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**Sociology 355**  
Spring 2011  
T & R 5:00-6:25  
Fowler 202

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Office hours: TR 1:30-2:55  
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## Welcome to Power and Sexuality

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### CLASS DESCRIPTION

This course challenges students to examine taken-for-granted beliefs about the naturalness of sexuality and to, instead, consider the relationship between individual sexualities, (sub)cultures, institutions, and the nation-state. In doing so, we will link the contemporary context for our sexual lives, experiences, and feelings with the history of sexuality in the United States. As we go, we'll focus on how sex and power interact. The course will ask questions such as: Why and how do we control sexual behavior? Whose behavior do we attempt to control? How is the control of sexuality related to the preservation or disruption of race, gender, and class boundaries? How are our own sexualities contingent on our history and our present? And, finally, what is the state of our "sexual revolution" and how might we evaluate it?

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### REQUIRED READING

**Textbook.** *Race, Ethnicity, and Sexuality: Intimate Intersections, Forbidden Frontiers* by Joane Nagel. Available at the College Bookstore.

**Textbook.** *The History of Sexuality* by Michel Foucault. Available at the College Bookstore.

**Course Reader.** The course reader can be assessed through Moodle (<http://moodle.oxy.edu/>).

You will be split into four groups. On some days, you will all read the same material, on other days, you will read the material assigned to your group, and on still other days, you will do a combination of both. While your group may do more reading than another group on some days, I have carefully distributed the readings so that the reading load is even across the semester.

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### GRADE BREAKDOWN

Assignment	Points	Percent of Grade
Attendance and Participation:	30	15
Discourse Report:	30	15
Position Papers:	90	45
Bodies and Discourse	30	15
Power Over Life	30	15
The State of the Sexual Revolution	30	15
Foucauldian Movie Analysis:	50	25

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## COURSE POLICIES

- *Office Hours:* While my office hours are only three hours a week, I encourage you to make an appointment outside of office hours or come by my office anytime to see if I'm available. I am happy to discuss class concepts, college more generally, musings about majors, future planning, or graduate school.
- *Feedback:* I love getting feedback on my teaching and how the class is going. I value your input and I am willing to make changes to the class according to your preferences. Please share with me any comments, suggestions, and ideas you may have, and help me make this a great class. If you would like to do so anonymously, you can type and print out a note and drop it in my mailbox in South Swan Trailer D.
- *Class Demeanor:* As a student at Occidental and as a member of this class you must hold yourself and your peers to the highest standards of civil engagement and discourse. Chatting with your neighbor is frowned upon when I am lecturing, and it is absolutely impermissible when other students are trying to participate. While we may find ourselves disagreeing, we must do so with respect, a commitment to hearing what others have to say, and a willingness to think and rethink our own positions. Personal insults have no place in the college classroom.
- *Special Accommodations/Learning Differences:* If you require some special assistance for classes/exams, please let me know as soon as possible. Responsibility for alerting me to the disability and making the proper arrangements are your responsibility, but I will do whatever I can to help. If you have questions or concerns about what constitutes a learning disability, I encourage you to contact the friendly folks over at the Center for Academic Excellence (-2849).
- *Accessibility:* I want my course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework is difficult for you to accomplish, please come talk to me about it. This includes those of you with a learning or physical disability (as discussed above), those of you who have other emotional or psychological challenges, those of you who have had past experiences that make discussing gender anxiety-producing (and you may be surprised as the course continues), those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who are too shy to actively participate, those of you who have more responsibility than the typical college student (such as dependent parents, children, or an especially heavy work-load outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique disadvantages you might face. I prefer that you come in the first two weeks but, if you do not and you decide you would like to, please do not hesitate to come to me at any time.
- *Grading Inquires:* All inquires/disagreements regarding grades will be handled during my office hours or at another mutually agreeable time. Under no circumstance will grades be discussed immediately before, during, or after class.
- *Make-up Exams:* Make-up exams will generally not be given without appropriate official documentation excusing the absence. Please do not make me ask for it, simply bring the documentation with you to my office. For those students with an excused absence, a research paper may be assigned in place of the exam.

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## COURSE POLICIES (CONTINUED)

- *Assignments:* A hard copy of all papers/assignments must be handed in at the scheduled time (I do not accept papers by email). Late assignments are docked ½ grade per day. Computer and printing problems are not a good excuse for missing a deadline. Make sure to print your papers early enough to be able to address any problems before class. Keep a paper and electronic copy of everything you hand in until you receive your course grade.
- *Academic Integrity:* Academic integrity violations, including plagiarism, will be taken very seriously. If you are not sure about what constitutes a violation of academic integrity, please see me as soon as possible. A description of Occidental's academic ethics policies is available in the Student Handbook and on the following webpage:  
<http://departments.oxy.edu/studentlife/studenthandbook/academic.policies/>
- *Flexibility:* This syllabus only provides an approximate schedule for the course. I will discuss changes to the syllabus in class. It is your responsibility to keep up to date on class events and requirements. In addition, I reserve the right to give in-class quizzes on the readings if necessary (and re-calculate the distribution of graded material in accordance with this change).

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## TWO NOTES ON SMARTS

Myth: "A" students are smarter than other students.

Fact: College is a unique institution with its own rules and skills. You will not simply get an A because you are smart. Being smart *at college* means learning a specific skill set. Since you are competing with students who are also smart, getting an A in a course is a combination of effort, prior knowledge, experience, and luck. If you are a frosh, you may find that you must work harder to get the same grade as a senior who has much more experience at excelling in college classrooms and, thus, knows better how to do it. If this is your first sociology class, you may find that you have to work harder to get the same grade as someone who has taken sociology classes before and, thus, has more background knowledge to apply and with which to absorb new sociological knowledge. In these cases, be patient with yourself. Don't put pressure on yourself to get straight As from the get go. Give yourself a break. Acknowledge that there will be a learning curve and give yourself some time to climb it. Do your best and look forward to when you will be the one with knowledge and experience.

Myth: We are born with a certain level of intelligence that remains static throughout our lives.

Fact: The mind is like the body. If you use it, it becomes stronger. If it is strong in one area, it may be weak in another. You can improve your critical thinking, reasoning skills, ability to absorb new information, emotional intelligence, and more. But it isn't necessarily fun. Like working out your body, working out your mind can be uncomfortable, even painful. You're not really challenging and improving your mind until it hurts a little. So you may find that learning in this class (and others) is kind of like suffering. It's okay. It doesn't mean that you're not smart, it means that you're getting even smarter.

## COURSE SCHEDULE

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### Tuesday, Jan. 18 – Introduction

No Readings.

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### Power and Discourse: Speaking Ourselves

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#### Thursday, Jan. 20 – What is Sex?

- Group One:                   • *Which Behaviors Constitute ‘Having Sex’* by Pitts & Rahman  
                                  • *Whorified Virgins* by Amico
- Group Two:                   • *Are We Having Sex Now or What?* by Christina
- Group Three:                 • *Oral Sex Among Adolescents* by Remez
- Group Four:                 • *Defining Heterosex* by McPhillips et al
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#### Tuesday, Jan. 25 – What is Gender? What is Sexual Orientation?

- All:                            • *Capitalism and Gay Identity* by D’Emilio
- Group One:                   • *The Gender of Brazilian Transgendered Prostitutes* by Kulick
- Group Two:                   • *Sexuality and Gender in Certain Native American Tribes* by Blackwood  
                                  • *Beards, Breasts, and Bodies* by Dozier
- Group Three:                 • *Hijra and Sadhin* by Nanda
- Group Four:                 • *Lesbians, Men-Women and Two-Spirits* by Lang
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#### Thursday, Jan. 27 – What is Gender? What is Sexual Orientation?

- All:                            • *Toward a Global History of Same-Sex Sexuality* by Rupp
- Group One:                   • *Transsexuals’ Sexual Stories* by Schrock & Reid
- Group Two:                   • *Sexual Identity and Bisexual Identities* by Rust
- Group Three:                 • *Gay-for-Pay* by Escoffier  
                                  • *A Low Down Dirty Shame* by Sanders
- Group Four:                 • *Straight Dude Seeks Same* by Ward
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#### Tuesday, Feb. 1 – Introducing Discourse

- All:                            • Chapter 1: The Incitement to Discourse in *The History of Sexuality*  
                                  • Chapter 2: The Perverse Implantation in *The History of Sexuality*
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#### Thursday, Feb. 3 – What of the Body?

No readings.

- Films in class:               • *Breasts and Private Dicks*
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#### Tuesday, Feb. 8 – What of the Body? (continued)

- All:                            • *If Men Could Menstruate* by Steinem
- Group One:                   • *Creating Good Looking Genitals* by Kessler  
                                  • *Women Have Boobs, Get Over It* by Ginsberg
- Group Two:                   • *“It’s Only a Penis”* by Helliwell  
                                  • *Sperm, That Loveable Character* by Moore
- Group Three:                 • *Telling It Straight* by Braun & Kitzinger
- Group Four:                 • *Big Booty Beauty and the New Sexual Aesthetic* by Mendible  
                                  • *Little White Lies* by Alavi

## Power and Knowledge: Sourcing the Language

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### Thursday, Feb. 10 – A Science of Sexuality

- All: • Part Three: Scientia Sexualis in *The History of Sexuality*
- Group One: • *Medicine, Morality, and the Public Management of Sexual Matters* by Tiefer
- Group Two: • *Asking Questions About Sex* by Erickson & Steffen
- Group Three: • *Fixing the Broken Male Machine* by Loe  
• *The Surface and the Depth* by Pitts
- Group Four: • *Historical, Scientific, Clinical, and Feminist Criticisms of ‘The Human Sexual Response Cycle’ Model* by Tiefer
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### Tuesday, Feb. 15 – The Production of Discourses

No Readings.

**REMINDER: ♦ DISCOURSE REPORT DUE AT THE BEGINNING OF CLASS**

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### Thursday, Feb. 17 – Bodies, Discourses, and You

No Readings.

**REMINDER: ♦ FIRST POSITION PAPER DUE AT THE BEGINNING OF CLASS**

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## Power and Population: Sex Makes Babies, Or Did You Forget?

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### Tuesday, Feb. 22 – Power Over Life

- All: • Part Five: Right of Death and Power over Life in *The History of Sexuality*
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### Thursday, Feb. 24 – Power Over Life (continued)

- All: • Chapter Three: Sex and Conquest in *Race, Ethnicity and Sexuality*  
• Chapter Four: Sex and Race in *Race, Ethnicity and Sexuality*
- Group One: • *The Third Sex* by Lee
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### Tuesday, Mar. 1 – Power Over Life (continued)

- Group One: • “Close Your Eyes and Think of England” by Brown & Ferree
- Group Two: • *Motherhood, Morality, and the ‘Moron’* by Kline  
• *A New Deal for the Child* by Kline
- Group Three: • *The Quiverfull Conviction* by Joyce  
• *Will the “Real Mother” Please Stand Up* by Collins
- Group Four: • *Dr. Ehrlich’s Magic Bullet* by Brandt

## Coercion and Cathexis

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### Thursday, Mar. 3 – Racialized Sexual Identities and (Inter)Racial Relationships

- All: • Chapter Seven: Sex and Tourism in *Race, Ethnicity and Sexuality*
- Group One: • *Selling Hot Pussy* by hooks  
• *Yellow Fever* by Eng
- Group Two: • *Keeping Sex in Bounds*, by Ferber
- Group Three: • *The Population Bomb and the Sexual Revolution Toward Choice* by Solinger
- Group Four: • *My Meidel is the Centerfold* by Kolben  
• *Tainted Love?* by Mills
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<b>SPRING BREAK (Monday, March 8<sup>th</sup> to Friday, March 11<sup>th</sup>)</b>
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### Tuesday, Mar. 15 – Gendered Sexual Identities and (Hetero)(Sexual) Relationships

- All: • *Friends, Friends with Benefits...* by Denizet-Lewis  
• *How Bars Exploit Underage Women as Commodities* by Funk
- Film in class: • *The Lost Children of Rockdale County*
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### Thursday, Mar. 17 – Gendered Sexual Identities and (Hetero)(Sexual) Relationships (continued)

- All: • *Compulsory Heterosexuality and Lesbian Existence* by Rich
- Group One: • “*If It’s Not On, It’s Not On*” by Gavey et al.
- Group Two: • *Doing Desire* by Tolman  
• *Slut* by Tannenbaum
- Group Three: • *Faking It* by Roberts et al.  
• *The Context of Women’s Power(lessness) in Heterosexual Interactions* by Vanwesenbeeck
- Group Four: • *I Couldn’t Ever Picture Myself Having Sex* by Martin
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### Tuesday, Mar. 22 – Gendered Sexual Identities and (Hetero)(Sexual) Relationships (continued)

- All: • *Masculinity as Homophobia* by Kimmel
- Group One: • *Covert Intimacy* by Swain
- Group Two: • *Hard Issues and Soft Spots* by Fracher & Kimmel
- Group Three: • *The Feminization of Love* by Cancion
- Group Four: • *Eroticizing Equality* by Schultz  
• *Pathways to Manhood* by Flood
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### Thursday, Mar. 24 – NO CLASS

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### Tuesday, Mar. 29 – Power Over Lives

No Readings.

**REMINDER: ♦ SECOND POSITION PAPER DUE AT THE BEGINNING OF CLASS**

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### Thursday, Mar. 31 – Sex Commodified

No Readings.

- Film in class: • *Sex: The Annabel Chong Story*

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**Tuesday, Apr. 5 – Sex Commodified (continued)**

No Readings.

Film in class:                 • *Live Nude Girls Unite!*

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**Thursday, Apr. 7 – Sex Commodified (continued)**

All:                                 • *Rescued for Their Own Good* by Almodovar

Group One:                     • *Negotiating Sex and Gender in the Attorney General’s Commission on Pornography* by Vance

Group Two:                     • *Black Men and Pornography* by Dines

Group Three:                  • *In the Flesh* by Hartley

Group Four:                    • *Odyssey of a Feminist Pornographer* by Sheiner

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**Tuesday, Apr. 12 – Sex Commodified (continued)**

No readings.

Guest Speaker:                *Norma Jean Almodovar*

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**Thursday, Apr. 14 – Sexualized Violence**

All:                                 • Chapter Six: Sex and War in *Race, Ethnicity and Sexuality*

Group One:                     • *Sexual Violence in Three Pornographic Media* by Kimmel  
• *Fraternities and Rape on Campus* by Martin & Hummer

Group Two:                     • *Rape-Prone Versus Rape-Free Campus Cultures* by Sanday  
• *Raped by Pelka*

Group Three:                  • *How We Enter* by Loewe

Group Four:                    • *Sex and Death in the Rational World of Defense Intellectuals* by Cohn

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**Concerning the “Sexual Revolution”**

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**Tuesday, Apr. 19 – Critics of the “Sexual Revolution”**

All:                                 • *Pleasure Under Patriarchy* by MacKinnon

Group One:                     • *Against Love* by Kipnis

Group Two:                     • *Beyond the Closet* by Seidman et al.

Group Three:                  • *Actually, Sex Doesn’t Sell*, CNN  
• *There is Not Enough Sex in American Media* by Wade

Group Four:                    • *The Uncelebrated Beauty of Men* by Hite

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**Thursday, Apr. 21 – You and the “Sexual Revolution”**

Group One:                     • *No Sex Education* by Levine

Group Two:                     • *The Uses of the Erotic* by Lourde

Group Three:                  • *Sexual Values Revisited* by Weeks

Group Four:                    • *The Naked Truth* by Zeidenstein

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**Tuesday, Apr. 26 – You and the “Sexual Revolution” (continued)**

**REMINDER:                    ♦ THIRD POSITION PAPER DUE AT THE BEGINNING OF CLASS**

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**Thursday, Apr. 28 – Thinking About Sexual Empowerment**  
No readings.

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**DATE TBA - Final Exam**

**REMINDER:**       ♦ **MOVIE ANALYSIS PAPER DUE AT THE BEGINNING OF THE FINAL EXAM PERIOD**

## **ASSIGNMENTS AND GRADING**

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### **Source of Discourse Report (30 points)**

This assignment requires you to visit a website representing an institution and write an essay about the latent discursive lessons regarding sexuality that underlie the manifest purpose of the website. Visit the website and examine it for implicit messages or assumptions about sexuality. You may want to think about the following questions. According to the website:

What is sex?  
What is sex for?  
Under what circumstances is sex okay?  
How should sex be had?  
What behaviors are encouraged/discouraged?  
What are the negative consequences of not doing it right, if any?

Who should have sex?  
With whom should they have it?

What is sexy? Does it differ for men and women?  
Who is sexual? Who has sexual feelings?  
What is pleasurable? Who enjoys sex?

What is intimacy?  
Who or what is supposed to guide our sexual decisions? Health? Safety? Morals?  
Religion?

Is sex inherently fun? Good? Clean? Safe?  
What is good sex like?

What should you NOT do?  
What is perverse, dirty, unhealthy, immoral?, unnatural, or abnormal? WHO is these things?

The essay should be single-spaced and between one and two pages long.

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### Position Papers (3 at 30 points each)

You will write three position papers in which you will explain the position of Michel Foucault and then apply his thinking to your own life. The specific questions you are to answer will be provided over the course of the semester, but will address *The Body and Discourse*, *Power Over Life*, and *The State of the Sexual Revolution*. Each position paper should be between one and two pages single-spaced.

Grading will consider the extent to which you conform to the assignment, your understanding of the concept(s), and the sophistication of your analysis. An “A” paper is not a good paper, it is a great paper. See GENERAL PAPER GUIDELINES AND TIPS in this syllabus for ideas.

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### A Foucauldian Analysis of a Romantic Comedy (50 points)

Your final exam will be a take-home exam in which you offer a Foucauldian analysis of a romantic comedy.

1. Choose a movie that generally fits into the genre of romantic comedy. I recommend reviewing more than one and choosing one that you think offers the most to work with.
2. Watch the movie with a Foucauldian lens. That is, ask yourself what function Foucault might think the movie serves and how it fulfills that function.
3. Considering all the Foucauldian insights you collected in analyzing the movie, compose a concise argument. Address...
  - a. ...the meta message of the movie (that is, above and beyond the plot and the characters, what is the “moral of the story” or the lesson that the movie is trying to get across to viewers).
  - b. ...how the meta message functions discursively (that is, how might impact us as individuals and as a collectivity).
4. Offer evidence at each stage of your argument. Your movie is your evidence. Therefore, your evidence might include the overall plot, plot twists, close analyses of individual scenes, characters, how characters change over the course of the movie, and quotations.
  - a. As we have discussed, this is an analytical paper. Therefore, you do not want to simply describe the movie, its characters, etc. Instead, while offering enough information for me to understand the gist of the plot, mobilize the movie as *evidence* for an analytical argument. Your analysis should drive the argument of your paper, not the plot.
5. This is a comprehensive final paper. Your task is to offer an analysis of this movie that is informed by our *entire semester of learning*. Thus, I expect to see references to at least four readings (generally more is better) in addition to Foucault, with proper citations. Remember, if I spoke about a reading in class, it's not sufficient to cite me, you must cite the source.
6. Your analysis cannot be more than three single-spaced pages. The more analysis you can pack into three pages, the better your grade will likely be. Using less than all three pages is a red flag that your paper may not be as sophisticated as others. You should struggle to get everything you want to say into three pages. To maximize your grade, you'll want to write a full three pages of dense, concise argumentation with evidence.

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**Attendance and Participation (30 points)**

You will earn ½ point for every day that you attend class and ½ point for participation that day. If you arrive more than 10 minutes late or otherwise miss more than 10 minutes of class, you may not be awarded the ½ point for attendance. You will receive three free points to round up to 30. Since only about five people read each reading most days, it is imperative that you come to class prepared to talk about them.

(If participation is a problem, I reserve the right to institute Reading Responses. Reading Responses are one-page typed responses to the readings due every day in class.)

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**LETTER GRADES**

Letter grades in this class have the following meaning:

- A Outstanding performance. You have demonstrated very thorough knowledge and understanding of all the material, truly superior critical thinking, and expressed insightful and original thoughts clearly. You have completed all required assignments and they have been among the best in the class.
- B Good performance. You have demonstrated solid knowledge and understanding of the material and good critical thinking. You have also shown the ability to express your ideas clearly. You have completed all required assignments and they have been of good quality.
- C Satisfactory performance. You have demonstrated basic knowledge and understanding of the major concepts taught in the class and some critical thinking. You have completed all or most of the required assignments and they have routinely been free of significant problems.
- D Deficient performance. You have only acquired a limited understanding of the class material. You have failed to complete all the required assignments and they have routinely had serious problems.
- F Failure. You have failed to learn a sufficient proportion of the basic concepts and ideas taught in the class. You have failed to complete many required assignments and they have routinely had serious problems.

Your final grades will be calculated according to a standard curve, unless that curve results in grades that are unacceptably low. I will curve up if necessary. This is at my discretion. Generally, I center my curve at a C+. Be forewarned, this is much lower than many other professors at Occidental.

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## GENERAL PAPER GUIDELINES AND TIPS

1. Expectations and grading:
  - a. In papers you are expected to take concepts raised in the readings and apply them to analyze some sort of empirical material in the way that sociologists would. Thus you are looking at and for evidence of particular social processes in the material of everyday life.
  - b. To maximize your chance of getting a high grade, concentrate on writing an analysis that is sociological. Consider what is distinct about a sociological perspective on the case at hand. Be sure that you provide an analytic description of what you are studying: focus on drawing an overall conclusion about the case you are looking at; choose details that relate to the points you making (rather than trying to say everything about it); and organize your presentation so that the relationship between the details and your overall point is clear.
  - c. Do not be concerned with being “right.” These papers are an exercise in applying sociological concepts. Feel free to speculate, posit, consider, even boldly guess about what is going on. Absolutely nothing rides on whether you are right in your analysis... not your grade, not your relationships with the people you care about, not the future of the human race, not world peace, nothing! So don’t worry! Just experiment with the ideas. I am not expecting you to be right, I am concerned with your understanding of the ideas, your open-mindedness in applying them, and the depth of your analysis.
  - d. Productive disagreement with theory is good. Productive disagreement builds on or expands the theory. Non-productive disagreement rejects it without improving it. If you know of an instance in which the theory doesn’t seem to apply, fix it instead of dismissing it.
  - e. Further, you’ll need to be careful to not confuse your own subjective interpretation with sociological ones and to not make value statements in substitution for critical thinking. For example, if you are an ardent individualist and think that everyone’s lives are impacted only by their personal decisions, you still have to write a sociological paper that considers the impact of the social world on individuals in order to demonstrate that you understand the class material. Writing such a paper may be frustrating if you don’t believe it, but it isn’t going to hurt you and is consequence-less (e.g., no one will get an unfair free ride from the system if you write a sociological paper). My concern is that you understand the material *and you must demonstrate that you do*. In contrast, *whether you believe it is not central to this course* and you can write a disclaimer on the paper if that makes you feel better.
2. Since these are short papers, concision is key. The best papers will pack a lot of interesting material into four pages. I recommend writing a longer paper and then shortening it by cutting out the redundant material and wordiness. Here are some ideas.
  - a. Introductions and Conclusions. I care most about your critical thinking. Tell me what you’re going to do in the introduction and what you have done in the conclusion. Otherwise, stick to the case. *Please* do not waste time on flowery and optimistic introductions or damning and pessimistic conclusions. I’m more interested in your analysis than in your predictions about the future or moral

commitments. This is satisfying to write but doesn't help your grade, so be stingy and save the space you have for the analysis itself.

- b. You should always be specific about where the material you are discussing comes from: provide the citation not only for direct quotes but also for paraphrases in your own words. You need not give a full reference for material that is on the syllabus, but the author's name, publication year, and the page number if it references less than the author's whole argument – are always required. When citing your sources, use only the last name, year of publication, and page number if needed (for example, Brown 1999: p. 2). Do not write in the title or full name, this wastes your precious space.
  - c. Edit several times. Reading your paper over (especially out loud) will allow you to cut out redundancies and find shorter ways to say the same thing. Having a friend read it is also very helpful.
  - d. Make sure you never say the same thing twice. Read is closely and make sure. Never say "In other words..." or "That is..." Just say it clearly the first time. Don't use synonyms in a row when you could just use one well-chosen word.
  - e. Try to think of some ways that you can cut down on how long each sentence. Can I make this sentence less wordy?
  - f. Does my introduction and/or conclusion have some "fluff" in it? Is everything in those two paragraphs really important to the content of my paper? If not, cut it and don't worry about it sounding smooth.
  - g. Definitely complain a lot. Just kidding. Concision in writing is an extremely frustrating skill to develop, but incredibly valuable to have. I feel your pain. I struggle with it still... which is why I think it's so important to encourage you to work on it.
3. Grading will consider the extent to which you conform to the assignment, your understanding of the concepts, and the sophistication of your analysis. An "A" paper is not a good paper, it is a great paper. If you want to improve your grade:
- a. Don't underestimate how hard you might have to think. Think hard about your case before you start to write and be willing to learn something in the process of writing your paper. Sometimes, when ideas are complicated, your mind is too unstructured a place to make sense of things and paper is much more concrete.
  - b. Be willing to expand what you already know. Don't assume you already know everything about the case. Ask yourself, what can this case teach me?
  - c. Ask yourself, is it really so simple? Can this be made more complex/sophisticated? Is there more going on here?
  - d. Stay up on class material and review it with your case in mind.
  - e. Write a minimum of three drafts.
  - f. Go to the writing center (<http://departments.oxy.edu/cae>) and get help with your papers whether you're a good writer or not. Everyone can get better. Make your appointments early.
  - g. Come see me! I'm nice.