

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY
Session II June 15-19, 2020
PCTS-3950C Trauma, Healing, and Reconciliation
Undergraduate Course Syllabus

Instructor: Kelly Bernardin-Dvorak
Email: dvorak.kelly@gmail.com
Lecture times: 8:30am-5pm, Monday to Friday
Office hours: After class

Last date for voluntary withdrawal without academic penalty: **July 15, 2020**

COURSE DESCRIPTION

A creative exploration of current discourses in trauma, healing, and reconciliation. This course will focus on current theories and practices influencing helping professions and disciplines. There will be an emphasis on approaches that address violence, oppression, and colonialism in ways that build peace, humanize systems, and unify communities. Participants can expect dialogue circles, storytelling, and expressive art-making as means to deepen personal awareness, and strengthen practices and helping skills towards collective wellbeing. This course is rooted in an understanding that the more we work towards being a diverse and respectful “US”, the less we are pushed towards dividing practices that result in an oppressed or othered “THEM.”

OBJECTIVES

After successful completion of this course students should:

1. Have a diverse sense of trauma understanding as applicable to individual and collective experiences.
2. Conceptualize trauma from theory as well as human stories.
3. Explore and develop a personal understanding of reconciliation/conciliation and non-oppressive practice as it relates to individual and collective experiences.
4. Able to conceptualize oppression as trauma and to discuss the effects on human persons and communities.
5. Develop an understanding of healing that flows from exploration of trauma and reconciliation/conciliation; individual and collective.

REQUIRED TEXTBOOKS & READINGS

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

Cheng Thom, Kai. (2019). *I Hope We Choose Love*. Vancouver: Arsenal Pulp Press.

Van Der Kolk, Bessel (2014) *The Body Keeps the Score*. New York: Penguin Books.

Reynolds, Vikki. *Justice Doing at the Intersections of Power*. Adelaide: Dulwich Centre Publications.

Gawande, Atul. (2010). *The Checklist Manifesto*. New York: Picador.

Suggested texts, not required:

King, Thomas. (2003) *The Truth About Stories*. Toronto: House of Anansi Press. (CBC Massey Lecture 2003)

Levine, Peter A. (2010) *In An Unspoken Voice: How the Body Releases Trauma*. Berkeley: North Atlantic Books.

Mehl-Madrona, Lewis. (2005). *Coyote Wisdom: The Power of Story in Healing*. Rochester: Bear & Company

Perry, Adele. (2016). *Aqueduct*. Winnipeg: ARP Books

Rempel, Marcus. (2017) *Life at the End of Us vs. Them*. Victoria: Friesen Press

Wall Kimmerer, Robin. (2013) *Braiding Sweetgrass*. Minneapolis: Milkweed Editions.

TEACHING APPROACH

This class relies heavily on the assigned texts and articles. They will inform class discussion and questions. In addition to interactive class lectures, there will be opportunity for group work, dialogue with guest speakers, as well as individual and collaborative expressive arts projects. There will be coursework due during the week of class, in addition to class reflections throughout the week.

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 are due as scheduled below. Marks will be deducted for lateness (5% per day), unless previous arrangements have been made with the instructor.

All written assignments to be submitted via email to dvorak.kelly@gmail.com.

ASSIGNMENT SUMMARY

ASSIGNMENT	DUE DATE	VALUE
1. Reflection on Cheng-Thom text.	June 15	20%
2. Course reflections/journal x 2	June 17 and 22	7.5% each (15% total)
3. Class engagement/participation;		7.5%
4. Group Project based on <i>Checklist Manifesto</i>	June 19	7.5%

5. Book review on any of the texts	July 15	20%
6. Final paper – trauma, reconciliation & healing	July 30	30%

1. Reflection on Cheng-Thom text.

Due: June 15

Length: 2 pages double spaced, 12pt font

Value: 20%

Description: Reflective paper based on reading of Kai Cheng Thom's text. Share your thoughts and impressions, what moved you, offended you, or surprised you. Interact with ideas, stories, or poems in the text. Reflect on the governing idea and title, as it will shape our class themes and discussions.

2. Course Reflections/Journal x 2

Due: June 17 and June 22

Length: 1 page each, double spaced, 12pt font

Value: 7.5% each (15% total)

Description: Each student will write two reflective journals on class topics and discussion. The first is due on Wednesday, the second is due on the Monday following class. Feel free to incorporate references to texts and articles as appropriate, as well as class discussions. This assignment encourages personal journal-style reflection.

3. Class engagement/participation including collaborative art project

Due: Assessed by instructor throughout week of class.

Length: n/a

Value: 7.5%

Description: A collaborative art project will be introduced on the first day of class. This assignment reflects the idea that understanding, healing, and integration of new ideas relies on more than intellectual engagement; creativity helps us learn and heal. Student participation and engagement will yield full marks.

4. Group Project based on Checklist Manifesto text

Due: June 19, part of class time

Length: 2 pages

Value: 7.5%

Description: Small groups will meet during class time to formulate a "checklist" relevant to an area of helping work. The checklist will include prevention strategies that address systemic issues resulting oppressive or other-ing practices. Groups will present their list to the class, including sharing how they arrived at their group's topic/area of interest, and describing the process that led to the list created by the group.

5. Book review on any of the texts, including suggested readings and articles.

Due: July 15

Length: 2 pages, double spaced, 12pt font

Value: 20%

Description: Students will choose one of the texts (excluding text from assignment 1) to review. Students may choose text from suggested list or from articles discussed in class. Review should specify why this text/article was chosen, as well as student interaction with ideas and stories in the text. Please reference other texts/articles discussed in class as you reflect on chosen text's primary ideas.

6. Final paper – Trauma, Reconciliation and Healing

Due: July 30

Length: 5 pages, double spaced, 12 pt font

Value: 30%

Description. Final paper will summarize course topics of trauma, reconciliation, and healing. Each student to summarize their understanding of each area, how these themes interact, overlap, and condition the others. Students can incorporate application to their personal or professional context if applicable.

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 an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago, MLA). You may choose the format but whichever you use, be sure to use it properly and consistently.

OTHER REQUIRMENTS

Academic Integrity—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. If you still have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found here: <http://www.indiana.edu/~istd/>.

Attendance—In order to maximize the potential of the educational process, and given the intensive nature of CSOP courses, it is necessary that each student attend all classes. On occasion, a student may need to miss some class time. A half-day of class (4 total hours) is the maximum allowable absence, and any student missing more than this may be barred from further class attendance. In such cases the student is responsible to advise the instructor before the class occurs. It is the responsibility of the student to become familiar with all academic policies, including those pertaining to attendance, academic misconduct, and grading.

ACCESSIBILITY

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at sloepky@cmu.ca or 204.487.3300 x.340.

In recognition of individuals with asthma, allergies and severe environmental/chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

EVALUATION

Evaluation is based primarily on significant engagement with the ideas and topics – if you are convincing and passionate and interested, you will get good marks. We are looking for work that adheres to the assignment guidelines, expresses ideas clearly, concisely, and persuasively, and demonstrates engagement with readings and class sessions. All written work should be well informed, well organized and well documented.

Students are requested to take up any concerns or questions regarding grades first with the instructor. If this does not produce a satisfactory result, the student should submit a written appeal to the Registrar (spenner@cmu.ca).

NOTE: Grades are not final until vetted and approved by the Dean's Office.

For more information on CMU policies regarding grades, academic misconduct, appeals, and other matters, please see the *CMU Student Handbook*.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent
B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory
C	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought - uses quality resources	- has clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - has little originality of thought

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

EXTENSIONS

The last date within the semester an instructor can grant as an extension is AUG 15. If a student is unable to complete the requirements of a course by this date, 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 must submit it by AUG 16.

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 AUG 21. 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 provisional grade entered alongside the “incomplete” will become the final grade. The maximum extension for courses ending in August is DEC 1.

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 15

CSOP Opening

Morning: Class Introduction and Circle, Assignment introduction/Syllabus review

Afternoon: Reviewing trauma theories and stories

Readings:

Van Der Kolk, *The Body Keeps the Score*

Reynolds, *Justice Doing at the Intersections of Power*, especially Introduction and Chapter 1 (“Resisting Burnout with Justice-Doing”)

Tuesday, June 16

Morning: Continuing with trauma theories and stories

Afternoon: Oppression as Trauma; Why reconciliation is essential for everyone

Readings:

Van Der Kolk, *The Body Keeps the Score*

Cheng Thom, *I Hope We Choose Love*, especially introduction and chapters titled “Genie, You’re Free ...” (in Part 1 of text) and “I Hope We Choose Love” (in Part 2 of text)

McPhie, L. & Chaffey, C. (1998). *The Journey of a Lifetime: Group work with Young Women who have Experienced Sexual Assault*. Gecko: A Journal of Deconstruction and Narrative Ideas in Therapeutic Practice (1998 Vol. 1, pp. 3-34). Available at: <https://dulwichcentre.com.au/articles-about-narrative-therapy/the-journey-of-a-lifetime/>

Wednesday, June 17

Morning: Reconciliation – themes, ideas, current discourse

Afternoon: Integrating conciliation and peacebuilding more fully into my life and work.

Readings:

Various class texts.

Srivastava, S. & Francis, M. (2006). *The Problem of ‘Authentic Experience’: Storytelling in Anti-Racist and Anti-Homophobic Education*. From Critical Sociology, Volume 32, Issue 2-3. Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.870.7096&rep=rep1&type=pdf>

Thursday, June 18

Morning: How do we understand and contribute to healing in the world and in ourselves?

Afternoon: Stories of Solidarity and Healing

Readings:

Van Der Kolk, *The Body Keeps the Score*

Reynolds, *Justice Doing at the Intersections of Power*

Payne, C. (1989) *Ella Baker and Models of Social Change*. Signs, Vol. 14, No. 4. Available at:

https://cvmb.org/wp-content/uploads/2018/03/Ella_Baker_and_Models_of_Social_Change.pdf

Hoyt, M. & Combs, G. (1996) *Interview: On Ethics and Spiritualities of the Surface*. From *Constructive Therapies*, vol. 2, Hoyt, M. (Ed). Copies of article available from instructor.

Friday, June 19

Morning: Working on Group Projects

Afternoon: Presenting Group Projects

CSOP closing @ 3:00 p.m.

Readings:

Gawande, *The Checklist Manifesto*

SCHEDULE NOTES

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

Class photos will be taken on Monday or Tuesday: plan for 15 minutes for the photo taking.

July 15 The final date to withdraw from the course without academic penalty.

Aug 15 Instructors cannot grant extensions past this date.

Aug 16 The last day for students to appeal in writing to the Registrar's office for extensions past Aug 15.

Aug 21 Last day for instructors to submit grades.