Fall 2015  
WGST/JUPS 260 Violence/Gender/Human Rights  
You-me Park  
Office: ICC 455  
E-mail: yp8@georgetown.edu  
Office Hours: T 4:00-6:00 and by appointment

Course Description:

Anyone entering the thickets of argument relating to violence, gender, and human rights today has to contend with the range and variety of meanings that these concepts have accrued in current usage. While there is broad consensus that there does exist a contemporary crisis around global violence, how the relationships between globalization and human rights violations, and between violence against women and redefinition of human rights, are to be interpreted, and what is to be done about it, are matters of vigorous intellectual and political debate. This class aims to explore the gendered manifestations of violence in public and private spheres within the context of the more general relationship among globalization, development, and human/civil/citizen rights. We will pay attention to banal violence (that is, daily and “mundane” violence in everyday life), spectacular violence at moments of crises, and the type of violence that blurs the boundary between the two. Special emphases will be given to the issues of racism, sexual exploitation, poverty, labor, health care, heterosexism, homophobia, militarism, and globalization.

The readings will include *We Wish to Inform you That Tomorrow We will be Killed with Our Families: Stories from Rwanda* by Philip Gourevitch, *Violence against Women* by Stanley French et al., *Are Prisons Obsolete* by Angela Davis, *The Sterilization of Carrie Buck* by J. David Smith and K. Ray Nelson, *Savage Inequalities* by Jonathan Kozol, *Pathologies of Power: Health, Human rights, and the New War on the Poor* by Paul Farmer, and chapters/articles from Michel Foucault, Kaushik Sunder Rajan, and Joao Biehl.

This is a student-centered, process-oriented seminar in which students work individually and in groups to prepare written and oral reports and critiques. Each student is asked to make one oral presentation and to write a short essay (1000 words) and a longer term paper (2500 words).

This course is a Doyle Seminar, part of the Doyle Engaging Difference Program, a new campus-wide curricular initiative, and gives faculty the opportunity to enhance the student research component of upper-level seminars that address questions of national, social, cultural, religious, moral, and other forms of difference. The Doyle seminars are intended to deepen student learning about diversity and difference through enhanced research opportunities, interaction with thought leaders, and dialogue with the Georgetown community and beyond.
Attendance
It is essential for you to be physically present in class to contribute to the understanding of, and production of knowledge about, those topics under discussion. You may miss one class without an excuse. After that, 4% of your attendance and participation grades will be deducted for each missed class.

Class participation
Your regular attendance and attention in class is essential to the production of knowledge that will be happening in this course. The bulk of each class period will be spent discussing the assigned readings, both as a class and in small groups. This requires not only your presence, but your participation in your own learning process. We will be discussing many sensitive issues about which students will likely have strong and varied feelings, opinions, beliefs and experiences. Therefore, we will all work to foster an environment of collaborative learning and mutual respect for each other’s ideas.

Presentation Guidelines
Each student will give a 10 minute oral presentation on the day’s readings. Questions to consider in a presentation include: What are the reading’s key terms and how is the author defining them? What is the author’s purpose for writing this text: what are her main questions? What is the author’s discipline and who is the author’s intended audience? What is the author’s argument and what evidence does she use to support that position? Does she offer any counterarguments or qualifications to her argument?

Student presentations should:
• Present an overview of the main points and arguments of the texts.
• Identify, define and unpack key terms or key concepts for the class.
• Consider the writers’ audience, discipline, purpose, key questions, and methodology.
• Show the connections and relationship between the concepts, ideas and arguments in the day’s set of texts.
• Present an analysis that does one of the following:
  1. Synthesizes the arguments of more than one text and offers a rebuttal, qualification, or extension of those arguments.
  2. Connects the readings and their arguments/key concepts to other readings and topics we have already covered during the semester.
  3. Connects the readings and their arguments/key concepts to additional topics we have not covered in class. Students may bring in related newspaper articles, online sources or sites, or film clips, but these should be brief. The focus should be on the analysis of the assigned readings in terms of these additional materials/ideas.

Grades
Grades will be based on the following items:
  1. Attendance
  2. Class participation
  3. Short essay (Due 10/1)
  4. Midterm exam (Scheduled 11/10)
  5. Oral presentations
6. Blackboard Reading responses: Minimum 18 posts
7. Term paper (Due 12/15)

A note on academic integrity: Academic integrity refers to the honesty and originality of ALL your work in the class. Your papers and exams need to be your own work (i.e. not composed of extended quotations taken from your textbooks, not written by a fellow student, not written by a paper-writing service, and not material taken off the Web).
Week I: Introduction
September 3 Introduction
Discussion of the First Day Reading Packet

Week II & III: Getting to Know You
September 8 “Modernizing the Geneva Conventions” by R. De Nevers
“Regarding the Torture of Others” by Susan Sontag
10 “Invisible Women” by Paul Farmer
15 A chapter from Freedom Next Time by John Pilger

Week III, IV, & V: Genocide, Human Rights, and Sexual Violence
17 We Wish to Inform You...
22 We Wish to Inform You...
24 Chapter 3 in Violence Against Women
Excerpts from the Akayesu Judgment
29 Bergoffen’s article in Modernity and the Problem of Evil
Excerpts from The Country of My Skull

Week V & VI Conceptualizing Gender Violence: Heterosexism and Normalization of Violence against Women
October 1 Chapters 1 & 8 in Violence Against Women
SHORT PAPER DUE
6 Chapters from In a Queer Time and Place
October 8 Chapters 4 & 7 in Violence Against Women
13 Chapters 6 & 12 in Violence Against Women

Week VII, VIII, & IX Structural Violence: Gendering Education, Medical Care, and Reproduction
15 Savage Inequalities
20 Savage Inequalities
22 Are Prisons Obsolete? “The Rest of Their Lives”
27 The Sterilization of Carrie Buck
29 The Sterilization of Carrie Buck
November 3 Chapters from Vita
5 Abby Wilkerson on Disability and Sex Radicalism
10 MIDTERM EXAM

Week X and XI: “Society Must be Defended”: Militarism, State Power, and Biopolitics
November 17 Articles on Tuskegee
“Experimental Values: Indian Clinical Trials and Surplus Health” by Kaushik Sunder Rajan
19 Nancy Fraser, “On Justice”
Ursula LeGuin, “The Ones Who Walk Away from Omelas”
FINAL PAPER PROPOSAL DUE
24  Hagar Kotef, “Between Imaginary Lines ”

Week XII:  Life, Dignity, and Human Rights
December  1   Introduction and Chapter 1 in *Pathologies of Power*
               REVISED PAPER PROPOSAL AND BIBLIOGRAPHY DUE
            3   Chapters 6 & 9 in *Pathologies of Power*

Week XIV: Where Do We Go From Here?
December  8   Conclusion: “Beyond Vietnam” by Martin Luther King
          15   FINAL PAPER DUE