

## Florida State University

### Human Rights and the Body in Law and the Humanities

Fall 2002 - Williams 225 - MWF12:20 - 1:10 PM

**Caroline ("Kay") Picart, Ph.D.**

**Screenings: Wednesdays 6:45 - 9:30 PM, Williams 121-B**

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**Instructor Websites: <http://english.fsu.edu/picart>**

**Course website: <http://english3.fsu.edu/~kpicart/humrights/>**

#### **Description (Inclusive of Human Rights Content and Methodology)**

This course aims to use an interdisciplinary approach, inclusive of law, literature, critical theory and film, in order to examine evolving characterizations of international human rights and of the legal and political instruments designed for their protection, both in official legal and political documents, as well as fictional and documentary interpretations in literature and film. A key theme running through the course is an examination of how the "international human body" is configured in various texts: through United Nations reports on human rights; critical legal analyses; documentary films; fictional novels, and popular films.

After studying the theoretical and philosophical foundations of the idea of human rights in various civilizations and cultures, this course attempts to evaluate the legacy of human rights within both western and non-western traditions, this course also aims critically to examine the meaning and relevance of human rights in dealing with major issues in the contemporary world, such as torture, political repression, war crimes and genocide, refugees, women's rights, children's rights, violations of human rights within the U.S., and in a more specific case, the plight of immigrant women and children as described in the 1998 U.S. Violence Against Women Act.

#### **General Course Objectives**

1. to examine what "human rights" are, in terms of its characterizations in law, literature and film;
2. to examine how the "international human body" is depicted, in terms of nationality, race, ethnicity, gender, class, and age, among other factors, in legal/political documents and in popular culture
3. to expand upon the theoretical gains of the "law and literature," "critical legal studies," "critical race theory" and "feminist legal theory" jurisprudential movements, and situate the meaning of "human rights" within broader interdisciplinary inquiries, inclusive of literature, film, and popular culture
4. to discuss questions of ethics in relation to depictions of "human rights and the body" in law, literature and film

#### **Required Texts**

Tentative: See Timeline Below

#### **Course Format**

This course will employ principally a discussion and seminar format, and will integrate the effective use of technology (e.g., Blackboard, powerpoint, videos, when relevant). {For samples of technology enhanced and web courses I have developed and taught, refer to: <http://english.fsu.edu/picart> --go to

the "Teaching" section; a completed virtual course can be found at:  
<http://english3.fsu.edu/~kpicart/humfilm>.

## Student Profile

[What kind of student are you?](#) (.ppt file; 92K)

## Grading Criteria

- Attendance and Participation: 20%
- Blackboard Posts: 10%
- Powerpoint Presentations: 20%
- Proposal: 5%
- Draft: 20%
- Final Paper: 25%

## Attendance and Participation

Ultimately, this proposed course is largely discussion-oriented, and students play an active role in ensuring the success of the course. Students are required to come in, having read the assigned texts for the day, in order to present and defend their interpretations of the texts, as well as critique those of others and pose clarificatory questions. In-class oral participation and attendance will also comprise **20%** of the total mark. **Note that given that we are meeting only for six weeks because it is proposed as an annual summer course, cross-listed between law and humanities, only two excused absences are allowed; having more than two absences is sufficient reason for an "F".**

## Blackboard Posts

To take this course, it is imperative that you sign up for a mailer or garnet ACNS account:

<http://register.acns.fsu.edu/CARS/studentreg.html>

To access Black Board, go to <http://campus.fsu.edu> (note: a new browser window will open) and log into the course section, using your mailer or garnet accounts and passwords.

Note that skills of reading, listening, and speaking, which all rest upon prior preparation, form an integral component of the course. Extended discussions via Blackboard threaded conversations during the periods in between sessions, will be used to help set up and continue generating class momentum. These threaded e-mail conversations will comprise 10% of the total mark, and will be monitored and evaluated by the professor. The threaded conversation exercise integrates writing with skills of argumentation and discussion. Students are required to log in once a week, **anytime between Friday morning and Saturday midnight prior to the next class**, to carry on these electronically mediated conversations.

**Threaded conversations** must have a **minimum of 300 words and a maximum of 500 words** (double spaced within BB), again seeking to comment substantively on the powerpoint presentations in relation to theoretical and practical issues. ***There will be no cancellations of missed posts.*** Posts should be made in the general discussion board, so everyone has access to the material, and may comment on individual posts. Feedback on how you are doing (both in your

presentations and BB threaded conversations) will be provided through BB and will be handed back to you in class. THERE IS NO MAKE-UP OR LATE WORK THAT WILL BE ACCEPTED.

### **Powerpoint Presentations**

After several sessions handled principally by the professor, the duty of giving a brief summary and critique of some of the assigned texts for the day, and of generating discussion, will be rotated among the students in pairs or singly, depending on the size of the class. This is designed to enable students to be more actively involved in class discussions. Students giving powerpoint presentations are required to e-mail their presentations to me (kpicart@english.fsu.edu)

**24 hours before they are due to report. On the day of the presentations, the presenters are required to come in with a diskette version (just in case something goes wrong with the web) and two hard copies of the powerpoints in "hand-out" format. AGAIN, NO LATE WORK WILL BE ACCEPTED.**

The student powerpoints should feature:

1. the aims of the particular class session;
2. key terms/concepts and examples of them, featuring specific clips;
3. an outline of projected activities;
4. an interactive activity, which is usually a student edition powerpoint presentation that may incorporate a game, small group work, acting a skit, etc.
5. guide questions for discussion.

On the day of the presentation itself, the students should come in with two powerpoint handout copies (see below for instructions) to submit to the professor. One will be marked and returned to the students; the other will be kept on file.

The items outlined above comprise the criteria for the evaluation of the students' work for this component, which comprises 20% of the total mark, with each component above equally weighted. The presentations should be more specifically geared at sharing critical insights rather than general commentaries on the material. ***Posting these powerpoint presentations is a prerequisite to passing the course; failure to do so will result in failure. 20% of your total grade will come from this presentation. There are NO exceptions to this rule; you may switch teams and dates if you tell me ahead of time, and work out arrangements with each other.***

In order to save on ink and paper, you may print out a "handout" version. Instructions for this are listed below. If it is easier for you, just print out an ordinary copy of the powerpoint presentation and photocopy it to save ink.

### **Powerpoint Printing of Handout Copies of Powerpoint Presentations**

- I. From the web (You must have the PowerPoint program installed in your computer to do it this way)
  1. Use Netscape to get to campus.fsu.edu.
  2. After you log in and get to the course webpage, click to External Links.
  3. Click on the PowerPoint presentation you would like to print out.
  4. A window will open to ask if you would like to "save it to disk" or "run from the current location". For convenience's sake, click "run from current location." This will download and transfer the presentation to the PowerPoint program on your computer.
  5. Go to "File" on the menu. Scroll down to "Print".
  6. When the print menu pops up.
    1. You can choose from "slides". This will print each slide on a full page.

2. To save paper, you can choose to print as "handouts". On a section on the right, you can choose how many slides you would like on each page.
  3. Also, there are checklist options at the bottom, I recommend clicking "pure black and white" for clearer pictures on a black and white printer.
  4. When you are finished, click the "OK" button.
- II. From the PowerPoint Program.
1. Click on the "my computer" icon.
  2. Click on the icon representing where your file is saved (for example, if the PowerPoint presentation you wish to open is on your disk, click A:)
  3. Click on the file in order to open.
  4. Go to "File" on the menu. Scroll down to "Print".
  5. When the print menu pops up.
    - a. You can choose from "slides". This will print each slide on a full page.
      - b. To save paper, you can choose to print as "handouts". On a section on the right, you can choose how many slides you would like on each page.
      - c. Also, there are checklist options, I recommend clicking "pure black and white" for clearer pictures on a black and white printer.
      - d. When you are finished, click the "OK" button.

### **Proposal, Draft, and Final Paper**

The final requirement for the course is a 25-30 page paper, which is to be developed in a stepwise fashion, starting from a 3 page proposal, inclusive of an annotated bibliography and statement of aims, to a 15-20 page draft, and 25-30 page final paper, with a minimum of 20 sources, 10 of which must be new; the other 10 should be taken from source material used in class, and should entail a good blend of books; scholarly, literary and popular texts; Internet sources; and films. Note that you are required, at the least, to focus on one legal text, one novel, and one film. These add up to 50% of the final mark. The breakdown for this component of the grade is: 5% proposal; 20% draft and 25% final paper.

### **Grading Scale**

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
79-77%	C+
76-73%	C
70-72%	C-
69-67%	D+
66-63%	D
62-60%	D-
59-0%	F

### **Academic Honor Code**

The Florida State University General Bulletin contains an Honor Code that is repeated verbatim in the Student Handbook. You are responsible for knowing and conforming to it; in addition to the information listed in the Handbook, you are also cautioned that:

1. If you take material that is not yours, from any source (inclusive of websites), and copy it into anything you submit, you are obligated to provide a footnote, endnote or parenthetical reference and works cited list at the end of the paper.

2. Material that is lifted verbatim from other texts must be placed in quotation marks or, in the case of anything longer than three sentences, blocked quotes, indicating its source, as in item # 1 above.
3. Material that is paraphrased must also be documented as in item # 1.
4. Persons who violate the Honor Code and any of the items above in any requirement, whether minor or major, will receive an "F" for the course.

### **ADA Statement**

Students with documented disabilities needing academic accommodations should, in the first week of class

1. register with and provide documentation to the Student Disability Resource Center (SDRC) and
2. bring an authorized letter from SDRC to the professor, indicating the need for academic accommodations, if necessary. This and all other class materials are available in alternative format, upon request. I will do everything I can to ensure fairness to everyone in class

### **Final Note**

By week 2, please hand in the following information on the smallest sized index card with a recent photo of you (photocopy your I.D. cards, if worse comes to worst). For students who have taken courses from me in the past, you may skip the photo, but I will need your latest contact information and your profile below.

- o Name:
- o Nickname:
- o Year:
- o Major:
- o Minor:
- o Background in English, Humanities, Philosophy, Criticism or Women's Studies (if any):
- o Home Phone:
- o E-Mail:

## **Schedule and Class Outline**

### ***Part I: Human Rights and the Body in Law and Documentary Film***

#### **Week 1: Aug 26-30**

#### **Human Rights and the international Body Politic**

##### *Guide Questions:*

1. What are the philosophical, political and economic underpinnings of human rights?
2. How did the current normative framework of international human rights evolve? How was the concept of "human rights" institutionalized in Western political thought?
3. What is the difference between human rights and civil rights?
4. What is the implicit depiction of the "human body" in relation to "human rights" in these texts?
5. How does the image of the individual human body relate to the image of the "body politic" in these texts?

##### *Suggested Texts:*

- o Henry Steiner and Philip Alston, *International Human Rights in Context. Law, Politics, Morals* (Clarendon Press, 1996), pp. 3-116.

- Jack Donnelly, *Universal Human Rights in Theory and Practice* (Cornell University Press, 1989), pp. 9-45; Steiner and Alston, pp. 256-328. (Target Packet)
- F. Newman and D. Weissbrodt, eds. *International Human Rights: Law, Policy and Process*, 2nd ed. (Anderson Publishing Co., 1996), Chapters 1 and 2. (Strozier Library Reserve)

#### Websites:

- United Nations High Commissioner for Human Rights web site <http://www.unhcr.ch>
- The Consortium for Health and Human Rights web site <http://www.healthandhumanrights.org>

## Week 2: September 2-6

### Comparative Human Rights Systems: Universalist vs. Cultural Relativist Perspectives on Human Rights

#### Guide Questions:

1. Are "human rights" purely a western concept, or is it universal?
2. What is the concept of "human rights" in non-western traditions?
3. Is the concept of the "human body" the same in relation to these "human rights" in Western and nonwestern contexts?
4. What is the relationship between domestic constitutional law and international human rights law, and how are "human rights" and the "human body" configured in these?
5. What mechanisms exist nationally and internationally for enforcing human rights? How effective are they, based on particular test cases, such as the Soering and El Mozote cases?

#### Suggested Texts:

- Abdullahi an-Naim (ed.), *Human Rights in Cross-Cultural Perspectives: A Quest for Consensus* (University of Pennsylvania Press, 1992), pp. 1-102. (Target Packet)
- Henry Steiner and Philip Alston, *International Human Rights in Context. Law, Politics, Morals* (Clarendon Press, 1996), pp. 166-255. (Strozier Library Reserve)
- Michael J. Perry, "Are Human Rights Universal? The Relativist Challenge and Related Matters," *Human Rights Quarterly*, vol. 19, 3 (August 1997).
- M. Danner, *The Massacre at El Mozote* (Vintage, 1993), pp. 175-278.
- M. Hoyt, 'The Mozote Massacre' in *The Columbia Journalism Review* (Jan./Feb. 1993), pp. 31-35.
- Soering v. U.K., in R.A. Lawson & H.G. Schermers, *Leading Cases of the European Court of Human Rights* (Ars Aequi Libri, 1997), pp. 306-328. (Target Packet)

#### Documentary Film:

*America and the Holocaust: Deceit and Indifference*, Martin Ostrow, PBS, 1994. (Strozier Media Center)

## Week 3: September 9-13

### Challenges to the Protection of International Human Rights

#### Important class dates, topics, and lecturers:

Sept. 9, 11: Dr. Picart  
 Sept. 11: Clockwork Orange showing  
 Sept. 13: Chris Wood on Andreopoulos

### Guide Questions:

1. What are the United Nations standards concerning the internationalization of human rights, and how is the international human body configured in relation to these rights?
2. What have been some past and contemporary challenges to the promotion and protection of international human rights, and how has the individual body, in relation to the national and international bodies politic, been envisaged in relation to these challenges?
3. What is the notion of "health" implied in the depictions of human rights and the human body?

### Suggested Texts:

- o Henry Steiner and Philip Alston, *International Human Rights in Context. Law, Politics, Morals* (Clarendon Press, 1996), pp. 347-455; 563-539. (Strozier Library Reserve)
- o Jonathan Mann, Lawrence Gostin, Sofia Gruskin, et. al., "Health and Human Rights," *Health and Human Rights*, vol. 1, 1 (1994).
- o Virginia Leary, "The Right to Health in International Human Rights Law," *Health and Human Rights*, vol. 1, 1 (1994).
- o Tom Farer, *The Rise of the Inter-American Human Rights Regime: No Longer a Unicorn, Not Yet an Ox*, vol. 19, 3 (1997).
- o George Andreopoulos, ed. *Genocide: The Conceptual and Historical Dimensions* (University of Pennsylvania Press, 1994), pp. 1-63. (Target Packet)
- o Carlos S. Nino, *Radical Evil on Trial* (Yale University Press, 1996), pp. 3-104, 107-189. (Strozier Library Reserve)
- o Helen Fein, "Genocide by Attrition 1939-1993: The Warsaw Ghetto, Cambodia and Sudan," *Health and Human Rights*, vol. 2, 2 (1997).

## Week 4: Sep. 16 - 20

### Torture, Extra-Judicial Executions and Political Repression

#### Important class dates, topics, and lecturers:

Sept. 16: Michael Rodriguez on Gordon & Marton  
Sept 18: Dr. Picart  
Sept 18: Death and the Maiden showing  
Sept. 20: Submit proposals at Williams 405 by 1:10 p.m.

#### Proposals for Final Papers are Due

### Guide Questions:

1. What is the definition of torture under international law, and what are the implicit depictions of the "healthy"/ "free" human body?
2. What is the difference between just punishment and cruel, inhuman and degrading treatment or punishment?
3. What ethical issues arise when physicians, scientists or other medical personnel become involved in torture?
4. Taking a particular test case, what was the degree of state repression in the Soviet Gulag, based on existing documents? What ethnic and political criteria were involved in repressive measures? How was psychiatric repression configured in relation to bodily torture?

### Suggested Texts:

- Nigel Rodley, *The Treatment of Prisoners Under International Law* (Clarendon Press, 1987), Chapter 12. Ireland v. UK, in F. Newman and D. Weissbrodt, eds., 2nd ed. (Anderson Publishing Company, 1996), pp. 147-150; 155-165.
- *Convention Against Torture, in Twenty-five Human Rights Documents* (Columbia University, 1994), pp. 71-79.
- Askoy v. Turkey, in *Leading Cases of the European Court of Human Rights*, eds. R.A. Lawson & H.G. Schermers (Ars Aequi Libri, 1997), pp. 654-670.
- Gordon and Marton, eds., "Torture: Human Rights, Medical Ethics, and the Case of Israel" *Amnesty International, Prisoners of Conscience in the USSR: their Treatment and Conditions* (1975, 1980), Chapter 2 E. (Target Packet)
- Stover & E.O. Nightingale, M.D., *The Breaking of Bodies and Minds: Torture, Psychiatric Abuse, and the Health Professions* (W.H. Freeman, 1985), Chapters 6 and 9. (Strozier Library Reserve)

#### *Documentary Film:*

*Women Under Attack, Rights & Wrongs*, Program 3, Eulogio L. Ortiz, Jr., Globalvision and WNET Thirteen, 1993.

### **Week 5: September 23 - 27**

#### **International Crimes and Punishment; Asylum and Persecution**

##### *Important class dates, topics, and lecturers:*

Sept. 23: Danielle Kotaska on Newman and Weissbrodt, ch. 7

Sept. 25: Danielle Kotaska on Askin

Sept 25: Judgment at Nuremberg showing

Sept 27: Dr. Picart

##### *Guide Questions:*

1. What is the legacy of the trials at Nuremberg?
2. What are the legal characterizations of war crimes; genocide and crimes against humanity; medical/forensic, legal, psychological and sociological factors? How is the international human body configured in relation to these?
3. When does rape constitute a war crime? How is the raced, classed and aged female body configured in relation to law?
4. How do international law and domestic law intersect and diverge, in their treatment of the refugee?
5. How do domestic violence and female genital mutilation form the basis for political asylum? How is the raced and classed female body depicted in these texts?

##### *Suggested Texts:*

- F. Newman and D. Weissbrodt, eds., 2nd ed. (Anderson Publishing Company, 1996), Chapters 7 and 14. (Strozier Library Reserve)
- Amnesty International, *'Disappearances': A Workbook* (1981), pp. 75-118.
- Amnesty International, *'Disappearances' and Political Killings: Human Rights Crisis of the 1990s. A Manual for Action* (1994), pp. 84-107.
- K.D. Askin, *War Crimes Against Women* (Martinus Nijhoff, 1997), pp. 49-95; 179-185; 298-361. (Strozier Library Reserve)
- C. McKinnon, "Rape, Genocide and Women's Human Rights," in *Mass Rape: The War Against Women in Bosnia-Herzegovina*, ed. A. Stigmayer (University of Nebraska Press, 1994), pp. 183-196.
- [Re. Fauziya Kazinga \(Board of Immigration Appeals, June 1996\)](#). (Strozier Library Reserve)
- [Convention Against Torture: Tahir Hussain Khan v. Canada](#) (Nov. 1994). (Strozier Library Reserve)
- [Pauline Kisoki v. Sweden \(May 1996\)](#). (Strozier Library Reserve)



## Week 6: September 30 - October 4

### Women's and Children's Rights

*Important class dates, topics, and lecturers:*

SEP. 30: Michael Rodriguez on Fitzpatrick  
OCT. 2: Michael Rodriguez on Meron  
OCT. 2: House of Spirits showing  
OCT. 4: Fall Break

*Guide Questions:*

- Should women's rights be created as a separate category?
- How are women's rights and bodies configured in relation to the rights and bodies of their children, and their spouses?
- How are women's and children's bodies configured in relation to property?
- Can women's rights (and the imaging of their bodies) be separate from cultural constraints?
- Should formal equality be the goal of women's lobbying for rights protection?
- What were the outcome and achievements of the Beijing Conference?
- What is the North/South divide in the International Women's Movement?

*Suggested Readings:*

- [Convention to the Elimination of All Forms of Discrimination Against Women United Nations General Assembly Resolution 48/104 Declaration on the Elimination of Violence Against Women](#)
- Charlotte Bunch, "Women's Rights as Human Rights: Toward a Revision of Human Rights," 12 *Human Rights Quarterly* 486, 1982 (Target Packet)
- [Hilary Charlesworth, Christine Chinkin and Shelley Wright, "Feminist Approaches to International Law," 85 American Journal of International Law 813, 1991, pp. 613-45.](#) (Target Packet)
- "Women, Law and Property in the Developing World: An Overview," *Human Rights Quarterly*, Johns Hopkins University, 1981. (Strozier Library Reserve)
- [Joan Fitzpatrick, "The Use of International Human Rights Norms to Combat Violence Against Women," from Human Rights of Women, ed. Rebecca J. Cook.](#) (Strozier Library Reserve)
- [Theodore Meron, "Rape as a Crime Under International Humanitarian Law," 87 American Journal of International Law 424 \(1993\).](#) (Strozier Library Reserve)
- I. Gunning, "Arrogant Perception, World-Travelling and Multicultural Feminism: The Case of Female Genital Surgeries," 23 *Columbia Human Rights Journal* 189 (1991-92) (Target Packet)
- Karen Engle, "Female Subjects of Public International Law: Human Rights and the Exotic Other Female," *New England Law Review* 26, 1992, pp. 1509-1526.

*Films:*

- *Death and the Maiden*, Roman Polanski, dir., 1994. (Strozier Media Center)
- *Judgment at Nuremberg*, Stanley Kramer, dir., 1961. (Strozier Media Center)

## Week 7: October 7 - 11

### Violations of Human Rights in the US

*Important class dates, topics, and lecturers:*

OCT. 7: Chris Wood on Newman & Weissbrodt, Ch. 13  
OCT. 9: Chris Wood on The Many Faces of Domestic Violence (esp. on alien/foreign women)

OCT. 9: Beloved showing

OCT. 11: Dr. Picart

*Guide Questions:*

1. Do violations of human rights occur in the imposition of the death penalty?
2. Do prison conditions violate international standards concerning human rights and the un-tortured human body?
3. Does the detention of alien minors, including children of asylum seekers, constitute a violation of human rights?
4. How does the Violence Against Women Act attempt to address the rights of the alien/foreign woman who has been sexually tortured or imprisoned, and those of her children? What is the implicit depiction of the alien female body and those of her children in VAWA?

*Suggested Texts:*

- o F. Newman and D. Weissbrodt, eds., 2nd ed. (Anderson Publishing Company, 1996), Chapter 13. (Strozier Library Reserve)
- o American Prosecutor's Research Institute, *The Many Faces of Domestic Violence; Cultural and Immigration Issues in Domestic Violence*, Sponsored in Cooperation with the Violence Against Women Office and the Battered Women's Justice Project, 1999. (Strozier Library Reserve)
- o *Violence Against Women, Law and Litigation*, ed. David Frazee, Ann Noel, Andrea Brenneke and Mary C. Dunlap (West, 1997, 1998). (Strozier Library Reserve)

*Websites:*

- o <http://www.ojp.usdoj.gov/vawo/laws/vawa/vawa.htm>, especially the section on "Protections for Battered Immigrant Women and Children"
- o <http://www.now.org/issues/violence/vawa/vawa1998.html> for the 1998 version

## **Week 8: October 14 - 18**

### **Ethics, Medical Research and Human Rights**

Draft is MOVED BACK!!!!

*Guide Questions:*

1. To what degree should medical experimentation be allowed, without constituting a violation of international human rights?
2. How is the international human body treated as a subject for medical experimentation?
3. Do human radiation experiments in the US violate international human rights?
4. Do HIV trials in other countries constitute a violation of international human rights?

*Suggested Readings:*

- o HCR: R. Faden, The Advisory Committee on Human Radiation Experiments: Reflections on a Presidential Commission.
- o HCR: J.D. Moreno "The Only Feasible Means": The Pentagon's Ambivalent Relationship with the Nuremberg Code.
- o HCR: N.E. Kass, et. Al. Trust: The Fragile Foundation of Contemporary Biomedical Research.
- o HCR: R.A. Burt, The Suppressed Legacy of Nuremberg.
- o H. Varmus "Ethical Complexities of Conducting Research in Developing Countries," *New England Journal of Medicine* 337 (1997): 1003-5. (Target Packet)

- P. Lurie, S. M. Wolfe, "Unethical Trials of Interventions to Reduce Perinatal Transmission of the Human Immunodeficiency Virus in Developing Countries," *New England Journal of Medicine* 337 (1997): 853-856.
- M. Angell, "The Ethics of Clinical Research in the Third World," *New England Journal of Medicine* 337 (1997): 847-849.

## **Part II: Human Rights and the Body in the Humanities**

### **Weeks 9, 10 and 11 Guide Questions:**

#### **Human Rights and the Body in Literature and Fictional Film**

*For weeks 9, 10 and 11, the following constitute the general guide questions for novels that are paired with movie correlates for better comparison:*

1. What human rights are highlighted in these novels and films? Are there significant convergences and departures in the depictions of human rights and the body in these novels and films?
2. What human rights are in conflict in the depictions of these gendered, raced, classed, aged and multi-classified human bodies in these novels and films?
3. Who act to defend and/or deny human rights in these novels and films, in keeping with the Universal Declaration of Human Rights? How are these champions or oppressors raced, classed, gendered, aged and otherwise categorized?
4. Is the action to defend human rights effective or successful in the novels and films? Justify your answers carefully.
5. Is the action to defend human rights in the novels or films violent or nonviolent? Did it bring long range effects for the better or not?
6. How are rights and responsibilities implicitly related in the depictions of raced, gendered, classed, aged bodies in these novels and films?
7. How are individual human bodies and rights configured in relation to those of the body politic in these novels and films?
8. Do any of these situations still have contemporary pertinence?
9. What literary and cinematic devices are used in order to create a bodily rhetoric of human rights?

### **Week 9: October 21 - 25**

#### **Race, Gender and Class**

*Important Class Information:*

Dr. Picart will be away on a conference, and the lectures are on video.

WORK ON YOUR PAPERS. Two movies will be shown: *Animal Farm* (during regular class time) and *Grapes of Wrath* (Oct. 23, Wednesday).

*Suggested Readings and Their Corresponding Films:*

- Isabel Allende's *The House of Spirits* (Bill's Bookstore-Optional)  
*House of Spirits*, Bille August, dir., 1993;
- Toni Morrison's *Beloved* (Bill's Bookstore-Optional)  
*Beloved*, Jonathan Demme, dir., 1998;
- Margaret Atwood's *The Handmaid's Tale* (Bill's Bookstore-Optional)  
*The Handmaid's Tale*, Volke Schlöndorff, dir., 1990.

### **Week 10: October 28 - November 1**

#### **Class and Dystopias**

*Important class dates, topics, and lecturers:*

DRAFT IS DUE ON OCTOBER 28

OCT. 28, 30: Danielle Kotaska on House of Spirits & Handmaid's Tale (novels and movies)

NOV. 1: Dr. Picart

*Suggested Readings and their corresponding films:*

- Aldous Huxley's *Brave New World* (Bill's Bookstore-Optional)  
*Brave New World*, Leslie Libman and Larry Williams, dirs. 1998 (TV movie)
- George Orwell's *Animal Farm* (Bill's Bookstore-Optional)  
*Animal Farm*, Joy Batchelor and John Halas, dirs., 1955. (Strozier Media Center)
- John Steinbeck's *Grapes of Wrath* (Bill's Bookstore-Optional)  
*Grapes of Wrath*, John Ford, dir., 1940.

### **Week 11: November 4 - 8**

#### **The Law and Human Rights**

*Important class dates, topics, and lecturers:*

NOV. 4: Michael Rodriguez on Animal Farm (novel & film)

NOV. 6: Chris Wood on Grapes of Wrath (novel & film)

NOV. 6: 1984 showing

NOV. 8: Dr. Picart

*Suggested Readings and their corresponding films:*

- Franz Kafka's *The Trial*.  
*The Trial*, David Hugh Jones, dir., 1993. (Bill's Bookstore-Optional)
- Anthony Burgess' *A Clockwork Orange*. (Bill's Bookstore-Optional)  
*A Clockwork Orange*, Stanley Kubrick, dir., 1971. (Strozier Media Center)
- George Orwell's *1984*. (Bill's Bookstore-Optional)  
*1984*, Michael Radford, dir., 1984.

### **Week 12: November 11-15**

#### **Concluding Remarks-Postmodern Jurisprudences and Human Rights & the Body**

*Important class dates, topics, and lecturers:*

NOV. 11: Veteran's Day - no classes

NOV. 13: Michael Rodriguez on A Clockwork Orange (novel & film)

NOV. 13: Gandhi showing

NOV. 15: Chris Wood on 1984 (novel & film)

*Guide Question:*

Do interdisciplinary pursuits in the exploration of human rights and the body have anything to contribute to contemporary jurisprudence?

*Suggested Texts (excerpts from):*

- Michel Foucault, *History of Sexuality*, Volume I (Vintage, 1990) (Bill's Bookstore-Optional)
- Michel Foucault, *Discipline and Punish* (Vintage, 1995) (Bill's Bookstore-Optional)
- Terry Eagleton, "Deconstruction and Human Rights," in *Freedom and Interpretation* (Basic Books, 1993).
- Gary Minda, *Postmodern Legal Movements: Law and Jurisprudence at Century's End* (New York University Press, 1995), especially sections on "Critical Legal Studies," "Feminist Legal Theory," "Law and Literature," "Critical Race Theory," and "Jurisprudence at Century's End" (Strozier Library Reserve)

*Film:*

*Gandhi*, Richard Attenborough, dir., 1982. (Strozier Media Center)

**Week 13 - 15: November 18 - December 6**

*Important class dates, topics, and lecturers:*

NOV. 18: Dr. Picart: summary remarks

NOV. 20-24: Dr. Picart will be away on a conference, 11/20 - 24. Marathon Man showing will start in the morning of NOV. 20 and end during the evening showing.

NOV. 25, 27: Dr. Houck (guest lecturer on Foucault)

NOV. 28, 29: Thanksgiving Break - no classes

DEC. 2: Dr. Picart on Minda

DEC. 4, 6: Final Reports (25 minutes each\10 mins. Presentation; 15 mins. Q & A)

DEC. 6: SIR/SUSSAI Evaluations and Self-Evaluations; "Party"