

## Semester Project

### **Syllabus Statement:**

This assignment is split into five (5) steps throughout the semester. You will choose a topic to dive into. The first step will include choosing your topic and learning about the theoretical perspectives and research on the topic; second, you will look into the global and intersectional perspectives on the topic; third, you will watch a documentary on the topic; fourth, you will have an opportunity to see what the current research and controversies on the topic argue; finally, you will write a piece bringing together what you learned through all the steps and how you might apply what you learned, including the skills, in your future endeavors. The list of topics and more specific instructions are available on Canvas under **Assignments**. You will submit the Word documents in **Assignments** on Canvas. Be sure your name is on your assignment, preferably in the document name as well as the Honor Code Pledge. All assignments should be in 12-point Times New Roman or Arial font. If you refer to information that is not common knowledge or an original idea, you must use references and citations!

### **Step 1:**

The first step of the semester long project is choosing a topic from the list below. This will be your topic you will focus on and dive into for the semester. If there is a topic not listed you would like to focus on this semester, please contact Pr. Lavender-Stott. Once you have chosen your topic, read the related pieces in the textbook, and answer the guiding questions.

This should be approximately 800-1000 words, excluding references. The paper should be typed either in the Assignment textbox or uploaded (.docx, .doc, or .pdf) in Assignments. It is due **11:55 p.m. Monday, September 18, 2017**. Please remember to include your name and the honor code pledge. If you use sources, including the textbook, be sure to include in-text citations and page numbers. For example: information, information (Carroll, 2016, pg. 25). A reference list is only needed if you use sources beyond the textbook and should include all of your in-text citations. By including in-text citations and a reference list I can see where you are pulling information from.

### Topic choices:

- Sexual assault
- Same-sex couples and families
- Trans and gender non-conformity
- Circumcision (male and female)
- Abortion

### Guiding Questions:

1. Which topic did you choose?
2. Based on your reading of the textbook, which researchers have studied this topic which and theoretical perspectives are typically used when discussing the topic? Are there particular disciplines that focus on the topic more than others?
  - a. What is your current understanding of the topic and the theoretical perspectives?  
You may need to go back and re-read a bit about the theories in Chapter 2.
3. Other information, such as what you hope to learn while focusing on this topic, why you chose the topic, anything else you feel should be included at this point.
4. Do you have questions or concerns?

## Step 2 (~1000-1200 words):

The second step of the semester long project focuses on the global and intersectional perspectives of your topic. Using what is discussed in your textbook and additional information you find through the library, you will write a short report about how different cultures view the topic you chose. Some cultures you can look into include African (e.g., Kenyan, Egyptian, South African); Asian (e.g. Korean, Chinese); Caribbean (e.g., Jamaican, West Indies); Central American (e.g. Guatemalan, Belizian); Eastern European (e.g., Polish, Russian); Middle Eastern (e.g. Iraqi, Iranian, Israeli); South American (e.g., Chilean, Venezuelan, Ecuadorian); or Western European (e.g., French, German). You should also think about how within the United States (or the culture you most closely align with) the lived experience may be similar or different based on class, sex, gender, race, ethnicity, or religion. There are some guiding questions below, though they are not exhaustive and do not each have to be answered.

This paper should be approximately 1000-1200 words, excluding references. The paper should be typed either in the Assignment textbox or uploaded (.docx, .doc, or .pdf) in Assignments. It is due **11:55 p.m. Monday, October 2, 2017**. Please remember to include your name and the honor code pledge. If you use sources, including the textbook, be sure to include in-text citations and page numbers. For example: information, information (Carroll, 2016, pg. 25). A reference list is only needed if you use sources beyond the textbook and should include all of your in-text citations. By including in-text citations and a reference list I can see where you are pulling information.

### Guiding Questions:

1. How might intersecting identities of sexuality, gender, race, class, and/or religion influence one's lived experience within the topic you chose?
2. What laws or cultural practices influence the topic you chose? How does a culture outside the one you most closely align view the topic? How is it similar or different?
3. What might be internal (to the self) or external (i.e. societal) influences of the lived experience within the topic you chose?
4. What other perspectives are there around this topic? Is it a controversial topic within your culture? What may influence the controversy?

## Step 3:

This should be approximately 800-1000 words, excluding references. The paper should be typed either in the Assignment textbox or uploaded (.docx, .doc, or .pdf) in Assignments. It is due **11:55 p.m. Monday, October 16, 2017**. Please remember to include your name and the honor code pledge. Be sure to include in-text citations of any resources used, including the textbook and the provided resources. For example: information, information (Carroll, 2016, pg. 25). A reference list is only needed if you use sources beyond the textbook and should include all of your in-text citations. By including in-text citations and a reference list I can see where you are pulling information from.

- 1.) Watch one of the documentaries from the list below. They are available in various formats. Some are available in the Virginia Tech Library, Netflix (streaming or DVD), iTunes, Amazon, or other services.
  - a. The options for each topic are below:

- i. Trans and Gender Non-Conforming
  - 1. Gender Revolution: A Journey with Katie Couric and National Geographic
  - 2. The Trans List (directed by Timothy Greenfield-Sanders)
  - 3. Growing up Coy (directed by Eric Juhola)
- ii. Same-Sex Marriage (Some focus on the fight for same-sex marriage within the United States. They were filmed prior to the Supreme Court ruling, Obergefell v. Hodges in 2015. The last option focuses on children with same-sex parents who live in the Oceanic region.)
  - 1. The Case Against 8 (directed by Ben Cotner and Ryan White)
  - 2. Bridegroom (directed by Linda Bloodworth-Thomason)
  - 3. The New Black (directed by Yoruba Richen)
  - 4. Edie & Thea: A Very Long Engagement (directed by Susan Muska and Greta Olafsdottir)
  - 5. Gayby Baby (directed by Maya Newell)
- iii. Sexual Assault (Here's the thing. Any discussion about sexual assault and rape is going to be sensitive, and as you will learn, rape on college campuses is an even more delicate topic. I've done my best to avoid anything too graphic, but be aware that I will be asking you to talk about sexual violence and rape culture. I'm also asking you to be respectful of various opinions. The video we will be watching is emotional. Take care of yourself. Resources that are available to you are below.)
  - 1. Watch the documentary, The Hunting Ground (<http://www.thehuntinggroundfilm.com>). It is approximately 2 hours. This documentary is available in different formats. CNN has aired it, iTunes has it, Amazon has it, and the Virginia Tech library has it. It has been available on Netflix to stream at different points and is available through their DVD service. The documentary discusses many different institutions across the United States. Virginia Tech is not one of the schools discussed. That does not mean that these things do not happen here. Campus sexual assault and the rape culture is a perpetuating issue among many different higher education institutions across the nation. We are potentially one event away from being one of these schools.
- iv. Abortion (It is difficult to put things in a strictly "right" or "wrong" camp with absolutely no moral gray area. This topic is difficult for people. It is sensitive. I have done my best to avoid anything graphic, but I am also asking you to be respectful of various opinions.)
  - 1. Trapped (2016, directed by Dawn Porter)
  - 2. Abortion: Stories Women Tell (2016, directed by Tracy Droz Tragos)
  - 3. These three videos below, which are a bit older:
    - a. Abortion Diaries (<https://vimeo.com/3195236>)
    - b. Motherhood by Choice, not Chance (<https://vimeo.com/25001005>)
    - c. When Abortion was Illegal (directed by Dorothy Fadiman,

1992)

v. Circumcision

1. Whose Body, Whose Rights? Circumcision Ethics
  - a. Part 1  
(<https://www.youtube.com/watch?v=W0kr6BiVZMM>)
  - b. Part 2 (<https://www.youtube.com/watch?v=qSAjzpzF6qM>)
2. The Cutting Tradition  
(<https://www.youtube.com/watch?v=pUpToERm0q0>)
3. (Optional) The Cut documentary  
(<https://www.youtube.com/watch?v=rMCQk-TBHPA>)

- b. Write a synopsis of the documentary you watched. Be sure you are clear with which one you watched.
- 2.) After watching the documentary, read some of the resources below. You can also look into other resources that you find or something mentioned in the documentary. It can be finding more information on some of the statistics mentioned; looking into something a bit deeper that sparked an interest for you or something you want to know more about from the documentary.
- a. Some other resources for you (these are starting points and not exhaustive):
    - i. Trans and Gender Non-Conforming
      1. GLAAD Trans Resources  
(<https://www.glaad.org/transgender/resources>)
      2. Trans Student Educational Resources  
(<http://www.transstudent.org/sites>)
      3. The Trevor Project (<http://www.thetrevorproject.org/pages/trans-gender-identity>)
      4. GLSEN (<https://www.glsen.org/article/trans-and-gender-nonconforming-student-resources>)
    - ii. Same-Sex Marriage
      1. Williams Institute (<https://williamsinstitute.law.ucla.edu>)
      2. AAMFT Same-Sex Parents and Their Children  
([http://www.aamft.org/imis15/aamft/content/consumer\\_updates/same-sex\\_parents\\_and\\_their\\_children.aspx](http://www.aamft.org/imis15/aamft/content/consumer_updates/same-sex_parents_and_their_children.aspx))
      3. Gottman Institute and Same-Sex Couples  
(<https://www.gottman.com/about/research/same-sex-couples/>)
      4. COLAGE (<https://www.colage.org>)
      5. PFLAG (<https://www.pflag.org>)
      6. SAGE (<https://www.sageusa.org>)
    - iii. Sexual Assault
      1. Clery Act: <http://clerycenter.org>
      2. SurvJustice: Increasing the Prospect of Justice for Survivors--  
<http://survjustice.org>
      3. One in Four: <http://www.oneinfourusa.org>
      4. One Less at UVA:  
<https://atuva.student.virginia.edu/organization/oneless>

5. End Rape on Campus: <http://endrapeoncampus.org>
  6. RAINN (Rape, Abuse & Incest National Network): <https://www.rainn.org/statistics/campus-sexual-violence>
  7. The Victim Letter from the Brock Turner case: [https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victimread-to-her-ra?utm\\_term=.u1Y93v3Ogo#.odZWM4MxO2](https://www.buzzfeed.com/katiejmbaker/heres-the-powerful-letter-the-stanford-victimread-to-her-ra?utm_term=.u1Y93v3Ogo#.odZWM4MxO2)
- iv. Abortion
1. Guttmacher Institute
  2. Center for Reproductive Rights
  3. 1 in 3 Campaign
  4. Pew Research Center
  5. International Women's Health Coalition
  6. Planned Parenthood
  7. Medical information  
(<http://www.pamf.org/teen/sex/pregnancy/abortion.html>)
- v. Circumcision
1. World Health Organization
  2. [womenshealth.gov](http://womenshealth.gov)
  3. <http://jordanlite.typepad.com/files/self-fgm-1.pdf>
  4. <https://www.theguardian.com/lifeandstyle/2007/feb/03/familyandrelationships.family>

3.) Along with the synopsis of the documentary, write a few things you learned or discovered within at least one of the resources you looked into. Also, write a response on what you found, your thoughts, your reactions, etc. What did you learn? Did your feelings about the topic change? How did the documentary or resources add to or challenge what you learned from your textbook on the topic?

You will be graded on:

- Name and honor code pledge (1 point)
- In-text citations and references (1 point)
- Synopsis of the documentary (5 points)
- Discussion of resources (5 points)
- Reflection on what changed for you after seeing the documentary and reading additional resources. A response on what you found, your thoughts, your reactions, etc. A discussion about if and how your knowledge and feelings about the topic changed. (8 points).

#### Step 4:

In this step of the project, you will have an opportunity to read current academic literature on your topic. Each topic has multiple articles to choose from. You should read two (2). Please note that the provided articles are not the sole scholarly, peer-reviewed articles available, just the ones for the project for this semester. Read the articles carefully before answering the prompts. The articles can be found in the Files and the list of articles to choose from by topic is in the instructions document.

This paper should be approximately 1200 words, excluding references. The paper should be typed either in the Assignment textbox or uploaded (.docx, .doc, or .pdf) in Assignments. It is due **11:55 p.m. Monday, October 30, 2017**. Please remember to include your name and the honor code pledge. Be sure to include in-text citations of any resources used, including the textbook and the provided resources. For example: information, information (Carroll, 2016, pg. 25). A reference list is only needed if you use sources beyond the textbook and should include all of your in-text citations. By including in-text citations and a reference list I can see where you are pulling information from.

- 1.) Understanding the literature. Who were the authors of the papers you read and which institutions or organizations are they at? How was the study conducted—who were the participants and what did the participants do? Or were the articles focused on the literature? What were the conclusions of the papers?
- 2.) Comparing the papers. Discuss the stances of each article. Critically and accurately summarize both viewpoints. Do they agree or disagree? Did the articles discuss any controversies within the topic? If the articles disagree, are there common ideas within the articles?
- 3.) Your stance. After reading the articles, what questions do you still have around the topic? What limitations to the research did you notice within the papers provided? Discuss your stance on the controversy presented in the papers and how you arrived at that opinion, including the influence of materials from this step and the previous steps of this project (it is a great time to practice your citation skills!). Do your lived experiences, identities, and/or standpoint influence your stance?
  - a. Optional: If you were a scholarly researcher of this topic, how would you conduct the study or research to answer remaining questions?

#### Abortion articles:

- Solodnikov, V. V. (2010). Abortion: Legal regulation and Russians' public opinion. *Sociological Research, 49*, 74-96. doi:10.2753/SOR1061-0154490505
- Kumar, A., Hessini, L., & Mitchell, E. M. H. (2009). Conceptualising abortion stigma. *Culture, Health, & Sexuality, 11*, 625-639. doi:10.1080/13691050902842741
- Major, B., Appelbaum, M., Beckman, L., Dutton, M. A., Russo, N. F., & West, C. (2009). Abortion and mental health: Evaluating the evidence. *American Psychologist, 64*, 863-890. doi:10.1037/a0017497
- Oduro, G. Y., & Otsin, M. N. A. (2014). "Abortion—it is my own body": Women's narratives about influences on their abortion decisions in Ghana. *Health Care for Women International, 35*, 918-936. doi:10.1080/07399332.2014.914941

- Hanschmidt, F., Linde, K., Hilbert, A., Riedel-Heller, S. G., & Kersting, A. (2016). Abortion stigma: A systematic review. *Perspectives on Sexual and Reproductive Health, 48*, 169-177. doi:10.1363/48e8516
- Gelman, A., Rosenfeld, E. A., Nikolajski, C., Freedman, L. R., Steinberg, J. R., & Borrero, S. (2016). Abortion stigma among low-income women obtaining abortions in Western Pennsylvania: A qualitative assessment. *Perspectives on Sexual and Reproductive Health, 49*, 29-36.
- Steinberg, J. R. (2011). Later abortions and mental health: Psychological experiences of women having later abortions—A critical review of research. *Women's Health Issues, 21*, S44-S48. doi:10.1016/j.whi.2011.02.002
- Cockrill, K., & Weitz, T. A. (2010). Abortion patients' perceptions of abortion regulation. *Women's Health Issues, 20*, 12-19. doi:10.1016/j.whi.2009.08.005
- Optional Extra--Gray, S., & Holden, A. (2014). Abortion. *Georgetown Journal of Gender and the Law, 15*, 3-36.

#### Circumcision articles:

- Abdelshahid, A., & Campbell, C. (2015). "Should I circumcise my daughter?" Exploring diversity and ambivalence in Egyptian parents social representations of female circumcision. *Journal of Community & Applied Social Psychology, 25*, 49-65. doi:10.1002/casp.2195
- Benatar, M., & Benatar, D. (2003). Between prophylaxis and child abuse: The ethics of neonatal male circumcision. *The American Journal of Bioethics, 3*, 35-48.
- Jacobs, A. J., & Arora, K. S. (2015). Ritual male infant circumcision and human rights. *The American Journal of Bioethics, 15*, 30-39. doi:10.1080/15265161.2014.990162
- Lien, I. L. (2017). The perspectives of Gambian men on the sexuality of cut and uncut women. *Sexualities, 20*, 521-534. doi:10.1177/1363460716675142
- Mavundla, T. R., Netswera, F. G., Bottoman, B., & Toth, F. (2009). Rationalization of indigenous male circumcision as a sacred religious custom: Health beliefs of Xhosa men in South Africa. *Journal of Transcultural Nursing, 20*, 395-404. doi:10.1177/1043659609340801
- Rasheed, S. M., Abd-Ellah, A. H., & Yousef, F. M. (2011). Female genital mutilation in Upper Egypt in the new millennium. *International Journal of Gynecology and Obstetrics, 114*, 47-50.
- Solomon, L. M., & Noll, R. C. (2007). Male versus female genital alteration: Differences in legal, medical, and socioethical responses. *Gender Medicine, 4*, 89-96.
- Wade, L. (2012). Learning from "female genital mutilation": Lessons from 30 years of academic discourse. *Ethnicities, 12*, 26-50. doi:10.1177/1468796811419603
- Optional Extra—Shweder, R. A. (2002). "What about female genital mutilation?" and why understanding culture matters in the first place. In R. Shweder, M. Minow, & H. Markus (Eds.), *Engaging cultural differences: The multicultural challenge in liberal democracies*. New York: Russell Sage Foundation.

#### Same-sex couples and families articles:

- Bos, H. M. W., Kuyper, L., & Gartrell, N. K. (2017). A population-based comparison of female and male same-sex parent and different-sex parent households. *Family Process*. Advance online publication. doi:10.1111/famp.12278

- Becker, A. B., & Todd, M. E. (2013). A new American family? Public opinion toward family status and perceptions of the challenges faced by children of same-sex parents. *Journal of GLBT Family Studies*, 9, 425-488. doi:10.1080/1550428X.2013.822841
- Moore, M. R., & Stambolis-Ruhstorfer, M. (2013). LGBT sexuality and families at the start of the twenty-first century. *Annual Review of Sociology*, 39, 491-507. doi:10.1146/annurev-soc-071312-145643
- Potter, D. (2012). Same-sex parent families and children's academic achievement. *Journal of Marriage and Family*, 74, 556-571. doi:10.1111/j.1741-3737.2012.00966.x
- Potter, D., & Potter, E. C. (2016). Psychosocial well-being in children of same-sex parents: A longitudinal analysis of familial transitions. *Journal of Family Issues*. Advance online publication. doi:10.1177/0192513X16646338

#### Sexual assault articles:

- Austin, M. J., M., Dardis, C. M., Wilson, M. S., Gidycz, C. A., & Berkowitz, A. D. (2015). Predictors of sexual assault-specific prosocial bystander behavior and intentions. *Violence Against Women*, 22, 90-111. doi:10.1177/1077801215597790
- Bordere, T. (2017). Disenfranchisement and ambiguity in the face of loss: The suffocated grief of sexual assault survivors. *Family Relations*, 66, 29-45. doi:10.1111/fare.12231
- Casey, E. A., Master, N. T., Hoppe, M. J., Morrison, D. M., & Wells, E. A. (2016). Predicting sexual assault perpetration among heterosexually active young men. *Violence Against Women*, 23, 3-27. doi:10.1177/1077801216634467
- Hipp, T. N., Bellis, A. L., Goodnight, B. L., Brennan, C. L., Swartout, K. M., & Cook, S. L. (2017). Justifying sexual assault: Anonymous perpetrators speak out online. *Psychology of Violence*, 7, 82-90. doi:10.1037/a0039998
- Hust, S. J. T., Rodgers, K. B., & Bayly, B. (2017). Scripting sexual consent: Internalized traditional sexual scripts and sexual consent expectancies among college student. *Family Relations*, 66, 197-210. doi:10.1111/fare.12230
- Jozkowski, K. N., Wiersma-Mosley, J. D. (2017). The Greek system: How gender inequality and class privilege perpetuate rape culture. *Family Relations*, 66, 89-103. doi:10.1111/fare.12229
- Rossetto, K. R., & Tollison, A. C. (2017). Feminist agency, sexual scripts, and sexual violence: Developing a model for postgendered family communication. *Family Relations*, 66, 61-74. doi:10.1111/fare.12232
- Spencer, C., Mallory, A., Toews, M., Stith, S., & Wood, L. (2017). Why sexual assault survivors do not report to universities: A feminist analysis. *Family Relations*, 66, 166-179. doi:10.1111/fare.12241
- Yung, C. R. (2015). Concealing campus sexual assault: An empirical examination. *Psychology, Public Policy, and Law*, 21, 1-9. doi:10.1037/law0000037
- Weiser, D. A. (2017). Confronting myths about sexual assault: A feminist analysis of the false report literature. *Family Relations*, 66, 46-60. doi:10.1111/fare.12235
- Worthen, M. G. F., & Wallace, S. A. (2017). Intersectionality and perceptions about sexual assault education and reporting on college campuses. *Family Relations*, 66, 180-196. doi:10.1111/fare.12240

Trans & gender non-conforming articles:

- de Jong, D. (2015). "He wears pink leggings almost every day, and a pink sweatshirt..." How school social workers understand and respond to gender variance. *Child and Adolescent Social Work, 32*, 247-255. doi:10.1007/s10560-014-0355-3
- Kuvalanka, K. A., Weiner, J. L., & Mahan, D. (2014). Child, family, and community transformations: Findings from interviews with mothers of transgender girls. *Journal of GLBT Family Studies, 10*, 354-379. doi:10.1080/1550428X.2013.834529
- Kuvalanka, K. A., Weiner, J. L., Munroe, C., Goldberg, A. E., & Gardner, M. (2017). Trans and gender-nonconforming children and their caregivers: Gender presentations, peer relations, and well-being at baseline. *Journal of Family Psychology*. Advance online publication. doi:10.1037/fam0000338
- McGuire, J. K., Doty, J. L., Catalpa, J. M., & Ola, C. (2016). Body image in transgender young people: Findings from a qualitative, community based study. *Body Image, 18*, 96-107. doi:10.1016/j.bodyim.2016.06.004
- McGuire, J. K., Kuvalanka, K. A., Catalpa, J. M., & Toomey, R. B. (2016). Transfamily theory: How the presence of trans\* family members informs gender development in families. *Journal of Family Theory & Review, 8*, 60-73. doi:10.1111/jftr.12125
- Sevelius, J. M. (2013). Gender affirmation: A framework for conceptualizing risk behavior among transgender women of color. *Sex Roles, 68*, 675-689. doi:10.1007/s11199-012-0216-5
- Toomey, R. B., McGuire, J. K., & Russell, S. T. (2012). Heteronormativity, school climates, and perceived safety for gender nonconforming peers. *Journal of Adolescence, 35*, 187-196. doi:10.1016/j.adolescence.2011.03.001

Grading rubric:

- Name and honor code pledge (1 pt)
- In-text citations and references (2 pts)
- Understanding the literature (7 pts)
  - Authors & Institutions (2 pts)
  - How study conducted (3 pts)
  - Conclusion (2 pts)
- Comparing the papers (8 pts)
  - Stance of both articles (5 pts)
  - Agree/Disagree (3 pts.)
- Your stance (7 pts)
  - Questions left (1 pt)
  - Limitations (2 pts)
  - Stance, with support (3 pts)
  - Intersecting identities influence on stance (1 pt.)

### Step 5:

In this step of the project, you will write an essay bringing together what you learned through all the steps and how you might apply what you learned, including any skills, in your future endeavors. This paper should be approximately 1500 words, excluding references. The paper should be typed either in the Assignment textbox or uploaded (.docx, .doc, or .pdf) in Assignments. It is due **11:55 p.m. Saturday, November 18, 2017**. Please remember to include your name and the honor code pledge. Be sure to include in-text citations of any resources used, including the textbook and the provided resources. For example: information, information (Carroll, 2016, pg. 25). A reference list is only needed if you use sources beyond the textbook and should include all of your in-text citations. By including in-text citations and a reference list I can see where you are pulling information.

Overall I am looking for a concluding essay on your topic. This may look like a write-up of the topic as a whole, using resources you have encountered throughout the semester, providing information about the topic, as though you were writing to someone who knows very little about it. Below are guiding prompts to help you write the essay. Be sure you have addressed an area of bringing the four previous steps together, address what you have learned, and how you will apply what you have learned, which can include skills you may have picked up. You do not have to answer each question below.

- 1.) What have you learned throughout this project? What are your takeaways? This can include specific examples rooted in resources you used.
- 2.) What would you change from your responses in Step 1 or 2, if anything?
- 3.) When you look back at the first step, many of you had specific questions you were interested in. During the course of this project, did you find answers to those questions? If not, how might you go about finding those answers? If so, what is the answer or the viewpoint you have around the question you had? What is your current stance on the questions you had?
- 4.) How might you discuss historical perspectives and modern perspectives, global perspectives, or the influence different positions and identities one has on your topic? Looking back at intersectionality, would you change how you responded in Step 2? What information would you share with others about your topic that is based in evidence, especially historical and global evidence? How would you educate others on the topic?
- 5.) How will you apply what you have learned? What are steps in your personal life or career that you can do related to your topic?

### Rubric:

- Name and honor code pledge (1 pt)
- In-text citations and references (4 pts.)
- Conclusion; overarching discussion of the topic (10 pts)
- What change from first steps (10 pts)
- Application (10 pts)