

**INTS 314 Conflict, Trauma, and Healing**  
(6 credits, including 2 EL)  
School of Integrative Studies, George Mason University  
M-W 1:30p.m. – 4:10p.m. (T L004)  
Spring 2017

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**Description**

This course is designed to allow students to develop an appreciation of human resilience and acquire more coping mechanisms by gaining a broader knowledge and deeper understanding of the nature and dynamics of trauma and healing given the various forms of conflict and tragedy that are affecting individuals and societies. Students will investigate the difficulties people face in responding to deep personal and communal loss, pain, and suffering in settings of protracted, violent conflict such as war, school shootings, abuse, domestic violence, including natural disaster. They will examine recently developed approaches, models, and best practices to individual and group healing. It is expected that students will bring a general understanding of these issues and be prepared to address them theoretically and practically. Case studies from a variety of personal, national, and international settings will be examined.

The course earns two (2) credits of experiential learning through community engagement, site visits, and an individual interview. Students must successfully complete the experiential learning component to pass the course. School of Integrative Studies (SIS) competencies covered in this learning community are Communication, Critical Thinking, Wellbeing, Group Interaction, Global Understanding, Mindfulness, and Civic Engagement.

**Required Texts**

Herman, Judith. 1997. *Trauma and Recovery*. New York: Basic Books.

Robben, Antonius C.G.M. and Marcelo M. Suarez-Orozco, eds. 2000. *Cultures Under Siege, Collective Violence and Trauma*. UK: Cambridge University Press.

**Blackboard**

Borris, Eileen R. October 2003. "The Healing Power of Forgiveness," Occasional Paper No. 10, Institute for Multi-Track Diplomacy.

Boss, Pauline 2006. "Finding Meaning" and "Resilience and Health." *Loss, Trauma and Resilience; Therapeutic Work with Ambiguous Loss*. New York: W.W. Norton and Company.

"The Meltingest Pot" (Calloway Chateau). October 5, 2003. *The New York Times* (you will need to login).

Fu, Victoria R. 1999. "Stories of We the People." In Fu, Victoria R., and Andrew J. Stremmel, *Affirming Diversity through Democratic Conversations*. New Jersey: Prentice Hall, Inc.

Fuertes, Al B. Summer 2004. "In Their Own Words: Contextualizing the Discourse of (War) Trauma and Healing." *Conflict Resolution Quarterly*, Vol. 21, No.4, pp. 491-501.

\_\_\_\_\_. 2006. "Experiences and Views on War: Voices from War-affected Communities." *Social Justice: Anthropology, Human Rights and Peace*, Vol. 6, No.1, pp. 134-148.

\_\_\_\_\_. 2010. "Birds Inside a Cage Metaphor." *Social Alternatives*, First Quarter: Vol. 29:1, pp. 20-14.

\_\_\_\_\_. 2012. "Transformative Impact of Storytelling on the IDPs in the Philippines." *Conflict Resolution Quarterly*, Volume 29 number 3 Spring.

Kraybill, Donald B, Steven M. Nolt. et. al. 2007. "Amish Grace and the Rest of Us." *Christianity Today* <accessed online 17 September>.

Lederach, John Paul. 1997. "Reconciliation: The Building of Relationship." *Building Peace. Sustainable Reconciliation in Divided Societies*. Washington DC: USIP.

Mitchell, Christopher. 1998. "Structure." *The Structure of International Conflict*. New York: St. Martin's Press, Inc.

Psychologists for Social Responsibility. Trauma and Recovery (Common Reactions). Brochure  
Robinson, Sean. 2002. "Tradition, Culture and Healing." Canlu Ota. 7 September.

Wessells, Michael G. 1999. "Culture, Power and Community: Intercultural Approaches to Psychological Assistance and Healing." Ed. Nader, Kathleen, Nancy Dubrow, et. al. *Honoring Differences. Cultural Issues in the Treatment of Trauma and Loss*. Ann Arbor, MI: Edwards Brothers.

### **Academic Policies and Information**

#### **Academic Honesty and Collaboration**

The integrity of the University community is affected by the individual choices made by each of us. This is especially true at the School of Integrative Studies. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification.

Some projects are designed to be undertaken individually. For these projects, you may discuss your ideas with others or ask for feedback; however, you are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professors have the right to expect that you have done the work yourself, fully and independently.

As in most learning communities, a number of projects in this course are designed to be completed by a study group. With collaborative work, names of all the participants should appear on the work. Collaborative projects may be divided up so that individual group members complete portions of the whole, provided that group members take sufficient steps to ensure that the pieces conceptually fit together in the end product. Group work should reflect the efforts of all group members and they are responsible for the content and quality of assignments.

Using someone else's words or ideas without giving them credit is **plagiarism**, a very serious offense. It is important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words (including punctuation) just as they appear in the original, and you must use quotation marks and page

number(s) in your citation. If you want to paraphrase ideas from a source, you must still cite the source, using an established citation format.

#### Format for Assignments

If you have questions about a particular assignment, please ask for further explanation. All assignments must be typed (11 font, 1" margin), double-spaced, and stapled. You must correctly and consistently use either MLA or APA citation style. As in all classes, you should keep a copy of all papers you hand in. You are responsible for completing individual and group assignments on time. Due dates are clearly indicated throughout the syllabus. All assignments are due at the beginning of the class period. There will be no-make up quizzes or extra time given for assignments. (Note: You are encouraged to use recycled paper for your drafts)

#### Attendance

If an emergency prevents you from attending class, you should let your professor know promptly or ahead of time when possible and contact a group member to find out what you missed. You are responsible for all announcements, assignments, and date changes made in class and for all material covered in class even if you are not there. Excusable absences include: illness, accident, family emergency.

### **Student Resources**

#### Writing Resources

The School of Integrative Studies (SIS) maintains an Online Writing Guide with information useful to research and writing. It can be accessed at:

<http://classweb.gmu.edu/nccwg/index.html> The areas covered in the online writing guide include: competencies, choosing a topic, narrowing focus, research strategies and writing, documentation, portfolio & reflective writing, presentations, resumes, collaboration, copyright and plagiarism, and Web resources. Under research writing there is also a segment on "What is a Thesis Statement?" <http://classweb.gmu.edu/nccwg/thesis/>

#### Disability Support Services

Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the possible accommodations you might need; and 2) contact her or his instructor to discuss reasonable accommodations.

The following information was taken from the GMU Disability Resource Center's webpage at <http://www.gmu.edu/departments/advising/dss.html>:

"George Mason University is committed to providing appropriate services and accommodations that allow self-identified students with disabilities to access programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

To achieve this goal, the university maintains and supports the Disability Resource Center Office which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional staff of the Disability Resource Center Office coordinate services for students with disabilities, determine reasonable services and accommodations on the basis of disability, and act as a liaison between students and faculty/administration on concerns relating to services and accommodations."

### Commitment to Diversity

The School of Integrative Studies is an intentionally inclusive community that celebrates diversity and strives to have faculty, staff and students who reflect the diversity of our plural society. We do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or physical ability.

## Course Requirements

### **A. Participation/Class Engagement/Attendance**

**250 points**

Participation is essential to this course, and so I allocate a significant number of points to this category. There is a variety of ways students can fulfill this requirement: being present in class sessions, of course!, sharing of ideas and perspectives, asking questions and commentary about assigned readings during class discussion, in class writing, evaluations and class activities.

Note: 25% (8 sessions) of unexcused absences may result to a course grade of "F."

### **B. Four (4) Theoretical-based short essays (25 pts/essay)**

**100 points**

Throughout the semester, students are required to submit four (4) theoretical-based short essays (2-3 pages in length/essay). Students will choose only ONE item from the list indicated under weekly schedule of activities. The purpose of this requirement is to acquire a deeper understanding and greater familiarization of certain technical/theoretical terms, concepts and processes related to trauma, resiliency and healing. The essays will be utilized as bases for small group discussions. Every essay should contain the following:

- Definitions/descriptions of the term/concept/process involved from at least **two sources**.
- Brief explanation/analysis of the term/concept/process.
- Brief personal reflection on the term/concept/process which integrates a specific example or two to substantiate the explanation/analysis: What does the concept mean to you? Do you have your own personal definition of it based on a particular experience or event?

Note:

1. Sources/references used **MUST** be acknowledged under Works Cited section.
2. Essays must be submitted in person during class.
3. There will be no make-up for this project except in cases of emergency: death in the family, illness, accident.
4. Use both sides of a page OR recycle a paper.

### **C. Class Facilitation based on a Weekly Topic/Theme**

**75 points**

Students will have a chance to lead and facilitate a **30 min. class discussion and other learning activities** based on a weekly theme/topic and reading assignment of their choosing. Be **CREATIVE AND ENGAGING** in your facilitation. **DO NOT REGURGITATE WHAT THE ARTICLES ARE ALREADY TALKING ABOUT.** Start your facilitation with an overview of what the topic and the readings are about. Highlight, discuss, and explain important points or lessons learned from the reading. Facilitation will be done every Monday. Make sure your group comes up with reading-related questions for discussion.

### **D. Oral Exercise: April 24**

**50 points**

There will be an oral exercise during the second half of the semester. This will cover class discussion, assigned reading, and in-class materials. Each student will be required to submit a course-related question (25 points). The actual exercise is equivalent to 25 points for a total of 50

points all in all. There is no make up for this activity. You will be informed in advance when the exercise is to be given.

### **E. Creative Dimension: Thinking Outside the Box Piece**

**125 points**

Due: May 3

How would you present your newly acquired knowledge, understanding and skills in conflict, trauma, and healing in some creative form (Not your typical essay)? This component must be your original creation based on your overall learning experience in class: poetry, collage, music, visual arts, photography, etc. A caption explaining your creative piece must be included.

### **F. Experiential Learning (2 credits)**

***1. Throughout the semester, students are required to complete a total of 15 hours of community service/engagement at any of the following facilities:***

- soup kitchen
- nursing home or assisted living
- an NGO or non-profit organization that works on victim advocacy/humanitarian services and relief assistance/human rights/social justice/animal rights/refugee and displacement issues/asylum.
- safe house for abused children
- counseling program
- Centreville Labor Resource Center

The purpose of this project is to give students an opportunity to listen, gather, and reflect on stories and experiences of people, including some challenges and problems people encounter everyday and how they address them. Its long term goal is for students to increase understanding and bridge divisions between various groups, as well as to increase access to available services.

This project must be approached with open-mindedness, a sense of curiosity, cultural sensitivity, and a strong desire to learn (NOT lecture and judge). Passing value judgments, especially before the direct contact with people, is strongly discouraged as this may hinder from exploring the larger context/picture or the complexity of the issues or problems at hand. For some of you, this may be your only chance to do first hand or hands-on experience of your chosen organization or program. Hence, make your meetings with organizational staff as productive and as meaningful and memorable as possible.

What to do:

- Search online and identify possible organization/program you are interested in working with.
- Establish contact with the program director or staff. Introduce yourself and present to them this course project.
- Given their availability, do the scheduling.

Note:

- a) You have to honor their time and schedule.
- b) Do your search and scheduling at the earliest time possible.
- c) You are encouraged to take a photograph of yourself doing the actual work as evidence which you will incorporate into your analysis and reflective essay (WITH PERMISSION/ CONSENT FROM THE ORGANIZATION YOU WORK WITH).

### **Critical Analysis and Reflective essay (3-5 pages)**

**200 points**

(Attach all related documents)

Due: May 1

Part I - Organizational Information

- Name and address of the organization you work with (include website, if possible)
- Name and number of your contact person
- A detailed schedule of your voluntary service

Part II - Describe the nature/dynamics of your work/service

- *How would you describe in detail the nature/dynamics of your work/service?*
- *What specific activities did you do? Provide an example or two.*
- *What specific stories or experiences did they share with you? Please narrate briefly and be specific.*

Part III - Lessons learned

- *What new discoveries/insights/perspectives did you learn from this experiential learning? Be specific and provide examples/*
- *Explain and discuss specific course concepts/theories that best apply or relate to your experience. In what sense? Elaborate your response.*

Part IV - Self awareness and discovery

- *How has the experience impacted you as a person in terms of your views/outlook/perspectives in life?*
- *How did you feel about the entire experience?*
- *Describe that part of the experience which you find most gratifying/most fulfilling/most inspiring? In what sense?*
- *Describe that part of the experience which you find most challenging/most difficult/most disturbing? In what sense?*
- *If given another chance to do the same kind of work, what would you do and how would you do it differently the next time around?*

## 2. Site Visit Reflective Essays (100 pts each)

**200 points**

Another requirement for this course which fulfills the 2 credits of experiential learning are two Reflective Essays based on a Site Visit to the ***Holocaust Museum*** (required site to visit) and either the ***Vietnam Memorial or the Korean War Memorial or the Pentagon Memorial***. You will conduct the visit followed by a reflection. Each essay will be **3-5 pages** in length and must include, at least, **4 different academic or scholarly sources**. Reflection on the site visit experience must integrate course concepts, themes/topics and processes. *Failure to comply with this requirement will may result to a final grade of "F" (you cannot afford to miss this course requirement)*. The Guidelines and details are attached in this syllabus.

Due: Holocaust Reflective essay: March 20

Due: Vietnam-Korean War Memorial or the Pentagon Memorial Reflective essay: April 17

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**TOTAL: 1,000 points**

Note: Bonus points will be given to those who recycle paper or use both sides of a paper in all essay requirements/course projects.

Grading System:

985 - 1000	A+
959 - 984	A
933 - 958	A-
907 - 932	B+
881 - 906	B
855 - 880	B-
825 - 854	C+
795 - 824	C
769 - 794	C-
- 768	D

## **Schedule of Activities**

### **Part One: Understanding the Nature and Dynamics of Conflict**

#### **WEEK 1**

Themes: *Welcome/Opening session*

*Dynamics of Conflict: Its Effects on People and Society*

#### **January 23 (Monday) and 25 (Wednesday)**

Welcome and Introduction

Community-building activities

Community guidelines

Sharing of Expectations

Presentation of Course syllabus

#### ***Read for this Week***

Mitchell, Christopher. 1998. "Structure." *The Structure of International Conflict.* New York: St. Martin's Press, Inc. (Blackboard)

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#### **WEEK 2**

Theme: *Understanding Conflict Resulting to Traumatization*

#### **January 30 (Monday)**

\* Understanding the Structure and Processes of Conflict

\* Violent conflicts and its impact on people and society (trauma)

#### ***Read for this Week***

1. Mitchell, Christopher. 1998. "Structure." *The Structure of International Conflict.* New York: St. Martin's Press, Inc. (Blackboard) – for Facilitators
2. Part 1, "The Management of Collective Trauma" by Robben and Suarez-Orozco, pp. 43-47. (textbook) – AI will lead discussion.
3. Ch. 2, "Reflection on the prevalence of the uncanny in social violence" by Yolanda Gampel. In Robben and Suarez-Orozco, pp. 48-69. (textbook) – AI will lead discussion.

#### ***Weekly Facilitators***

- 1.
- 2.
- 3.

#### **February 1 (Wednesday)**

\* Analyzing and Understanding Victim and the Aggressor/Offender/Perpetrator Framework

### **Part TWO: Exploring the General Picture of Trauma**

#### **WEEK 3**

Theme: Dynamic Interplay between *Conflict and Trauma*

### **February 6 (Monday)**

- \* Trauma and the Flower Collage
- \* Kinds, Categories and Levels of Trauma
- \* Ways Trauma Affects/Impacts People's lives and society
- \* Contextualizing PTSD

#### ***Read for this Week***

- Ch 1, "Interdisciplinary perspectives on violence and trauma" by Robben and Suarez-Orozco, pp. 1- 47. (textbook)
- Continuation of last week's reading

#### ***Weekly Facilitators***

- 1.
- 2.
- 3.

Assignment for Wednesday: Bring to class your course text and reading material.

### **February 8 (Wednesday)**

Circle discussion

- Everyone in class will share personal thoughts based on what one has learned so far. Make reference to the readings. Graded discussion towards participation. (Bring reading materials that we have covered so far for reference purposes).

*Due: Theoretical-based essay # 1 (Choose only ONE)*

physical and psychological trauma	emotional and social trauma
aggression and violence	shared trauma
chosen trauma	trans/inter-generational trauma
multiple/accumulative trauma	

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## **WEEK 4**

Theme: *Storytelling and Trauma*

### **February 13 (Monday)**

- \* Storytelling processes people's trauma
- \* Characteristics of trauma stories

#### ***Read for Today***

Fu, Victoria R. 1999. "Stories of We the People." *In Affirming Diversity Through Democratic Conversations*. Ed. Fu, Victoria and Andrew Stremmel. New Jersey: Prentice-Hall, Inc. (Blackboard) – Al will lead the discussion on this material.

Fuertes, Al B. 2012. "Transformative Impact of Storytelling in the Philippines." *Conflict Resolution Quarterly*, Volume 29 number 3 Spring. (Blackboard) – for facilitators.

#### ***Weekly Facilitators***

- 1.
- 2.
- 3.

### **February 15 (Wednesday)**

\* Interdisciplinary Perspectives on Violence and Trauma

#### ***Read for Today***

*Trauma and Recovery (Common reactions) - Clinical/Individual*, Psychologists for Social Responsibility. Brochure. (Blackboard)

Handout: *Warviews* - Collective as articulated by Karen refugees and the Internally Displaced Persons (IDPs) in Mindanao, based on Al Fuyertes' book.

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## **WEEK 5**

Theme: *Issues/Events Related to Trauma*

### **February 20 (Monday)**

\* Terror and Disconnection

***Read for this Week*** (Choose one of the two chapters from Herman to read; be ready for class discussion. Everyone must read Fuyertes' chapter.)

Ch. 2, "Terror" and Ch. 3, "Disconnection" by Judith Herman, pp. 33-50; 51-73.  
(Textbook) – for facilitators.

Fuyertes, Al. 2004. "In Their Own Words: Contextualizing the Discourse of (War) Trauma and Healing." *Conflict Resolution Quarterly*, Vol. 21, No.4. (Blackboard) – Al will lead a discussion on this material.

#### ***Weekly Facilitators***

- 1.
- 2.
- 3.

### **February 22 (Wednesday)**

\* Assault on Basic Trust  
\* The Wheel of Domestic Violence

#### ***Read for Today***

Ch. 3, "The assault on basic trust: disappearance, protest, and reburial in Argentina" by Robben, pp. 70-101(textbook)  
*The Wheel of Domestic Violence* (handout)

Domestic Violence in the US  
<http://ncadv.org/learn-more/statistics>

Film, *Latus* (whip), produced by Tambayan, Davao City.

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## **WEEK 6**

Theme: *Issues/Events Related to Trauma*

### **February 27 (Monday) –**

\* Child Abuse

#### ***Read for Today***

Ch. 5, "Child Abuse" by Judith Herman, pp. 96-114 (textbook)

Child Abuse Statistics and Facts

<https://www.childhelp.org/child-abuse-statistics/#emotional>

Child Abuse in America

<http://www.childabuse.org/facts>

Sammy's Story

<https://www.youtube.com/watch?v=c6DDI71oytk>

Stop Child Abuse Now

<https://www.youtube.com/watch?v=LflmTdAflV0>

*Due: Theoretical-based essay # 2 (Choose only ONE)*

physical abuse

psycho-emotional abuse

sexual abuse

domestic violence

verbal abuse

posttraumatic stress disorder (PTSD)

frustration/disappointment

terror

### **March 1 (Wednesday)**

Theme: *Trauma, Resiliency and Healing among Karen Refugees on the Thai-Burmese border* (based on Dr. Fuertes' research/dissertation and book)

#### ***Read for Today***

Fuertes, A1. 2006. "Experiences and Views on War: Voices from War-affected Communities." *Social Anthropology. Human Rights and Peace*, Vol. 6, No.1. (Blackboard) - for facilitators.

"Birds Inside a Cage, Metaphor for Karen Refugees" by A1 Fuertes. (Blackboard) – A1 will facilitate the discussion on this material.

#### ***Weekly Facilitators***

- 1.
- 2.
- 3.

Assignment for Monday, March 6: Bring to class your metaphor of Trauma.

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## **WEEK 7**

Theme: *Honoring Trauma Metaphors* and Visit to the Holocaust Museum

### **March 6 (Monday)**

- \* Honoring Trauma Metaphors

Activity: Trauma metaphor

### **March 8 (Wednesday)**

#### **First site visit in lieu of class session**

- \* Site Visit at the Holocaust Museum (be sure to spend personal time following the visit addressing the guide questions). Reflective essay due on March 20.

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## **WEEK 8 ---- SPRING BREAK (NO CLASS)**

### **Part THREE: Resiliency and Healing**

## **WEEK 9**

Theme: *Individual and Societal Resiliency*

### **March 20 (Monday)**

- \* What constitutes resiliency?
- \* What enables people to survive? (Identifying sources of strengths to move on)

#### ***Read for Today***

Ch. 4, "Mitigating discontents with children in war: an ongoing psychoanalytic inquiry" by Apfel and Simon. In Robben and Suarez-Orozco, pp. 102-130. (textbook)

#### ***Weekly Facilitators***

- 1.
- 2.
- 3.

**Due: Reflective Essay Re. Holocaust Museum visit**

### **March 22 (Wednesday)**

- \* Honoring the courage it takes to heal
- \* Breaking the Cycle of Violence and Victimization (handout)

#### ***Read for Today***

Boss, Pauline. 2006. "Resilience and Health." *Loss, Trauma and Resilience; Therapeutic Work with Ambiguous Loss*. New York: W.W. Norton and Company. (Blackboard)

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## **WEEK 10**

Theme: *Dynamics of Healing*

### **March 27 (Monday)**

- \* Dimensions of Healing
- \* Healing Relationships and Safety

**Read for Today** (Choose at least one of the two chapters below to read; be prepared for class discussion)

- Ch. 7, "A Healing Relationship," pp. 133-154 and
- Ch. 8, "Safety," pp. 155-174 by Judith Herman, (textbook).

### ***Weekly Facilitators***

- 1.
- 2.
- 3.

**Due:** *Theoretical-based essay # 3 (Choose only ONE)*

- |                      |                     |
|----------------------|---------------------|
| remembering          | mourning/grieving   |
| meaning-making       | health/healing      |
| healing relationship | safety AND security |
| resiliency           |                     |

### **March 29 (Wednesday)**

- \* Remembrance and Mourning (Community ritual)
- \* Healing the wounds
- \* Revisiting the Flower Collage

**Read for Today**

- Ch. 9, "Remembrance and Mourning" by Judith Herman, pp. 175-195. (textbook)

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## **WEEK 11**

Theme: *Finding Meaning and the Will to Live*

### **April 3 (Monday)**

- \* Meaning (positive and constructive) as Healing
- \* Finding meaning according to Viktor Frankl.

**Read for Today**

1. Boss, Pauline. 2006. "Finding Meaning." *Loss, Trauma and Resilience; Therapeutic Work with Ambiguous Loss*. New York: W.W. Norton and Company. (Blackboard)
2. Robinson, Sean. 2002. "Tradition, Culture and Healing." *Canku Ota*. 7 September. (Blackboard)

### ***Weekly Facilitators***

- 1.
- 2.
- 3.

### **April 5 (Wednesday)**

Theme: *Forgiveness as Healing*

- \* Definitions and Misconceptions about Forgiveness
- \* Theoretical perspectives on Forgiveness

### ***Read for Today***

Borris, Eileen. October 2003. *The Healing Power of Forgiveness*, Occasional Paper No. 10, Institute for Multi-Track Diplomacy. (Blackboard)

### ***Weekly Facilitators***

- 1.
- 2.
- 3.

*Due: Theoretical-based essay # 4 (Choose only ONE)*

reconciliation  
forgiveness  
grace

condoning  
pardoning

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## **WEEK 12**

Theme: (Con't) *Forgiveness as Healing*

### **April 10 (Monday)**

- \* Forgiving the enemy/forgiving ourselves
- \* Reflections on the Amish Grace

### ***Read for Today***

Kraybill, Donald, Steven Nolt, et.al. 2007. "Amish Grace and the Rest of Us." *Christianity Today* <accessed online 17 September> (Blackboard)

Documentary film on Forgiveness: *Amish Grace*

### **April 12 (Wednesday) – Site Visit in lieu of class session**

- Site Visit Re. Vietnam/Korean Memorial or Pentagon Memorial (be sure to spend personal time following the visit addressing the guide questions). Reflective essay due on April 17.

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## **WEEK 13**

Theme: *Reconciliation as Healing*

### **April 17 (Monday)**

- \* The Building of Relationships (Mercy, Truth, Justice and Peace)

***Read for Today***

Lederach, John Paul. 1997. "Reconciliation: The Building of Relationship." *Building Peace. Sustainable Reconciliation in Divided Societies*. Washington DC: USIP.  
(Blackboard)

Challenge Day (Documentary film)

***Weekly Facilitators***

- 1.
- 2.
- 3.

**Due: Site visit reflective essay (Vietnam Memorial or the Korean War Memorial or the Pentagon Memorial)**

**April 19 (Wednesday)**

\* Reconnection and Commonality

***Read for Today*** (Choose one of the two chapters below to read and be ready for discussion)

1. Ch. 10, "Reconnection," (pp.196-213)
2. Ch. 11, "Commonality," (pp. 214-236) by Judith Herman (Textbook).

Assignment for Friday: Email your question for the oral exercise by Friday at 5pm at the latest (25 points).

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**WEEK 14**

Theme: *The Wounded Healer*

**April 24 (Monday)**

Handout: From Victimization to Becoming a Wounded Healer

Oral Exercise (25 points)

Assignment for Wednesday: Bring to class your healing metaphor

**April 26 (Wednesday)**

Theme: *Intercultural and Community-based Approaches to Healing*

***Read for today***

Wessells, Michael G. 1999. "Culture, Power and Community: Intercultural Approaches to Psychological Assistance and Healing." Ed. Nader, Kathleen, Nancy Dubrow, et. al. *Honoring Differences. Cultural Issues in the Treatment of Trauma and Loss*. Ann Arbor, MI: Edwards Brothers. (Blackboard)

Activity: Healing Metaphor

Assignment next Wednesday: Critical Analysis and Reflective essay (3-4 pages)

## Part FOUR: Where To from Here?

### **WEEK 15**

Theme: *Integration*

#### **May 1 (Monday)**

\* Collective Healing: The Case of the Calloway Chateau

#### ***Read for Today***

“The Meltingest Pot” (Calloway Chateau) by Suketu Mehta

(Note: Login to the New York Times and type in The Meltingest Pot, October 5, 2003 – NOT “Melting Pot,” which is a restaurant)

Focus for facilitation and class discussion: *What’s fascinating about the Calloway Chateau? How did the people manage to create such a kind of community and relationships? What can we learn from them?*

#### ***Weekly Facilitators***

- 1.
- 2.
- 3.

**Due: Critical Analysis and Reflective Essay (voluntary service/community engagement).**

Assignment for Wednesday: Thinking Outside the Box project

#### **May 3 (Wednesday)**

*Final session/Culminating activity*

*University Course Evaluation*

*Celebration of our learning community/Party*

Honoring our Thinking Outside the Box project.

Note: After class, please bring your project to my office: Room 438, 4th floor Enterprise Hall.

Thank you and More Power!!!! - Dr. Al Fuyertes

**Site Visit Reflective Essay (100 points each; 200 points total)**  
Holocaust Museum (required) and Vietnam Memorial OR Korean War Memorial OR  
Pentagon Memorial

Note for Holocaust site visit: Consider going through a guided tour when you arrive at the museum (start your tour by taking the elevator on the 4<sup>th</sup> floor). Here, you will assume a specific character and be assigned a specific number, that is, the number given to every prisoner in the concentration camp. Make sure you have enough time to do this requirement. **DON'T RUSH YOUR SITE VISIT.**

**I. The actual site**

- Describe the museum/memorial: architectural design, materials used and the general layout of the different sections/displays comprising the building? What is its significance in relation to the message the museum/memorial is trying to convey? What is interesting about this site?
- What are the different sections/displays and how does each section/display connect to each other? What is the common thread or theme that runs through all the sections/displays?

**II. Date and time of visit**

- When did you conduct your site visit?
- At what time of the day or night?

**III. Overview of the site visit**

- Walk around the entire site, inside and out: feel the surrounding. What is your overall impression of the site? What does this remind you of in terms of specific course themes/issues/concepts that we discuss in class?
- Was there a special activity or event occurring while you were there?
- Describe the event and how you and others were involved.

**IV. History of the site**

- While at the site, find out this information – What is the purpose of this site?
- What is the main activity that occurs at this site?
- What is the history of this site?
- What are some of the values of the groups that use this site?

**V. Focus Activity**

- Select a specific place/piece/display inside/within the museum/memorial and look at it quietly for, at least, 30 minutes.
- Reflect on it... let the place/piece/display speak for itself. Let it speak to you. What does it tell you? Do not impose your assumptions or opinions to the place/object/display. Be imaginative. Be enveloped by new insights in light of your focus activity.
- Be aware of the shape, color, design, images, smell of your chosen place, piece or display (you need to highlight this information in your essay).
- You may write down your thoughts and feelings for discussion later on.
- Why did you choose your focus activity on that particular place/piece/display?
- Describe your experience, including what you saw, felt and learned during the focus activity.

VI. Which specific concepts and ideas from course reading best relate to your site visit experience? In what ways do such concepts and ideas relate? Please explain full well. Give concrete examples from your site visit experience to substantiate your claims.

VII. Conclusion/Summary

- Please come up with a compelling collective conclusion or summary in light of your discussion and reflection: How does the site visit experience impact you as an individual?
- What meanings and interpretations do you associate with your site visit experience as a whole? What personal thoughts and feelings does the experience evoke? Why?

VIII. Total time spent on this visit: \_\_\_\_\_

Thank you- Al