

WGS 352 Exam #1

wgs 352 / spring 2017 / university of oregon / chang



You will have three take-home exam opportunities. Exams will be due (approximately) at the end of Week 4, Week 8, and Week 11. You must complete two of the three exams. Exams will be cumulative and based on the class readings, literature and other media, and class discussions.

Guidelines and Due Dates

The exam is in the form of one 4-6 page essay, which asks you to develop a specific claim, to close read, and to integrate scholarly support in a thoughtful, sustained way. The essay asks you to answer one of a selection of questions to demonstrate your understanding and engagement with the course goals, concepts, and readings. Again, be sure to provide specific details and selective quotes from the readings to help you develop a precise and thoughtful answer. Here are your possible prompts (pick one):

- How do *critical dystopias* challenge and/or critique *race* or *racism*?
- How do *critical dystopias* challenge and/or critique *gender norms*?
- How do *critical dystopias* reveal the need for *alternative possibilities* or *hope* for the future?

For your essay, generate an critical, academic claim for and analysis of **one or two** of the narrative (short story or novel) readings from the Week 1 through Week 4. Your argument must be specific, focused, and supported by close reading details. Your analysis must put at least **three** of the primary theoretical readings (or two main readings and two keyword essays) into conversation with your selected text(s). In other words, use the course readings as research to help you write your essay and demonstrate what you have put into play during the first third of the quarter. You may incorporate additional research (one or two relevant, authoritative sources) if you find them helpful. Finally, your essay must do more than simply describe or summarize your text(s), list examples, or respond personally or thematically.

Outstanding essays have a clear claim, use and integrate evidence effectively and selectively, and engage one or two of the main lines of inquiry for the course. Outstanding essays do more than point to examples or similarities between texts. Outstanding essays make a focused, intertextual argument and use close reading to show how the course concepts illuminate the texts at hand.

Guidelines and Due Dates

Format: Formal, academic paper for an audience of your class
Use 12-point Times New Roman, 1" margins, standard double-spacing, proper heading and name block, page numbers, no title page, single-sided print, neatly stapled once
MLA or APA citations and bibliography required

Due: Monday, May 1, at the start of class, hardcopy