

FINAL PAPER: Intersectional Feminist/Queer Analysis

In this assignment you are expected demonstrate your understanding of intersectionality, apply your knowledge of the concept in interpreting real-life examples, examine gender in its situated context (in relation to race, gender, ethnicity, class, sexuality, ability and other relevant identities).

Deadline/Submission: by midnight, December 14th, Monday – Submit to your submission folder in the Google Drive

Steps

1. Indicate your choices about topics of interest and country to me, and work with me to identify the interviews that serve best to your interests.
2. Turn your interest of topic into a research question. What would you be looking to answer for from the Global Feminism Interviews?
3. Read the two interviews we identified together, think about the connections between the interviews and the class content as well as the gaps in your knowledge.
4. Do further research to close the gaps in your knowledge (i.e., find scholarly articles and books to help you write the paper).
5. Synthesize the knowledge you gained from the interviews with the literature you identified to write your paper. Use quotes from the interviews when necessary to develop your arguments.

Class Concepts

Here are a few example concepts from class that we learned so far. This list is not exhaustive and there may be other concepts you may want to use in your paper. Whether you use these or other concepts, always make sure to give a definition of the concept and tie it back to your analysis.

- Sex Binary
- Gender Binary
- Gender Roles
- Gender Stereotypes
- Phallogentrism
- Androcentrism/Gender Stratification/Gender Ranking
- Cisnormativity
- Cissexism
- Heteronormativity
- Heteropatriarchy
- Hegemonic femininity
- Hegemonic masculinity
- “Thick Desire”
- Intersectionality
- Either/or thinking
- Wave model
- Controlling Images

Writing Guidelines

- Make sure you cite at least 4 scholarly sources in your writing (3 could be from class readings). See [this document](#) if you are not sure how to identify scholarly sources.

- Make sure you make use of the two interviews to provide evidence for your arguments in your writing.
- Double space, Times New Roman, 12 pt, 6-8 pages (the page limit is strict! don't email me asking if you can go over). Images do not count towards the page limit.
- Quotes from the interviews count towards the page limit. Do not exclusively insert extremely long quotations into your writing (extremely long = over 50 words).
- Use APA, MLA, or Chicago (whichever is more likely to be used in your primary discipline area-ask me if you're not sure-) Whichever citation style you choose, be consistent!

Common Mistakes in Writing Essays & Tips for Doing Better

1. When citing scholarly sources, referring to article/book titles in text:
DON'T give the full article title when you cite other's work. e.g. In the article titled "How to Write Better Essays" and published in 2018 Julie Escobar argued that ...
DO tell us the author's *full name and/or last name* (using the proper citation style (APA, MLA, or Chicago) and *the year the article is published* instead of the full title of the article. The article title goes to your bibliography or reference list at the end of your essay or to your footnotes depending on which citation style you are using. The interested readers can still learn the title of the article by checking your reference list or footnotes, but remember your reader is most interested in the name of the author and the year of the publication within the body of your text. e.g. Escobar (2018) argued that
2. Relying on quotations when summarizing research conducted by others.
DON'T rely on quotations when you can paraphrase other's sentences
DO use direct quotation only when you believe there is no way to say things better than the way other authors said it.
DO use quotation marks when an author coined a specific concept or phrase and you are building your work on that conceptualization. eg. Scott (2008), in her conceptualization of the "ghost cities," refers to the phenomena as ...
3. Punctuation and quotations. This is a very odd one, but:
DON'T put punctuation marks (e.g. period, comma) after a quotation.
e.g. "She said this is not how you do it".
DO place punctuation before the end quote.
e.g. She said "this is how you do it."

Grading Rubric

	<i>Poor</i>	<i>Not Yet Competent</i>	<i>Competent</i>	<i>Excellent</i>
Creativity & Originality	The essay does not meet the parameters. The essay does not have a research question; and does not explain any of the keywords/ concepts learned in class, and/or does not cite scholarly sources, and does not make use of the Global Feminism Project Interviews.	The essay meets most of the parameters. The essay has a research question and it is not clear if the focus to answer the question is maintained throughout the essay. The essay explains some of the keywords/ concepts learned in class in relation to the topic; cites one or four scholarly sources, and does not make use of the Global Feminism Project Interviews effectively.	The essay meets all of the parameters. The essay has a research question and works towards answering this research question; and defines keywords/concepts learned in class as they are relevant to the topic; cites four scholarly sources, and makes use of the Global Feminisms Project Interviews effectively as supportive evidence to answer the research question posed.	The essay exceeds the parameters. The essay has a research question and works toward answering it with original insights; and defines keywords/concepts learned in class to the topic with a particularly engaging style; ties four scholarly sources to the rest of the essay organically, and uses the Global Feminisms Project Interviews effectively as supportive evidence to answer the research question posed with a particularly engaging style.
Argument	The essay's central argument is not clear, visible and demonstrable. The claims made in the body of the paper do not support the central argument. The arguments and claims reflect little understanding of class concepts.	The essay's central argument is visible and demonstrable, but not entirely clear. A few of the claims made in the body of the paper do not clearly support the central argument. The arguments and claims reflect some understanding of class concepts.	The essay's central argument is clear, visible, and demonstrable. The claims made in the body of the essay support the central argument. The arguments and claims reflect a solid understanding of class concepts.	The essay's central argument is clear, visible, interesting, and demonstrated well (i.e. based on evidence, not opinion). The arguments and claims made in the body of the essay clearly and obviously support your central argument.

				The arguments and claims reflect a robust and nuanced understanding of class concepts.
Evidence	No evidence from Global Feminisms Project Interviews is used to back up the claims.	Evidence from Global Feminisms Project Interviews is not used effectively (either irrelevant, or not enough) to back up the claims.	Evidence from Global Feminisms Project Interviews is used to back up the claims.	Evidence from Global Feminisms Project Interviews is used effectively, unambiguously, and creatively to back up the claims.
Structure	The reader cannot follow the structure of your argument.	The reader cannot always follow the structure of your argument.	The reader can follow the structure of your argument with very little effort.	Your claims are presented in a logical and coherent manner throughout the paper, with strong topic sentences to guide the reader. The reader can effortlessly follow the structure of your argument.
Clarity	The reader cannot discern the meaning of the sentences.	The reader cannot always discern the meaning of the sentences.	The reader can discern the meaning of the sentences with very little effort.	The reader can discern the meaning of the sentences effortlessly. Your sentences are concise and well-crafted, and vocabulary is precise.
Mechanics	There are significant and distracting spelling, punctuation, or grammatical errors, and/or the proper citation practices are not followed.	There are some distracting spelling, punctuation, or grammatical errors, and/or the proper citation practices are not always followed.	There are a few distracting spelling, punctuation, or grammatical errors, and/or the proper citation practices are mostly followed.	There are no distracting spelling, punctuation, or grammatical errors, and/or the proper citation practices are always followed.

