

Clemson University

TigerPrints

Teacher Scholars Civic Engagement & Voting
Rights

TigerPrints

7-2024

ASSIGNMENT - Partial Final Exam

Bernadette Ludwig
Wagner College

Follow this and additional works at: https://tigerprints.clemson.edu/teacher_scholars

Recommended Citation

Ludwig, Bernadette, "ASSIGNMENT - Partial Final Exam" (2024). *Teacher Scholars Civic Engagement & Voting Rights*. 73.

https://tigerprints.clemson.edu/teacher_scholars/73

This Ludwig - Sociology of Gender is brought to you for free and open access by the TigerPrints at TigerPrints. It has been accepted for inclusion in Teacher Scholars Civic Engagement & Voting Rights by an authorized administrator of TigerPrints. For more information, please contact kokeefe@clemson.edu.

ASSIGNMENT

Partial Final Exam

Teacher Scholar Fellow: Bernadette Ludwig, PhD | **Course:** Sociology of Gender

Possible course adaptations: gender studies, human sexuality, ethics

LEARNING OBJECTIVES FOR THIS ASSIGNMENT

- To develop critical thinking and writing skills that demonstrate the students' abilities to understand and analyze current events through a sociological lens.
- To learn how to critically analyze the ways in which (social) policies, practices and programs benefit and/or harm specific groups.
- To develop knowledge of and an appreciation for real-world and real-time policymaking.

Assignment Prompt

When the US Supreme Court overturned *Roe v. Wade*, that meant the end of the constitutional right to abortion and thus ending access to abortion for many in the United States. However, in the months following this decision, voters in several states (e.g., Kansas, Kentucky, Michigan, Ohio, Vermont) either voted to not ban abortion and/or enshrine rights to abortion in state constitutions. Based on the literature, which arguments would you assume those in favor of banning (almost) all abortions have used, versus those who are pro-choice? Be sure to consider issues related to “reproductive politics,” normative femininity, normative masculinity, heteronormativity, etc.

Detailed Instructions

- Be sure to present arguments based on the literature, not personal opinions or personal experiences.
- Must reference the relevant literature (APA citation style)—a minimum of 5 articles/chapters that were assigned for this class.
 - limit the use of quotes—your voice should be front and center.
 - NO block quotes (those that are 40 words or longer).
- Minimum 1000 words.

NOTE TO INSTRUCTORS

- Change the last sentence of the assignments prompts that lists different theoretical concepts and topics, to those that you covered in class, or were in the assigned readings.
- This works best when the students read articles, books, and/or book chapters that focus on femininity, masculinity, health and gender, work and gender, reproductive rights and control over reproductive choices, over the course of the semester. Since this assignment was developed as part of the final exam, students had to use articles and book chapters that were assigned for this class.

POSSIBLE SOURCES FOR ARTICLES AND OR BOOK CHAPTERS FOR THIS TOPIC:

- Taylor, V., N. Whittier, and L. Rupp, eds. 2012. *Feminist Frontiers* (10th ed.). Lanham, MD: Rowman and Littlefield.
- Valentine, C., M. Trautner, and J. Spade, eds. 2019. *The k+Kaleidoscope of Gender. Prisms, Patterns, and Possibilities* (6th ed.). Thousand Oaks, CA: Sage.
- *Contexts*
- *Gender & Society*
- *Journal of Social Issues*
- *Journal of Health and Social Behavior*

Rubric

Adopted from <https://www.k-state.edu/assessment/toolkit/measurement/resrubric.pdf>

	Unacceptable	Acceptable	Good	Exemplary
Purpose	The purpose or argument is generally unclear.	The central purpose or argument is not consistently clear throughout the paper.	The writing has a clear purpose or argument, but may sometimes digress from it.	The writers' central purpose or argument is readily apparent to the reader.
Content	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains very few insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. There are some factual errors.	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.
Use of References	References are seldom cited to support statements. Less than 5 references are used. References that are not relevant are used.	Although attributions are occasionally given, many statements seem unsubstantiated. Arguments are not supported by the appropriate literature.	Appropriate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Compelling evidence from relevant sources is given to support claims. Attribution is clear and fairly represented.

	Unacceptable	Acceptable	Good	Exemplary
Organization	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.
Tone	The tone is unprofessional. It is not appropriate for an analysis paper.	The tone is not consistently professional or appropriate for an analysis paper.	The tone is generally professional. For the most part, it is appropriate for an academic analysis paper.	The tone is consistently professional and appropriate for an academic analysis paper.
Grammar, Spelling, Sentence Structure, Writing Mechanics	There are so many errors that meaning is obscured. The reader is confused and stops reading.	The writing has many errors, and the reader is distracted by them.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing is free or almost free of errors.
APA Style	Format of the document is not recognizable as APA.	There are frequent errors in APA format.	APA format is used with minor errors.	APA format is used accurately and consistently in the paper and on the "References" page.