

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number	Women's Studies 98T
Course Title	Critical Perspectives on Trauma, Gender and Power
Indicate if Seminar and/or Writing II course	Seminar

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

In examining trauma, students will be asked to analyze a wide range of materials, including films, historical events, and cultural practices (performance art).

3. "List faculty member(s) who will serve as instructor (give academic rank):

Elizabeth Marchant, Professor of Women's Studies; Kimberly Twarog, teaching fellow

Do you intend to use graduate student instructors (TAs) in this course? Yes No

If yes, please indicate the number of TAs X

4. Indicate what quarter you plan to teach this course:

2011-2012 Winter 2012 Spring

5. GE Course units 5

Is this an **existing** course that has been modified for inclusion in the new GE? Yes No X

If yes, provide a brief explanation of what has changed.

Present Number of Units:

Proposed Number of Units: 5

3. Please present concise arguments for the GE principles applicable to this course.

□ General Knowledge	This class draws upon theories and methodologies from Women’s Studies, cultural studies, trauma studies, and history.
□ Integrative Learning	Students will compare and synthesize theoretical perspectives from scholars of gender, race, class, sexuality, trauma, violence, and memory.
□ Ethical Implications	Students will reflect on the ethical implications of defining, legitimizing and representing trauma in relation to significant historical events, such as the Jewish Holocaust, September 11, and South African apartheid.
□ Cultural Diversity	Course reflects upon cultural constructions of trauma within various communities, including Indonesia, Korea, South Africa, and the US.
□ Critical Thinking	Students must draw connections between theoretical materials and “real-world” examples (Case Studies). Writing assignments also encourage students to think critically about the course materials.
□ Rhetorical Effectiveness	Students will be guided through the process of writing a research paper, including choosing and framing an argument and revising a paper to be more rhetorically effective.
□ Problem-solving	N/A
□ Library & Information Literacy	Students will research and write a term paper using traditional, digital and media resources. The Women’s Studies Librarian will meet with students during a scheduled class hour to discuss effective research strategies and to help guide the research process

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Seminar:	3	(hours)
2. Discussion Section:	N/A	(hours)
3. Labs:	N/A	(hours)
4. Experiential (service learning, internships, other):	N/A	(hours)
5. Field Trips:	N/A	(hours)

(A) TOTAL Student Contact Per Week 3 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	1	(hours)
2. Reading	7	(hours)
3. Group Projects:	N/A	(hours)
4. Preparation for Quizzes & Exams:	N/A	(hours)
5. Information Literacy Exercises:	N/A	(hours)
6. Written Assignments:	2	(hours)
7. Research Activity:	2	(hours)

(B) TOTAL Out-of-class time per week

12

(HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15

(HOURS)

WOMEN'S STUDIES 98T: Critical Perspectives on Trauma, Gender and Power

Instructor: Kimberly S. Twarog
Email: kstwarog@ucla.edu
Office Hours: TBA, Rolfe 1120L
Course website: TBA

Course Description

In recent decades, the term “trauma” has been used to describe an increasingly wide range of experiences, from individual emotional crises to large-scale catastrophes, such as natural disasters, war, and genocide. Whether referring to events happening “elsewhere” in faraway geographical spaces, or to occurrences within our own homes, relationships, or bodies, trauma has become integral to how we negotiate our lived daily realities. In this course we will adopt a critical feminist perspective towards understanding trauma. Questions we will ask ourselves include: How do psychoanalytic, legal, cultural, national, historical, and performative discourses construct and analyze trauma? In what ways are experiences and expressions of trauma, as well as methods of trauma intervention, shaped by gender, race/ethnicity, class, sexuality, and nationality? How do gendered relations of power inform our ability to speak about, recover from, or intervene in trauma?

Throughout this course we will enhance our theoretical and intellectual understanding of trauma through an investigation of various “Case Studies,” including the Jewish Holocaust, September 11, the South African Truth and Reconciliation Commission, domestic violence and sexual assault. Examining these events alongside key theories, debates, and issues within trauma studies, we will concern ourselves with the following questions: Who has the power to label an event or experience “traumatic?” What legal rights do trauma survivors have? How do cultural norms and values shape constructions of and responses to trauma? What are our responsibilities as witnesses of trauma? How can trauma survivors resist pathologizing discourses and methods for treating trauma? What does it mean to “cure” or “recover” from trauma?

Course Objectives

- Develop a comprehensive understanding of key theories, debates, and issues within trauma studies
- Critically analyze traumatic experiences and expressions within social and theoretical discourses
- Examine methods of trauma intervention with attention to gendered relations of power
- Utilize interdisciplinary research methods to analyze particular Case Studies
- Improve writing, revising, and peer-editing skills

Course Requirements

Class Participation: 20%

- Active engagement during in-class discussions (10%)
- Weekly online response (10%)

Peer Editing: 20%

Research Paper: 60%

- Research Proposal (5%)
- Annotated Bibliography (10%)
- First Draft (15%)
- Final Draft (30%)

Class Participation

Our weekly meetings provide an opportunity for you to share your thoughts on the course materials and to learn from your peers. In order to have productive and intelligent conversations, students must be prepared to discuss the assigned readings and media from a critical perspective. You are therefore expected to take notes, formulate questions, and develop your own opinions about the ideas presented in the course material before coming to class. You are also encouraged to draw upon previous weeks' readings and meetings as well as outside materials (i.e., personal experiences, current events, materials from other classes) in order to enhance our weekly discussions. If you are shy, have a language barrier, or anticipate other obstacles that may prevent you from meeting these expectations, please see me so that we can discuss other methods for your in-class participation.

Because this course focuses upon individual and collective experiences of trauma, our discussions may address issues that are upsetting or unpleasant for you. Please be thoughtful in expressing yourself during class discussions.

In addition to your active in-class participation, you are also expected to write and post a short "Response" (500-800 words) to designated Case Studies. The response is your opportunity to synthesize the weekly theoretical material through a focused analysis of a specific event, individual, or narrative in ways that reflect to our ongoing study of gender and trauma. Writing the response each week will allow you to better prepare for our in-class discussions and may give you ideas for your final paper. There are several different options for writing the response:

- Describe how each author would approach and analyze the Case Study, offering your own critique of their approaches.
- Provide an analysis of the Case Study from the perspective of one of the assigned authors.
- Provide your own analysis of the Case Study, referring to at least *two* authors.

Your response must be posted to the course discussion board by 5:00 PM the day before our class meets. The online discussion board is also available for you to post questions or comments about the readings, or to continue discussions outside of class.

Absences

In order for you to fully participate in class activities it is essential that you arrive to class on time and stay for the entirety of the class. If you are late for class or leave early for any reason, it is your responsibility to make sure I have not recorded you as absent.

Please note that while attendance is not a formal component of your final grade, you are expected to attend every session and to participate actively in seminar discussion. We will meet once per week for three hours. Absences will only be excused in extreme cases. If you miss more than two seminars, you will automatically fail the course.

Peer Editing

Peer-editing partners will be assigned during Week 1. In addition to reading your partner's work, you must give written and oral feedback on one another's writing and scholarly ideas. You will also be encouraged to read and critique the work of other students on our course website. The peer-editing component of this course will help you to generate ideas for your final papers, to learn how to become better writers and thinkers, to gain confidence in giving positive critical feedback and to become comfortable with the process of review and revision.

Research Paper

Throughout this course you will have the opportunity to develop a research paper (15-20 pages) that pertains to the study of gender, trauma, and power, and reflects your understanding of the themes and ideas of this course. For your research topic you may choose to: 1) analyze in greater depth a case study we have already covered in class, or 2) analyze your own case study. Your paper must cite *at least* three of the authors we have read in class. A research proposal will be required Week Three, an annotated bibliography is due Week Six, the first draft of your final paper is due Week Eight, and the final paper is due during Finals Week (date TBA). During Weeks Nine and Ten you will be expected to present your final paper topic and initial research findings to the class.

Tutoring/Additional Assistance

If you have a physical, psychological, medical or learning challenge that may impact your course work, please contact the Office for Students with Disabilities, A-255 Murphy Hall, (310) 825-1501 Voice or (310) 206-6083 TTY/TDD. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. If you require writing help, you should consult UCLA Composition Tutorials (310-206-1491) or AAP Tutoring (310-206-1556).

Academic Integrity Policy

The UCLA Student Conduct Code, Student Guide to Academic Integrity, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. For more details on UCLA policies, please refer to The Office of the Dean of Students.

The schedule, policies and assignments outlined in the section syllabus and course syllabus are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor/teaching assistants and the students.

Course Materials

Required Readings:

Breuer, Josef and Sigmund Freud, *Studies on Hysteria*. 2nd Edition. Translated and edited by James Strachey. New York: Basic Books, 1957.

Cho, Grace M. *Haunting the Korean Diaspora: Shame, Secrecy, and the Forgotten War*. Minneapolis, MN: Minnesota University Press, 2008.

LaCapra, Dominick. *Writing History, Writing Trauma*. Baltimore, MD: Johns Hopkins University Press, 2001.

All course materials, including the Course Reader, will be available at the Campus Bookstore. Films will be available on the course website; you will need to be connected to the UCLA network and logged on to the course website in order to view them. They are also available for viewing at the Media Lab in Powell Library. Please come see me if you have any questions about how to access the media for this class.

WEEK 1: Untangling Trauma Discourses: Theoretical Perspectives on Trauma

Case Study 1: Defining Trauma

Herman, Judith Lewis. "A Forgotten History"

LaCapra, Dominick. "Writing History, Writing Trauma." (Chapter 1)

LaCapra, Dominick. "Trauma, Absence, Loss." (Chapter 2)

Leys, Ruth. *Trauma: A Genealogy* (Introduction)

Introduction and course overview. Instructor lecture (interactive Power Point presentation) on trauma studies and contemporary applications of the term "trauma" (1 hour). Group exercise on socio-cultural constructions of trauma (30 min.) Discussion of how to write responses to Case Studies and how to do effective peer reviews (30 min.). Peer-editing partners assigned.

DUE Week 2: Watch *Girl Interrupted* (Case Study 2) and write a response. Post response online and bring to class. Begin working on research proposal.

WEEK 2: Trauma, Gender, and the Psyche

Case Study 2: *Girl Interrupted*

Breuer, Josef and Sigmund Freud, *Studies on Hysteria* (excerpts)

Brown, Laura S. "One Feminist Perspective on Psychic Trauma."

Layton, Lynne. "Trauma, gender identity, and sexuality."

Van der Kolk, Bessel. "The Psychological Consequences of Overwhelming Life Experiences."

Discussion of Week 2 readings and Case Study 2 (1 hour). Introduction to research methods with Women's Studies librarian (1 hour). Peer editing of student responses to Case Study 2 (1 hour).

DUE Week 3: Write a response to Case Study 3 (Domestic Violence or Sexual Assault). Write and bring in your research proposal.

WEEK 3: Violating the Body, Violating the Law: Legal Constructions of and Interventions in Domestic Traumas

Case Study 3: Domestic Violence and Sexual Assault

Kaser-Boyd, Nancy. "Battered Woman Syndrome: Clinical features, Evaluation, and Expert testimony."

Rix, Rebecca. "Trauma, Science, and the Law."

Sonne, Janet L. and Julian J. Hubbard. "Sexual Abuse Litigation: A Difficult Journey Through Unfamiliar Territory."

Zorra, J. "How Abused Women Can Use the Law to Help Protect Their Children."

Power-point presentation given by instructor: "Domestic Violence and Trauma in California State Law," including discussion of research methods for legal cases (1 hour). Discussion of Week 3 readings and Case Study 3 (1 hour). Peer review of research proposals (1 hour).

DUE Week 4: Watch *40 Years of Silence: An Indonesian Tragedy*. Write a response to Case Study 4 (1965-66 Communist Killings in Indonesia). Begin research for your annotated bibliography.

WEEK 4: Is Trauma Universal? Understanding Trauma Across Cultures and Communities

Case Study 4: 1965-66 Communist Killings in Indonesia

Alexander, Jeffrey C. et. al. *Cultural Trauma and Collective Identity*. (Introduction)

Erikson, Kai. "Notes on Trauma and Community."

Konner, Melvin. "Trauma, Adaptation, and Resilience: A Cross-Cultural and Evolutionary Perspective."

Stoler, Ann Laura. "On the Uses and Abuses of the Past in Indonesia."

Guest lecture by Robert Lemelson, UCLA Professor of Anthropology and director/filmmaker of 40 Years of Silence (1 hour). Discussion of Week 4 readings and Case Study 4, addressing the role of film in trauma research (1.5. hours). Instructor returns research proposals with comments.

DUE Week 5: Write and bring in your response to Case Study 5 (The Korean War). Continue to work on annotated bibliography.

WEEK 5: Rethinking "Closure:" Trauma, Conflict, and the Nation-State

Case Study 5: The Korean War

Cho, Grace. *Haunting the Korean Diaspora* (Introduction, Chapters 1-3, 5)

Hamber, Brandon and Richard A. Wilson. "Symbolic Closure through Memory."
Meintjes, Sheila, Anu Pillay and Meredith Turshen. "There is No Aftermath for Women."

Moon, Claire. "Healing Past Violence."

Discussion of Week 5 readings and Case Study 5 (1.5 hours). Group exercise pertaining to trauma, silence, and gendered violence (30 min.). Peer editing of student responses to Case Study 5 (1 hour).

DUE Week 6: Watch *In My Country*. Write a response to Case Study 6 (South African TRC). Finish and bring in your annotated bibliography for peer review.

WEEK 6: Traumatic Testimonies: The Politics of Speaking Out

Case Study 6: The South African Truth and Reconciliation Commission

Chapman, Audrey R. and Hugo van der Merwe. "Assessing the South African Transitional Justice Model."

Cole, Catharine M. "Mediating Testimony: Broadcasting South Africa's Truth and Reconciliation Commission."

DeLaet, Debra A. "Gender Justice: A Gendered Assessment of Truth-Telling Mechanisms."

Laub, Dori. "Truth and Testimony: The Process and the Struggle."

Van der Merwe, Hugo. "What Survivors Say About Justice: An Analysis of the TRC Victim Hearings."

Discussion of Week 6 readings and Case Study 6, including a discussion of how to critically analyze trauma testimonies (1.5 hours). Peer-review of annotated bibliographies (1.5 hours).

DUE Week 7: Write a response to Case Study 7 (September 11, 2001). Begin working on research paper, first draft.

WEEK 7: Witnessing Trauma

Case Study 7: September 11, 2001

Brow, Marnie and Roxanne Cohen Silver, "Coping with a collective trauma: Psychological reactions to 9/11 across the United States."

Deren, Maya and Tracey Moffat. "The Ethics of Witnessing."

Laub, Dori. "Bearing Witness, or the Vicissitudes of Listening."

Taylor, Diana. "Lost in the Field of Vision: Witnessing September 11."

Young, James E. "Between History and Memory: The Voice of the Eyewitness."

Instructor returns annotated bibliographies with comments (30 min.) Guest lecture by Jessica Martinez (UCLA Women's Studies PhD student whose dissertation explores trauma and mourning after 9/11. 1 hour.). Discussion of Week 7 readings and Case Study 7, including a discussion of how to analyze our roles as witnesses of trauma (1.5 hours).

DUE Week 8: Response to Case Study 8 (2004 Indian Ocean Tsunami). Finish and bring in first draft of research paper for peer review.

WEEK 8: The Politics of Rescuing: Global Interventions in Local Traumas

Case Study 8: The 2004 Indian Ocean Tsunami

Dubrow, Nancy and Kathleen Nader. "Recognizing and Honoring Differences Among Cultures."

Laing, Leslie. "Violence, Abuse, and Health."

Miller, Greg. "The Tsunami's Psychological Aftermath."

Rousseau, Cécile and Toby Measham. "Posttraumatic Suffering as a Source of Transformation: A Clinical Perspective."

Wilson, John P. "Culture, Trauma, and the Treatment of Post-Traumatic Syndromes."

Power-point presentation given by instructor: "Unwanted Interventions: International Responses to Trauma in Tsunami-Affected Indian Ocean Communities" (45 min.).

Discussion of Week 8 readings and Case Study 8, including a discussion of how to analyze cross-cultural trauma treatment methods (1 hour). Peer-review of research papers, first draft (1 hour 15 min.).

DUE Week 9: Write a response to Case Study 9 (The Jewish Holocaust). Prepare a 10-15 minute presentation on your final paper. Continue working on final research paper.

WEEK 9: A Will to Remember, A Will to Forget: Trauma and the Politics of Memory

Case Study 9: The Jewish Holocaust

Christianson, Sven-Åke and Elisabeth Engelberg. "Remembering and Forgetting Traumatic Experiences: A Matter of Survival."

Hirsch, Marianne. "Marked by Memory: Feminist Reflections on Trauma and Transmission."

Spiegelman, Art. *Maus I: My Father Bleeds History* (excerpts)

Van der Kolk, Bessel A. and Onno Van der Hart, "The Intrusive Past: the Flexibility of Memory and the Engraving of Trauma."

Yapko, Michael. "The Troublesome Unknowns About Trauma and Recovered Memories."

Instructor returns first drafts of final papers with comments. Discussion of Week 9 readings and Case Study 9 (1.5 hours). Student presentations of final paper topics with feedback from instructor and students (1.5 hours).

DUE Week 10: Write a response to Case Study 10 (Trauma and the Arts). Prepare a 10-15 minute presentation on your final paper. Continue working on final paper.

WEEK 10: At a Loss for Words: Alternative Expressions of Trauma

Case Study 10: Trauma and the Arts (Your Choice)

Cvetkovich, Ann. *An Archive of Feelings*. (Intro, Ch. 1, 4)
LaCapra, Dominick. "Conclusion: Writing (About) Trauma." (Ch. 6)
Phelan, Peggy. "Dance and the History of Hysteria."
Taylor, Diana. "Staging Traumatic Memory: Yuyachkani."

Lecture by instructor offering concluding statements and further questions about studying trauma (30 min.) Discussion of Week 10 readings and Case Study 10 (1 hour). Continue student presentations of final paper topics with feedback from instructor and students (1.5 hours).

Final research paper due: TBA

Proposed Reading List for "Critical Perspectives on Trauma, Gender and Power"
40 Years of Silence: An Indonesian Tragedy. Directed by Robert Lemelson. 2009.

- Alexander, Jeffrey C. et. al. *Cultural Trauma and Collective Identity*. Berkeley: University of California Press, 2004. (Introduction)
- Breuer, Josef and Sigmund Freud, *Studies on Hysteria*. 2nd Edition. Translated and edited by James Strachey. New York: Basic Books, 1957.
- Brow, Marnie and Roxanne Cohen Silver, "Coping with a Collective Trauma: Psychological Reactions to 9/11 Across the United States." In *The Impact of 9/11 on Psychology and Education*, ed. Matthew J. Morgan (37-48). New York: Palgrave MacMillan, 2009.
- Brown, Laura S. "Not Outside the Range: One Feminist Perspective on Psychic Trauma." In *Trauma: Explorations in Memory*, edited by Cathy Caruth (100-112). Baltimore, MD: The Johns Hopkins University Press, 1995.
- Chapman, Audrey R. and Hugo van der Merwe. "Introduction: Assessing the South African Transitional Justice Model." In *Truth and Reconciliation in South Africa: Did the TRC Deliver?* edited by Audrey R. Chapman and Hugo van der Merwe (1-22). Philadelphia, PA: University of Pennsylvania Press, 2008.
- Cho, Grace M. *Haunting the Korean Diaspora: Shame, Secrecy, and the Forgotten War*. Minneapolis, MN: Minnesota University Press, 2008.
- Christianson, Sven-Åke and Elisabeth Engelberg. "Remembering and Forgetting Traumatic Experiences: A Matter of Survival." In *Recovered Memories and False Memories*, edited by Martin A. Conway (230-250). Oxford and New York: Oxford University Press, 1997.

- Cole, Catharine M. "Mediating Testimony: Broadcasting South Africa's Truth and Reconciliation Commission." In *Documentary Testimonies: Global Archives of Suffering*, edited by Bhaskar Sarkar and Janet Walker (196-214). New York: Routledge, 2010.
- Cvetkovich, Ann. *An Archive of Feelings: Trauma, Sexuality, and Lesbian Public Cultures*. Duke University Press, 2003. (Intro, Ch. 1, 4)
- DeLaet, Debra A. "Gender Justice: A Gendered Assessment of Truth-Telling Mechanisms." In *Telling the Truths: Truth Telling and Peace Building in Post-Conflict Societies*, edited by Tristan Anne Borer (151-180). Notre Dame, Indiana: University of Notre Dame Press, c2006.
- Deren, Maya and Tracey Moffat. "The Ethics of Witnessing." In *Trauma Culture: The Politics of Terror and Loss*, ed. E. Ann Kaplan (122-135). New Brunswick, NJ: Rutgers University Press, 2005.
- Dubrow, Nancy and Kathleen Nader. "Recognizing and Honoring Differences Among Cultures." In *Honoring Differences: Cultural Issues in the Treatment of Trauma and Loss*, edited by Kathleen Nader, Nancy Dubrow, and B. Hudnall Stamm (1-21). Philadelphia, PN: Brunner and Mazel, 1999.
- Erikson, Kai. "Notes on Trauma and Community." In *Trauma: Explorations in Memory*, edited by Cathy Caruth. (183-199). Baltimore, MD: The Johns Hopkins University Press, 1995.
- Girl, Interrupted*. Directed by James Mangold. 1999.
- Hamber, Brandon and Richard A. Wilson. "Symbolic Closure through Memory, Reparation and Revenge in Post-Conflict Societies." *Journal of Human Rights* 1:1 (March 2002), 35-53.
- Herman, Judith Lewis. *Trauma and Recovery: The Aftermath of Violence - From Domestic Abuse to Political Terror*. New York: Basic Books, 1992. (Chapter 1, "A Forgotten History," 7-32)
- Hirsch, Marianne. "Marked by Memory: Feminist Reflections on Trauma and Transmission." *Poetics Today*. 27:2 (2006): 353-383.
- In My Country*. DVD, directed by John Boorman. 2004.
- Kaser-Boyd, Nancy. "Battered Woman Syndrome: Clinical features, Evaluation, and Expert Testimony." In *Sexualized Violence Against Women and Children: A Psychology and Law Perspective*, edited by B.J. Cling (41-70). New York, NY: Guilford Press, 2004.

- Konner, Melvin. "Trauma, Adaptation, and Resilience: A Cross-Cultural and Evolutionary Perspective." In *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives*, edited by Laurence J. Kirmayer, Robert Lemelson and Mark Barad (300-338). New York: Cambridge University Press, 2007.
- LaCapra, Dominick. *Writing History, Writing Trauma*. Baltimore, MD: Johns Hopkins University Press, 2001.
- Laing, Leslie. "Violence, Abuse, and Health." In *Social Work and Global Health Inequalities: Practice and Policy Developments*. Edited by Paul Bywaters, Eileen Mcleod and Lindsey Napier (105-118). Bristol, UK: The Policy Press, 2009.
- Laub, Dori. "Truth and Testimony: The Process and the Struggle." In *Trauma: Explorations in Memory*, edited by Cathy Caruth. (61-75). Baltimore, MD: The Johns Hopkins University Press, 1995.
- Laub, Dori. "Bearing Witness, or the Vicissitudes of Listening." In *Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History*, edited by Feldman, Shoshana and Dori Laub, (57-74). New York: Routledge, 1992.
- Layton, Lynne. "Trauma, Gender Identity, and Sexuality: Discourses of Fragmentation." In *Psychoanalyses/Feminisms*, edited by Peter L. Rudnytsky and Andrew M. Gordon. Albany, NY: State University of New York Press, 2000.
- Leys, Ruth. *Trauma: A Genealogy*. Chicago: University of Chicago Press, 2000. (Introduction)
- Meintjes, Sheila, Anu Pillay and Meredith Turshen. "There is No Aftermath for Women." In *The Aftermath: Women in Post-Conflict Transformation*, edited by Sheila Meintjes, Anu Pillay and Meredith Turshen (3-18). London and NY: Zed Press, 2001.
- Miller, Greg. "The Tsunami's Psychological Aftermath." *Science* 309: 5737 (August 2005): 1030-1037.
- Moon, Claire. "Healing Past Violence: Traumatic Assumptions and Therapeutic Interventions in War and Reconciliation." *Journal of Human Rights* 8:1 (January 2009) 71-91.
- Phelan, Peggy. "Dance and the History of Hysteria." In *Corporealities: Body, Knowledge, Culture and Power*, edited by Susan Leigh Foster (90-105). London: Routledge, 1996.
- Rix, Rebecca. "Trauma, Science, and the Law: A Brief History of Trauma Research and the Social Response." In *Sexual Abuse Litigation: A Practical Resource for*

- Attorneys, Clinicians, and Advocates*, edited by Rebecca Rix (1-48). New York, NY: Haworth Maltreatment & Trauma Press, 2000.
- Rousseau, Cécile and Toby Measham. "Posttraumatic Suffering as a Source of Transformation: A Clinical Perspective." In *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives*, edited by Kirmayer, Laurence J., Robert Lemelson, and Mark Barad (275-294). New York: Cambridge University Press, 2007.
- Sonne, Janet L. and Julian J. Hubbard. "Sexual Abuse Litigation: A Difficult Journey Through Unfamiliar Territory." In *Sexual Abuse Litigation: A Practical Resource for Attorneys, Clinicians, and Advocates*, edited by Rebecca Rix (73-96). New York, NY: Haworth Maltreatment & Trauma Press, 2000.
- Spiegelman, Art. *Maus I: A Survivor's Tale: My Father Bleeds History*. New York, NY: Pantheon: 1973. (Selections)
- Taylor, Diana. "Lost in the Field of Vision: Witnessing September 11." In *The Archive and the Repertoire: Performing Cultural Memory in the Americas*. Durham and London: Duke University Press, 2003. (237-265)
- Taylor, Diana. "Staging Traumatic Memory: Yuyachkani." In *The Archive and the Repertoire: Performing Cultural Memory in the Americas*. Durham and London: Duke University Press, 2003. (190-211)
- Van der Kolk, Bessel. "The Psychological Consequences of Overwhelming Life Experiences." In *Post-Traumatic Stress Disorder: Psychological and Biological Sequelae*, edited by Bessel A. Van der Kolk (2-28). Washington, D.C: American Psychiatric Press, Inc., 1984.
- Van der Kolk, Bessel A. and Onno Van der Hart, "The Intrusive Past: the Flexibility of Memory and the Engraving of Trauma." In *Trauma: Explorations in Memory*, edited by Cathy Caruth. (158-182). Baltimore, MD: The Johns Hopkins University Press, 1995.
- Van der Merwe, Hugo. "What Survivors Say About Justice: An Analysis of the TRC Victim Hearings." In *Truth and Reconciliation in South Africa: Did the TRC Deliver?* edited by Audrey R. Chapman and Hugo van der Merwe (23-44). Philadelphia, PA: University of Pennsylvania Press, 2008.
- Wilson, John P. "Culture, Trauma, and the Treatment of Post-Traumatic Syndromes: A Global Perspective." In *Ethnocultural Perspectives on Disaster and Trauma: Foundations, Issues, and Applications*, edited by Anthony J. Marsella et. al. (351-377). New York and London: Springer, 2008.

Yapko, Michael. "The Troublesome Unknowns About Trauma and Recovered Memories." In *Recovered Memories and False Memories*, edited by Martin A. Conway (23-33). Oxford and New York: Oxford University Press, 1997.

Young, James E. "Between History and Memory: The Voice of the Eyewitness." In *Witness and Memory: The Discourse of Trauma*, edited by Ana Douglass and Thomas A. Vogler (275-284). New York: Routledge, 2003.

Zorra, J. "How Abused Women Can Use the Law to Help Protect Their Children." In *Ending the Cycle of Violence: Community Responses to Children of Battered Women*, edited by Einat Peled, Peter G. Jaffe and Jeffrey L. Edleson. Thousand Oaks, CA: Sage Publications, 1995.



New Course Proposal

Women's Studies 98T

Critical Perspectives on Trauma, Gender, and Power

Course Number Women's Studies 98T

Title Critical Perspectives on Trauma, Gender, and Power

Short Title TRAUMA&GENDER&POWER

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Exploration of experiences of and interventions in trauma. Use of feminist theory, cultural studies, media analysis. Examination of case studies, including Jewish Holocaust, September 11, and domestic violence. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching fellows.

Syllabus File [Women's Studies 98T syllabus.doc](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Professor Geoffrey Robinson is the faculty mentor for this seminar.

Grading Structure

- Class Participation: 20%
- Active engagement during in-class discussions (10%)
- Weekly online response (10%)
- Peer Editing: 20%
- Research Paper: 60%
- Research Proposal (5%)
- Annotated Bibliography (10%)
- First Draft (15%)
- Final Draft (30%)

Effective Date Winter 2012

Discontinue Date Summer 1 2012

<u>Instructor</u>	Name	Title
	Kimberly S. Twarog	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Women's Studies

[Contact](#) Name **CATHERINE GENTILE** E-mail **cgentile@oid.ucla.edu**
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ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704

Status: Added to SRS on 6/22/2011 11:50:47 AM

Changes: Description

Comments: Edited course description into official version.

Role: Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441

Status: Added to SRS on 6/2/2011 7:15:35 PM

Changes: Title, Short Title

Comments: No Comments

Role: FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282

Status: Returned for Additional Info on 5/25/2011 10:43:02 AM

Changes: No Changes Made

Comments: Routing to Registrar's Office

Role: FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918

Status: Approved on 5/25/2011 8:23:41 AM

Changes: No Changes Made

Comments: No Comments

Role: L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282

Status: Returned for Additional Info on 5/18/2011 5:03:33 PM

Changes: No Changes Made

Comments: Routing to Vice Chair Muriel McClendon for FEC approval

Role: CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998

Status: Approved on 5/12/2011 11:57:19 AM

Changes: No Changes Made

Comments: approved on behalf of Professor Kathleen Komar, chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998

Status: Submitted on 5/12/2011 11:56:21 AM

Comments: Initiated a New Course Proposal

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cims@registrar.ucla.edu or (310) 206-7045