

PSY 472 – Psychology of Trauma

Term & Year: Summer 2019, 08/19 – 09/13
Meeting Time: Mon - Thurs, 12:00-1:50 p.m.
Meeting Location: Lillis 275
Instructor: Melissa Barnes, MS
Contact: mbarnes5@uoregon.edu
Office: Straub 462
Office Hours: Thurs, 10:00-11:30 a.m.

Important Dates:

Activity	Day	Month	Date
Class Begins	Monday	August	19
Last Day to Drop w/o a W	Tuesday	August	20
Last Day to Change Grading Option	Thursday	September	05
Last Day to Drop w/ a W	Thursday	September	05

Course Objectives

Students who successfully complete this introductory course on traumatic stress studies will...

- (1) Be able to identify theory and research findings about traumatic stress, and the psychobiological, cognitive, emotional, interpersonal, cultural, and societal effects of traumatic experiences, with an emphasis on betrayal in individual and institutional levels.
- (2) Be able to articulate how cultural and socio-political contexts have influenced the way trauma tends to be perceived and treated in Western cultures.
- (3) Gain familiarity with factors that help people to recover from traumatic stress, including empirically based clinical treatments.

Course Format

This course is designed to be interactive and engaging. Course material will be delivered in a variety of formats including in-class activities, interactive lectures, guest speakers, films, and small and large group discussions. Note: this class also *involves a lot of reading*. I have intentionally selected readings that I consider maximally relevant, relatable, and interesting. While the reading schedule is rigorous, this course is also designed to be (ideally) enjoyable! Assignments are structured to help you integrate the reading with the material presented in class. I will reserve time at the end of each class session to practice mindfulness. The material in this course can be difficult to focus on, so we will engage in mindfulness practices to help manage stress and reset ourselves for what comes next in our day.

Please note that the book readings may not coincide with the topics in a given week. There is a logical organization to the topics we are covering in class. The first week of class will focus on developing a theoretical foundation so that during week two we can delve deeper into answering the question, “What is trauma?” Week three will focus on different contexts in which interpersonal trauma can occur. During week four, we will highlight specific topics related to interpersonal trauma.

Grading Policy

Everything you write for this class will be submitted online in Canvas via VeriCite, which will check your work for plagiarism. Written assignments will always be due at the date and time listed in the class schedule (see end of syllabus). This class is much shorter than those held during the school year. When adjusted to scale, one day of lateness in this class translates to approximately one week of lateness during a typical term. **Thus, each written assignment that is submitted past the deadline will be deducted 10% for each calendar day that it is late. Reading quizzes and peer**

reviews are not allowed to be submitted late. Extensions will be granted in rare instances and on a case-by-case basis at the instructor's discretion. Students wishing to seek an extension of a deadline must contact the instructor **at least 2 days** in advance.

The writing assignments in this course will be graded primarily based on each student's effort and individual progress in the writing process. The hope in grading writing assignments this way is that each student will feel motivated and encouraged to learn as much as they can in this course and produce *their own* best work.

Assignment Formatting/Citations

All electronic assignments must be typed in Times New Roman 12 point (or comparable) font and double-spaced with one-inch margins on all sides. You must use APA citation and formatting style. Please consult the OWL or another credible source for more information. Also, all assignments must be submitted as MS Word documents. PDFs will be graded, but you will NOT receive feedback. Failure to adhere to any of this guidelines will result in your score being docked **20%** – no questions asked.

Required Materials

Books are available at the Duck Store. Readings not found in your books will be posted on Canvas.

Required texts:

- Freyd, J. J., & Birrell, P. (2013). *Blind to betrayal: Why we fool ourselves we aren't being fooled*. Hoboken, NJ: John Wiley & Sons.
- Herman, J. L. (1997). *Trauma and recovery: The aftermath of violence-from domestic abuse to political terror*. New York City, NY: Basic Books.

Additional readings:

- hooks, bell. (1994). Theory as liberatory practice. In *Teaching to Transgress* (pp. 59-75). New York, NY: Routledge.
- Gómez, J. M., & Freyd, J. J. (2018). Psychological outcomes of within-group sexual violence: Evidence of cultural betrayal. *Journal of Immigrant and Minority Health*.
<https://doi.org/10.1007/s10903-017-0687-0>
- Tseris, E. J. (2013). Trauma theory without feminism? Evaluating contemporary understandings of traumatized women. *Journal of Women & Social Work*, 28, 153-164. doi: 10.1177/0886109913485707

Graded Components

Reading Quizzes (daily):

Prior to each class, students will be expected to complete a daily reading quiz over the material assigned for that day's lecture. **These quizzes will be short (5-6 questions) and untimed.** This means *you can take the quiz as you read*. Quizzes will be made available at the start of every week and will be due at 11:59 am (immediately before class) on the day for which those readings were assigned. As previously mentioned, these quizzes will be made available at the start of each week, meaning you will have the freedom to take these quizzes all at the start of the week, if you choose. Further, you can use the weekend to read ahead for the next week and take reading quizzes at the start of the week. **Each quiz will be worth 5 points each for a total of 75 points, weighted at 15% of your final grade.**

Participation (daily):

Participation in the course will be assessed by (1) active engagement in class discussion and (2) completion of in-class activities. Please come to class having read the assigned pages and be

prepared to share your thoughts and questions. Some of you may not be as comfortable speaking in class as others. The in-class activities are designed to partially account for this by providing opportunities for other forms of participation (e.g., in small groups, pairs, or individually in writing or with the instructor). I encourage you to share whatever thoughts, questions, opinions, problems, etc. you might have during this course either in class, during office hours, or through email.

Participation is worth 30 points and makes up 6% of your final grade.

Midterm Exam (Thursday Week 2, August 29):

This exam will cover the first two weeks of course content and will include multiple choice, a term bank, and a writing reflection. The exam will be administered during class. No exams will be administered outside of class, except for those who have relevant documented accommodations with the AEC, and in other rare instances. **The Midterm Exam is worth 50 points and makes up 10% of your final grade.**

Autobiographical Introduction (Tuesday Week 1, August 20):

Each student will write a **1-page essay** that essentially answers the following question: *Why did you choose this course at this point in your life?* Here are some guidelines that will help you write your paper. You may not use the word “interesting” or a related vague term that really tells me little about who you are and where you have been in your life. Please avoid talking about your need to fulfill a course requirement. This is most likely *not* the only 400-level course being offered this term – so, why this one? Share something interesting about yourself. Consider the following questions: What do you expect to learn in this course? What issues related to this course most concern you? Your essay must be submitted **before class** on the due date. **This assignment is pass/fail, worth 15 points, and makes up 3% of your final grade.**

Autobiographical Ending (Friday Week 4, September 13):

At the end of the course, each student will write a **1-page essay** that essentially answers the following questions: *What did you take from this course? What did you give to this course?* You may not use the word “interesting” or a related vague term that tells me little to nothing about your experience in this course. Your essay must be submitted **by noon** on the due date. **This assignment is pass/fail, worth 15 points and makes up 3% of your final grade.**

Working Title/Thesis/Outline/Audience/Publication (Friday Week 1, August 23):

You will submit a working title and thesis for your final essay. You must also identify a specific audience (e.g., state policy makers, psychology trauma researchers, Black college students, etc.), as well as an existing publication (popular or scholarly) that would be ideal for your essay. Additionally, you must submit a formal outline detailing the organization of your final essay, complete with **five bullet points** in addition to those designated for your “Introduction” and “Conclusion”. Please note that if the direction of your essay changes after you submit this assignment, I recommend you meet with me so that I can help guide you through the changes. You must submit this assignment **by noon** on the due date. **The paper outline and information is worth 30 points and makes up 6% of your final grade.**

Annotated Bibliography (Friday Week 2, August 30):

Like a standard bibliography, an annotated bibliography is a list of citations you might consult when preparing your final essay. Unlike standard bibliographies, however, each citation must be followed with a brief (150-word) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited regarding your particular essay (not generally speaking). You will be required to submit an annotated bibliography of **six sources by noon** on the due date. By sources I mean the specific articles, chapters, or essays you will use to inform your paper. Your annotated bibliography must *only* include

a book or chapter/essay from an edited collection/anthology, two scholarly journal articles, a credible online source (not a scholarly journal), and two sources from the syllabus. You are not required to use the same sources from your annotated bibliography for your final essay, particularly if the direction of your essay changes. **This assignment is worth 50 points and makes up 10% of your final grade.**

First Paper Draft (Thursday Week 3, September 05):

By **8 p.m.** on the due date, you must submit a first draft of your essay. Your draft, like your final paper, must be 5-7 pages, and rely on some dimension of trauma psychology theory to supplement, shape, or otherwise develop your particular intellectual interests. Consult at least six sources (a book or chapter/essay from an edited collection/anthology, two scholarly journal articles, a credible online source (not a scholarly journal), and two sources from the syllabus). Only a standard bibliography is required. **This assignment is worth 75 points and makes up 15% of your final grade.**

Peer Review & Peer Response: (Friday Week 3, September 06):

Using the guidelines provided, you will write a review of one peer's essay. Your review must be submitted **by noon** on the due date. **By 11:59 p.m.** on the same day, you will submit a 2-3 page response essay identifying the feedback you plan to incorporate and feedback that you do not plan to incorporate (with explanations). **The peer review is worth 30 points and makes up 6% of your final grade. The peer response is worth 30 points and makes up 6% of your final grade.**

Final Paper Draft (Tuesday Week 4, September 10):

By 11:59 pm on the due date, you must submit your final paper. Your paper should be **5-7 pages**, and should demonstrate adequate, sufficient revisions based on feedback you received from me and your review partner. Only a standard bibliography is required. **In addition to submitting your paper on Canvas, you will also turn in a print copy in class on Wednesday, September 11. This assignment is worth 50 points and makes up for 10% of your final grade.**

Presentation (Wednesday or Thursday of week 4, September 11-12):

Students will give an individual three minute presentation based on their paper topic. Time limit will be firmly adhered to, so I suggest practicing your presentation. This assignment is based on the University of Queensland's 3 Minute Thesis (3MT) structure (<https://threeminutethesis.uq.edu.au/about>). 3MT "cultivates students' academic, presentation, and research communication skills...in a language appropriate to a non-specialist audience". Additional assignment information will be provided at a later date. **This assignment will be pass/fail. It is worth 50 points and makes up for 10% of your final grade.**

Grade Breakdown

<u>Assignment</u>	<u>Total Points</u>	<u>Percentage of Final Grade</u>
Reading Quiz (15)	75	15%
Participation (15)	30	6%
Midterm Exam	50	10%
Autobiographical Introduction	15	3%
Autobiographical Ending	15	3%
Title/Thesis/Outline/Audience/Publication	30	6%
Annotated Bibliography	50	10%
First Paper Draft	75	15%
Peer Review/Response	60	12%
Paper	50	10%
Presentation	50	10%

Total	500	100%

The grading system used in this course is as follows (with minus and plus grades assigned at the appropriate cutoffs):

A (100-90%) = Outstanding performance relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

B (89-80%) = Performance that is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

C (79-70%) = Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.

D (69-60%) = Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F (<60%) = Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

Attendance Policy

Please be aware that material covered in lecture will be integral to the completion of course requirements. Lectures and course activities will *supplement* (rather than summarize) the readings. This means that material we cover in class will not be the same material you read. **While you are not required to attend class, it is strongly recommended that you do so.** If you must miss class, it is your responsibility to contact other students to acquire any notes and to remain updated on information that may have been missed as a result of your absence.

Classroom Etiquette

First, it is imperative that *all members of this class are respectful*. This means that everyone, including the instructor, is responsible for treating the statements, ideas, and feelings of others with respect. Not only is this an important life skill, it is especially important in a discussion-based class. Second, *laptops should not be used* in this class except during writing workshops. Research suggests that taking notes on a laptop is associated with worse retention of the material. Taking notes by hand appears to be best. Further, laptop use is associated with significant distractibility not just for the laptop-user, but also for those sitting in close proximity. This class is small and primarily discussion-based, so *please refrain from using your laptop, tablet, or phone in class*. Please be on time and courteous to your fellow classmates. If you need to arrive late to class, please do so as quietly as possible so as not to disrupt lecture and disturb your fellow students.

Diversity and Respect for Others

It is the policy of the University to support and value diversity. To do so requires that we respect the dignity and essential worth of all individuals and promote a culture of respect throughout the University community. Course content, including class discussions, projects and activities, and assignments, rests on the assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation in society and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you notice or experience offensive speech or behavior in class, we encourage you to speak out directly to the person(s) involved. The instructor is also available to assist in or facilitate difficult conversations. If you believe you have been the target of or a witness to harassment, bias, or a hate crime, you may report this (anonymously, if desired) to the **Bias**

Response Team at 346-2037 or <http://bias.uoregon.edu>.

Academic Honesty

Plagiarism is the utilization of **words and/or ideas** that were not originally one's own without proper crediting of the source from which such words and/or ideas were drawn. Plagiarism can be explicit and clear (e.g. taking someone's words verbatim, with or without quotations marks, without citation) or subtle (e.g. changing the wording of someone's ideas but failing to cite the source of those ideas). Plagiarism is academic theft and is a serious offense, regardless of the scale on which it was committed. Self-plagiarism is also not allowed, so do not submit work you have completed in previous classes. Your papers will be electronically analyzed for plagiarism using VeriCite on Canvas. Plagiarism will be penalized and reported in line with the University's academic honesty policy.

Students with Disabilities and Athletes

If you have a documented disability or are associated with a University athletic team and may need accommodations, please contact me in the **first week of class**. Please request that the Accessible Education Center (AEC; formerly Disabilities Services) or the Athletic Director's office send a letter verifying your disability or athletic involvement. Contact the AEC for more information about academic accommodations (164 Oregon Hall; 346-1155; aec.uoregon.edu). Without documentation, accommodations are not guaranteed and are to be made at the discretion of the instructors.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or investigations.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment. Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu/>.

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructors of this class are required to report all other forms of prohibited discrimination or harassment to the university administration.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Course Schedule

*Note: This course schedule is subject to change. Updates will be announced in class and via Canvas.

Assignments and readings listed as “Due” are to be completed before class. Readings followed with * will be provided on Canvas. (H = Herman, F & B = Freyd & Birrell)

Week	Date	Topic	Activity	Reading	Assignments Due
1	Monday, 08/19	Course Introduction Stress & Trauma Basics	Writing workshop: Library guide/word doc guide	H Intro & Chapter 1	
	Tuesday, 08/20	PTSD	Writing workshop: How to construct a thesis statement/outline	F&B Preface & Chapter 1	Autobiographical Intro
	Wednesday, 08/21	Betrayal Trauma Basics	Syllabus “Pop” Quiz	H Chapters 2 & 3	
	Thursday, 08/22	Feminist Perspectives on Trauma	Lecture topic ideas	F&B Chapters 2 & 3 Tseris, 2013* hooks, 1994*	Friday @ noon: Paper info & outline
2	Monday, 08/26	Treating Trauma		H Chapters 4 & 5	
	Tuesday, 08/27	Cultural Betrayal Trauma Theory		F&B Chapters 4 & 5; Gómez & Freyd, 2018*	
	Wednesday, 08/28	Childhood Trauma	Guest Lecture: Jackie O’Brien, MS	H Chapter 6	
	Thursday, 08/29	Institutional Betrayal	***MIDTERM EXAM***	F&B Chapters 6 & 7	Friday @ noon: Annotated Bibliography
3	Monday, 09/02	LABOR DAY: NO CLASS		H Chapter 7	
	Tuesday, 09/03	Military Trauma	Writing workshop: How to write a peer review?	F&B Chapters 8 & 9	
	Wednesday, 09/04	Campus Sexual Violence	Presenting workshop: What is a 3MT?	H Chapter 8	
	Thursday, 09/05	DARVO, Disclosure, & Responses		F&B Chapters 10 & 11	First paper draft @ 8:00 p.m. Friday @ noon: peer review Friday @ 11:59 pm: Peer response
4	Monday, 09/09	Sexual Harassment	Guest lecture: Alexis Adams-Clark, MS	H Chapter 9	
	Tuesday, 09/10	Domestic Violence & Legal Issues/ Class option: Cults & Religious trauma	Guest lecture: Kasia Mlynski	F&B Chapters 12 & 13	Final paper draft @ 11:59 p.m. Presentation slide due @10:00 p.m.
	Wednesday, 09/11	TBD: Class option	Presentations	H Chapters 10 & 11	
	Thursday, 09/12	Course wrap up & discussion	Presentations	H Afterword; F&B Chapter 14	Friday @ noon: Autobiographical Ending