# 101A Midterm Exam Study Guide

What to bring:

New World Reader (NWR) textbook

Class discussion notes

Handouts

Weekly assignments

Dictionary (optional)

Blue book *Advisory: no electronics*

What to expect:

90-min. short essay, open book exam

Material to be covered:

NWR 312-343—section 10 on global aid / disease / poverty: Sachs, Danticat, Singer, Borlaug, Mittal, Rogoff.

Readings and vids at <resources>—Chimamanda Adichie on “the danger of a single story,” Amartya Sen on “the viciousness of a single identity” (NWR 276-279), Kwame Anthony Appiah on multiple identities. NWR, Granitsas and Abramsky (82-93) on American world views and how the rest of the world sees Americans.

On class G-drive—reading panel presentations and instructor demos. On <www.sandratpark.com> at <teaching>—assignments, handouts, and resources, weeks 1-8.

Case examples related to NWR readings from history or current events discussed in class or from your own sources. Updates based on current events and news.

How to form a grounded question—based on preliminary facts and findings.

MLA format for parenthetical or in-text citation (Lab 5).

Suggested step-by-step preparation:

1 Before reviewing each essay, read “Thinking About the Essay” questions.

2 Re-read each essay, locating (a) key words, (b) quotes, (c) main points—what is the central idea of each essay? What is the subject (in broad terms) and topic (in more specific terms) of the essay? What are the complications of the problems or issues presented? What does the author propose toward solving these problems?

3 What do you think? Do you agree / disagree with the author—or something in between? Based on your critical reading of the essay as well as your own observations and experience, offer your explanation and analysis.

Helpful hints:

1 Build a working vocabulary for thinking and writing about the essay subjects and topics. Start with the title and “Before Reading” introductory remarks.

2 Build a source of quotes and page numbers for each essay. Locate the author’s thesis statements—his or her claim or proposition that is supported by a line of reasoning, facts and findings, examples.

3 Without looking at the text, practice talking about each essay—explaining it to someone who has not read it. Practice talking about the broad subject—“Global Aid: can we reduce disease and poverty?”—drawing from various articles; in other words, discussing a big and complex subject in specific terms.

4 Practice talking about the philosophy of Adichie, Sen, and Appiah on pluralism and multiple identities as an encompassing frame for all the essays on global aid. How can this wide view of humanity help us understand issues and conflicts of global aid, global disease and poverty?

According to Sen, what are the universal values of humanity? If we have knowledge of human deprivation and suffering, should we care? Are we responsible for problems beyond our family, hometown, country? How does the nationalist point of view differ from the internationalist POV? Is this fair and reasonable—to care about strangers on the other side of the world, far away from our own daily needs and desires? Or, does “charity begin at home”?

Key words (see Appendix C, 421-425):

biotechnology

cold war, superpower

colonialism, post-colonialism, empire

communism, socialism, capitalism

democracy

conservative v. liberal

developing world, Third World

free-market economy, free trade v. protectionism

globalization

genetically modified organism (GMO)

multiculturalism, pluralism

immigration

industrialization

nongovernmental organization (NGO)

privatization

progressive, social justice

terrorism

independent, dependent, interdependent

rural villages, urban slums

Place names: Kenya, Ghana, Nigeria, Mali, Ethiopia, China, India, Pakistan.

Hot spots: Syria, Iraq, Pakistan, Ukraine, N. Korea, Sudan.

Special terms: G8, G20, IMF, World Bank, WTO, UN, WHO, Manhattan Project (1940s US-UK-Canada to produce world’s first atomic weapon to end WWII), 1960s Green Revolution (genetic engineering, pesticides, fertilizer—technology to increase agricultural yield); infrastructure; bioterrorism, disease, pandemic, Asian bird flu, HIV, AIDS, ebola; distribution of wealth, debt cancellation.

How to recognize an author’s writing strategy:

1 Does the author rely mostly on *logos* (reason), *pathos* (emotion), or *ethos* (morals, principles, values)? Or all three?

2 What are the author’s biases? Is the author an academic, activist, investigative journalist, government leader…?

3 Does the author present the subject to advance understanding? Or, is the author motivated to argue and persuade a way of thinking or course of action? Ignoring or suppressing compelling facts?

Test-taking strategy:

1 Preview the whole test before starting to write. Choose questions strategically—lead with your strengths.

2 Give yourself time to think. If writing is thinking made evident, then thinking is part of the process.

3 Follow instructions. Note the weight of each part and spend time proportionately.

Helpful hints:

1 Avoid personal opinion without references to readings. Instead, develop a connection between the reading and your writing—the reading provides a basis for your own explanation and analysis, whether or not you completely agree with the author.

2 Avoid summarizing what you’ve read without your own critical commentary. Summary ≠ explanation and analysis.

3 Avoid vague generalizations. Provide facts, quotes, examples. Support general statements with specifics.

Criteria for grading midterm exam:

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| --- | --- |
| *Research skills:* | *Writing skills:* |
| Grounded question | Basic sentence structure |
| In-text or parenthetical citation  | Paragraph development |
| Recognition of thesis or core idea | Whole essay clarity and coherence |

*Write a free-standing essay with a title—avoid generalization or opinion without specifics.*