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THE PEDAGOGIC RELEVANCE OF ALOBWED'EPİE'S THE DEATH CERTIFICATE TO HIGH SCHOOL STUDENTS IN CAMEROON: A THEMATIC APPROACH

PEDAGOGICZNE ZNACZENIE ŚWIADECTWA ŚMIERCI ALOBWED'EPİEGO DLA UCZNIÓW SZKÓŁ ŚREDNICH W KAMERUNIE: PODEJŚCIE TEMATYCZNE

Abstract

This paper sets out to examine the pedagogic relevance of Literature in general and Prose in particular to Cameroonian High school students. It aims at presenting how and why The Death Certificate should be taught to Cameroonian High School Students. First, Students need to be informed about the society. Second, they should know what to do in face of various issues that arise in the society in general. Third, The Death Certificate handles themes such as love, power, domination and feminism which can conveniently be understood by High School Students. It is in this light that writers draw inspiration from the society to produce literary texts. Fourth, a work of art should not be limited; it should entertain, educate and inform us about our society. Fifth, Literature which reflects or acts as a mirror of life in society should be taught in schools because it shapes the students' moral behavior. It also creates awareness in students by helping them to know more about the preoccupations of the society in which they live. It is thanks to literature that we learn much about society and the people who live in it.

Keywords: *Pedagogy, Literature, Prose, Education, Alobwed'Epie, Feminism, Style, Students, Teachers, Society*

Streszczenie

. Niniejszy artykuł ma na celu zbadanie pedagogicznego znaczenia literatury w ogóle, a prozy w szczególności dla uczniów szkół średnich w Kamerunie. Ma na celu przedstawienie, w jaki sposób i dlaczego należy uczyć "świadectwa śmierci" uczniom kameruńskich liceów. Po pierwsze, uczniowie muszą być poinformowani o społeczeństwie. Po drugie, powinni wiedzieć, co robić w obliczu różnych problemów, które pojawiają się w społeczeństwie. Po trzecie, świadectwo śmierci porusza takie tematy, jak miłość, władza, dominacja i feminizm, które mogą być łatwo zrozumiane przez uczniów szkół średnich. W tym świetle pisarze czerpią inspirację ze społeczeństwa do tworzenia tekstów literackich.

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Po czwarte, dzieło sztuki nie powinno być ograniczane; powinien bawić, uczyć i informować nas o naszym społeczeństwie. Po piąte, w szkołach powinno się uczyć literatury, która odzwierciedla lub działa jako zwierciadło życia w społeczeństwie, ponieważ kształtuje ona moralne zachowanie uczniów. Tworzy także świadomość uczniów, pomagając im dowiedzieć się więcej o troskach społeczeństwa, w którym żyją. To dzięki literaturze wiele uczymy się o społeczeństwie i jego mieszkańcach.

Słowa kluczowe: *Pedagogika, Literatura, Proza, Edukacja, Alobwed'Epie, Feminizm, Styl, Studenci, Nauczyciele, Społeczeństwo*

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Statement of the problem in general outlook and its connection with important scientific and practical tasks.

Literature and society work hand in glove because literature is a reflection of society. It is in this light that writers draw inspiration from society to produce literary texts. Laurence Perine (1966) observes that "Unless literature amuses as well as touches me, it leaves me with a sense of having wasted my evening". In this light a work of art should not be limited, it should entertain, educate and inform us about our society.

The pedagogic relevance of this study aims at presenting how and why The Death Certificate should be taught to Cameroonian High School Students. Students need to be informed about the society and should know what to do with certain issues that arise in a society in general. The text under study handles issues like love, power, domination and feminism which can conveniently be understood by High School Students. Leke Tambo (2012) in his book, General Pedagogic, Principles and Foundation of Education asserts that Pedagogy is:

The field of study that teaches teachers how to teach pupils effectively using various methods and also concerned with the study of environmental influence on teacher and pupil's behaviors. The analysis of subject matter, the teaching-learning process and the production (18).

To successfully teach this novel, the teacher has to employ different teaching techniques. Some students in the teaching-learning environment may not acquire much if the teacher does everything for them. In order to teach students effectively, the teacher has to formulate different interactive classroom activities such as group work, exposé, dramatization, as well as question and answer sessions. These methods are very important because they eliminate the authoritarian method of teaching. In this way, the teacher can be seen as one who plays the role of a facilitator. He serves as a projection of the students' ability to develop a thinking capacity of their own. Literature has helped people to develop critical thinking and it has equally helped women to empower themselves. This view can be exemplified through Jacqueline Diwona, the protagonist of Alobwed'Epie's novel. She asserts her domineering nature by leading delegations, committees, and meetings. She

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also gives her late brother a befitting burial. Through her, we realize that women do not always have to relegate themselves to the background because they believe that only men can accomplish certain tasks. Literature therefore plays a vital role in our lives and the society at large.

Analysis of latest research where the solution of the problem was initiated.

Literature which reflects or acts as a mirror to the society should be taught in schools because it shapes the students moral behaviour. It also creates awareness in students by helping them to know more about the preoccupations of the society in which they live. It is thanks to literature that we learn much about society and the people who live in it.

To better analyze a text to high school students, certain aspects should be taken into consideration namely: the use of language, the biography of authors, the plot, the setting, style, themes and characterization. For students to understand the text better, the teacher has to introduce the text and give them copies of the author's biography. The teacher's aim is to help the students to develop critical thinking skills and to see how creative they are. In the same vein, in order to understand a text, some literary elements should be taken into consideration. Nkemngong Nkengasong J. In *A Stylistic Guide to Literary Appreciation* postulates that: A comprehensive study of literary texts, especially longer works or whole texts like novels, plays and narrative poems, generally requires analysis and interpretation based on overall significance of background, setting, plot, form, structure, theme, characterization, style and general impression (65).

As Nkemngong Nkengasong observes, the meaning of the text under study will be based on the above points since this work consists of a prose. The text handles themes which will be of interest to the learners and the use of simple language enables them to understand the text easily. Through this text, learners will improve their behaviour and their vision of society will widen. The teacher needs to have a specific objective and he/she can start analyzing the text through a series of questions which will help to stimulate the students.

Teaching Setting

Art is creativity and consequently, no literary work of art can be written in a vacuum. Setting is very important in understanding a text because it locates and gives the time when it was written. Setting, as we had earlier pointed out, shows where and when a story or play was written. The *Death Certificate* is set in an imaginary state of Ewawa in Cameroon in 2004 while the geographical setting of *Miss Julie* is in Sweden in the year 1888. When students have a basic understanding of what setting is, the teacher can ask them to read the texts at home. This is to enable them to comprehend the text easily so that when the teacher treats it in the class, they should not face difficulties. Furthermore, setting gives us the ideas of a given people, their customs, beliefs, social, economic and religious perceptions. This helps to draw a line of demarcation between one society and the other.

Teaching Plot

A plot can be defined as the series of events that form the story of a novel, play, film/movie. Having said what a plot is, the teacher can proceed by making the students know the different kinds of plot such as: linear and circular. The circular plot contains events with neither chronology nor cause and effect while in a linear plot; there is a

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chronological flow of events which hinge on cause and effect. The teacher can also proceed to give a brief summary of the plot of both texts. The Death Certificate is about a female protagonist in the name of Jacqueline Diwona who sets out to dominate both men and women in her society. She dominates the dignitaries of Ewawa and many other people and the consequences of her domineering nature become detrimental to her and the society at the end.

Teaching of Style

Style refers to the author's choice of words, the manner in which the author structures events. It is important for students to know the different aspects of style which include: Simile, Hyperbole, Suspense, Irony, Symbolism, Contrast, Satire, Point of view, Flashback, Onomatopoeia, Juxtaposition, Flash forward technique, Personification

Contrast

Contrast is an obvious difference between two or more things. Contrast can also mean a way to compare two people or things in order to show the differences between them. Looking at the novel *The Death Certificate*, we realize that there is contrast between Jacqueline Diwona and her husband. She acts more like a husband while he acts as a wife. In short, there is a reversal of roles. A relative to Mongo Meka lays bare this aspect in the following words: "... When Jacqueline coughs, he spits out the phlegm. She is the husband and he the wife" (148). Also, she relegates her husband to the background. She does not allow him to take decisions without her approval. Jacqueline's husband always takes a step back when situations arise. This is observed during the sexual rights of widowhood, where he stays behind and allows his wife to do the act which he was supposed to undertake.

Dramatic Irony

Irony is a situation in which something which was intended to have a particular result has the opposite or a very different result. In the play, *Miss Julie*, we observe that Miss Julie is from an Aristocratic family but ironically, she behaves like a commoner. This is noticed in the party where she dances scandalously with men and ridicules her social class. It is also ironical that Miss Julie who controls and orders Jean around begs him to give her orders.

Symbolism

Symbolism is the use of symbols in art, literature, films to represent ideas. In the play *Miss Julie* symbolism is used because the count's boots and gloves symbolize authority, dictatorship and power. Whenever Jean throws his eyes on the count's boots or gloves, he begins to feel the count's authority over him even in the former's absence. Jean affirms this in the following words:

Jean: (uneasily). I can't. As long as we're in this house, there are barriers between us. There's the past and there's the count. I've never been so servile to anyone as I am to him. I've only got to see his gloves on a chair to feel small. I've only to hear his bell and I shy like a horse. Even now, when I look at his boots, standing there so proud and stiff, I feel my back beginning to bend (68).

Jean's uniform symbolizes low class (valet). In the same vein; Kristin's apron symbolizes low class.

Flashback

Flashback is a short part of a film, story or play that goes back to events in the past. Flashback techniques can be unfolded in the play *Miss Julie* where Miss Julie recollects her childhood events and narrates them to Jean. She tells him that her mother made her grow up like a boy. She equally says that in the past, there was equality between men and women. Men had to do women's jobs and women to do men's jobs in the estate. This is a reversal of roles or the deconstruction of patriarchy pure and simple.

Simile

Simile is a figure of speech which compares one thing to another, by using the words "as" or "like". In the play under study, we can bring out some expressions which contain similes for example; Jean says:

"I shy like a horse".

Julie also uses some expressions, for example;

"The weak to the strong"

"The falling to the rising"

When the teacher explains these different stylistic devices, it would be easy for students to understand the texts.

Aims of paper. Methods

Table 1. Individual Lesson Plan on Literature in English for Lower Sixth Arts.

Name of Teacher: NDE PAUL ADE	Previous Knowledge: Students have already read the text at home and the teacher has analyzed it with them in class. They have been taught setting, style, plot, theme and characters.
School : G.B.H.S MANKON	
Class : LOWER SIXTH ARTS	Lesson Objectives: By the end of the lesson, students should be able to state the main themes in the text and they should be able to develop one of the main themes in the novel.
Average Age : 16*	
Number on Role : 50	
Subject : LITERATURE IN ENGLISH	Teaching Aids: Cardboard Paper, Textbooks
Lesson : Prose – <i>The Death Certificate</i>	References: Alobwed'Epie's <i>The Death Certificate</i> Publishing House Edition Cle Yaounde 2004, A.S Homby's Oxford Advanced Learner's Dictionary. London: Oxford University Press, 2010.
Topic : The theme of empowerment in <i>The Death certificate</i>	
Time : 11:20 – 12:10	
Duration : 50 minutes	


Source: Bransford, J.D., Cocking R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press. Using KWL in the Classroom. (n.d.). <http://www.teachervision.fen.com/graphicorganizers/skill-builder/48615.html>. Retrieved February 2, 2013, from <http://www.teachervision.fen.com/graphic-organizers/skill-builder/48615.html>.

Table 2. The Reason and Content of The Death Certificate and how it should be taught: Lesson Plan.

STAGES	SUBJECT MATTER	METHODOLOGY		RATIONAL	DURATION
		Teacher's Activities	Students' Activities		
INTRODUCTION	<p>Pre testing exercise Who is the author of The Death certificate? The author is Alobwed'Epie. - What do you understand by themes? Themes are the subject or main ideas in a piece of writing or work of art. - What are the main themes in the novel? They are: evil, Domination, empowerment, Lesbianism, Corruption</p>	<ul style="list-style-type: none"> - Teacher asks oral questions to students 	<p>Students respond orally and individually by a show of hand</p>	<ul style="list-style-type: none"> - To prepare the students' mind drawing their attention to the lesson of the day. - To refer to the previous lesson. 	5 minutes
PRESENTATION	<p>Examining the theme of feminism in The Death Certificate. - What is one of the main themes in the novel? Feminism. - What is feminism? It is the belief where women want to have the same rights and opportunities as men. - Which female character wields power in the novel? Jacqueline Diwona. - Why do you think that she is trying to assert her self? This is because she wants to challenge men by showing them that she can do what men do.</p>	<ul style="list-style-type: none"> - Teacher writes lesson on the chalkboard. - Teacher asks students some important questions. - Teacher assists students and sheds light if they fail to answer correctly. - Teacher reads lesson for them to copy. 	<ul style="list-style-type: none"> - Students listen attentively to teacher. - They answer questions and also ask questions. - Students write down the notes in their books. 	<ul style="list-style-type: none"> - To make students participate as active learners in a classroom interaction and facilitate understanding since some of the students are slow learners. - To enable students refer to lesson when need arises. 	15 minutes
PRACTICE	<ul style="list-style-type: none"> - Sit in groups and identify the themes found in the text and discuss them among yourselves. - Some of the themes are: Corruption, self centeredness, politics and lesbianism. 	<ul style="list-style-type: none"> - Teacher groups the class and appoints a leader in each group. - Teacher asks students to identify themes and discuss them in their various groups. - Teacher moves round the class to verify if students are doing the exercise. - Teacher corrects students if they are wrong. 	<p>Students bring out different themes and discuss them in their groups.</p> <ul style="list-style-type: none"> - The leader stands and presents the themes in each group. - Students listen to teacher and writes down the corrections in their books. 	<ul style="list-style-type: none"> - To verify if students have understood the lesson. - To ensure that students participate in the lesson. - To verify if lesson objectives are attained. 	10 minutes
EVALUATION	<p>What is a theme? Identify one important theme and bring out its effects. - A theme is the subject matter or the main idea in a piece of writing or a work of art. - The theme of lesbianism is very important because it helps us to avoid certain vices. For example, some young girls date older women because of material and financial reasons and at the end of the day, they become frustrated because these women may threaten them if they want to call off the relationship. - A woman loses her dignity in society when people know that she is a lesbian. - Being a lesbian would cause a woman never to have a biological child of her own since she is not attracted to the opposite sex. - Lesbianism is a vice because when God created man, he made a suitable companion for him who became his wife. However, when a woman practises lesbianism, she goes against the divine law of heterosexuality.</p>	<ul style="list-style-type: none"> - Teacher evaluates students and moves round to ensure that they have copied the question and are answering it in their books. - Teacher marks some books. - Teacher does the corrections by writing the correct answers on the board. 	<ul style="list-style-type: none"> - Students do the evaluation in their exercise books. - Some students submit their books to the teacher for marking. - Students take the corrections in their exercise books. 	<ul style="list-style-type: none"> - To test if lesson objectives are attained. - To verify if students have understood the lesson. 	15 minutes
ASSIGNMENT	<p>Show how plot development facilitates the understanding of characters and the novel as a whole.</p>	<p>Teacher writes assignment on chalkboard.</p>	<p>Students copy assignment in their exercise books.</p>	<p>To keep students working at home</p>	5 minutes

Source: Dasi, Eleanor. (2019). Revisiting Post-Independence Leadership in Alobwed' Epie's The Death Certificate. *INTERNATIONAL JOURNAL OF LANGUAGE & LITERATURE*. 7. 10.15640/ijll.v7n1a2. Celestin, Gbaguidi., Théophile, Houndjo., Mickaël, Dimon., Adimi. Unlawful Enrichment and Underdevelopment in African Societies in Alobwed' Epie's The Death Certificate. *International Journal of Science and Research (IJSR)* ISSN: 2319-7064 Index Copernicus Value (2016): 79.57 | Impact Factor (2017): 7.296 Volume 7 Issue 12, December 2018 www.ijsr.net Department of English/ University of Abomey-Calavi, Benin.

The present study sets out to examine the fact that women, as exemplified by Jacqueline Diwona in The Death Certificate can wield power in the society. This work is based on the premise that even in a patriarchal society, women are capable of wielding power over men. They are capable of taking decisions and carrying out their activities in such patriarchal societies. Another concern of this work is to examine how Alobwed'Epie presents the image of women who transgress the norms of sexual codes, demonstrating the prevailing gender hierarchy by dominating men in the society. The Death Certificate is therefore meant to show how Jacqueline dominates men in the society. In the past, the woman has always been marginalized and relegated to the background in some European and African countries. Men had subjugated the women and made them inferior. In our modern society today, thanks to emancipation, the woman asserts her own voice in the society. The study also deplores the theory of Penis envy and Oedipus complex to lay

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bare the fate of women in patriarchal cultures. This study relied on library, internet and critical research works. However, data will also be collected from critical works to support the major arguments raised and discussed.

The Feminist and psychoanalytic theories shall be used in analyzing the work under study. These theories have been adopted because they are relevant to this research endeavor. Through these theories, I shall examine female dominance in the works of Alobwed'Epie. A feminist is an advocate or a person who supports the equality of women with men. Furthermore, a feminist aims at defining, establishing and defending economic and social rights of women. This includes seeking to establish equal opportunities for them in education, employment, politics and social life. The online text "Stanford Encyclopedia of philosophy" (2012) theorizes that feminism is both an intellectual commitment and a political movement that seeks justice for women and the end of sexism in all forms of existence. Feminists do not agree about what sexism consists of and what needs to be done about it. They disagree about what it means to be a woman or a man and the social and political implications that gender has. Hence, being motivated by the quest for social justice, feminist inquiry provides a wide range of perspectives on social, cultural, economic and political issues. In a dissertation entitled "The contrasting image of the woman in Alobwed'Epie's *The Lady With a Beard* and *The Lady With the Sting*", Ambanasom Ophellia says: ... Indeed, some feminists have not wished to embrace theory at all, precisely because in some academic institutions, theory is often male. Feminists have been at pains to expose the fraudulent objectivity of the male 'Science'. Sigmund Freud's theory, for example, has castigated for their endemic sexism particularly in the assumption that female sexuality is shaped by 'penis envy' (10). Anthony John Cuddon in *A Dictionary of Literary Terms and of Literary Theories* posits that: ... It is an attempt to describe and interpret (and reinterpret) women's experience as depicted in various kinds of literature especially the novel... It questions the long-standing dominant, male phallogocentric ideologies by offering male critiques of male authors and representations of men in literature and also by privileging women writers. It attacks traditionally and accepted male ideas about the nature of women and how women feel, act and think or are supposed to feel, act or think (338).


Types of Feminism

There are different types of feminist theories which are: Radical Feminism, Black Feminism, Liberal Feminism, Marxist Feminism, Cultural Feminism and Socialist Feminism. This study will focus on Radical Feminism which is relevant to this topic because it helps to portray the image of the female characters in Alobwed'Epie's *The Death Certificate* who challenge and control sex class systems. Feminist theory also enables us to see how women dominate in the society.

- **Liberal Feminism** emphasizes on equality; the women's ability to show and maintain their equality through voting rights, education and rights to freedom. Some proponents of Liberal Feminism include: Mary Wollstonecraft, Harriet Taylor, John Stuart Mill and Jean Jacque Rousseau, to name a few.
- **Black Feminism**: posits that sexism and racism cannot overcome because the system is racist. Some Black feminists include William Flannel and Alice Walker.

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- **Marxist Feminism** looks at the issue of class as the main problem of oppression in the society. Marxist feminists think that class oppression can lead to gender oppression. The proponent of this theory is Karl Marx.
- **Socialist Feminism** believes that man exploits and oppresses the women; it rejects all forms of oppression about women's position in the society.
- **Cultural feminists** are classical liberals or Liberian feminists who posit that the culture of societies like the United States is patriarchal and a significant source of oppression of women. They believe that patriarchal culture and the state are complementary systems of oppression.
- **Radical Feminism** believes that a deconstruction of society is possible. Radical feminists control and destroy the sex classed systems, they argue for radical ways to end female subjugation.

The radical Feminist Approach which is vital to this topic helps to interpret the author's language and what they intend to portray in the texts under study. It assists in analyzing the female characters in Alobwed'Epie's *The Death Certificate* and August Strindberg's *Miss Julie*. Some radical feminists include: Andrea Dworkin, Phyllis Chelser, Monique Wittig, Mary Daly, Jill Johnston and Robin Morgan, Ellen Willis, Melisa Bradley amongst many others. Radical Feminism is seen in the online Wikipedia as: ... A current theoretical perspective within feminism that focuses on the theory of patriarchy as a system of power that organises Society into a complex of relationships based on the assumption that male supremacy opposes women. Radical feminists aim to challenge and overthrow patriarchy opposing standard gender roles and oppression of the women and calls for a radical reordering of the society...(1). A fight for women's rights is necessary because they are not free in the society. Men dominate women because they think that they have more freedom than women which is not true. Radical feminists clearly state that they want a radical reordering of the society. This means that they are imprisoned and need freedom since they are considered as second class citizens. In the same vein, radical feminists assert that society is a patriarchy in which men are the oppressors of women. Radical feminists seek to abolish patriarchy, they posit that due to patriarchy, women have come to be viewed as the "other" to the male norm and consequently, they have been systematically oppressed and marginalized. They also believe that the way to deal with patriarchy and oppression of all kinds is to address the underlying causes of these problems through revolution. They assert that all men benefit from the oppression of women. While some radical feminists propose that the root cause of all other inequalities is the oppression of women, others acknowledge the simultaneous and intersecting effect of other independent categories of oppression as well. The other categories of oppression may include, but are not limited to oppression based on gender identity, race, social class, sexual orientation and ability.

In an online Wikipedia (2012), the ideology of radical feminism in the United States developed as a component of the women's liberation movement. It grew largely due to the influence of the civil rights movement that had gained momentum in the 1960s and many of the women who took up the cause of radical feminism had previous experience with radical protests in the struggle against racism. Chronologically, "it can be seen within the context of Second Wave feminism that started in the early 1960s"(16). The primary

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players and the pioneers of this second wave of feminism include: Shulamith Judith Brown, Carol Hanish and Kathie Sarachild. Also, many local women's groups in the late sixties, such as *The Women's Liberation Front* (WLF) offered diplomatic statements of radical feminist's ideologies. WLF Co-founder Devra Webster recalls that "...the radical feminists were opposed to patriarchy, but not necessarily capitalism. In our group at least, they opposed so called male dominated national liberation struggles" (17). These women actually helped secure the bridge that translated radical struggles for women's rights by witnessing the discrimination and oppression to which the black population was subjected; they were able to gain strength and motivation to do the same for their fellow women. They took up the cause and advocated for a variety of women's issues, including abortion, equal rights, amendment, access to credit and equal pay. A majority of women of colour did not participate a great deal in the formation of radical feminist movements because it did not address many issues that were relevant to those from a working-class background, of which they were a sizeable part. But for those who felt compelled to stand up for the cause, radical action was needed, and so they took to the streets and formed conscious raising groups to rally and support the cause and recruit people who would be willing to fight for it. Furthermore, radical feminism however, saw a greater number of black feminists and other women of colour participating.

Radical feminists introduced the use of conscious raising (CR) groups. These groups brought together intellectuals, workers and middle class women in developed Western countries to discuss their experiences. During these discussions, women noted a shared and repressive system regardless of their political affiliation or social class. Based on these discussions, the women drew the conclusion that ending patriarchy was the most necessary step towards a truly free society. These conscious-raising sessions allowed early radical feminists to develop a political ideology based on common experiences which women faced with supremacy. Conscious raising was extensively used in chapter sub-units of the National Organization for Women (NOW) during the 1970s. The feminism that emerged from these discussions stood first and foremost for the liberation of women, from the oppression of men in their own lives, as well as men in power. Radical feminism claimed that the totalizing ideology and social formation patriarchy dominated women in the interests of men. Moreover, because of their commitment to radical egalitarianism, most early radical feminist groups operated initially without any formal internal structure. When informal leadership developed, it was often deserted. Many groups ended up expending more effort debating their own internal operations than dealing with matters, seeking to "perfect a perfect society in microcosm"(33) rather than focus on the larger world. Resentment of leadership was compounded by the view that all "class striving" was "male-identified" (33). In the extreme, exemplified by the feminists, according to Ellen Willis, the upshot was "unworkable, mechanistic demands for an absolutely random division of labor, taking no account of differences in skill, experience or even inclination" (33). She further observes that the result was not democracy but paralysis. The radical feminists therefore seek dramatic social change in order to achieve genuine equality for women by ending female subjugation. This explains why they challenge patriarchy by opposing gender roles.

The Psychoanalytic Approach

The proponents of psychoanalytic approach are: Erik Erikson, Jacques Lacan, Carl Jung, Alfred Alder and Sigmund Freud, the father of psychoanalysis. Sigmund Freud emphasizes the influence of the unconscious aspect of the human psyche. Freud's concern has always been part of the human mind whose content is always unknown to us at the unconscious level. Freud stipulates that the human mind is structured like an iceberg in which its great weight and density lies beneath the surface, that is below the level of the conscious motivation of a character. He emphasizes that human beings have little or no control over the psychological forces which stimulate their action.

Psychoanalysis concentrates on the unconscious mental process that affects and discusses the relationship between mental life and behaviour. Freud (1992) in: *A hand book of Critical Approaches to Literature* divides the human mind into three psychic zones: the "Id", "Ego" and "super ego". The id is that greedy and incomprehensible part of our makeup which pushes us to negative things. The id responds to pleasure without reasoning. The Ego is that controllable part of the human being which avoids the demands of the id. The ego brings us to reason and makes us avoid certain negative issues. The super ego is the judgmental part of human psyche. Anthony John Cuddon in *A Dictionary of literary Terms and of Literary Theories* posits that:... Freudian Criticism / psychoanalytic criticism is the connections between the artists (creators artificers) themselves and what they actually create (novels, poems, paintings, sculpture, buildings, music). As far as literature is concerned it analyses characters "invented" by authors, the language they use and what is known as 'Freudian Imagery'. Thus, in the Freudian method a literary character is treated as if he were a living human being; whereas, for example, in the method of Jacques Lacan literature is seen as a 'Symptom' of the writer (332). As seen from the above quotation, psychoanalytic criticism is the theory that deals with the conscious and unconscious motives of characters. Also, in *The Anatomy of the Mental Personality*, Freud talks of the different levels of conscious and unconscious mental activity: ...The oldest and best meaning of the word 'Unconscious' is the descriptive one. We call 'unconscious' any mental process, the existence of which we are obligated to assume because for instance, we infer it in some way from its effects- but of which we are not directly aware... If we want to be accurate, we should modify the statement by saying that we call the Process 'unconscious' when we have to assume that it was active at a certain time, although at that time we knew nothing about it (99-100)

Exposition of main material of research with complete substantiation of obtained scientific results. Discussion

Teaching of Major Themes

A theme is the main idea or point in a text, book or film. In other words, a theme refers to the main points raised in a text. For a teacher to handle themes in a lesson, he/she should take note of the things which the author wants to highlight. The teacher can then ask students to point out the important themes in both texts. The teacher and the students can then analyze the themes together. Some major themes that are unfolded in *The Death Certificate* and *Miss Julie* are: Feminism, Dominance, Lesbianism, corruption, love and class distinction.

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Dominance

Dominance is the ability to assert control over somebody. In *The Death Certificate*, Jacqueline dominates the members of all Purpose Committee by leading a delegation to Paris for her late brother's restoration. She equally dominates her husband and dignitaries of Ewawa by taking major decisions concerning her late brother's funeral arrangements without consulting them. In *Miss Julie*, Miss Julie dominates her fiancé by making him jump over her riding whip. She also dominates Jean by ordering him to row her in the lake, serve her a drink and kiss her leg.

Lesbianism

A lesbian is a woman who is sexually attracted to other women. Jacqueline is a lesbian in the novel and she is attracted to Marie-Claire, her late brother's housemaid. Citing an example from the text, Marie-Claire has this to say of their relationship:

Our intimacy grew by leaps and bounds. Then one day Madam called me and asked me whether I loved her as much as she loved me. I said I did. She asked me whether I could leave all I had and follow her. I said I could. Then she asked me how bride-price was paid in my tribe and village. I told her. A few days after that, she gave me a large amount of money and said I should go and give my parents. The money was too much to be considered bride-price. After some time, she sent gifts of salt, soap, tobacco, axe, clothes, blankets and a pig to them ... (183).

It is also important for the teacher to bring out the effects of lesbianism from the text. A man named Kick is hired to get Marie pregnant since it was impossible for Jacqueline to do so. Equally, when Jacqueline dies at the end of the novel, Marie becomes frustrated. It is therefore important to make students know that lesbianism, like homosexuality, is not a good practice in Cameroon.

Corruption

Corruption is an illegal, bad or dishonest behaviour. One loses one's integrity when one indulges in corrupt practices. In *The Death Certificate*, Jacqueline is corrupt as she collects 7 million francs (CFA) from her cousin to appoint him as a D.O in Ewawa.

Feminism

Feminism is the belief that women should be allowed the same rights, power and opportunities as men and that they should be treated in the same way as men in all works of life. In both texts, Miss Julie and Jacqueline are feminists who advocate for change in society. This explains why they take decisions and impose them on men and women. Jacqueline Diwona's domineering nature spills over to the state. This is seen when she dominates state leaders like Ministers and Senior Divisional officers.

Teaching Characterization

The understanding of characters is very important in any work of art. To teach characterization, the teacher must point out that there are flat or round characters in a given text. The teacher can equally ask students guided questions like - Who is a Character?

A character is a person represented in a film, play or story.

-Who is a flat and round character?

Flat/static characters possess a character trait or idea and live with this throughout the story. When distorted to create humour, they become caricatures. Round characters

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represent varied traits or qualities and grow as the story develops. They are therefore multi-dimensional.

- What is Characterization?

Characterization is the creation of credible human beings in fiction (novel, film, drama) or the manner in which people are represented in a film, play or book so that they seem real and natural.

- Who are the major characters in the play and novel and what are their character traits?

Major characters in The Death Certificate

Jacqueline Diwona (domineering, corrupt, wicked and arrogant, authoritative)

She is arrogant in that she disregards Emda Odu's suggestions about the wastage of resources in trying to send Mongo's corpse abroad. She orders him to sit down. The narrator says: "Madam stood up and thundered instructions for him to sit down. She then seized the chairpersonship from her husband" (61).

Jacqueline Diwona is domineering. She dominates her husband by taking major decisions and making her own voice heard during meetings. In another instance, her husband had to mount Antoinette Yvonne since he is the closest male relative to the deceased but Jacqueline did not allow him to do so. She did the act herself. She dominates Antoinette Yvonne by placing her on the left especially during the burial arrangements of her late brother. When they ride in a car Yvonne stands by her left as if she were a subordinate to Jacqueline. Her domineering attitude is seen when she boldly says: "I permitted Antoinette Yvonne to go and see her parents..." (81).

She is also authoritative; she decides to lead a delegation to Paris for her late brother's restoration. The members of all purpose committee are not in accordance with her decision but the "iron lady" insists and tells them that she has to give her late brother a befitting burial and to ensure that her brother's face is restored to near normalcy. In her authoritative nature, she tells the members that: "We can't bury Meka like a dog crushed by a vehicle. We must determine the cause of death. Meka might have been killed..." (45). She equally controls the delegation that comes back from Kabon. She takes the lead by walking ahead of them while they follow behind her. The narrator tells us that: "...At dusk, the pall-bearing chariot arrived in a cacophony of sirens, wails and cries. Directly behind it Madam Jacqueline rode in an open car with the widow by her left. They were followed by the members of Government, and other dignitaries. The Archbishops, Bishops and members of the diplomatic corps..." (101).

Her authoritative nature is further seen when she says: 'I have said', she went on, that if our Government is shy to give my brother a good burial, I'll do it on my own. I am not mincing words and if there is anybody who thinks his donation will take me hostage, let him take it back (62).

Jacqueline Diwona is wicked. Her wickedness is seen in the way she speaks to her late brother's wife without respect, and she even beats her without mercy. Also, during the sexual rites of widowhood, she takes upon herself by mounting the widow who came out of the place crying. She is equally wicked to the relatives who remained at late Mongo's house after the funeral because she locked the store which contained food and went to Dande.

Mongo Meka (wicked and stupid)

He empties the country's coffers without thinking of those who would be affected by his actions. He goes as far as saving money in the account of his wife (a white lady) and confided his faked death only to her without the knowledge of his sister who became angry when she discovered what he had done. Her anger is revealed in these words: Mongo! What is wrong with you men? Did you ever think of the consequences of your scheme before you devised it? Furthermore, you devise a scheme like that, and instead of confiding it in your sister you confide in your white lady! Do you know the harm you have done to yourself, me, our village and our people as a whole? Do you know what harm you have done to Ewawa?... (240).

Marie-Claire

She obeys and abides by Jacqueline's decisions and orders. When she asks Marie to go to France and put to birth the latter obeys. She is also caring, she takes care of Jacqueline when the latter is admitted in the hospital.

Major Characters in Miss Julie

Miss Julie (domineering, arrogant, disrespectful, manner less)

She is the daughter of a count, but she is very disrespectful and lacks manners. She dances scandalously in the party despite her social standing in society. Miss Julie is domineering and arrogant. She dominates her fiancé by making him jump over her riding whip. She equally dominates Jean (her father's valet). She commands him to satisfy her sadistic desires. She goes as far as telling him to kiss her shoes.

Listen to the conversation between them: (Jean kneels and raises his glass with mock ceremony)

Jean: to the health of my lady!

Julie: Bravo! Now kiss my shoe and everything will be perfect. (He hesitates, then boldly takes hold of her foot and lightly kisses it). Splendid. You ought to have been an actor (64).

Julie is wicked. Her wicked nature is seen in the way she treats human beings like animals by making them obey her unpalatable instructions. It is not proper for her to tell Jean to kiss her leg as if he were a dog.

Jean (ambitious, respectful, humble)

He dreams of building a big Hotel abroad and being the sole master of the hotel. This thought makes him ambitious. Jean is also respectful, despite the fact that Miss Julie treats him poorly; he does not over react towards her. He follows her orders and finds it very normal to serve the count's daughter. When he takes a look at the count's boots even in his absence, he still respects him. He knows that he has to serve the count and obey him at all times.

Kristin (humble, hardworking)

She spends almost all of her time cooking food in the kitchen and due to this she goes to bed very late.

Students must demonstrate through a good knowledge of literary texts and show that they have understood the use of subject matter, themes, setting, style, plot and characterization. This is to enable the teacher find out if students can actually differentiate between the three literary genres which are prose, drama and poetry. Students should be able to know how to appreciate the author's use of language and stylistic devices.

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The pedagogic relevance of this work includes two lesson plans on themes and character traits in *Miss Julie* and *The Death Certificate*.

Conclusions

A critical examination of this work reveals that though Alobwed'Epie and other feminist's writers are from different cultural backgrounds and different literary epochs, they do not alienate themselves from their society given that they are inspired by the activities of women. These authors empower women and encourage them to act with or without the presence of a man, even though they limit and warn against women, who want to rule men by deconstructing them at the end of the texts. This study sets out to examine female dominance in *The Death Certificate* by Alobwed'Epie. The feminist and psychoanalytic theories were used. The study sets out to show that even in a patriarchal society, women are capable of wielding power over men. They are able to carry out their activities without men's help. This work also reveals that although women assert a certain degree of power in the works under study, a man remains superior to her in many aspects though it is revealed that the female protagonists dominate men both physically and psychologically. Jacqueline Diwona dominates the members of all-purpose committee by leading a delegation to Paris for her late brother's restoration despite the fact that the members tell her that it is so costly. She dominates her husband and deconstructs the sexual rites of widowhood which were supposed to be performed by him. She decides to mount the widow herself. In another instance, she threatens to dominate the state in case it fails to give her late brother a befitting burial. This work examines the effects of domination in *The Death Certificate*. I looked at the consequences of the domineering nature of Jacqueline on herself and on those dominated. Jacqueline's domineering nature makes her look low on members of the society. She minimizes the members of all-purpose committee especially during her late brother's funeral arrangements. The fact that she wields power makes her become a "lesbian". This is seen when she pays Marie's bride price and makes the latter become her "wife". Also, those who feel the effects of her domination are Marie Claire, the M.T.A, Antoinette Yvonne and many others. She transforms Marie Claire from a maid to a wife and thus the latter becomes a lesbian. When Jacqueline dies at the end of the novel, Marie becomes frustrated because she does not know how she will raise up her defiled son as a single parent. Jacqueline disrespects her husband when she takes major decisions and due to this people do not respect him despite the fact that they know that he is the MTA of Ewawa. Jacqueline Diwona serves as a model to be emulated because through her courage, and bravery, she urges the dignitaries of Ewawa to give her late brother a befitting burial. The negative effects of Jacqueline Diwona's domineering nature are also brought out. Her spendthrift nature affects the nation of Ewawa given that her late brother's funeral costs several billions. Also, it was mentioned in the text that Mongo's funeral was more than that of some heads of State. Diwona's excessive quest for power turns her into a neurotic or psychotic case. Miss Julie ridicules the Aristocratic class by dating a valet thus, making the Bougeois class lose its dignity. The last aspect of this work focuses on how and why *The Death Certificate* should be taught to Cameroonian high school students. This chapter aimed at showing that the texts can be taught through the teaching of setting, plot, style, major themes and characterization. Through these various stylistic devices, students can understand why it

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is important for them to study the text. Lesson plans are also drawn to show how these texts can be taught.

A critical examination of this work reveals that though Alobwed'Epie and other authors are from different literary epochs, they do not alienate themselves from their society, given that they are inspired by the activities of women. Alobwed'Epie is inspired by the Bakossi woman to show female quest of power in a male dominated society. This is exemplified by Jacqueline who deconstructs patriarchy by taking the lead in issues concerning her late brother's funeral and some other issues in the Ewawa society. This shows that female dominance can contribute positively to bring change in society. Alobwed'Epie empowers women and encourages them to act with or without the presence of a man. Though he uses Jacqueline to portray women's capabilities and potentials, he equally limits and warns against women who want to rule men by deconstructing Jacqueline at the end of the novel. He equally wants women to know that there are certain tasks that can only be performed by men. In the course of the examination of this work, it is equally discovered that, in as much as a woman tries to wield power and contribute positively to the development of a society, she still remains a subordinate. From the above analysis, it is concluded that Alobwed' Epie sets out to empower women. The study also reveals that in the modern society, women are empowered and emancipated. This research recommends that *The Death Certificate* should be taught in secondary schools in order to create awareness in both male and female students. Given that *The Death Certificate* has not totally been explored in some European and African countries especially Cameroon, it will be important for future researchers to study style in the play. Furthermore, it gives rise to further discussion in other areas that can be explored by future researchers including: Class Distinction between the Upper, Middle and Lower Class in *The Death Certificate*.

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