

STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600 086
(For candidates admitted during the academic year 2007 –2008)

SUBJECT CODE : EN/FC/RS13

B.A./ B.Sc./B.Com. DEGREE EXAMINATION, NOVEMBER 2007
FIRST SEMESTER

COURSE : FOUNDATION CORE
PAPER : ADVANCED READING SKILLS
TIME : 2 HOURS
MAX. MARKS : 50

I Read the selection and answer the questions that follow:

LET'S TELL THE STORY OF ALL AMERICA'S CULTURES

By Ji-Yeon Mary Yuhfill

(Ji-Yeon Mary Yuhfill was born in Seoul, South Korea, in 1965. Her family immigrated to the United States and settled in Chicago when Yuhfill was five years old).

I grew up hearing, seeing and almost believing that America was white – albeit with a little black tinge here and there – and that white was best. 1

The white people were everywhere in my 1970s Chicago childhood: Founding Fathers, Lewis and Clark, Lincoln, Daniel Boone, Carnegie, presidents, explorers and industrialists galore. The only black people were slaves. The only Indians were scalpers. 2

I never heard one word about how Benjamin Franklin was so impressed by the Iroquois federation of nations that he adapted that model into our system of state and federal government. Or that the Indian tribes were systematically betrayed and massacred by a greedy young nation that stole their land and called it the United States. 3

I never heard one word about how Asian immigrants were among the first to turn California's desert into fields of plenty. Or about Chinese immigrant Ah Bing, who bred the cherry now on sale in groceries across the nation. Or that plantation owners in Hawaii imported labor from China, Japan, Korea and the Philippines to work the sugar cane fields. I never learned that Asian immigrants were the only immigrants denied U.S. citizenship, even though they served honorably in World War I. All the immigrants in my textbook were white. 4

I never learned about Frederick Douglass, the runaway slave who became a leading abolitionist and statesman, or about black scholar W.E.B. Du Bois. I never learned that black people rose up in arms against slavery. Nat Turner wasn't one of the heroes in my childhood history class. 5

I never learned that the American Southwest and California were already settled by Mexicans when they were annexed after the Mexican-American War. I never learned that Mexico once had a problem keeping land-hungry white men on the U.S. side of the border. 6

So when other children called me slant-eyed chink and told me to go back where I came from, I was ready to believe that I wasn't really an American because I wasn't white. 7

America's bittersweet legacy of struggling and failing and getting another step closer to democratic ideals of liberty and equality and justice for all wasn't for the likes of me, an immigrant child from Korea. The history books said so. 8

Well, the history books were wrong. 9

Educators around the country are finally realizing what I realized as a teenager in the library, looking up the history I wasn't getting in school. America is a multicultural nation, composed of many people with varying histories and varying traditions who have little in common except their humanity, a belief in democracy and a desire for freedom. 10

America changed them, but they changed America too. 11

A committee of scholars and teachers gathered by the New York State Department of Education recognizes this in their recent report, "One Nation, Many Peoples: A Declaration of Cultural Interdependence." 12

They recommend that public schools provide a "multicultural education, anchored to the shared principles of a liberal democracy." 13

What that means, according to the report, is recognizing that America was shaped and continues to be shaped by people of diverse backgrounds. It calls for students to be taught that history is an ongoing process of discovery and interpretation of the past, and that there is more than one way of viewing the world. 14

Thus, the westward migration of white Americans is not just a heroic settling of an untamed wild, but also the conquest of indigenous peoples. Immigrants were not just white, but Asian as well. Blacks were not merely passive slaves freed by northern whites, but active fighters for their own liberation. 15

In particular, according to the report, the curriculum should help children "to assess critically the reasons for the inconsistencies between the ideals of the U.S. and social realities. It should provide information and intellectual tools that can permit them to contribute to bringing reality closer to the ideals." 16

In other words, show children the good with bad, and give them the skills to help improve their country. What could be more patriotic? 17

Several dissenting members of the New York committee publicly worry that America will splinter into ethnic fragments if this multicultural curriculum is adopted. They argue that the committee's report puts the focus on ethnicity at the expense of national unity. 18

But downplaying ethnicity will not bolster national unity. The history of America is the story of how and why people from all over the world came to the United States, and how in struggling to make a better life for themselves, they changed each other, they changed the country, and they came to call themselves Americans. 19

E pluribus unum. Out of many, one. 20

This is why I, with my Korean background, and my childhood tormentors, with their lost-in-the-mist-of-time European backgrounds, are all Americans. 21

It is the unique beauty of this country. It is high time we let all our children gaze upon it. 22

Answer the following questions.

(10x3=30)

1. What is the thesis (main idea) of this passage? Locate the sentence (s) in which Yuhfill states her main idea. If she doesn't state the thesis explicitly, express it in your own words.
2. Why does Yuhfill make the startling claim that "the history books were wrong"? (paragraph 9)
3. According to Yuhfill, what changes are needed in American history courses?
4. Why does Yuhfill feel it is crucial that American students should receive a multicultural history of their nation?
5. Where in her argument does Yuhfill present the opposing viewpoint? What effect does the delay have on her argument's effectiveness?

- 6. Why do you think Yuhfill uses so many examples in paragraphs 2 through 6?
- 7. How does the mix of subjective and objective viewpoints help the writer in her argument?
- 8. Yuhfill often uses parallelism and repetition of phrases (paragraphs 1 through 6 and paragraph 15). What effect do you think she intended these two stylistic devices to have on her readers?
- 9. The writer cites a problem she encountered in her education. Briefly write about a problem or insufficiency you found/find in your own education. (About 5 sentences).
- 10. Make notes from the passage.

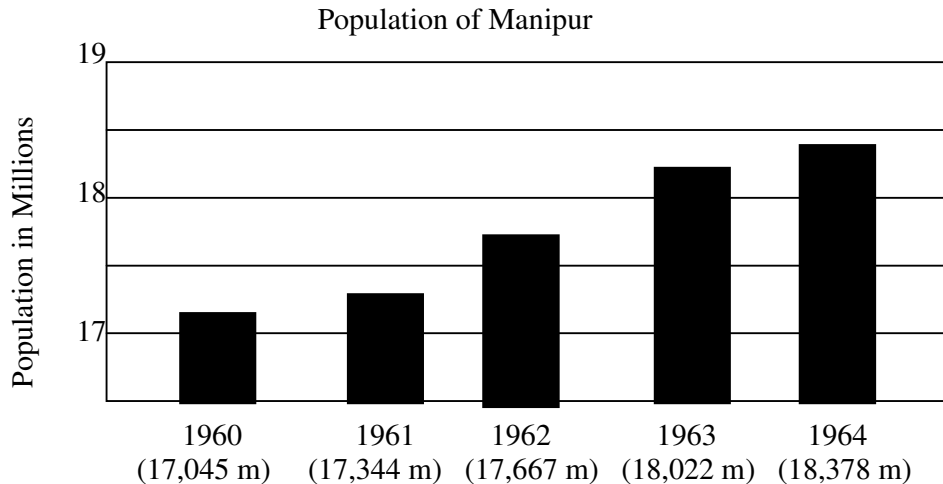
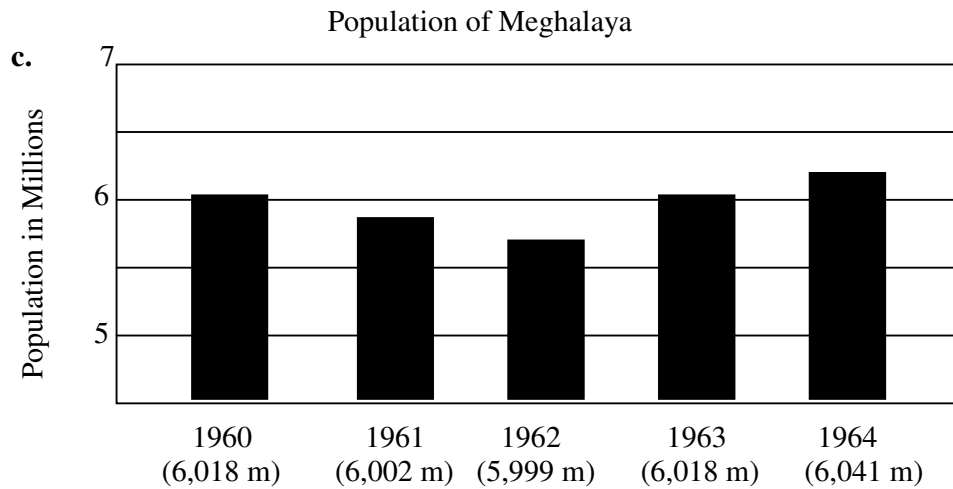
II. Read the following information (a,b,c) and answer the questions that follow.

(5x2=10)

- a. According to census estimates, the population of Manipur grew from 17,045,000 people in 1960 to 18,378,000 in 1964. The population of Meghalaya grew from 6,018,000 people in 1960 to 6,041,000 people in 1964.

b.

POPULATION: MEGHALAYA AND MANIPUR, 1960-1964					
	1960	1961	1962	1963	1964
Meghalaya	6,018,000	6,002,000	5,999,000	6,018,000	6,041,000
Manipur	17,045,000	17,344,000	17,667,000	18,022,000	18,378,000



1. Consider the census estimates that are presented for Manipur and Meghalaya. What are some of the advantages of presenting the data in a table form vs. the paragraph?
2. List some of the disadvantages.
3. Look at the bar graphs. Do they add anything to your interpretation of the data? If so, what?
4. Describe in words what the table and graphs represent.
5. What do you believe is the best way to illustrate the information in this article?

III. Read the following and answer the question:

(10)

It is often claimed that women have achieved greater freedom and have access to the same opportunities as men. The pie charts show some employment patterns in Great Britain.

Write a report for a university lecturer describing the information in the charts below.

You should write at least 150 words.

