

Phil 399: Trauma and Justice
University of Oregon
CRN 35872, Spring 2016, TH 2:00-3:50p, Gerlinger 303

Instructor: Dana Rognlie
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Office: Knight Library 412
Office Hours: Wed. 2:00-3:50p and by appointment

Course Description:

This course is a sustained philosophical engagement with contemporary psychological and neurobiological research on trauma and the implications for creating a just society. Interdisciplinary in scope and method, students will think through a wide array of social justice concerns including, though not limited to: labor, the environment, war and moral injury, motherhood, sexual violence, and race and colonialism. This will be done in conversation with conceptions of subjectivity throughout the history of the Western philosophical political canon, especially in dialogue with Plato's ancient dialogue on justice and citizenship in *Republic* (prior familiarity with this text is encouraged, but not required).

While students will never be asked to divulge personal information to each other, self-reflection and participation in class discussion are vital to one's success in this course, as well as the success of the course as a whole. Given the personal nature of the themes of this course, all participants are expected and required to agree to a code of confidentiality with regard to any personal information shared and conduct themselves in a respectful and sensitive manner so as to promote an atmosphere of openness and trust.

Note: There is a large amount of reading, writing, and class discussion required of you in order to be successful in this class.

Learning Outcomes:

1. Knowledge of contemporary research on trauma;
2. A critical understanding of resources and limitations within the Western philosophical canon for approaching questions of justice;
3. Develop skills of interdisciplinary dialogue;
4. Further hone critical reading, writing, and discussion abilities.

Required Texts: Plato, *Republic*, trans. Grube ISBN 978-0872201361
Remaining required readings will be posted on Canvas

Recommended Texts: Herman, *Trauma and Recovery* (either 1st or 2nd edition)
Shay, *Odysseus in America*

Suggested Texts: Alexander, *The New Jim Crow*
Coates, *Between the World and Me*
Freyd and Birrell, *Blind to Betrayal*
Gordon, *Ghostly Matters*
LaChance-Adams, *Mad Mothers, Bad Mothers, and What a 'Good' Mother Would Do*
Stanley and Smith, *Captive Genders*
Syrett, *The Company He Keeps*
Zirin, *Game Over*

Course Requirements:

- Citizenship (40%)
 - Daily Citizenship (20%)
 - Plato Discussion Leadership (10%)
 - Non-Plato Discussion Leadership (10%)
- Final Project (60%)
 - Proposal—3-4p (15%)
 - Work-in-Progress Presentation—20min (15%)
 - Final Paper—10p (30%)

Citizenship:

Beyond mandatory attendance and required reading, you have a responsibility to actively and respectfully participate in this class. Each student will be required to lead a class discussion twice in the term, on a Platonic and non-Platonic text respectively; the schedule of presentations will be determined in week 1.

Daily Citizenship:

You are a citizen in a learning community and your contribution matters. Each class will begin with a reading reflection, which will not only help me collect attendance and assess your reading preparation, but also help you to focus into the day's discussion. Daily citizenship also entails your daily participation in and out of class, which can take a number of forms including speaking in class, exchanging links on our Canvas Discussion Board, regularly attending office hours, etc. A basic rubric is as follows:

- A-Exceptional:** The student is prepared and has near perfect attendance (1 absence); they are recognized as a leader and consistently contribute thoughts and/or material to class that brings the discussion to a deeper level without dominating the discussion such that it is an impediment to the participation of others.
- B- Very Good:** The student is prepared and has very good attendance (3 absences); the student takes a very active role in discussion section, the contributions of which are both helpful and on topic.
- C- Good:** The student is moderately prepared (minimally has read and brought materials to class) and has good attendance (4 absences); the student participates in discussions, though inconsistently.
- D-Poor:** The student is not prepared for class and/or has poor attendance (no more than 6 absences), and rarely participates.
- F- Failing:** The student is not prepared for class and/or has poor attendance and/or is not a positive contributor to discussions.

*****Electronics policy:** Electronics will be permitted in this course, but abuse of this privilege (i.e., going on social media, online shopping, etc) will result in a ban for everyone.

Discussion Leadership:

Each student will be required to lead a total of two 20-30 minute discussions, one on a book of Plato and one on a non-Platonic text. Students will be expected to prepare a short summary with relevant background information as well as discussion questions (I am more interested in your ability to raise interesting insights or questions for the class to ponder than an author's full bibliography). Further guidelines will be discussed in class.

Extra Credit:

There are five extra credit opportunities listed in the course schedule. You are encouraged to attend as many of these events as you can, as each will provide a unique supplement to the course material and will enrich our class discussions. To gain credit, you will be required to write a 1-2 page reflection about the event in conversation with either a) your final project or b) the relevant course material (often scheduled the same week as the event). Extra credit will grace up to one additional class absence beyond the one unexcused absence allotted (so an A-student can expect to have up to two unexcused absences for the term); beyond that, extra credit will boost your citizenship grade.

Final Project:

In this class, you will develop a final paper project in conversation with the material of the course and in conversation with your peers. The sub-assignment structure is designed to facilitate your own creative critical voice through a proposal, workshop, and revision process. The proposal and final paper should both be double-spaced and written in a reasonable font (Times New Roman 12pt, Calibri 11pt, etc). Philosophy does not have a standard format for citations, but students will be expected to utilize either MLA or Chicago Manual of Style formatting. Further paper-writing guidelines will be posted to the Canvas site. ****All un-excused late work will receive reduced grades (1/3 letter grade deduction per day late). Except in unusual circumstances, papers more than a week late will only be accepted for credit.*

Proposal:

Due in week 8, the 3-4p proposal should both introduce your chosen topic and thesis for your final paper and provide a brief literature review (at least FIVE sources must be cited and discussed). The topic should be narrow—you might pick one concept or problem from the material of the course which you will examine in greater detail. The thesis is the particular claim *you* will defend throughout the final paper with warrants/reasons, textual evidence, and examples.

The proposal should be the product of a brainstorming process that brings you on your way to a revised, polished final thesis paper. Consider this a draft of your introduction with a brief literature review. The thesis and movement of your argument may change slightly from your proposal to your final paper (as it should with feedback!), but your proposal should have a well-formulated thesis argument and supporting source material.

Work-in-Progress Presentation:

In week 10, every student will have the opportunity to workshop their final project by presenting a brief 8-10 minute polished works-in-progress talk. This presentation should improve upon the proposal in light of feedback and articulate the argument of the final paper. This is your opportunity to present your chosen thesis idea to your peers and receive their feedback; it may be helpful to write a rough draft of the final paper as you prepare.

Final Paper:

Due during finals week, the 10p final paper should be a polished culmination of the thesis idea at the end of the proposal, works-in-progress, and revision process. It must have an introduction, distinct supporting body paragraphs, and a conclusion. Students may decide to later submit papers to undergraduate philosophy conferences, etc. I am happy to speak further with any student interested in such prospects.

Academic Integrity:

I like to assume students are honest; do not prove me wrong. Academic integrity is a core principle of our learning community and your own education. Please take time to familiarize yourself with the University of Oregon's Student Conduct Code especially on the issue of academic integrity (<http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx>). Students who fail to comply with these policies will fail the assignment, potentially fail the course, and be reported according to university policy.

Accessibility:

It is my pedagogical goal and responsibility to students to make this class as accessible as possible. Please notify me if you foresee a hindrance to your ability to engage or complete assignments in this class. You will have an opportunity to discuss this in a required 5-minute office hour meeting with me in the first weeks of class. I also encourage you to contact the Accessible Education Center (164 Oregon Hall; 541-346-1155; uoaec@uoregon.edu; <http://aec.uoregon.edu/about/index.html>).

Resources for Survivors of Sexual Violence:

If you (or someone you know) have been a victim of sex-based violence (domestic violence, sexual assault, sexual harassment, etc.), know that you are not alone. I am always willing to listen and provide intellectual and institutional resources for survivors; however, know that I am also a required reporter by University policy.

Please know that these additional community and campus resources are available:

Sexual Assault Support Services (541) 343-7277
 WomenSpace (541) 485-8232
 UO Counseling Center (541) 346-3227
 UO Health Center (541) 346-2770

UO Office of Affirmative Action (541) 346-3123
 UO Police Dept (541) 346-2919
 Eugene Police Dept (541) 682-5111
 ASUO SafeRide (541) 346-7433

Course Schedule (subject to alteration):**Week 1: Introduction**

- T: Introduction to course
 In class reading: Aristotle, *Politics* Book II.1-5 (5p)
- H: Herman, "A Forgotten History" (25p) from *Trauma and Recovery*
 Herman, "Afterword" (10p) from *Trauma and Recovery*
 Recommended reading:
 Herman, "Epilogue" (25p) from *Trauma and Recovery*

Week 2: Concepts of Justice

- T: Plato, *Republic* Book I (31p)
- H: Judith Herman, "Justice From The Victim's Perspective" (29p)
 In class: Guest discussants Julia Baldino and Lili Villanueva from Lane County Sexual Assault Support Services (SASS)
 Recommended reading:
 Burstow, "Toward a Radical Understanding of Trauma and Trauma Work"

****Extra Credit Opportunity:**

“Sexual Violence Poetry Jam,” **Tuesday, April 5 at 7-9p** in the Hearth Café (2nd floor Lawrence)

Week 3: Campus Sexual Violence

T: Plato, *Republic* Book II (28p)

Recommended reading:

Jackson, “Life After Concussions” (6p)

<http://mmqb.si.com/2013/10/25/nate-jackson-life-after-concussions>

Marx, “Alienated Labor” and “Commodity Fetishism and Its Secret”

Syrett, *The Company He Keeps*

Zirin, *Game Over*

Recommended documentaries:

The Invisible War (2012)

Frontline: League of Denial (2013)

Schooled: The Price of College Sports (2013)

ESPN 30-for-30: Sole Man (2015)

H: Krakauer, *Missoula* excerpts TBD

In class film: *Hunting Ground* (2015) clips

Recommended Reading:

Freyd, “Institutional Betrayal”

Stabile and Sullivan, “Twenty Students Per Week: The Report of the University Senate Task Force to Address Sexual Violence and Survivor Support.”

http://senate.uoregon.edu/sites/senate.uoregon.edu/files/2014_11_06%20Senate%20Task%20Force%20Report%20FINAL.pdf.

****Extra Credit Opportunity:**

Gomez, "Sexual Violence at College: From Betrayal and Inequality to Research and Action,"

Wednesday, April 13 5-6:20p in Lawrence 115

Week 4: Veteran Trauma and Subject Formation

T: Plato, *Republic* Book III (34p)

H: Shay, “Part I: Introduction” (7p) from *Odysseus in America*

Shay, “Witches, Goddesses, Queens, and Wives—Dangerous Women” (10p) from *Odysseus...*

Shay, “Part II: Restoration” (48p) from *Odysseus in America*

In class film: *Jarhead* (2005) clips

Recommended reading:

Litz, et al “Moral Injury and Moral Repair in War Veterans”

Brock “Coming Home from War is Hell: Preventing Veteran Suicides”

http://www.huffingtonpost.com/rita-nakashima-brock-ph-d/coming-home-from-war-is-h_b_3880984.html

****Extra Credit Opportunity:**

Mariana Ortega Philosophy Department Colloquium Talk, **Thursday, April 21 at 4:00-5:30p**,

location TBD

Week 5: 'Harmony,' Colonialism and Epigenetic Trauma

T: Plato, *Republic* Book IV (28p)

H: Bombay "The intergenerational effects of Indian Residential Schools" (14p)

In class film: *Birth of a Nation* (1915) excerpts

In class reading: Martin Luther King, Jr., "Letter from Birmingham Jail"

Recommended:

Alexander, *The New Jim Crow*

Coates, *Between the World and Me*

Crenshaw, "Black Girls Matter: Pushed Out, Over-Policed, and Underprotected"

**Extra Credit Opportunity:

Take Back the Night, **Thursday, April 28th at 6p** at the EMU Amphitheatre

Week 6: On the Neuroscience of Trauma

T: Plato, *Theatetus* 173c-210d (41p)

In class: Guest discussant neuroscientist Dr. Larry Sherman

Recommended reading:

Gordon, *Ghostly Matters*

Neuroscience reading TBD

H: Malabou, "From Passionate Soul to the Emotional Brain" (9p) from *Self and Emotional Life*

Malabou, "On Neural Plasticity, Trauma, and Loss of Affects" (7p) from *Self and Emotional Life*

Malabou, "Conclusion" (8p) from *Self and Emotional Life*

**Extra Credit Opportunities:

Catherine Malabou's Philosophy Department Colloquium Talk **Thursday, May 5 at 4:00-5:30p**, location TBD

Catherine Malabou's Undergraduate Lecture, **Friday, May 6 at 3:00-4:30p** in LLC South Performance Hall

Week 7: Motherhood, Sex Difference and Trauma Warriors

T: Plato, *Republic* Book V (35p)

Recommended reading:

Beck, "Post-Partum Depression: It Isn't Just the Blues"

LaChance-Adams, *Mad Mothers, Bad Mothers, and What a 'Good' Mother Would Do*

Kittay, *Love's Labor*

H: Manning, "On the Intersection of the Military and the Prison Industrial Complex" (5p) from *Captive Genders*

Young, "From a Native *Trans* Daughter" (10p) from *Captive Genders*

Recommended reading:

Butler, "Performance Acts and Gender Constitution"

Williams, "Gender Performance: The TransAdvocate Interviews Judith Butler;"

http://www.transadvocate.com/gender-performance-the-transadvocate-interviews-judith-butler_n_13652.htm

**Extra Credit Opportunity:

“Trans* Experience in Philosophy” Conference **Friday and Saturday, May 13-14**. Schedule will be posted to the Canvas site.

Week 8: On the Spectacle of Identity

T: Bettcher, “Evil Deceivers and Make Believers” (18p)
In class: Guest discussant philosopher Dr. Megan Burke

H: ****PAPER PROPOSAL DUE VIA CANVAS AT 2P****
Plato, *Republic* Book VI (29p)

Week 9: Justice Beyond Spectacle

T: Plato, *Republic* Book VII (27p)

H: Beauvoir, “Eye for an Eye” (24p)

**Extra Credit Opportunity:

Dr. David Lisak campus lecture on **Thursday, May 26 at 6:30p** in Straub Hall Room 156.

Week 10: Presentations

T: Presentations

H: Presentations

Finals Week

H: ****FINAL PAPER DUE VIA CANVAS BY 5P****