Final Exam Study Guide

The final is scheduled for **Monday, December 9, 2019, 6:30 PM-8:30 PM**, in our regular lecture hall (Broad 2160E). On the day of the final, we will provide scantrons, but **you must bring your own blue book**. These will be collected before the exam and then redistributed, so **make no notes in the blue books before the exam**.

The final exam will include approximately 30 multiple-choice questions, very much like the ones you have had on the quizzes, and one long essay question. The exam is cumulative but will have more questions on the lectures that were not already covered in quizzes, so that all lectures are covered about equally between both quiz questions and final exam questions. The multiple-choice questions and the final essay will each count toward one half of the exam grade. When answering the multiple-choice questions, make sure you read all choices before selecting one, as the answer might be “all of the above,” or “none of the above.”

To prepare for the multiple-choice questions, begin by reviewing your lecture notes. If a point is on a lecture slide, there is a good chance you’ll be asked about it on the exam. If you completed reading logs, you will be very grateful, as you can review those instead of the original readings. As with the quizzes, questions on the readings will focus on the main points of the reading. Go over your notes on readings and films and discuss the readings and films with your classmates to refresh your memory.

We encourage you to study in groups. (The group effort, however, ends when you get into the exam room. To avoid the temptation and the suspicion of cheating—which will result in a 0 for the exam—do not sit next to your friends or study mates on exam day.)

Below, we provide two essay questions to prepare, if you so choose, ahead of time. On the final, you will be assigned one of the two (our choice, not yours) to write **without notes**. To do well on this component of the final, make sure that you address every aspect of the question and that your paper is well organized and well argued. We have limited the number of class readings you may discuss to encourage you to focus and deepen your analysis, rather than throwing in superficial details about as many readings as you can muster. We want to see careful selection of the **most appropriate** readings available to address the question and a thoughtful discussion of those readings in answering the question. We have included our grading rubric following the essay questions to give you a full understanding of how you will be evaluated.
Essay Questions

Only one of these essay questions will be on your final. You can prepare as much as you want ahead of time but the exam itself will be closed book.

1. One of the themes of this course is intersectionality. Explain what is meant by an intersectional approach. Discuss two (2) class readings that exemplify the power of an intersectional approach. Describe the insights that would have been missed if the authors had not taken an intersectional approach. Next discuss two class readings that do not take or do not fully develop an intersectional approach. What additional insights do you think these authors may have generated if they had studied gender through the lens of intersectionality?

2. Over the course of the quarter we have discussed evidence of gender inequality in several different institutions and areas of life. Using evidence from four (4) course readings, write a letter to a friend or relative who has not taken this class explaining what you have learned about why gender inequality persists in these institutions and areas of life.
Grading rubric for final exam essay

A: truly outstanding essay. It is beautifully written, clear, and persuasive. It demonstrates sophisticated understanding of the question and of the course material. It draws on the specified number of readings and those that are best suited to the question, suggesting that the student has impressive mastery of all of the course material and can zone in on the most relevant texts.

B: A good essay. It is well written, clear and persuasive. It demonstrates good understanding of the question and of the course material. It draws on the specified number of readings and those that are appropriate (although not necessarily the very best in every case) to answer the question, demonstrating considerable mastery of the course material and the ability to zone in on relevant texts.

C: Shows some understanding of at least some of the class concepts and/or class readings, but also demonstrates some incomplete levels of comprehension or some misunderstandings of the course material. There may also be problems with writing and organization.

D: Demonstrates little to no understanding of any of the class concepts or the class readings.

F: Demonstrates little to no understanding of any of the class concepts or the class readings. Is also very poorly written.

Note, whether a paper ends up as a solid A/B/C or a -/+ will depend on a variety of factors, including how well it is written. An A- might be a paper that shows sophisticated understanding of the question and impressive mastery of all the course material for 2 out of 3 readings discussed but only B-level understanding/mastery for the third. A B+ paper might be at A level for the discussion of one reading, etc. As with the empirical essay, different B papers may have very different strengths and weaknesses; they won't all look the same.