



**SCHOOL OF HUMANITIES & SOCIAL SCIENCES**  
**BACHELOR OF ARTS IN COMMUNICATION**  
**END OF SEMESTER EXAMINATION**  
**BSG 3205: GENDER AND COMMUNICATION**

**Date: 19<sup>th</sup> Apeul 2021**

**Time: 15:00 – 17:00**

**Instructions**

1. This examination consists of **FIVE** questions.
2. Answer **Question ONE (COMPULSORY)** and any other **TWO** questions.

**Question One (30 marks)**

**Question one comprises two compulsory reading activities, which are followed by questions at the end of each reading activity. Read keenly and answer all the questions that follow. (Each of the reading activities has been edited for exam suitability).**

**Reading activity one:**

**The power of language in telling women leaders' stories by Faith Oneya.**

"A lamb". That is how one local newspaper described Tanzania's new president Samia Suluhu Hassan. To be clear, I have used "lamb" metaphorically here. The exact phrase was "Gentle Zanzibari woman". As a journalist, I appreciate that the writer or editor was seeking to land a point about the contrast of Madam President's personality with the Mr. Bulldozer's, as the late President John Pombe Magufuli, famous for the "my way or the highway" was known.

However, as a language student who believes in how much it shapes our reality, the "Gentle Zanzibari Woman" expression made me uncomfortable. The article went on to describe her as a leader who "never raises her voice".

In the West, a newspaper headline widely circulated on social media screamed: "Autocrat's death makes mother of four Africa's only female leader". Apart from the galling bending of facts (Only female leader, really?), it also stank of misogyny.

Motherhood is not a measure of political leadership, yet it is used as a yardstick. This is a reality that has been visited many female political leaders. Ask them how many times spinsterhood or childlessness has been used to discredit them, and they will tell you that they have lost count.

The headline phrases remind us that despite all the progress made in shattering the glass ceiling in women's political leadership, stereotypes continue to erode the gains. Women remain vulnerable to gender-insensitive language that can overturn their progress. These vexing stereotypes might have been what led Madam President to utter these words at her predecessor's

funeral service: “Kwa wale ambao wana mashaka, mwanamke huyu ataweza kuwa rais wa Jamhuri ya Muungano wa Tanzania. Nataka niwaambie aliyesimama hapa ni Rais. Nataka nirudie, aliyesimama hapa ni Rais wa Jamhuri ya Muungano wa Tanzania ambaye maumbile yake ni mwanamke. (For those who have doubts if this woman will be the President of the United Republic of Tanzania, I want to tell you that the person standing here is the President. I want to repeat that the one standing here is the President of the United Republic of Tanzania, who is a woman).”

### Questions

1. The author of the article states that language shapes our reality. In reference to the first two paragraphs of the article, analyze the language used to describe President Samia Suluhu, versus that used to describe her predecessor and raise two arguments to demonstrate how such language may influence our views of the two presidents' competence in leadership. (4 marks)
2. Read paragraph three and four and:
  - a) Identify gender roles subtly implied in the two paragraphs. (3 marks)
  - b) Critically analyse the statement “Autocrats death makes mother of four Africa's only female leader”, state what you find curious about this statement, and explain whether the media's representation of the new president offers a credible picture of her ability to be president. (6 marks)
  - c) Imagine that the late President John Magufuli had been succeeded by a man, and create a possible newspaper headline that might have been written to describe the new president. (2 marks)
3. In the last paragraph of the article, President Samia Suluhu emphasizes that though she is a woman, she is the president of the United Republic of Tanzania. With this in mind: Explain why she made the statement and demonstrate the effect that this statement may have had on the citizens of Tanzania. (3 marks)
4. As a communication student, describe two lessons you have learnt from this article concerning the state of women in leadership. (2 marks)

### Reading activity two:

**Read the following excerpt taken from the Sojourner Truth speech “Ain't I a woman?” and answer the questions that follow.**

“That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?”

### Questions

- a) Offer a definition of feminism (2 marks)
- b) Place the excerpt in a historical context in the history of feminism and describe the events that led to the event at which the speech was given. (4 marks)
- c) Explain the basis of the sentiments expressed by Sojourner truth in the excerpt above, and explain why she may have felt that feminism did not serve her needs. (4 marks)

**Question Two**

1. Define the term intimate partner violence and provide two examples of intimate partner violence. (3 marks)
2. Discuss the intimate partner violence cycle (8 marks)
3. Raise two arguments to explain why victims of intimate partner violence fail to report cases of abuse. (4 marks)

**Question Three**

1. Provide two examples to demonstrate how education materials reinforce gender roles. (4 marks)
2. Gender influences whether or not children enrol and remain in school. With this in mind, discuss three gendered causes of low education attainment and exclusion from education. (6 marks)
3. Suggest an intervention for each of the gendered causes of low educational attainment and exclusion from education that you have discussed above. (5 marks)

**Question Four**

1. The media influences in a great way the way we view men and women. Since it is interwoven in our daily lives, the media reinforces and sustains socially constructed views of gender. With this knowledge, discuss three themes that demonstrate how media represents gender. (9 marks)
2. One of the most damaging consequences of media's images of men and women is that these images encourage us to view normal bodies and normal body functions as problems. Based on your Gender and communication lessons, and based on your interaction with the media, discuss any three ways in which the media pathologizes the human body. (6 marks)

**Question Five**

1. Spender (1990) argues that, Language is manmade and that language seems to suggest a world in which females play a secondary role to men. Discuss three language patterns that demonstrate gender bias, and demonstrate how you would eliminate the gender bias. (9 marks)
2. Discuss any three forms of gendered non-verbal communication. (6 marks)