

First Year Seminar (Fall 2005)
Dr. Kille - Review sheet for Midterm

The midterm counts 15% toward the overall course grade. As specified in the syllabus, this grade includes preparation quality (5% of total course grade). Thus, on exam day you will be expected to turn in all of your exam preparation notes to demonstrate how you set up studying for the exam and a brief written description of how you carried out studying for the exam. In order to properly detail the exam studying process, it is recommended that you keep notes on what you do as you prepare - i.e. keep a journal of your study habits.

There will be three parts to the exam itself (10% of total course grade - based on demonstration of knowledge and writing presentation). **Part One** is a set of terms that should be explained. Explain FOUR of the five provided terms in a short answer fashion, using 3 sentences at a minimum, with each answer worth 10 points each for a total value of 40 points. **Part Two** consists of five multiple-choice questions worth 2 points each for a total value of 10 points. **Part Three** consists of ONE essay question (answer one out of two provided) worth 50 points. Essay answers should be written in full essay format. Fragmented sentences or outlines will not be accepted.

Important terms/concepts (information in brackets indicates suggestions for short answers)

Forms of inequality discussed by Miller (list, define, and example of each)

Dominant vs. Subordinate (explain both categories, ex. for each, implications of each for members)

Forms of discrimination provided by US Commission on Civil Rights (list, define, and example of each)

‘Sex’ vs. ‘Gender’ (explain each term and difference between them)

Explain the core argument in Sabo’s “Pigskin, Patriarchy, and Pain” and why you agree/disagree

Race as a social concept (explain why race is viewed as a social instead of biological category)

Danger of using class buzzwords offered by Gans (list and explain 3)

Socialization of self (define both socialization and self, tie to nature vs. nurture debate)

Four agents of socialization presented by Newman (i.e. “the structural context of socialization” - list all 4 and briefly describe each)

Re-socialization (define and provide an example to illustrate)

Identity theft motives (define identity theft and explain 3 main motives for stealing someone’s identity)

Identity theft methods (define identity theft and describe 3 methods for stealing someone’s identity)

Sawy’s argument regarding Islam (provide Sawy’s argument and your reaction to it)

Shaheen on Arab stereotypes (provide Shaheen’s argument and your reaction to it)

Features of stereotype definitions that are debated presented by Schneider (list all 3, briefly explain, and provide Schneider’s definitional perspective)

Automatic stereotyping argument put forth by Paul (define, example of experiment to support, way to overcome?)

Media impact on stereotypes (general statement on impact; support with two specific authors)

Prejudice vs. racism according to Tatum (define and differentiate, including sub-sets of racism)

American “myth of meritocracy” (explain idea of American meritocracy and why authors see as myth)

McIntosh’s “invisible knapsack” (explain idea of knapsack; provide two specific knapsack items)

Patriarchy according to Johnson (define overall term; be sure explain all 3 dimensions of definition used)

Myth and reality of class in America (explain 2 myths and 2 realities from Mantsios)

Discrimination in “everyday life” (provide 2 examples from Section III of Rothenberg reading)

3 tiers of Amish society (list and explain all 3)

4 main Amish affiliations in Holmes County (explain each and support with examples of how different)

Impact of microenterprise on Amish (explain implications in 2 areas described by Kraybill and Nolt)

“Technology treadmill” in farming (explain concept and what you would do if a farmer)

Possible Essay Questions:

1. The U.S. Commission on Civil Rights (2003) states, "Understanding discrimination starts with an awareness that such a process exists and that to avoid perpetuating it, we must carefully assess the context and consequences of our everyday actions" (p.220). What are the different forms of discrimination discussed by the U.S. Commission on Civil Rights? Similarly, what are the forms of inequality and dominant-subordinate relationship discussed by Miller? If, as the U.S. Commission argues, we must build understanding of our everyday actions then Part III of Rothenberg, "Discrimination in Everyday Life," provides important information. Provide a brief summary of three of the "everyday life" examples presented in these readings that you believe provide such understanding and explain why you selected them. In your opinion, what are the most important aspects of discrimination and inequality that need to be addressed and how would you suggest that we work to counter these?

2. Rothenberg (2003) observes, "All the readings in this section argue that, far from reflecting natural and innate differences among people, the categories of gender, race, and class are themselves socially constructed" (p.6). Present the arguments of at least three authors from this section (Lorber, Sabo, Omi and Winant, and Gans) for how all three categories are socially constructed. Which of these authors did you find made the most convincing argument(s) and why? What is your personal view on the social construction of such identity categories?

One way of emphasizing differences between races, classes, and genders is to provide supporting data to illustrate them. Choose three readings from our September 8 section on "Demonstrating Difference and Discrimination" and explain what form of supporting facts these authors provide. Do you believe that the presentation of such facts increases understanding of race, class, and gender?

3. Schneider (2004) observes in relation to stereotypes, "Yes, often stereotypes are negative, untrue, and unfair. But...sometimes they are none of these things" (p.8). What are the implications of this stance for Schneider's definition of stereotypes? How does he define stereotypes and how would your definition differ from his and why? As part of this discussion, be sure to explain the three key disagreements about defining stereotypes.

Paul (2003) and most of the other authors in the related section of reading from Rothenberg (Berger, Wise, Hesse-Biber, Gerhart, and Mantsios) emphasize the place of media in reinforcing stereotypes. Provide an example from the readings for race, class, and gender - be sure to provide an example for each category - and provide your own reaction to the importance of media in shaping how we view ourselves and others. What is the process of "de-automization" that might be able to overcome stereotypes and what are the difficulties with this process? In your opinion, do these difficulties mean that we will not be able to overcome the use of stereotypes? As part of your argument be sure to either provide means to overcome stereotypes or explain why such efforts will fail.

4. Alsultany (2003) recounts, "I'm on an airplane flying from Miami to New York. I'm sitting next to an Ecuadorian man. He asks me where I'm from. I tell him. He asks me if I'm more Arab, Latina, or American, and I state that I am all of the above. He says that's impossible. I must be more of one ethnicity than another" (p. 366). How do you react to the Ecuadorian man's belief that one form of identity must predominate? In a post 9/11 era, how would you react to sitting next to an Arab on a plane? What does your reaction reveal to you about the nature of stereotypes? How would three of the other authors read for this section (choose from Shaheen, Sawy, Donohue, Sethi, and Hamid) react to your arguments on stereotypes? In the process, be sure to carefully present their arguments and compare them to your own.

5. One of the difficulties of building understanding of race, class, and gender is convincing members of the dominant groups that they are “powerful.” How does Johnson define patriarchy in order to identify three dimensions of how males are powerful? Despite recognizing patriarchy, how does McIntosh come to realize her own power as a white woman? Did these examples help you to understand or reinforce your understanding of racism? Based on her understanding of power and racism, Tatum claims that people of color cannot be racist. Explain her argument, including the different forms of racism that she identifies. Do you agree that people of color cannot be racist? Another gap in the power argument is the American “myth of meritocracy.” Explain what the American idea of meritocracy is and why some of the authors perceive this as a myth. In doing so, be sure to provide at least 2 myths and 2 realities discussed by Mantsios and whether you agree that meritocracy is a myth.

6. The Amish are one group that actively seeks to separate themselves from the rest of society. Describe the defining characteristics of what it means to be Amish and how Amish society is organized - be sure to incorporate useful information that you gained from David Kline’s talk. However, there are also divisions within the Amish. Describe the four main affiliations in Holmes County, specifying how each affiliation came about and supporting your discussion with concrete examples of how they differ. If you were allowed to become Amish, which affiliation would you join and why?

Kraybill and Nolt describe the possible “fate of a traditional people” as the Amish become more engaged in microenterprise. Describe three areas of change that they cover. To what degree do you believe that these concerns will truly change the Amish way of life? How are these issues similar or different from those faced by others in modern American society? Finally, how are the concerns of the Midwestern farming community described by Dudley similar or different from the Amish? It could be proposed that the Amish are not really the “out group” in American society since, in fact, they represent the American ideal. Provide your reaction to this idea.