

Final Exam Soc 327 Spring '09

Directions:

- a. The final exam will be held on Tuesday, June 9, at the classroom, from 9:30 to 11:30 am. No early or late exams will be allowed.
- b. Please be punctual and ONLY bring the following items: one blank "blue book" (the large size; they sell them at the bookstore; do NOT write your name on it, as they will be stamped blank & reshuffled); sufficient pencils, erasers, or pens that work; and ONE 5"X7" OUTLINE CARD PER ESSAY QUESTION. Do NOT bring any other class related thing (notes, textbook, etc.). All cell phones must be TURNED OFF and STORED AWAY while testing.
- c. The essay questions are all based on the presentations & videos from class. Dr. Santos will randomly choose TWO essay questions for students to answer, one from questions (1) & (2), the other from among the rest (3, 4, 5). Your final exam is 20 percent of your final grade, so each answer is worth 10 points. Each answer will be graded based on (a) quality of analysis, (b) thoroughness - how many aspects are covered and how well, (c) accuracy, and (d) clarity of writing.
- d. Students may prepare an OUTLINE on ONE SIDE of a 5" X 7" CARD per essay question, to guide them in their answers. These outlines must consist exclusively of titles & subtitles - no lengthy narratives! - written by hand in normal size - no typing or reducing by photocopying allowed! Students will turn in the outline they use by inserting it in their blue books. Violation of these conditions will lead to a reduced grade.
- e. Students will be discouraged from going to the bathroom *during* testing. Please do not bring water bottles into the test, and try to "go" just before showing up.

Essay Questions:

1. List the standard textbook explanations as to why the Native Americans of colonial North America were not enslaved; explain why they are wrong, in general and in each case. What is Dr. Santos's broader geopolitical & economic explanation as to why these particular Indigenous peoples of the Western Hemisphere were not enslaved or subjected, for that matter, to *any* other form of coerced labor, while most other "Indians" elsewhere were. Explain how, in which 2 ways, North American Indians were nevertheless incorporated into the European colonial projects launched in North America. Finally, explain how this unique colonial experience led to subsequent genocide and ethnic cleansing of Native Americans in the subsequent (XIX century) U.S. period, in dramatic contrast with Indian/non-Indian relations after independence in the rest of the Americas.
2. Describe the origins and evolution of the Atlantic Slave Trade under successive European powers in terms of the types of colonial production, its geographic expansion, and the volume of traffic, in the 4 & 1/2 centuries it lasted. Which powers took turns controlling this trade? Explain when, how, and why the British unilaterally abolished the slave trade. Which two countries were the last to abolish slavery and why? What constitutes the "U.S. anomaly" in African American slave demographics and what two major explanations account for it? Compare and contrast how slavery was abolished in the other European colonies in the Americas with the US case. Finally, explain the origins, stages, and outcome of the Haitian Revolution, and its historic impact on subsequent US and Spanish American history.
3. Discuss the racial re-constructions of the "other" involved in the history of the portrayal of African Americans in U.S. television, from its early days to the 1990s, as described in the documentary "Color Adjustment." What role did nation, gender, and class play in the assumptions and conceptual frameworks underlying all these portrayals? In which ways was the portrayal of other people of color in US television similar or different from the African American case? Who would you say is being *racialized* and who is being *de-racialized* today in the American media - and why? What critical insights did you gain from the documentary that you think can apply to today, and to which groups? Give detailed examples. In particular, how does the commercial nature of the mass media and the ideological interests of the U.S. state affect the portrayal of the "other" in America? What impact do all these racial portrayals have internationally?

4. What did you learn from watching the film "Skin Deep" comparing the simultaneous struggles of African Americans in the U.S. and Blacks in South Africa? What were the similarities and what were the differences - in terms of the pressing issues & specific movement goals, each movement's tactics and strategy, the role of the state, the geopolitical conditions, the role of youth, etc.? What explains the political/legal success of the U.S. Civil Rights Movement by the mid-1960s and the lack of it for the Black liberation movement of South Africa until the 1990s, when suddenly South Africa overtook the US with the election of Nelson Mandela? What significance do you give to the subsequent "catching up" of the US with the election of Barak Obama in 2008. What, in your opinion, is still left to do to ensure racial equality, social justice, truth and reconciliation in U.S. White-Black relations?

5. What did you learn from the lectures on the farm workers, watching the film "The Struggle in the Fields" and the Dolores Huerta talk DVD, about the history of farm worker struggles in California from the 1940s to the '70s? What two main types of labor were used in the Southwest agriculture from the early 1940s up to the mid-1960s? What explains the UFW's appearance and launching of its militant unionization drive in the mid-1960s? What were its main tactics? Who were its main allies and main adversaries in this struggle? What did the historic UFW *huelga* of 1965-1970 achieve, what it didn't, and what is its broad legacy? What is the challenge today for the farmworkers movement?