

# WGS 352 Exam #3

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 media, and class discussions.

## Guidelines and Due Dates

The third exam is in the form of a 4-6 page essay in three parts, asking you to answer three questions critically and analytically, to close read, and to integrate scholarly support in a thoughtful, sustained way. For this exam, you will play the literary analysis equivalent of the game “Who Would You Rather?” In this case, you must consider all three of the primary narrative texts we engaged in the last third of the course: *Salt Fish Girl*, *Arrival*, and *Kindred*. Generate 1 ½ to 2-page answers to the following questions, assigning a unique text to each:

- Which text is a critical utopia? How? Why? Assign a text: \_\_\_\_\_
- Which text is a critical dystopia? How? Why? Assign a text: \_\_\_\_\_
- Which text is an anti-utopia? How? Why? Assign a text: \_\_\_\_\_

Like the previous exams, your short essay answers will demonstrate your understanding and engagement with the course goals, concepts, and readings. For each answer, your argument must be specific, focused, and supported by close reading. Use the course readings as research to help you write your essay and demonstrate what you have thought about during the whole quarter. Depending on your configuration of texts in this game of “Utopia, Dystopia, Anti-Utopia,” your answers and analyses will vary. However, each answer should:

- begin with a direct, specific claim that says, for example, “*Salt Fish Girl* is a critical utopia because...” or “Because of its failure to address heteronormativity and families, *Arrival* is an anti-utopia because...”
- each short essay must **close read** at least one substantive passage or scene or set of short moments from the narrative text.
- each short essay should deploy **at least two** of the critical readings from the whole quarter, paying particular attention to the definitional essays from Week 1 and Week 10.
- you may incorporate additional research (one or two relevant, authoritative sources) if you find them helpful.

Finally, your essays 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. Generic, abstract, and banal answers like “This novel is utopic because good things happen to the characters and there is a happy ending” or “This film is dystopic because there is a lot of fighting” are insufficient and do not address the *critical* aspects of the above terms and readings. Once again, outstanding essays have a clear claims, use and integrate evidence effectively and selectively, and engage one or two of the main lines of inquiry for the course. **Follow directions.** You must close read. You must **integrate** the scholarly essays. 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, subheadings for each question  
MLA or APA citations and bibliography required

**Due:** Tuesday, June 13, by 5 PM, uploaded to Canvas:  
<https://canvas.uoregon.edu/courses/84741/assignments/487123>