

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY
PCD-5790C: Trauma, Peace-building and Resilience – Level 1
SESSION II: JUNE 18-22, 2018

Course Syllabus

Instructors: Vicki Enns (MMFT, RMFT, University of Winnipeg) and Wendy Kroeker (PhD, University of Manitoba)

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Lecture times: 8:30am-5:00pm, Monday to Friday

Office hours: After class

Last date for voluntary withdrawal without academic penalty: July 15, 2018

COURSE DESCRIPTION

When individuals, families or communities have been impacted by trauma, there can be ongoing vulnerability and post-traumatic stress as well as opportunities for strength and post-traumatic resilience. This course provides a collaborative setting for participants to explore their own contexts for supporting others' healing from trauma while presenting an approach that integrates the theoretical and practical.

This training is developed and offered in partnership between CSOP and the Crisis & Trauma Resource Institute (CTRI) (www.ctrinstitute.com).

OBJECTIVES

After successful completion of this course students should:

1. understand what happens to people/communities after trauma or cumulative stress, at neurobiological, emotional, physical and spiritual levels, and learn tools for assessing the impact of trauma and responding appropriately;
2. gain an understanding of the unique benefits of experiential methods in working with populations exposed to conflict/trauma and experience the application of these methods and tools in working with such populations;
3. have the competence to map out participants' encounters with conflict/trauma across life that include personal challenges, and stress triggers;
4. understand the threat of secondary trauma, and the importance of stress management and self-care, for both caregivers and trauma survivors and consider common strategies for achieving this.

REQUIRED TEXTBOOK(S)

It is the participant's responsibility to order texts online, as e-books or from local book-sellers ahead of time.

Herman, Judith Lewis. (1997). *Trauma and recovery*. New York: Basic Books.

Yoder, Carolyn. (2005). *The little book of trauma healing: When violence strikes and community security is threatened*. Intercourse. Intercourse, PA: Good Books.

*Required articles and chapters will be send to registered participants as pdfs.

TEACHING APPROACH

In addition to lectures, there will be opportunity for interactive exercises, exploring case studies with guests, student interaction and a small group project. Students will be expected to keep up with readings and actively engage in class activities.

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructors.

ASSIGNMENTS	DUE DATE	VALUE
1. Book Review	June 18	20%
2. Daily Journal Reflections	June 29	25%
3. Group Art Project	June 22/29	20%
4. Research Paper	August 10	25%
5. Course participation		10%

ASSIGNMENT DESCRIPTION

1. Book Review: Write a book review of Judith Herman’s book, *Trauma and Recovery*. It will form the foundation for the course. In addition to an opening and closing for the review, provide a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose. Second, and more importantly, a review offers a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.

Questions to ask as you write the review:

*What is the thesis—or main argument—of the book? If the author wanted you to get one idea from the book, what would it be? How does it compare or contrast to the world you know? What has the book accomplished?

*What exactly is the subject or topic of the book? Does the author cover the subject adequately? Does the author cover all aspects of the subject in a balanced fashion? What is the approach to the subject (topical, analytical, chronological, and descriptive)?

*How does the author support her argument? What evidence does she use to prove her point? Do you find that evidence convincing? Why or why not? Does any of the author’s information (or conclusions) conflict with other books you’ve read, courses you’ve taken or just previous assumptions you had of the subject?

*How does the author structure her argument? What are the parts that make up the whole? Does the argument make sense? Does it persuade you? Why or why not?

*How has this book helped you understand the subject? Would you recommend the book to your reader?

Due: June 18, 2018 Length: 6-8 pages (1,500-2,000 words)

2. Daily Journal Reflections: Each day participants will be required to reflect on the insights and learnings regarding the trauma and peacebuilding theories covered and how they might apply these learnings in real life situations in their contexts. These daily reflections should be three pages in length



and compiled at the end of the course with an opening and closing for the “package.” Each reflection should reference some aspects of classroom discussions and activities as well as readings. As well, each morning, participants should be prepared to share something of the previous day’s learning within the classroom discussion.

Due: June 29, 2018 Length: 3 pages/day plus opening and closing

3. Group Art Project: The group project will be conducted during the span of the course, encouraging creative thinking and expression. Individual responses will be woven together with others regarding interactions towards trauma healing and resiliency in conflict-impacted communities and contexts. Time will be given for both individual expression and group collaboration to integrate the project. A written reflection will be required, considering learnings towards application.

Class presentation Due: June 22, 2018 Written reflection due: June 29, 2018 Length: 3-page reflection

4. Research paper: Each participant will design a trauma healing plan for a particular context. The paper should include a case study and description of the context (about 25% of the paper). The trauma healing process designed should include a theoretical foundation and analysis for the support of the plan. The intention is to have the student consider the theoretical and practical considerations for trauma healing and the larger peacebuilding considerations. In addition to the paper, include reading summaries of two key articles/chapters used for the research of the paper. Summaries should include discussion of the content and assessment. Communicate with the instructors regarding your choice of a specific healing context/case.

Due: August 10, 2018 Paper Length: 12-15 pages (3,000-3,750 words) Reading Summary length: 2 pages for each summary

5. Course participation: To enhance the learning environment, the expectation is that participants will actively engage in class discussions and activities in addition to the daily readings.

ASSIGNMENT GUIDELINES (for credit)

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow APA style.

ADDITIONAL NOTES

1. All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU’s website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>).
2. Assignments are due as scheduled. Assignments will be assessed a four percent (4%) late penalty per day until they are submitted. We will not accept assignments more than two weeks late except in cases of verifiable medical or family emergency.
3. We encourage all students to take up any concerns/questions regarding grades, first with the instructors, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.

4. Email: Substantive discussions are best done person to person, not electronically. So email can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions.

EVALUATION

In general, we expect you to *follow the guidelines* of the assignment and to discuss deviations from them with us before turning it in. In evaluating your work, *quality* is more important than quantity. We appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for healing, justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

Criteria	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources 	<ul style="list-style-type: none"> - has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources

<p>STRUCTURE (logical order or sequence of the writing)</p>	<p>- is coherent and logically developed -uses very effective transitions</p>	<p>- is coherent and logically developed -uses smooth transitions</p>	<p>- is coherent and logically (but not fully) developed -has some awkward transitions</p>
<p>CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)</p>	<p>- has virtually no errors of conventions</p>	<p>- has minimal errors of conventions</p>	<p>- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation</p>
<p>STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)</p>	<p>- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read</p>	<p>- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read</p>	<p>- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read</p>

NOTE: The *CMU Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean’s Office.

FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2018.

If a student is unable to complete the requirements of a course by the end of the semester, the student must submit a written appeal for an “incomplete” to the Registrar’s office: spenner@cmu.ca. The student should seek the instructor’s support for the appeal and submit the appeal before the last day of classes. If the student’s appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by August 21st. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered. The maximum extension is: December 1, 2018 for courses ending in August 2018.

SCHEDULE, TOPICS & READINGS*

*This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

Monday, June 18

CSOP Opening

Theme: Building the Landscape of Trauma Healing and Peacebuilding

Morning: Peacebuilding and Trauma Healing

Afternoon: What is Trauma? Effects of Trauma

Readings:

Herman, Judith L. (1997). *Trauma and recovery*. New York: Basic Books: Part I.

Yoder, Carolyn. (2005). *The little book of trauma healing: When violence strikes and community security is threatened*. Intercourse, PA: Good Books: Chapters 1,2,3,5.

Enns, V. (Ed.). (2018). *Counselling insights: Practical strategies for helping others with anxiety, trauma, grief, and more*. Winnipeg, MB: Achieve Publishing: Chapter 1 (pp. 1-27).

Tuesday, June 19

Theme: Finding Safety

Morning: The Disconnection of Trauma

Afternoon: Awareness and Choice

Readings:

Herman, Judith L. (1997). *Trauma and recovery*. New York: Basic Books: Chapter 8.

Zehr, Howard. (2008). Doing justice, healing trauma – The role of restorative justice in peacebuilding. *Peace Prints: South Asian Journal of Peacebuilding*, 1, (1): 1-18.

Levine, P. (2010). *In an unspoken voice: How the body releases trauma and restores goodness*. Berkeley, CA: North Atlantic Books: Chapter 4 (pp. 39 – 72).

Wednesday, June 20

Theme: Memory and Story

Morning: Individual and Collective Memory

Afternoon: Ways of Working with Memory – Variations of Language and Movement

Readings:

Herman, Judith L. (1997). *Trauma and recovery*. New York: Basic Books: Chapter 9

Senehi, Jessica. (2002). Constructive storytelling: A peace process. *Peace and Conflict Studies*, 9 (2):41-63.

Hart, Barry and Edita Colo. (2014.) Psychosocial peacebuilding in Bosnia and Herzegovina: Approaches to relational and social change. *Intervention*, 12, (1): 76 – 87.

van der Kolk, B.A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Random House: Chapters, 13 & 14 (pp 205-249).

Wilson, J.P. & Lindy, J. D. (2013). *Trauma, culture, and metaphor: Pathways of transformation and integration*. New York: Routledge. Chapter 5 (pp.114-144).

Thursday, June 21

Theme: Rebuilding and Relationship

Morning: The Centrality of Connection

Afternoon: Paths to Reconnection

Readings:

Herman, Judith L. (1997). *Trauma and recovery*. New York: Basic Books: Chapter 10 & 11.

Kantowitz, Riva & Abikök Riak. (2008). Critical links between peacebuilding and trauma healing: A holistic framework for fostering community development. In B. Hart (Ed.) *Peacebuilding in Traumatized Societies*, (3-26). Lanham: University Press of America, Inc.

Ross, Rupert. (2014). *Indigenous Healing: Exploring Traditional Paths*. Toronto: Penguin Publishing: Chapter 11 (227-274).

Badenoch, B. & Cox, P. (2010). Integrating interpersonal neurobiology with group psychotherapy. *International Journal of Group Psychotherapy*, 60 (4), 462-281. doi: 10.1521/ijgp.2010.60.4.462

Friday, June 22

Healing the Helper and Resiliency

Morning: Forgiveness and Resilience

Afternoon: Keeping Ourselves Healthy

Readings:

Botcharova, Olga. (2001). Implementation of track two diplomacy: Developing a model of forgiveness. In Raymond G. Helmick, S.J., & Rodney L. Petersen (Eds.) *Forgiveness and reconciliation: Religion, public policy & conflict transformation* (279-304). Philadelphia & London: Templeton Foundation Press.

Puljek-Shank, A. (2007). Trauma and reconciliation. In Helena Rill, Tamara Šmidling and Ana Bitoljanu (Eds.) *20 Pieces of Encouragement for Awakening and Change*, (181-204). Belgrade–Sarajevo: Centre for Nonviolent Action.

<http://www.nenasilje.org/publikacije/pdf/20poticaja/20pieces-puljek.pdf>

Kraybill, R. (1988). From head to heart: The cycle of reconciliation. *Conciliation Quarterly*, 7(4), 2-3.

Goodleaf, S., & Gabriel, W. (2009). The frontline of revitalization: Influences impacting aboriginal helpers. *First Peoples Child and Family Review*, 4, pp. 18-29.

Van Dernoot Lipsky, L. (2009). *Trauma stewardship: An everyday guide to caring for ourselves while caring for others*. San Francisco: Berrett Koehler Publishers: Chapter 2, pp.19-40.

CSOP closing @ 3 p.m.

SCHEDULE NOTES:

Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.

August 17, 2018 Last day for credit students to hand in assignments to instructors.

August 21, 2018 Last day for instructors to hand in marks for credit students.