

Final Exam Review Guide (revised)

Part I. Term Identification

You need to be familiar with the historical context and significance of the following names and terms from your readings and lectures. Be sure you are able to address the appropriate “who?” “what?” “where?” and “when?”, and most importantly, “why?” issues associated with each one.

“Separate but Equal”	Nonviolence
Jim Crow	Civil Disobedience
“Cast down your bucket where you are”	Malcolm X
The Tuskegee Institute	Androcentrism
Misfortune vs. Injustice	Rest-cures
Paternalism	First Wave of Feminism
The forgotten man	19 th Amendment
The pathetic instinct	Negative Liberty
Social Darwinism	Positive Liberty
Lochner v. New York	Second Wave of Feminism
Muckrakers	Betty Friedan
Jeffersonians	“The Problem that has no name”
Hamiltonians	The feminine mystique (not the book)
The promise of American life	Domestic containment
Hull House	NOW
Eugene V. Debs	“The Unknown Citizen”
Scientific Management	Dialectic
“jiujitsu of the spirit”	critique
“I yam what I yam”	Critical Theory
“Keep this Nigger Boy running”	Repressive Desublimation
Brother Jack	Consumerism
Dr. Bledsoe	False needs
Ras the Exhorter	One-dimensional thought
Citizens United v. Federal Election Commission	Objectification
False Consciousness	The Pacification of Existence
Thurgood Marshall	The Great Refusal
Brown v. Board of Education	SDS
“Separate but Equal is inherently unequal”	The Port Huron Statement
Civil Rights Act of 1964	Tom Hayden
The Commerce Clause	Abbie Hoffman
The Voting Rights Act of 1965	Participatory democracy
Loving v. Virginia	The Siege of Chicago
SCLC	Social Capital

Part II. Long Passage Identifications

Passages from the following selection will be included on the final. In your response, you must identify the historical, social, or cultural context in which each passage occurs (e.g. speaker, subject, occasion, purpose, general time period). Evidence of independent insight on the readings is strongly recommended. **Text references will not be provided on the actual midterm.**

Quotations:

1. “The problem of our age is the proper administration of wealth, so that the ties of brotherhood may still bind together the rich and poor in harmonious relationship.” –Andrew Carnegie, “Wealth”
2. “The general right to make a contract in relation to his business is part of the liberty of the individual protected by the Fourteenth Amendment of the Federal Constitution.” –Lochner v. New York.
3. “The chance which the individual has to compete with his fellows and take a prize in the race is vitally affected by material conditions over which he has no control. It is as if the competitor in a Marathon cross country run were denied proper nourishment or proper training, and was obliged to toe the mark against rivals who had every benefit of food and discipline.” –Herbert Croly, *The Promise of American Life*
4. “True peace is not merely the absence of some negative force—tension, confusion or war; it is the presence of some positive force—justice, good will and brotherhood.” –Martin Luther King, Jr., “Nonviolence and Racial Justice”
5. “No, I’m not an American. I’m one of the 22 million black people who are the victims of Americanism. One of the 22 million black people who are the victims of democracy, nothing but disguised hypocrisy. So, I’m not standing here speaking to you as an American, or a patriot, or a flag-saluter, or a flag-waver—no, not I. I’m speaking as a victim of this American system. And I see America through the eyes of the victim. I don’t see any American dream; I see an American nightmare.” –Malcolm X, “The Ballot or the Bullet”
6. “If a physician of high standing, and one’s own husband, assures friends and relatives that there is really nothing the matter with one but temporary nervous depression—a slight hysterical tendency—what is one to do?” –Charlotte Perkins Gilman, “The Yellow Wallpaper”
7. “The suburban housewife—she was the dream image of the young American women and the envy, it was said, of women all over the world. The American housewife—freed by science and labor-saving appliances from the drudgery, the dangers of childbirth, and the illnesses of her grandmother had found true feminine fulfillment.” –Betty Friedan, *The Feminine Mystique*
8. “The most effective and enduring form of warfare against liberation is the implanting of material and intellectual needs that perpetuate obsolete forms of the struggle for existence.” –Herbert Marcuse, *One-Dimensional Man*

9. “We are people of this generation, bred in at least modest comfort, housed now in universities, looking uncomfortably to the world we inherit.” –Students for a Democratic Society, “The Port Huron Statement”

Part III Cumulative Essay

The long essay question will be cumulative in scope. It will ask you to demonstrate your understanding of key, overarching problems we have covered in the course and develop a **well-substantiated, thesis-based** essay. In your essay, you must focus primarily on specific readings from the course syllabus. The key challenge is for you to demonstrate that you have reflected on these readings thoroughly and critically, in conjunction with the lectures. Be sure to explain the relevance of the examples you choose (either direct or nuanced) in a coherent, reflective, and concrete manner. (Suggested length 5-6 blue-book pages, single-spaced).

Essay:

“E Pluribus Unum” [out of many, one] –The Seal of the United States

“Whoso would be a man, must be a non-conformist” –Ralph Waldo Emerson

“But the great glory of American democracy is the right to protest for right.” –Martin Luther King, Jr.

It has been a theme of this course that self-determination and individuality are good for a flourishing human life, and that this necessitates critical judgment of one's society. It has also been a theme of this course that community and shared purpose are good for a flourishing human life. Please write an essay in which you discuss this idea: “a citizen who loves her community must be willing to reject its ideals.” Agree? Disagree? Why or why not? Illustrate your discussion with readings from our course.

Suggestions:

1. Use at least 4 readings
2. Use Marcuse
3. Use *Democracy is in the Streets*
4. Use “The Port Huron Statement”
5. Use the “Civil Rights Readings”
6. Use other writings as you see fit
7. Think about the meaning of citizenship
8. Think about the responsibilities of citizenship
9. Think about your essay before Thursday
10. Get to work