**Gender, Violence, and Justice in the Borderlands**

**GWS 400, Fall 2014**

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| Dr. William Paul Simmons | 520.626.7884 (Office) NOTE: I do not check this very often. It is better to use my cell (480.388.0718), but use it judiciously. Best to email me: |
| ONLINE Class | williamsimmons@email.arizona.edu |
| Office: Gender and Women’s Studies 108B Slonaker Living Room/Patio  | <http://gws.arizona.edu/william-paul-simmons>[www.williampaulsimmons.com](http://www.williampaulsimmons.com) |
| Office Hours: T 11-12:15  Th 11-12:15, 1:45-2:30 And by Appointment  | Skype ID: toutautrejd |

**Communicating with the Instructor**

I will be available through a number of different modalities. First, I regularly, almost obsessively, check my UA email. I am available on Skype (audio or video; account ID = toutautrejd) and Facebook for Instant Messaging (Search for William Simmons). We can also meet through Collaborate which is on our class D2L site. If several students want to meet at the same time about similar topics, I’ll set up a videoconferencing room and we can then move there and meet via audio or video. I’ll send you the URL.

I haven’t had great luck with online office hours. My schedule this semester is relatively flexible. Feel free to email me to set up a time to meet in person or virtually. Please don’t expect me to email back within minutes at any hour of the day or night. I will try my best to answer emails within 24 hours of receiving them.

I’ve now taught several online courses using D2L, but we’ll be trying some new technology this semester such as Collaborate for video conferencing and Panopto for video lectures. Please be patient as we figure out how best to use the technology.

**IS THIS ONLINE COURSE FOR ME?**

I am a reluctant convert to the value of online courses. Those who have taken my courses know that I love face-to-face interaction in the classroom and getting to know students. You also know that my courses are generally considered more difficult, but I hope more rewarding, than the average course.

This is not an online course where you can passively watch PowerPoint lectures, complete some readings, and then complete easy exams or make fairly banal posts on the discussion boards. Students must write thoughtful posts on the discussion board, complete assignments that will require you to wrestle with some complex and significant ideas, and critically analyze the readings. We will also be doing a moderate amount of group work which will require you to work closely with your colleagues. In short, this course requires regular and thoughtful work. This course is not for everybody. But, I firmly believe that you will learn a great deal from it.

I will be actively involved in the course through regular emails, postings, and feedback on your written work. As much as practical, this will be a learner-centered course where the instructor and students are all engaged as learners. Participation and empowerment will be key themes both substantively and pedagogically.

**Just another Year in the Borderlands!**

“***Recorded deaths of border crossers in Texas have reached an all-time high*.** Official statistics from the U.S. Border Patrol, a partial accounting of border deaths, document a total 271 deaths for the fiscal year of 2012, the first time that migrant deaths in Texas are higher than those of all other border states combined” (Kovic 2013)

“43% of Latinos in Maricopa County reported they are more afraid to leave their house because local law enforcement is involved in immigration enforcement. 50% of Latinos in Maricopa County said that they are less likely to contact the police if they have been a victim of a crime because they fear they (or others around them) will be asked about their immigration status” (Menjívar and Simmons 2013).

“Mexican prosecutors announced the arrest of 12 people in connection to the killings of 11 women whose skeletal remains were found near the northern border city of Ciudad Juárez early last year. The suspects include alleged drug dealers, pimps and small store owners. They allegedly belonged to a gang that forced young women into prostitution and drug dealing and then killed them when they were "no longer of use."

April 22, 2013. “At least 6 people have been murdered in Juarez since last night.  At about 10 pm last night, a group of armed men stormed into a children’s’ party on Salvador Dali street in the Parajes del Sol neighborhood. Three men at the party were [killed](http://diario.mx/Local/2013-04-20_fcc82d77/irrumpen-en-fiesta-infantil-matan-a-3/)and another was injured. As of this afternoon when the Fiscalia reported the incident, the men have not been identified. Early morning yesterday, 2 young men were [shot](http://diario.mx/Local/2013-04-21_500e53ed/acribillan-a-pareja-de-adolescentes-en-el-valle-de-juarez/)to death in the village of El Papalote in the Valle de Juarez. The news account says the victims (aged 18 and 19) were dragged out of a house and shot.”

**“**A grand junta of government agencies in Mexico (SEGOB–Interior, SEDENA–Army, Marina–Navy, Federal Police and PGR–Attorney General) released a [report](http://www.borderlandbeat.com/2013/02/death-toll-in-mexican-drug-war-rises-to.html)yesterday saying that in the first 2 months of EPN’s presidency,[2,243](http://www.milenio.com/cdb/doc/noticias2011/20b2e94bf08e297d95a199adc27bbe46)people have been murdered in “organized-crime-related” incidents.  The numbers went down slightly from 1,139 in December to 1,104 in January.”

“IN A DOORLESS desert safe house in northwestern Mexico, the drug traffickers sized up the boy—17 years old, 1,700 miles from home, gay, alone—and asked if he was too scared to strap on a load of marijuana and walk across the border into Arizona. The kid—I'll call him Adrián—paused to consider his options. He didn't have any. Okay, he told them. He'd do it. He'd grown up mostly on the streets in Guatemala City, his abusive father a crack addict and his mother everywhere but around, leaving him with a thin, green-eyed prostitute friend who would sometimes have sex with johns right there next to him. He'd seen robberies, stabbings, shootings; he'd never once set foot in a classroom. Eventually he started making a little money selling clothes and makeup in the city's colonial district. It wasn't much, but even so the Barrio 18 street gang took notice and started asking for a cut. When Adrián didn't budge, they pockmarked his tiny stall with bullets. It was time to leave.”

“A Phoenix man and his girlfriend may be facing murder charges after a man with heat exhaustion died after being transported in a truck with other immigrants, authorities said Wednesday. The man was among eight heat exhaustion victims found Sunday in the back of a U-Haul truck parked at an Interstate 10 gas station at Picacho Peak northwest of Tucson, Pinal County Sheriff's officials said... Sheriff Paul Babeu said previously that the temperature in the back of the truck may have exceeded 180 degrees. The people being transported reportedly each paid $5,000 to be driven from southern Arizona to Phoenix.”

“But the lawsuit contends that Elena Rodríguez was not throwing rocks and that he was merely walking along the street near the border wall separating the twin cities of Nogales, Mexico, and Nogales, Arizona. The Mexican medical examiner found that eight bullets struck the teenager when he was already on the ground, according to a Fusion report. He was shot twice in the head, and the autopsy showed that most of the bullets hit him from behind. "The U.S. Border Patrol agents who killed my son in a senseless act of violence are still out there and they need to be brought to justice," Araceli Rodríguez, his mother, said in a press release issued by the ACLU. The lawsuit was filed by ACLU and other lawyers against 10 unnamed Border Patrol agents and 10 unnamed officers of U.S. Customs and Border Protection.”

“A suspected drop house in Phoenix was found through a tip from an illegal immigrant.  Immigration and Customs agents received a call from a man who said he'd just escaped from armed coyotes.  The illegal immigrant told authorities that the men were raping the women inside the home.  He also alleged the suspected coyotes were beating the men who talked back to them.”

“SAN DIEGO –  Ending a rare case of the government prosecuting border authorities for using excessive force, it took a jury less than eight hours of deliberation before acquitting a Border Patrol agent Friday of a charge that he choked a migrant. Federal prosecutors relied largely on surveillance video that showed the migrant collapsing in a confrontation with the agent, Luis Fonseca, at a Border Patrol station in Imperial Beach in July 2011, shortly after his arrest on suspicion of entering the country illegally.”

“A group of U.S. citizens and illegal immigrants filed a series of lawsuits on Tuesday claiming they were abused by Customs and Border Protection agents, including being forced to sit in freezing holding cells for days in southern Texas.... . The suit claims that the four -- one man and three women -- were placed in a holding cell described by CBP agents as the "hielera," or "icebox. Joseph Anderson, a lawyer representing the immigrants and the director of litigation for Americans for Immigrant Justice, said they were forced to stay in the cell for up to six days before they were shipped to other facilities to await deportation proceedings. He said his clients suffered in the bed-less cell, with their fingers and lips turning blue and their skin cracking from the cold.

July 2013 – Frontline airs the documentary Rape in the Fields. “Immigration reform is rarely, if ever, looked at through the eyes of migrant women who face sexual exploitation on a daily basis” says Democratic congressman, Luis Gutierrez. “Hundreds of female agricultural workers have complained to the federal government about being raped and assaulted, verbally and physically harassed on the job, while law enforcement has done almost nothing to prosecute potential crimes.”

“DES MOINES, Iowa -- Days after they were badly hurt in a car accident, Jacinto Cruz and Jose Rodriguez-Saldana lay unconscious in an Iowa hospital while the American health care system weighed what to do with the two immigrants from Mexico.

The men had health insurance from jobs at one of the nation's largest pork producers. But neither had legal permission to live in the U.S., nor was it clear whether their insurance would pay for the long-term rehabilitation they needed.

So Iowa Methodist Medical Center in Des Moines took matters into its own hands: After consulting with the patients' families, it quietly loaded the two comatose men onto a private jet that flew them back to Mexico, effectively deporting them without consulting any court or federal agency. When the men awoke, they were more than 1,800 miles away in a hospital in Veracruz, on the Mexican Gulf Coast.”

**“8 fast in Tucson to stop deportation:** *Jul 16, 2013* At least eight people will be spending the next four nights in sleeping bags in a south-side church to bring awareness to a national campaign. The campaign is calling for no more deportations. Cities as far east as New York are taking part in "The Fast." One of the goals, is calling for President Barack Obama to immediately stop deportations. The group in Tucson will spend five days and four nights at South-side Presbyterian Church near 10th Avenue and 22nd. The only thing they will have is water.”

July 17, 2013 FLORENCE, Ariz. (AP) — Authorities along the Arizona border say a man accused of driving a car carrying 220 pounds of marijuana had been deported to Mexico 11 times. The Pinal County Sheriff's Office says 21year-old Daniel Jupa-Fino was arrested Tuesday after he ran from the car after a deputy made a traffic stop on Interstate 8. The agency says it later learned from federal authorities that Jupa-Fino had been deported 11 prior times during the past three years for illegal entry into the United States. He's jailed in Florence on charges of possession and transportation of marijuana.

A second man who was a passenger in the car also was arrested on marijuana charges

**“From the Samaritans Website:** [**Death in the Desert**](http://www.tucsonsamaritans.org/death-in-the-desert.html) **Recovered Human Remains (Tucson Sector Only) 171  Last Year 129  This Year through June 29  June 2013**
**(reporting year starts in October)  (data from Pima County Forensic Center)**

**“Dying in the desert in Maricopa County, Arizona** Posted by [Brenda Norrell](http://narcosphere.narconews.com/users/brenda-norrell) - July 17, 2013 at 7:35 pm In one of the hottest desert regions in the US, migrants continue to die of dehydration, in an area where US Border Patrol agents have failed to respond to calls for help The fact that the US Border Patrol is leaving  migrants to die in the desert south of Phoenix was exposed in the e-mails of Arizona police. Arizona police said the US Border Patrol based in Why, Arizona, was failing to respond to migrants dying of dehydration in the desert. Now, two years later, migrants continue to die in Maricopa County, south of Phoenix, reports Frontera NorteSur. The latest victims include three Indigenous brothers from Guerrero, Mexico. The brothers were 15, 18 and 24 years old.”

**‘We aren’t going to shut up,’ says mom of teen shot by BP in October**

“Araceli Rodriguez, mother of Jose Antonio Elena Rodriguez, a 16-year-old resident of Nogales, Sonora who was killed by at least one Border Patrol agent who shot through the border fence on Oct. 10, speaks at an Oct. 20 press conference in Nogales, Sonora in which the family’s lawyers presented evidence gathered by Mexican authorities

Now that no federal charges will be filed in the cases of two Border Patrol-related shootings from 2011, the family and lawyer of a Nogales, Sonora teenager shot and killed by Border Patrol agents in October are left wondering if they should expect the same.”

Data from “FY 1990 and 2012 and analyzed by the Pima County Office of the Medical Examiner, researchers have found that today’s migrants face more risks of death than ever before. Their data shows that the death rate doubled between 2009 and 2011.

The report, titled “[**A Continued Humanitarian Crisis at the Border: Undocumented Border Crosser Deaths Recorded by the Pima County Office of the Medical Examiner, 1990-2012**](http://bmi.arizona.edu/sites/default/files/border_deaths_final_web.pdf)**”,**is compiled by the Binational Migration Institute of the University of Arizona and based on data from the Pima County Office of the Medical Examiner. The Pima County forensics team has investigated more than 95% of all migrant remains discovered in Arizona since 2003.”

**Course Introduction**

The stories above represent just a fraction of the incidences that have occurred in the U.S.-Mexico borderlands this past year, with very similar incidents occurring each year for almost 15 years. The specific details of the activities change over time. For instance, violent drop houses became quite prevalent in Arizona 5 to 8 years ago, but now are more unusual in this part of the borderlands. Migrant deaths were centered originally in Texas, and then around 2002 they became most frequent in Arizona, and now Texas again has become a major site of migrant deaths. Despite these changes, the general pattern is now familiar. Countless vulnerable individuals suffer violence and exploitation in the borderlands at the hands of many actors. Indeed, the borderlands have become a place where existing structural violences are exacerbated on a grand scale. Despite the hard work of a number of activists and policy makers these violences have continued for almost two decades and will continue for the foreseeable future.

In this course, we will explore a few of these incidents in detail, focusing on violence against women. We will analyze the many causes of this violence, especially how policies at the national and state levels in both the U.S. and Mexico have created a series of places where traditional legal structures are unable to protect vulnerable individuals. These places of lawlessness we call **states of exception**.

We will try to be especially attentive to the voices of the stakeholders most affected by these human rights tragedies. We will not only see these stakeholders as victims, but as resilient groups and individuals, who are exercising agency in a number of different, and often un-noticed, ways.

**Course Objectives and Expected Learning Outcomes**

By the end of the semester it is expected that students will, *inter alia*:

1. Develop a good overview of several major issues at the borderlands dealing with violence against women.
2. Understand the larger contexts of the violence against women at the borderlands.
3. Develop the ability to analyze many of the structural factors that fuel violence against women at the borderlands.
4. Understand the crucial role that government policies (i.e., on issues such as immigration, security, asylum, drugs, foreign relations and trade at national and state levels, in the U.S. and Mexico, play in the violence against women at the borderlands.
5. Analyze current policy alternatives being considered for addressing violence against women at the borderlands.
6. Be exposed to the voices of key stakeholders at the borderlands, including the difficulties of listening to the voices of many of the most marginalized stakeholders.
7. Be exposed to some of the many other effects that these structural and policy factors have on the people and geography of the borderlands.
8. Become familiar with the activities of those fighting (non-governmental and governmental actors) against violence against women at the borderlands.
9. Explore different methods, including legal, political, etc. for addressing violence against women at the border.
10. Understand key readings, concepts, and theories from the academic study of violence against women at the borderlands.
11. Become aware of the gaps in our knowledge about violence against women at the border, including instances of mostly silent, grassroots activism and coping mechanisms, and brainstorm about ways to study these phenomena.

**Assignments**

***NOTE:* No exams or term papers are required! Instead, we will have a number of action learning assignments due throughout the semester.**

**Module Assignments (40 Points):** Throughout the semester students will be required to complete three problem-based assignments related to the course material. These will most likely include; drafting an NGO strategy to re-place the Juárez femicides on the transnational agenda, reflecting on feminist grassroots coping mechanisms and activism at the border, and participating in a moot immigration court. Two of these will involve group work.

**Stakeholder Podcast (25 Points):** Pairs of students will be required to conduct interviews with borderlands stakeholders on an issue of their mutual interest. Their interviewee will be selected and recruited in consultation with the instructor who will also assist in drafting questions to be asked. Students will edit the interview into a podcast (25-30 minutes) and make it available to the class with questions for discussion. All students will be required to provide commentary on podcasts made by other students through our class discussion board. The creators of the podcast will then respond to these commentaries in a thoughtful way.

**Participation in the Class Discourse (35 Points):** Students will be expected to regularly participate on the class discussion board. We will have six (6) discussions based upon the readings and films and each is worth 5 points. Student groups will take turns serving as Discussion Leaders (also worth 5 points), coming up with questions for the discussion and leading class discussions on the readings and films. This will involve reading or viewing the material ahead of time, reading authoritative reviews of the material, consulting with the instructor, and coordinating with the other Discussion Leaders. The Discussion Leaders will also serve as the moderators of the discussion, providing focus and prodding where necessary.

**Extra Credit Learning Quizzes (4 Points):** Two extra credit quizzes will be given. These learning quizzes will help students see the connections between and within the material covered up to that point.

**Late Papers:** All late assignments, without a valid excuse, will be penalized two points per day.

**Attendance**

The UA’s policy concerning Class Attendance and Administrative Drops is available at:

<http://catalog.arizona.edu/2012-13/policies/classatt>

en.htm

All holidays or special events observed by organized religions will be honored for students who show affiliation with that religion. Absences pre‐approved by the UA Dean of Students (or the Dean’s designee) will be honored (e.g. athletes, debate team, military absence, hospitalization, death in family).

**Grades**

See this link for university grade policies: <http://catalog.arizona.edu/2012->13/policies/grade.htm#I

 Your grade will be determined as follows:

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| --- | --- |
| 90 points and above  | A |
| 80-89  | B |
| 70-79 | C |
| 60-69 | D |
| 59 and Below | E |

**Reasonable Accommodations**

The instructor will be happy to work with students who require reasonable accommodations for disabilities or other circumstances.

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Other Course Policies**

 **Appropriate Conduct**

The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.arizona.edu/threatening-behavior-students.

 For more information on appropriate and inappropriate student conduct, see

http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct

<http://policy.web.arizona.edu/disruptive-behavior-instructional> http://policy.web.arizona.edu/threatening-behavior-students

**Notification of Objectionable Materials**

This course contains material that some students may find objectionable. If you believe material to be covered will be objectionable, you should consult with the Instructor as soon as possible to discuss potential alternative materials and assignments.

**Confidentiality of Student Records**

As required by law under the Family Educational Rights and Privacy Act of 1974 (FERPA), student records are confidential. This law and its applicability to your educational records may be accessed at: http://www.registrar.arizona.edu/ferpa/default.htm

**Changes to the Syllabus**

Information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

**Extracurricular Activities**

There are no required extracurricular activities (field trips, etc.) for this class. Students however can expect to spend a significant part of their homework time working with their groups through group meetings or through other means. Students will also be required to conduct interviews with key stakeholders. For some students, this might involve some driving to meet with the interviewees.

**WARNING!**

Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exact duplication of an author's words but also an unacknowledged close paraphrase. When in doubt give a citation. SPECIAL NOTE: Be sure not to plagiarize when preparing case materials. Students should be especially careful when cutting and pasting material from cases, briefs, and other sources. Use quotation marks and/or citations where appropriate.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: http://deanofstudents.arizona.edu/codeofacademicintegrity.

**Required Books**

Gibler, John. 2011. *To Die in Mexico: Dispatches from Inside the Drug War*. San Francisco:

City Lights. (ISBN: 978-0872865174).

Staudt, Kathleen, Tony Payan, and Z. Anthony Kruszewski. 2009. *Human Rights along the U.S.-*

*Mexico Border: Gendered Violence and Insecurity*. Tucson: University of Arizona Press (ISBN: 978-0-8165-2872-1).

Additional required readings will be distributed / assigned as needed, often through D2L

STUDENTS ARE REQUIRED TO HAVE ACCESS TO D2L!

**Course Outline and Readings**

**Module 1 Course Overview and Introduction to a Feminist View of the Border**

**Weeks 1-3**

**Readings:** Téllez, “Doing Research at the Borderlands: Notes from a Chicana Feminist Ethnographer” (D2L)

Saavedra, “Language and Literacy in the Borderlands: Acting upon the

World through *Testimonios”* (D2L)

Gibler, *To Die in Mexico* (All)

**Movies:** *389 Miles: “Living the Border”*, by Luis Carlos Davis (YouTube)

Videos about the Drug War in Mexico and Central America and the Recent Immigrants from Central America (YouTube)

**DB 1:** Structural Violences, Violence, Sensationalism, and Feminist Views of the Borderlands

**Module 2: Social, Historical, Political, and Theoretical Background**

**Week 3-5**

**Readings:** Staudt, “Violence at the Border: Broadening the Discourse to Include Feminism, Human Security, and Deeper Democracy” (Staudt Book)

Staudt, Payan, and Dunn, “Closing Reflections” (Staudt Book)

Simmons and Mueller, “Introduction” (D2L – Simmons and Mueller, Intro)

Simmons, “Multiple States of Exception, Structural Violences, and Prospects for Change” (D2L – Simmons and Mueller, Conclusion)

**Lecture:** Key Theoretical Concepts (States of Exception, TANs, Border Sexual Conquest, Chain Reactions of Violence, Types of Violence, Transnational Feminisms, etc.)

**Video:** President Obama’s Las Vegas Remarks on Immigration Reform

**DB 2:** State and National Policies and Structural Violences

**Module 3: Gender and Migrant Deaths in Arizona and Texas**

**Weeks 5-7**

**Readings:** Regan, *The Death of Josseline: Immigration Stories from the Arizona Borderlands* (Selections – will be posted on D2L)

Kovic,“Searching for the Living, the Dead, and the New Disappeared on the Migrant Trail in Texas: Preliminary Report on Migrant Deaths in South Texas” (D2L)

Escobar-Valdez, “Reflections on Immigration, Binational policies and Human

Rights Tragedies”(D2L – Simmons and Mueller, Chapter 1)

Ochoa O’Leary, “In the Footsteps of Spirits: Migrant Women’s Testimonios in a time of Heightened Border Enforcement” (Staudt Book)

“A Continued Humanitarian Crisis at the Border: Undocumented Border Crosser Deaths Recorded by the Pima County Office of the Medical Examiner, 1990-2012” (Internet)

**Movie** *The Real Death Valley* by John Carlos Frey (Internet)

*Dead in the Desert*, by Austin Counts (YouTube)

*Women at the Intersection* by Anna Ochoa O’Leary (Internet)

**DB 3:** Migrant Deaths in the Desert

**Podcasts and Commentaries Due Approximately October 12**

**Module 4: Sexual Violence and Drop Houses**

**Weeks 8-10**

**Readings:** Simmons and Téllez, “Sexual Violence against Migrant Women and Children” (D2L – Simmons and Mueller, Chapter 2)

Simmons, Menjívar, and Téllez, “Violence and Vulnerability of Female Migrants in Drop Houses in Arizona: The Predictable Outcome of a Chain Reaction of Violence” (D2L)

Ruiz Marrujo, “Women, Migration, and Sexual Violence: Lessons from Mexico’s Borders” (Staudt Book)

Ugarte, Zarate, and Farley “Prostitution and Trafficking of Women and Children from Mexico to the United States” (will be posted on D2L)

**Movies** *De Nadie,* by Tin Dirmadal (YouTube)

 *La Patrona*

**DB 4:**  *De Nadie* and Sexual Violence

**Assigned:** Meeting the Needs of Migrant Women and Children (10 Points)

**Module 5: Feminicides in Ciudad Juárez and Guatemala**

**Weeks 10-12**

**Readings:** Wright, “Necropolitics, Narcopolitics and Femicide: Gendered Violence on the Mexico-US Border” (will be posted on D2L)

Staudt, “The Persistence of Femicide amid Transnational Activist Networks” (D2L – Simmons and Mueller, Chapter 8)

Aikin Araluce, “Transnational Advocacy Networks, International Norms, and Political Change in Mexico: The Murdered Women of Ciudad Juárez” (Staudt Book)

Mueller, et al., “Femicide on the Border and New Forms of Protest: The International Caravan for Justice” (Staudt Book)

Jusidman, “Reflections on Anti-Violence Civil Society Organizations in Ciudad Juárez” (D2L - Simmons and Mueller, Chapter 7)

Fregoso and Bejarano, *Terrorizing Women* (Selections) (will be posted on D2L)

**Film:** *Justice for My Sister* by Kimberly Bautista (D2L)

**DB 5:** Feminicides

**Assigned:** NGO Strategies on the Femicides in Mexico and Guatemala (15 Points)

**Module 6: Gender, Children, and Asylum**

**Weeks 13-15**

**Readings:** Ramji-Nogales, et al., *Refugee Roulette* (link will be added to D2L)

Other Readings TBA

**Video:** *Destination America*(Part 4) (Films on Demand through the UA Library)

**Assigned:** Moot Immigration Court on Gender and Violence with a Special Focus on Central American Youth (15 Points)

**DB 6:** Summary and Conclusions about the Course Material