Writing 340: Advanced Writing in the Social Sciences
Sex, Power, and The Will to Knowledge
Section 65412 | Fall 2022

"Among its many emblems, our society wears that of the talking sex. The sex which one catches unawares and questions, and which, restrained and loquacious at the same time, endlessly replies. One day a certain mechanism, which was so elfin-like that it could make itself invisible, captured this sex and, in a game that combined pleasure with compulsion, and consent with inquisition, made it tell the truth about itself "– Michel Foucault, HS1, 77

"Let's Talk About Sex." – Salt-N-Pepa

Instructor: Meridith M. Kruse, PhD   Class Dates: M-W
Email: meriditk@usc.edu   Time: 5:00-6:20pm
Office Hours: By Appointment   Location: GFS 210

Course Objectives

Writing 340 provides an opportunity for you to acquire a set of interrelated skills:

- The development of critical reading skills that will enable you to employ vital conceptual tools from relevant theoretical texts in the Social Sciences
- The ability to extend your thinking beyond surface-level ideas to offer thought-provoking, original, and pertinent arguments on pressing issues of our day
- The capacity to engage, persuade, and communicate cogently to various audiences
- The cultivation of sound rhetorical judgment, including the ability to identify consequential issues and ground your writing in a significant purpose
- Facility with grammatical, style, and genre conventions

Advanced Writing in the Social Sciences:

In this course we will unravel a genealogy of the formation of knowledge about sex in Western social sciences.   How did a "will to know" not only incite Europeans to speak endlessly about their sex but also produce a range of new "perversions" for sexologists and other social scientists to study? In pursuit of these questions, we will read excerpts from Michel Foucault's influential book *The History of Sexuality, Volume 1* as well as consider contemporary responses to this paradigm-shifting text by the contemporary philosopher Penelope Deutscher.

During the first half of the semester, students will have the opportunity to engage with key texts on pivotal social scientific concepts such as "sex," "power," and "the will to knowledge" as well as discuss these critical ideas intimately with one another. We will use WP-1 and WP-2 to develop a deeper understanding of the consequences of this genealogy. For WP-3 and WP-4 students will then have a chance to turn directly to a social scientific topic of their own choosing. In particular, students will be invited to select a pressing social scientific issue and compose two, inter-related argumentative essays about this important matter for the wider academic discourse community.

Course Components

Learning Communities: A Place to Have Deeper Discussions and Hold Group Conferences

Early in the semester, students will be placed in a specific "learning communities" (LC1 or LC2) that will meet as indicated on the course schedule either in class or via our regular zoom link.   When they occur, these LCs will take the place of our "whole class meetings" such that students only need to attend their specific LC during these particular weeks. *Be sure to regularly check the syllabus as we will move between whole class meetings and LCs during the semester and failure to attend either event will result in an absence.

The goal, in creating these smaller groups, is to allow deeper conversations to develop between students about the course readings and current events. These communities will also be the place where students can get to know one another more closely as writers and offer valuable peer-to-peer feedback later in the semester during group conferences.

Once you are assigned a learning community (LC) be sure to check the course schedule at the end of this syllabus to stay up-to-date on the specific dates when your LC will meet as missing your LC will result in an absence from the class. If your LC is not scheduled to meet, you should use this time to complete your other course readings and assignments.

Writing Projects

You will be asked to complete four writing projects during the course of the semester. These projects build upon skills developed across the course such that later projects will be weighted more fully than earlier ones.   I will pass out a prompt for each writing project that will include the specific rubric I will use to assess that particular project.

Final Portfolio

At the end of the semester, you will be asked to submit a Final Portfolio. The Final Portfolio will consist of a revision of either WP-1 or WP-2 and Writing Project #4. We will focus class time at the end of the term on these revisions and preparing the final portfolio.

Required Reading Materials

The readings for this course will either be directly emailed to you or accessible via USC Library's Electronic Course Reserve system "ARES" at: https://reserves.usc.edu/ares/ To gain entry to the above link, you will need to log-in using your USC NetID (username) and Password.   Once you have accessed the ARES link/system at USC, you should search by Instructor Last Name (i.e. "Kruse") to find the specific reserve materials for this course.

Grading

I will evaluate each writing project based on a specific rubric tailored for that assignment and distributed with it. The specific grading allotments for each component of the course are:

Participation	20%
Writing Project 1	10%
Writing Project 2	15%
Writing Project 3	20%
Writing Project 4 (draft)	5%
Final Portfolio	30%

Course Policies

Class Participation:

Quality participation is at the heart of our course. **Students are expected to print off the assigned text ahead of class, read it carefully, take notes on it, and come to class prepared to discuss it with their colleagues.** I will assess participation based on *the quality of participation* more than quantity. By "quality" I mean (1) *thoughtfully choosing one's words to speak in a way that adds insight to discussion of the text as well as current events* as well as (2) *raising vital questions that merit the entire group's focus.* When speaking, students should aim to further the discussion of the assigned readings in a meaningful way. By quality I also mean (3) *actively listening to the views and experiences of others* and (4) *responding in a way that acknowledges others' concerns and demonstrates a deep engagement with the assigned reading.*

*Some of the readings for this course are difficult and theoretically challenging. Thus, you will need to employ a set of *active reading practices* to engage with them in order to prepare to take part in a quality discussion about the course materials with your peers. **Active reading practices may include:** *underlining main points, making marginal notes of your reactions and questions about the text, re-reading as well as lingering with difficult sentences or paragraphs, etc.*

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My advice for preparing well to participate in class discussion:

Print out a hard copy of the text and **actively engage with the surface of this text** in a way that allows you to wrestle with and appreciate the complexity of the text as well as answer the following questions in our learning community discussions:

(1) What are the author's main points? (2) What key ideas and stylistic choices do you find compelling in this work? (3) What were 2-3 difficult ideas that you did not initially understand but the worked to grasp? (4) What questions do you have from this text you'd like to ask your peers, including: what might be the relevance of the ideas in this text to current events?
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Note: If you are absent, it is your responsibility to consult the course Schedule and do the assigned reading ahead of class in order to be able to earn credit for quality participation.

Attendance

Good attendance is crucial. **You are allowed two absences from class without penalty or any need for explanation.** Save two absences for times when you are unable to make it to class due to a scheduling conflict or because of a health issue. I do not need any explanation for these first two absences you can simply take them without need for explanation. However, after these two "free" absences, your grade will be impacted.

If you miss the equivalent of 3 weeks of class (or 6 class periods) you will be in danger of automatically fail the course, as per USC Writing Program policy.

Coming to class late and leaving early is disruptive so try not to engage in this behavior. Given that life happens, I allow students to arrive late **twice** without penalty for emergency situations. After this, coming to class late will count as an absence.

*If you have an emergency health needs due to co-vid, contact me and we can make a plan.

Policies for Writing Projects

- Writing Projects are due to TurnItIn on the date indicated in the syllabus Schedule.

- If you are absent from class on the day a Writing Project prompt is *distributed*, it is your responsibility to go on Blackboard and download the prompt to get caught up.

- Late Writing Projects will be penalized one step-grade (i.e. B to B-) for each day they are late after the official due date.

- You will be allowed **one grace period** to use on any of the first three Writing Projects. This means that you can submit 1 essay 1 class session after it is due (i.e. on Thursday if it was due on a Tuesday) without any penalty or need for explanation.

- Please note that the grace period option does not apply to Writing Project 4 nor the Final Portfolio as we will be at the end of the semester at this time.

Formatting

Include your name, section #, and either the Assignment # or Writing Project # at the top of the page. I prefer page numbers to be centered at bottom of page. Papers should be typed using a 12-point font and have one-inch margins. Also, all papers should follow MLA standards for grammar and citation (check *MLA citation rules* online if you have questions). To secure this formatting does not change submit files as a PDF to TurnItIn.

Deviation/experimentation in form is encouraged if it effectively serves your argument, bUT dON'T jUST pLAY wITH fOrM UnLeSs YoU hAvE a PoInT tO mAke ☺

Helpful Resources

Students with Special Needs

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.-5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

The Writing Center

The Writing Center offers writing workshops, as well as one-on-one appointments with Writing Consultants. Scheduled appointments are recommended. The Writing Center is located in Taper 216 and they can be reached at (213-740-3691). You can visit their website at http://dornsife.usc.edu/writingcenter/**.**

Blackboard
I have set up a Blackboard site for our class. Here you will find a copy of our syllabus as well as the prompts for each Writing Project. If you miss class on the day a prompt is distributed, you can go to Blackboard to download it and get caught up. Blackboard is also where you will find the specific TurnItIn folders where you will be able to submit particular Writing Projects.

Email Assistance
Please check your USC email at least once a day M-F. I will try to make announcements in class but as we only meet twice a week it may be necessary for me to communicate with you via email. In turn, I will check my USC email account at least once a day M-F to see if you have any pressing questions for me.

Zoom
Due to the pandemic, we will hold all of our class meetings on zoom. I will email you the zoom invitation/link prior to the semester. Please use this same link to join class across the semester.

WRIT 340 Schedule (to be revised as needed) A: Assigned, D: Due

Week #	Monday	Wednesday
1 8.22 ~ 8.24	Welcome to Writing 340 Introductions, Course Syllabus and Policies A: Read 1-13,*The History of Sexuality Vol 1*	Announce LCs, Introduce Foucault and the Social Sciences, Discuss pages 1-13 of *HS1* A: For next week read pages 15-49 of *HS1*
2 8.29 ~ 8.31	**Learning Community 1** Discuss 15-49 "The Repressive Hypothesis" A: Read *HS1*, pages 51-73 and 135-159	**Learning Community 2** Discuss 15-49, "The Repressive Hypothesis" A: Read *HS1*, pages 51-73 and 135-159
3 9.5 ~ 9.7	**Labor Day, No Classes**	**Whole Class Meeting** Discuss: 51-71 and 135-159 of *HS1* Distribute WP-1 in Class Today = Due Mon.
4 9.12 ~ 9.14	**Whole Class Meets:** Lecture on Biopolitics **Due: WP-1** A: Read Deutscher	**No Class,** use this time to print, read and take notes on Deutscher's text– Available on ARES
5 9.19 ~ 9.21	**Learning Community 1** Discuss Deutscher A: Read VKC, "Eugenics and the State	**Learning Community 2** Discuss Deutscher A: Read VKC, "Eugenics and the State"
6 9.26 ~ 9.28	**Learning Community 1** Discuss: "Eugenics and the State" A: WP-2	**Learning Community 2** Discuss: "Eugenics and the State" A: Create Thesis/ Rough Plan for WP-2
7 10.3 ~ 10.5	**Learning Community 1** Share WP-2 Theses / Rough Plans	**Learning Community 2** Share WP-2 Theses/ Rough Plans
8 10.10 ~10.12	**Whole Class Meeting** **Due: WP-2** Introduce WP-3, A: Choose a Social Issue	**Whole Class Meeting** Share Ideas for Social Issue A: Read WP-3 Sample for Monday
9 10.17 ~10.19	**Whole Class Meeting** Discuss Sample WP-3 A: Read Second WP-3 Sample	**Whole Class Meeting** Discuss Sample + Ways to Structure WP-3 A: Create a Rough Plan for WP-3
10 10.24~10.26	**LC 1:** Share Ideas for WP-3 Rough Plans	**LC 2:** Share Ideas for WP-3 Rough Plans
11 10.31 ~ 11.2	**Whole Class Meeting** **Due: WP-3,** Introduce WP-4 + Portfolio Brainstorm Social Analysts A: Read WP-4 Samples	**Whole Class Meeting** Discuss WP-4 Samples A: Compose a Rough Plan for Your WP-4
12 11.7 ~ 11.9	**Learning Community 1** Share Rough Plans A: Compose Rough Draft of Your WP-4	**Learning Community 2** Share Rough Plans Compose Rough Draft of Your WP-4
13 11.14 ~11.16	Learning Community 1 Share WP-4 Drafts and Feedback Desired	Learning Community 2 Share WP-4 Drafts and Feedback Desired
14 11.21~11.23	**Thanksgiving Break, No Class**	**Thanksgiving Break, No Class**
15 11.28~11.30	Learning Community 1 Give Feedback on drafts for Final Revisions	Learning Community 2 Give Feedback on drafts for Final Revisions

*Final Portfolio Due to Turnitin Sunday December 4th at Midnight PST

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on Research and Scholarship Misconduct.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.
USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice - (323) 442-33*40 or otfp@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.