raam  | frame      | geraamte  | "framework"      |
|     | stern | "star"     | gesternte | "stars"          |
|     | vogel | "bird"     | gevogelte | "poultry"        |

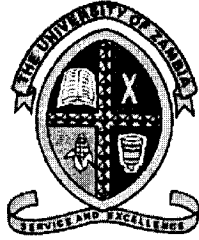
NB: There is no Dutch word *gebeen* nor *beente* (and similarly for other examples).

- (i) What kind of affix is illustrated in (b) above?

- (ii) What is its **form** and **meaning**?
  - (iii) What is the root in the word meaning "framework"?
2. Derivation is different from inflection but there are areas where this difference is difficult to explain. Discuss the differences and similarities between these two morphological processes.
  3. Clitics are said to be intermediate between words and affixes. How can you distinguish between words and clitics on one hand and clitics and affixes on the other?
  4. With clear illustrations from a language of your choice show how phonological processes affect morphological ones.
  5. Using a language with which you are familiar:
    - (a) determine whether the infinitive marker is a derivational or inflectional morpheme
    - (b) discuss whether it is easy to classify the language (you have chosen) as either a fusional, agglutinating, isolating or polysynthetic language, morphologically.
  6. Describe the difficulties one is likely to encounter in recognising morphemes realised by affixes in any language of your choice. Discuss this in relation to the following headings:
    - (a) form
    - (b) meaning
    - (c) different bases
    - (d) function
  7. With suitable examples show whether the following pairs of linguistic terms are similar to each other?
    - (a) compounding and syntax
    - (b) derivation and compounding
    - (c) prefixation and neoclassical compounding
    - (d) suffixation and conversion
    - (e) backformation and clipping

**END**





**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**2012/13 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**  
**LIT5101 – LITERARY THEORY AND CRITICISM**

---

**TIME: THREE (3) HOURS**

**INSTRUCTIONS TO CANDIDATE**

1. Ensure that you read through the **instructions** before you attempt to answer any question.
2. Write your **computer number** on every answer booklet.
3. This is an **open-book examination**, so you earn more marks by supporting your answers with quotes from the primary texts.
4. Primary texts are **allowed** into the examination room.

**SECTION A (33 marks): The question in this section is COMPULSORY.**

1. 'Beloved deals with the recollection – what people remember – and the memory of slavery – the act of remembering. It probes its effects on the individual psyche of black and white people, but also the repressed memory of slavery in the make-up of the American nation...*Beloved* is not a “realistic” novel but bears rather all the marks of post-modernism which stem from the coincidences between slavery and the modern period... The novel exhibits fragmentation in terms of narrative through the use of different narrative viewpoints...' (*The Cambridge Companion to Toni Morrison*)

Discuss the above excerpt, making reference to the theory of the Signifying Monkey AND **one other** theory of criticism discussed in the course.

**SECTION B (66 marks)**

**Answer any TWO questions from this section. Each question carries 33 marks.**

2. Some critics of *The Tempest* have identified elements of irony in the play. Examine the title and the principal events and finally the denouement and how all these culminate into this ironic perspective.

3. EITHER

(a) Ngugi wa Thiong'o can be described in Marxist criticism as a committed writer in works like *I Will Marry When I Want*, *Petals of Blood* and *Devil on the Cross*. Discuss the effects of ideological commitment on the aesthetics of *Devil on the Cross*.

OR

(b) Ngugi's *Devil on the Cross* is a postcolonial text.

(i) Discuss the major thematic concerns of a postcolonial literary text and relate them to *Devil on the Cross*.

(ii) Identify and explain the stylistic devices used to expose the thematic concerns of *Devil on the Cross*?

OR

(c) Discuss the symbolism encapsulated in the title *Devil on the Cross*.

4. EITHER

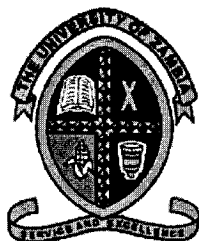
(a) Explore Joseph Conrad's use of the concept of darkness in *Heart of Darkness*.

OR

- (b) Discuss the relationship between characterisation and the solar and nocturnal regimes in *Heart of Darkness*.

OR

- (c) Explain and illustrate the relationship between setting, characterisation and the theme (s) of Conrad's *Heart of Darkness*.



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**2012/13 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**  
**LIT5111 – MODERNISM**

---

**TIME: THREE (3) HOURS**

**INSTRUCTIONS TO CANDIDATE**

1. Ensure that you read through the **instructions** before you attempt to answer any question.
2. Write your **computer number** on every answer booklet.
3. This is an **open-book examination**, so you earn more marks by supporting your answers with quotes from the primary texts.
4. Primary texts are **allowed** into the examination room.

**SECTION A (33 marks): The question in this section is COMPULSORY.**

1. Hugh Kenner has called the first page of James Joyce's *A Portrait of the Artist as a Young Man* 'the most radically innovative page of prose fiction in the twentieth century'. Do you think this assertion is justified? Give reasons by relating textual evidence to modernism.

**SECTION B (66 marks)**

**Answer any TWO questions from this section. Each question carries 33 marks.**

2. Relate the concept of the simulacrum to *White Noise*.
3. Identify and discuss the major modernistic stylistic devices employed in *The Wasteland*.
4. EITHER
- (a) *Waiting for Godot* encapsulates all the existentialist polemics that may be traced to the biblical episode of Adam and Eve and their fall from the grace of their Creator, and the consequent loss of paradise. Discuss.

OR

- (b) 'They give birth astride the grave.' Does this statement by Estragon in *Waiting for Godot* justify the notion that Samuel Beckett is essentially a pessimist?

OR

- (c) Why is the setting of *Waiting for Godot* desolate?

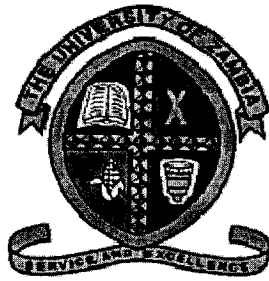
5. EITHER

- (a) Explain the stylistic devices used in *Howl* and discuss their effectiveness.

OR

- (b) Is the title *Howl* appropriate to the whole poem? Illustrate with appropriate quotes.

**END OF EXAM – GOOD LUCK!**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF LITERATURE AND LANGUAGES**

**FIRST SEMESTER FINAL EXAMINATIONS**

**2012 ACADEMIC YEAR**

**MA LIT 5121 STUDIES IN LITERATURE AND GENDER**

**DURATION:**                      **Three (3) HOURS**

**INSTRUCTIONS:**

- a) Answer three (3) questions in all, one from each section.
- b) You are allowed to use two books in the examination.
  - i. Things Fall Apart – Chinua Achebe
  - ii. Song of Lawino – Okot P'Bitek
  - iii. Tongue of the Dumb – Dominic Mulaishp
  - iv. Novel in a Zambian Language

**WEIGHT:**

- a) All questions carry equal marks.
- b) Examination carries 40% of the course work.

### **SECTION A**

1. Write a critique on the following statement:  
Differentiation of biological sexes has led to the movement of feminism which is a critique of society based on inequalities.
2. Many novel and poetic writers centre their themes on gender inequality and oppression of the women. Show how two of these writers revolve on this issue in the books below.
  - a) Chinua Achebe – Things Fall Apart
  - b) Dominic Mulaisho – Tongue of the Dumb
  - c) Okot P'Bitek – Song of Lawino

### **SECTION B**

3. Bernie Zilbergeld (1992-130 and 132) makes a list of perceptions and patterns in sexual behaviour for males and females. Compare the perceptions in bullets 1 to 4 which are for females with the 4 corresponding bullets for males as appear on page 130 attached.
4.
  - a) What happens when gender is ambiguous
  - b) Explain what a transgendered community is.

### **SECTION C**

5. From the book you read in any local language, discuss how the author reveals his own opinion on the cultural treatment of women in the society the authors hail from. Is there struggle by women about their treatment?
6. Comment on the following statement: jobs, courts, educational system(s) and higher education always favoured males as compared to females in Zambian society.

**END OF EXAM**

you are deeply in love). Sex is bad; if it is not sanctioned by love or marriage, you'll get a bad reputation.

- *Don't touch me "down there."* Girls are taught not to look at their genitals, not to touch them, especially not to explore them. As a result, women know very little about their genitals. They are often concerned about vaginal odors, making them uncomfortable about cunnilingus.

- *Sex is for men.* Men want sex, women want love. Women are sexually passive, waiting to be aroused. Sex is not a pleasurable activity as an end in itself; it is something performed by women for men.

- *Men should know what women want.* This script tells women that men know what they want, even if women don't tell them. Women are supposed to remain pure and sexually innocent. It is up to the man to arouse the woman, even if he doesn't know what a particular woman finds arousing. To keep her image of sexual innocence, she does not tell him what she wants.

- *Women shouldn't talk about sex.* Many women cannot talk about sex easily because they are not expected to have strong sexual feelings. Some women may know their partners well enough to have sex with them but not well enough to communicate their needs to them.

- *Women should look like models.* The media present ideally attractive women as beautiful models with slender hips, supple breasts, no fat; they are always young, with never a pimple, wrinkle, or gray hair in sight. As a result of these cultural images, many women are self-conscious about their physical appearance. They worry that they are too fat, too plain, too old. They often feel awkward without their clothes on to hide their imagined flaws.

- *Women are nurturers.* Women give, men receive. Women give themselves, their bodies, their pleasures to men. Everyone else's needs come first; his desire over hers, his orgasm over hers. If a woman always puts her partner's enjoyment first, she may be depriving herself of her own enjoyment. As Barbach (1982) points out, "If our attention is so totally riveted on another person, or on external events rather than on ourselves, it is impossible to experience the full pleasure and sensation of the sexual event."

- *There is only one right way to have an orgasm.* Women often "learn" that there is only one "right" way to have an orgasm: during sexual intercourse as a result of penile stimulation. But there are many ways to have an orgasm: through oral sex; manual stimulation before, during, or after intercourse; masturbation; and so on.

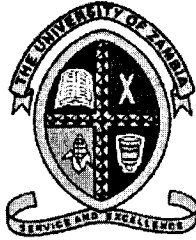
### Changing Gender Roles

Contemporary gender roles are evolving from traditional hierarchical gender roles (in which one sex is subordinate to the other) to more egalitarian roles (in which both sexes are treated equally) and to androgynous roles (in which both sexes display the instrumental and expressive traits previously associated with one sex). Thus, contemporary gender roles often display traditional elements as well as egalitarian and androgynous ones.

The beautiful bird gets caged.

—Chinese proverb





**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**2012/13 ACADEMIC YEAR FIRST SEMESTER**  
**FINAL EXAMINATIONS**  
**LIT5301 – AMERICAN LITERATURE AND SOCIETY**

---

**TIME: THREE (3) HOURS**

**INSTRUCTIONS TO CANDIDATE**

1. Ensure that you read through the **instructions** before you attempt to answer any question.
2. Write your **computer number** on every answer booklet.
3. This is an **open-book examination**, so you earn more marks by supporting your answers with quotes from the primary texts.
4. Primary texts are **allowed** into the examination room.

**SECTION A (33 marks): The question in this section is COMPULSORY.**

1. Compare and contrast *The Iceman Cometh* and *The Scarlett Letter* in terms of key themes, stylistic devices, and setting.

**SECTION B (66 marks)**

**Answer any TWO questions from this section. Each question carries 33 marks.**

**2. EITHER**

- (a) It has been said that John Steinbeck's *Grapes of Wrath* has received both the most praise and the harshest criticism. Explain the ambivalent reception.

OR

- (b) In Steinbeck's *Grapes of Wrath* there is reference to floods, dryness, clouds, the earth and even the sun. Explain how these have been used to contribute to the imagery and ultimately the meaning of the novel.

OR

- (c) What do you think the narrator is saying in *Grapes of Wrath* about technology, poverty and humanness? Cite examples.

**3. EITHER**

- (a) Many critics of Stowe's *Uncle Tom's Cabin* have said the major theme of the book is hypocrisy on slaves on the part of both Christians and non-Christians. Others have argued that the book is actually a scathing attack, albeit veiled, on Christian and white American morality. Discuss.

OR

- (b) Stowe's *Uncle Tom's Cabin* is also a book about freedom.
  - (i) How would you define freedom in relation to the content of *Uncle Tom's Cabin*?
  - (ii) With reference to the text of *Uncle Tom's Cabin*, highlight the opportunities and responsibilities that accompany freedom.
4. 'Certain eras in history may be characterised by the ugly spectre of oppression, however certain individuals prove to the contrary that goodness still prevails.' Discuss this assertion after your reading of Mark Twain's *The Adventures of Huckleberry Finn*.

**END OF EXAM**

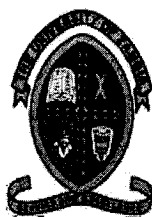
**UNIVERSITY OF ZAMBIA  
DEPARTMENT OF MASS COMMUNICATION  
MNC 5001 MEDIA AND SOCIETY**

**FIRST SEMESTER FINAL EXAMINATION, NOVEMBER, 16 2012**

**TIME: 3 HRS**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS (10 MARKS EACH)**

1. The course started with a discussion of eight significant transitions in human communication. List and briefly describe and discuss each transition.
2. What are the six stages of the linear model of interpersonal communication? What is involved at each stage? What are the strengths and weaknesses of this model?
3. Can the same six stage process be said to apply to mass communication. Discuss.
4. Books, newspapers and magazines are all print media. How are they distinct?
5. McQuail discusses four models of communication. One is transmission. What are the other three and how do they differ from the transmission model?
6. Some call for the media to contribute to social order. List and discuss five ways in which the media can contribute to social order.
7. Media operate within lines of accountability. Who are media accountable too? How? Why?
8. You are invited to Zimbabwe to analyze media structures. What levels of analysis are available and how are they distinct from each other?
9. You are asked to give a short talk on "new media." Create five talking points.



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION  
2012-2013 SEMESTER I EXAMINATIONS

MCN 5011: COMMUNICATION RESEARCH METHODOLOGY AND TECHNIQUES

---

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION 1 FROM SECTION A, BUT ONLY THREE QUESTIONS FROM SECTION B

---

SECTION A: THIS QUESTION IS COMPULSORY

1. Discuss, with details of specific types and applications, the importance of probability & non-probability sampling in thesis research.

40 Marks

SECTION B: ANSWER ONLY THREE QUESTIONS FROM THIS SECTION

2. Compare & contrast the characteristics & worth of quasi-experiments with those of non-experiments in social science research.  
20 Marks
3. Define ethics, & discuss the concept with reference to its importance for research in the world.  
20 Marks
4. Without research and development (R&D) developing countries could never make progress in their quest for development. Discuss.  
20 Marks
5. Compare & contrast qualitative research with quantitative research in communication.  
20 Marks

END OF EXAMINATION



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF MASS COMMUNICATION**

**FINAL FIRST SEMESTER EXAM 2012**

**COURSE: MCN 5041 – HUMAN DEVELOPMENT AND  
PARTICIPATORY COMMUNICATION**

**INSTRUCTIONS:**

**Answer only ONE question in SECTION A**

**Section B is compulsory**

**Duration: Three Hours (3 hrs)**

**Date: 15/11/2012**

---

## **SECTION A**

1. The Members of Parliament for Lusaka have come to UNZA to listen to the academicians on how they can reduce poverty levels in their constituencies. Illustrate the various ways they can employ.
2. The Zambian Government has engaged you as a consultant to make a presentation at a workshop for National Assembly Constituency Staff.
  - (a) In the spirit of devolution of power, speak about the participation of the people.
  - (b) Briefly, illustrate the barriers to participation.

## **SECTION B**

Chinyunyu in Chongwe is slowly becoming a desert because of the activities of the charcoal burners. Kindly make a project proposal that will give life to both the environment and the charcoal burners.

**GOOD LUCK, ALL THE BEST  
&  
HAPPY FESTIVAL SEASON**

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY FIRST SEMESTER EXAMINATIONS**  
**MCN 5051: COMMUNICATION AND CHANGE**  
**NOVEMBER 2012**

**TIME:** THREE HOURS

**INSTRUCTIONS:** ANSWER ALL THE QUESTIONS IN SECTION A AND THEN ANY THREE FROM SECTION B.

---

**SECTION A**

1. Whether a communication strategy is designed for a specific project or for the same period as your organisational strategy, what are the seven things it should establish? (14 Marks)
2. First define development communication, and then state why it is particularly important to study social change. (6 Marks)
3. People are born into a family, mature in a family, form new families, and leave their families upon death. Why is it important to examine family relationships? (6 Marks)
4. With the understanding that conflict mitigation is not an activity but an ongoing process, what is the role of local/community media in conflict management or resolution? (5 Marks)
5. What is the reasoning behind the use of surveillance or satellite technologies especially with regard to rural populations or less developed countries? (4 Marks)
6. A holistic and culture sensitive conceptual framework for HIV and AIDS communication programming is needed to make people not just knowledgeable about HIV and AIDS, but really make them change behaviour and especially take preventive measures to avoid the spread of the disease. What lessons can be learnt from the South African 'Soul City' experience? (5 Marks)

**SECTION B**

7. According to Whitchurch and Dickson (1999), families are primarily defined through their interaction rather than through their structure. Discuss what you understand by this statement. (20 Marks)
8. Present a case for the tremendous advancements in the field of Information, Technologies and the many advantages and applications of digital forms of information which have resulted in qualitative changes in the lives of many people around the world. (20 Marks)
9. Discuss the epidemiological importance of partner reduction as an approach to HIV prevention. (20 Marks)
10. Communication and development have been viewed as closely intertwined phenomena, where one is believed to guarantee the other. What do you understand from this sentiment? (20 Marks)

**END OF EXAMINATION**

UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF MASS COMMUNICATION  
FIRST SEMESTER FINAL EXAMINATIONS, NOVEMBER 23, 2012

MNC 5021 SPECIALIZED REPORTING

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY TWO QUESTIONS IN  
EACH SECTION

**SECTION ONE**

1. The Department of Mass Communication is considering removing <sup>MNC</sup> ~~MNC~~ 5021 Specialized Reporting from the MMC program. As a journalist, prepare talking points outlining five valid reasons why the course must not be removed (10 marks).
2. You are tasked to draft a short proposal for a new specialized reporting course. What five areas of specialized reporting should this course include? Why? (10 marks).
3. The evolution of specialized reporting in journalism was driven by some major changes in post WWII society. What were these demands? (10 marks)
4. An undergraduate student asks for help writing a science feature. She does not know where to find information for her story. Give her two local and two international sources of reliable information for her story. Warn her about two sources that appear to have scientific information but it is unreliable (10 marks).

**SECTION TWO**

5. Besides five specialized topics covered in class, add five other possible areas of specialization (10 marks).
6. What are some main challenges to specialized reporting in Zambia?
7. Accuracy, ethics and other high levels of professionalism are so critical in reporting health that the US Association of Health Care Journalists has developed a 22-point Statement of Principles demanding objectivity and credibility. Draft 10 principles that are particularly relevant to Zambia (10 marks).
8. As a specialist reporter, identify five of the most significant environmental concerns in Zambia? Propose how the media can/should create awareness about these issues (10 marks).



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**

**2012 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PAM 5311: HUMAN RESOURCE MANAGEMENT**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

---

1. Human Resource Management is referred to as “a strategic issue”. Drawing on examples from your country, critically discuss this view bearing in mind the evolution of the current conception of Human Resource Management.
2. Motivating staff is an important strategy for improving the production and productivity of people in organizations and the attainment of organizational goals and objectives on a sustainable basis. Critically discuss the main elements, which are often used to motivate people, and the roles which leadership must play in the process.
3. Write brief notes on three (3) of the following main activities of the Human Resource Management process. Why are they critical in building organizations’ competitive advantage through people?
  - i) Human Resource Planning
  - ii) Job Analysis
  - iii) Recruitment and Placement
  - iv) Performance Appraisal
4. “Employee Relations” refers to the individual and collective relations between employees and management aimed mainly at managing organizational conflict to enhance smooth operations. Identify and discuss the three common ways on which organizations focus in managing conflict and the attendant trade-offs.
5. What do you understand by the term “Ethics”? After outlining the steps in ethical reasoning, discuss three approaches to ethical reasoning and show how the approaches can be applied in the process of building sustainable improvements in organizational performance.
6. What challenges does globalization pose for the future of the Human Resource Management profession? Give examples from your country’s experience of the global involvement and suggest ways in which to cope with the imminent challenges.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2012 ACADEMIC YEAR FIRST SEMESTER  
FINAL EXAMINATIONS**

**PAM 5351: ISSUES IN LOCAL GOVERNMENT ADMINISTRATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER ONLY TWO QUESTIONS**

=====

1. (a) First, identify and explain the four specific styles of leadership behaviour according to the Path-Goal Model. And second, select two of the identified leadership styles which you would consider to have greater potential to adversely affect the performance of subordinates – give reasons for your answer.  
  
(b) According to Ismail et al (1997), when adopting public policies a local authority must consider whether or not the policy in question is *politically, operationally, technically, or financially* feasible. Discuss.
2. (a) Local democracy may be variously defined. It is, however, associated with various concepts which include *citizenship* and *community; deliberations; and good government and social welfare*. Discuss these concepts in view of the challenges that face the building of genuine local democracy.  
  
(b) Prud'homme Remy (1995) has argued that decentralization may be accompanied by increased levels of corruption at the local level. Critically assess his argument.
3. (a) According to Cheema (2005), the results of decentralization efforts across the globe have been mixed and yet decentralization continues to be one of the predominant approaches to strengthen democracy (especially at the grass roots), and to improve service delivery. Discuss.  
  
(b) Osborne and Gaebler (1993), in their famous book entitled "Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector" discuss how General W. L. Creech turned around the performance of the U.S Air Force's Tactical Air Command (TAC) within a period of six years, for the better. Identify and briefly analyse the factors that were attributed to this success story.

=====

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**2012 ACADEMIC YEAR FIRST SEMESTER**

**M. A. FINAL EXAMINATIONS**

**PHL5051: THEORETICAL APPROACHES TO ENVIRONMENTAL ETHICS**

**TIME:**                      **Three Hours**

**INSTRUCTIONS:**    Write essays on any three of the five environmental ethical theories mentioned below giving in each case:  
                              (a) a detailed explanation of the meaning of the theory,  
                              (b) a breakdown of the essential components of the theory, and  
                              (c) a critique of the theory.

---

1. Gaia Theory.
2. Deep Ecology.
3. The Land Ethic.
4. Social Ecology.
5. Ecofeminism.

**End of Examination**

THE UNIVERSITY OF ZAMBIA  
2012 ACADEMIC YEAR FIRST SEMESTER  
M. A. FINAL EXAMINATIONS

PHL5071: RESEARCH METHODS IN APPLIED ETHICS

TIME: THREE HOURS

ANSWER: ANY FOUR OF THE FOLLOWING QUESTIONS

- 
1. (a) Explain what is meant by the goal of **objective knowledge** in science.  
(b) Discuss critically the extent to which this is possible in the social sciences in view of the fact the neither the researcher nor the participants involved are value free.
  2. (a) Discuss what is meant by **phenomenology** as an approach to social science research and give an example.  
(b) Discuss the stages involved in a **grounded theory** approach to social science and give an example.
  3. Discuss some of the **ethical issues** that arise with regard to the following:  
(a) the researcher;  
(b) the methodology used;  
(c) the sponsor;  
(b) the participants.
  4. As a tool for data gathering in social science research, **observation** can involve different types of participation.  
(a) Discuss these different types clarifying the advantages and disadvantages of each.  
(b) Explain how scientific observation is guided by both research questions and the theoretical framework which are determined before data collection and analysis.
  5. (a) Discuss important aspects involved in preparing for an **in-depth interview** and problems involved in the manner in which the interview itself should be carried out.  
(b) Identify and give examples of five **types of questions** that should not be asked.
  6. **Focus group discussions** (FDGs) can be very helpful as a triangulation method in qualitative studies.  
(a) Discuss some of the problems involved in controlling an FDG.  
(b) Discuss the advantages and disadvantages of an FGD as distinct from an in-depth interview.

END OF EXAMINATION

**UNIVERSITY OF ZAMBIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES.**

**2012 ACADEMIC YEAR FIRST SEMESTER**

**UNIVERSITY POST-GRADUATE EXAMINATIONS**

**POL 5231: TOPICS IN AFRICAN POLITICS AND DEVELOPMENT.**

**INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS.**

**TIME: THREE (3) HOURS**

---

1. Critically assess the extent to which Samir Amin's model on how Africa was partitioned and integrated into the European capitalist system provides a useful basis for understanding the nature of colonialism in Africa and how this colonialism was challenged.
2. Assess the validity of the argument that the major weakness of the dependency theory in respect to African countries is that it fails to take into account the role of the state within the developing countries in altering their ranking within the world economy.
3. Critically assess the validity of the justifications advanced for the introduction of one party systems of government in the period after independence that was advanced by several scholars and African leaders.
4. Assess the extent to which it can be argued that the collapse of socialism in Eastern Europe and in particular the Soviet Union more than the internal dynamics against the One party states and military regimes that had been emerging in many African countries was principally responsible for the collapse of these systems of government .
5. Critically assess the extent to which the political parties that came to power as a result of the "democratic" wave that swept Africa following the collapse of one party states and military regimes in the 1990s adhered to the principles and practices of liberal democracy on coming to power.

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**2012 ACADEMIC YEAR FIRST SEMESTER FINAL EXAMINATIONS**  
**POL 5331: STUDIES IN INTERNATIONAL ECONOMIC ORDER**

**INSTRUCTIONS: ANSWER ANY THREE QUESTIONS**

**TIME: THREE HOURS**

- 
1. Discuss the factors that led to the formation of the Group of 20 (G-20) and by so doing assess the prospects for the co-existence of the G-20 itself and the Group of 8 (G-8).
  2. It is generally recognized that both the World Bank and the International Monetary Fund (IMF) have gone beyond their mandates in setting aid conditions. Critically analyse this view.
  3. Analyse the changes that are expected to be ushered in under the new international economic order (NIEO).
  4. Discuss the view that the World Trade Organization is a contributor, rather than a solution, to global economic crises.
  5. Critically appraise the role played by the G-8 in global economic governance
- 

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**2012 ACADEMIC YEAR FIRST SEMESTER EXAMINATIONS**

**POP 5021: MIGRATION AND URBANIZATION ANALYSIS**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER TWO QUESTIONS**

- 
1. Describe the rationale and underlying assumptions of the migration analysis techniques:
    - a) Direct methods
    - b) Vital statistics method
    - c) The national growth rate method
    - d) The survival ratio method – both forward and reverse survival.
  2. Review various policy options in dealing with the problems of migration and urbanization. Argue with sufficient justification, what, in your view, would be the appropriate policy measures to adopt for a country like Zambia.
  3. Discuss the relevance of these theories of migration to the African context
    - a) Ravensteins' theory
    - b) Lee's reformulation of Ravenstein's theory
    - c) Neoclassical theory
    - d) Segmented labor market theory
    - e) World system theory

4. Discuss, using relevant examples, discuss the causes and consequences of the refugee problem with particular reference to Africa?
5. Discuss the different types of migration using examples from Zambia.
6. Discuss the factors influencing the differential of urbanization and the stages a country goes through in the process of urbanization.

---

**END OF EXAMINATION**



**UNIVERSITY OF ZAMBIA**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEVELOPMENT OF POPULATION STUDIES**  
**2012 ACADEMIC YEAR**  
**20<sup>TH</sup> NOVEMBER, 2012**  
**POP 5031: POPULATION THEORIES AND THEIR APPLICATION IN MODERN TIMES**

---

**TIME: THREE HOURS**

**INSTRUCTIONS: ATTEMPT ANY THREE QUESTIONS**

1. How relevant is the Epidemiological Transition Theory in Demographic Transition?
2. In the recent Cabinet reshuffle you have been appointed by His Excellence Mr Michael Chilufya Sata as the Representative to the United Nations. There has arisen a demand that:
  - (i) You review the population-economic relationships using Professor Robert Sorrow's Growth Model. Indicate to the President to what extent this theory is applicable to the situation in Southern African Development Community (SADC)?
  - (ii) What amendments, if any, have to be added to the theory?
3. You have been invited to the inaugural forum on migration on Common Market for Eastern and Southern Africa (COMESA) where they are exclusively using Ravenstein's Theory to discuss development. Provide a position paper on Zambia.
4. How important is Professor Jack (John) Charles Caldwell's Intergeneration Theory in analyzing demographic trends in Zambia?

---

**END OF EXAMINATION**

---