

WGS 352 Exam #2

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. By now, you should have a working understanding of the key terms of the course: *critical dystopia*, *race*, *gender*, *sexuality*, *class*, *ability*, *body*, and *person*. Consider one (or two in intersection) of these key terms and pick one of the following narrative texts to analyze:

- Octavia Butler's *Dawn*
- Margaret Atwood's *The Handmaid's Tale*
- *Blade Runner* (film)

For your essay, generate an critical, academic claim for and analysis of one of the above texts. Your argument must be specific, focused, and supported by close reading details. Use the course readings as research to help you write your essay and demonstrate what you have thought about during the first and second thirds of the quarter. 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)
- **one** of which must come from Week Five, Six, or Seven (i.e. Yeates, Sheldon, or Stickgold-Sarah)
- 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, list or observe examples, or respond personally or thematically; do more than just discuss plot and character. In other words, citing sample passages where you see *race* in *Dawn* is descriptive, summary, and not analysis. However, using *Dawn* to think about the ways *race* and *alienness* function as a critique of racial essentialism is analytical and requires argument, evidence, and theoretical support.

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. You **must** close read, which means paying close attention to particular details, moments, scenes, and passages from the narrative text. Outstanding essays do more than point to examples or similarities between texts. Outstanding essays make a focused, intertextual argument and use close analysis 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 22, at the start of class, hardcopy