

RJUS 222: Trauma and Healing in a Broken World 4 Units**Santa Clara University
Graduate Program in Pastoral Ministries****Course Syllabus (Draft)**

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Office Hours: Scheduled as necessary

Online synchronous class

I. Course Description

Our world is a broken world, and we, the faithful, are called to do something about it. We can work together to bring hope and healing to the wounded in our midst. We are collectively called to live restoratively and bring people into right relationship with God and one another. We have the means, we have the potential, and we have an excellent role model in Jesus Christ. Each of us has been harmed, and each of us has caused harm, whether intentionally or not, and none of our personal stories are more or less significant than another's. It is time we examine our own consciences, be accountable to ourselves and others, reach out to those with whom we need to reconcile, engage in difficult conversations, and hear our individual call to be Christ to the world.

This course focuses on the needs of victims of violence and the responsibility of society to help them heal. It examines the experience of trauma, particularly that experienced in early childhood, and its impact on criminal and violent behavior, in order to imagine meaningful and effective opportunities for change. It suggests cultural changes that recognize the rights and needs of all those impacted by crime and violence from within a restorative justice framework.

Within the framework of restorative justice, we seek to repair harm through transformative encounters modeled by Jesus. A man who chose to lay down his life for our salvation and willingly submitted himself to be brutally crucified for our sins to ensure our eternal salvation. We are all the beloved, and yet we are all sinners. We are each called "to act with justice, to love tenderly, to serve one another, to walk humbly

with God” (Micah 6:8) for that is what was modeled to us by Jesus in the Gospels. This is what is required.

American criminologist and father of restorative justice in modern times, Howard Zehr has said, *“If crime is a wound, justice should be healing.”* Undoubtedly, violence perpetrated by human beings against the person(s) of another opens wounds that need to be healed, and it is human nature to respond to the suffering of those who have been wounded. Sadly, our current system of justice focuses little real attention on the responsibility for bringing about opportunities to heal. Focused instead on apprehending, convicting and punishing those responsible for wrong doing “in the best interest of the state,” the needs of those harmed receive minimal attention and resources to ensure their needs are met. The primary value of crime victims and survivors is evidentiary in nature and is most visible when they are of some benefit to the prosecutorial team or political gain. Few receive assistance or accompaniment following an act of violence committed against them or a loved one.

This course will examine the impact of crime and violence on crime victims, survivors, and the community, and explore ways to address the needs of each in the afterlife of trauma. In addition, most who perpetrate physical violence against others are victims of violence and trauma, with many having witnessed violence in their homes and/or communities. While their personal victimization does not condone their violent behavior, it must be acknowledged in the process of confronting it. Those who have caused harm need to be held accountable for wrong-doing, accept personal responsibility for their behavior, learn alternatives to violence, re-direct their lives, and make amends to the extent possible with those they have harmed. This course will also examine the lasting impact of trauma, particularly that experienced in early childhood, on later criminal and violent behavior in an effort to create meaningful and effective opportunities for change. Further, continued racism, oppression, imbalance of power and access to resources, and systemic injustice continue to contribute to a culture of violence. It is imperative that we consider the impact of politics, economics, history and science on complex problems in order to find viable solutions. It is the collective responsibility of a civil society to examine the root causes of violence, be accountable to address them, and create opportunities for healing for those impacted by trauma. Intrinsic in addressing the needs of those most intimately harmed by crime is developing a culture in our society that accepts its collective responsibility for cultivating crime and violence. This course will examine cultural changes that recognize the rights and needs of all those impacted by crime and violence in a balanced and restorative way.

America is a nation divided and in need of healing and redemption. This country, stolen from its native inhabitants and built on the backs of slaves, has long neglected her responsibility to confess her sins, repent, and seek reconciliation. This course will encourage inquiry and dialogue into unresolved trauma, including historical trauma, and it’s continued impact on society. Students will be encouraged to confront their

own personal biases, learn from the experiences of others, and examine where they are individually called to serve.

II. Course Objectives

- To identify how ACEs (Adverse Childhood Experiences) relate to toxic stress.
- To develop an awareness of the impact of toxic stress on children and consider ways to help build resilience.
- To examine the relationship between trauma experienced during early childhood and later involvement in delinquent and criminal behavior.
- To develop an understanding of the impact of crime on victims and survivors of criminal violence.
- To learn the diagnostic criteria for Posttraumatic Stress Disorder and consider ways to effectively work with people who have it.
- To understand the ripple effect crime and violence has on communities, and the subsequent challenge to become informed and work to prevent trauma.
- To develop a critical understanding of communities caught up cycles of victimhood and violence and the long-term consequences of unhealed trauma on society, and consider ways to break those cycles.
- To acknowledge the lasting harm caused by unresolved woundedness, ongoing trauma and oppression, and continued injustices on our ability to live peacefully as an interconnected web of people.
- To confront and challenge our own personal biases and fears related to racial healing.
- To deeply examine our faith and how it serves as a model for restorative justice and transformative healing.
- To individually discern where we are called and how we can best serve and/or minister to those in need of healing.

III. Course Procedure

This course is offered in the winter quarter of 2021. Due to the COVID-19 pandemic, it is likely that the class will be entirely facilitated online via Zoom (synchronous). In the

event we may meet in-person, we will do so on the Saturday classes only at the Diocese of San Diego Pastoral Center on the following dates:

- Saturday, January 2nd, 2021, 9:00am to 3:00pm
- Saturday, January 23rd, 2021 9:00am to 3:00pm
- Saturday, February 27th, 2021 9:00am to 3:00pm

In addition, the class will meet via zoom on Tuesdays from 6:00 to 8:00pm throughout the winter quarter of 2021 (see course schedule).

The class will include presentations from the instructor, class discussions of the assigned readings, circle processes and presentations with trauma informed professionals and trauma impacted persons, and participation in different restorative practices. This class will be highly experiential, and class participation will weigh heavily in the grading process.

IV. Required Course Textbooks/Readings and Documentary

Cone, James H. (2011; paperback edition 2013). *The Cross and the Lynching Tree*. Maryknoll, New York: Orbis Books.

DeWolf, Thomas N. and Geddes, Jodie (2019). *The Little Book of Racial Healing: Coming to the Table for Truth-Telling, Liberation, and Transformation*. New York, New York: Good Books.

Hervey, Katherin (2020). *The Prison Within*. A Documentary. (Note: This award-winning documentary may be viewed on Prime Video, iTunes, Google play, YouTube and On Demand; Running time: 86 minutes.)

Morneau, Caitlin (2017). *Harm, Healing, and Human Dignity: A Catholic Encounter with Restorative Justice*. Collegeville, Minnesota: Liturgical Press.

Rambo, Shelly (2017). *Resurrecting Wounds: Living in the Afterlife of Trauma*. Waco, Texas: Baylor University Press.

Yoder, Carolyn (2005). *The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened*. New York, New York: Good Books.

*Additional reading, supplementary readings, and video recordings will be available on the course Camino site.

V. Requirements and Grading

A primary responsibility in this class is active weekly participation. All students are expected to do the required reading, complete related assignments, and actively

participate in class. A class presentation of the research you do for your Final Paper will be required.

1. A weekly one-page critical and self-reflective paper on the readings for the week due on the evening before the next scheduled class. Where questions are asked in the body of the required readings for the week, you may write a response in lieu of preparing a critical and self-reflective paper.

2. Final Paper:

Over the course of the quarter, you are encouraged to write a research paper on a pre-approved topic of your choice related to the course title, "Trauma and Healing in a Broken World." **(Topic Choice Due: January 23, 2021)** You may select a topic based on an area of particular concern, related to your personal or professional experience, or to inquire further into a particular area of impact. (Examples include, but are not limited to, racial justice, the separation of children from their families at the border, mass incarceration, family violence, rape and sexual assault, poverty, etc.) Your paper should be well-structured and demonstrate your ability to analyze the problems you are writing about. You are required to include a well-developed thesis statement, which you elaborate upon in the body of the paper. You must include suggested policies or practices to address healing related to the trauma you choose to write about, including recommended restorative practices, and reflect on how a religious or faith-based understanding of justice may address healing (10 pp., double-spaced, font size 12, edited for typos and grammatical errors, citations, endnotes and a work-cited page, as appropriate). You are welcome to reference class materials and content, but must research at least three additional sources beyond the confines of the syllabus. You will be required to do a 10 to 15-minute class presentation on the content of your research, and address class questions and/or facilitate a related class discussion or circle group process post presentation. **(Final Paper Due: February 20, 2021)**

Grading:

Class Participation (30%)

Written Class Assignments (30%)

Final Paper/Presentation (40%)

VI. Disabilities Statement

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please schedule an appointment to meet with me. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at (408) 554-4109. (Note: Your Final Paper and related Class Presentation will serve as your Final Exam for this class; there are no written exams required, and your Final Grade will be determined by class attendance and participation (30%), completion of class assignments, (30%) and your final paper/class presentation (40%).)

VII. Course Schedule

Saturday, January 2, 2021, Class #1:

Introduction, Course Overview, Harm, Healing and Human Dignity: A Catholic Encounter with Restorative Justice

- Introductions
- Overview of Class
- Discussion on the Catholic call to Restorative Justice

Required Reading (60 pp.):

Morneau, Caitlin (2017). *Harm, Healing, and Human Dignity: A Catholic Encounter with Restorative Justice*. Collegeville, Minnesota: Liturgical Press.

Tuesday, January 5, 2021, Class #2:

Stress and Resilience: Toxic Stress and Children

- How Toxic Stress Effects Us and What We Can Do About It
- The Science and Social Causes of Toxic Stress
- Preventing and Addressing Toxic Stress

Required Reading

See Camino

(Note: There will be no class on Tuesday, January 12, 2021.)

Tuesday, January 19, 2021, Class #3:

Stress and Resilience: Toxic Stress and Children (continued)

- How Toxic Stress Effects Us and What We Can Do About It
- The Science and Social Causes of Toxic Stress
- Preventing and Addressing Toxic Stress

Required Reading

Refer to Camino.

Saturday, January 23, 2021, Class #4:

Childhood and Adult Trauma Experiences on Incarcerated Persons;

- The Impact of Crime on Victims
- Post Traumatic Stress Disorder
- Childhood and Adult Trauma Experiences on Incarcerated Persons
- The Long-Term Impact of Violence Witnessed During Early Childhood
- How to Help a Victim of Crime

Required Reading

Hervey, Katherin (2020). *The Prison Within*. A Documentary. (Note: This award-winning documentary may be viewed on Prime Video, iTunes, Google play, YouTube and On Demand; Running time: 86 minutes.)

Refer to Camino.

Tuesday, January 26, 2021, Class #5:

Trauma Healing/Racial Healing

- Defining Trauma: Causes and Types
- Common Responses to Traumatic Events
- Unhealed Trauma
- Trauma and Healing
- Resilience
- Historical Trauma
- Sharing and Listening
- Interconnected Paths to Healing

Required Reading (179 pp.)

DeWolf, Thomas N. and Geddes, Jodie (2019). *The Little Book of Racial Healing: Coming to the Table for Truth-Telling, Liberation, and Transformation*. New York, New York: Good Books. (99 pp.)

Yoder, Carolyn (2005). *The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened*. New York, New York: Good Books. (80 pp.)

Tuesday, February 2, 2021, Class #6:

Resurrecting Wounds: Violence in the Afterlife of Trauma

- Touching Wounds
- Erasing Wounds

Required Reading (70 pp.)

Rambo, Shelly (2017). *Resurrecting Wounds: Living in the Afterlife of Trauma*. Waco, Texas: Baylor University Press, pp. 1-70.

Tuesday, February 9, 2021, Class #7:**Resurrecting Wounds: Violence in the Afterlife of Trauma**

- Surfacing Wounds
- Discovering Wounds

Required Reading (82 pp.)

(Rambo, Shelly (2017). *Resurrecting Wounds: Living in the Afterlife of Trauma*. Waco, Texas: Baylor University Press, pp. 71-153.

Tuesday, February 16, 2021, Class #8:**The Cross and the Lynching Tree**

- The Cross and the Lynching Tree in the Black Experience
- A Reflection of Reinhold Niebuhr, Theologian

Required Reading (92 pp.)

Cone, James H. (2011; paperback edition 2013). *The Cross and the Lynching Tree*. Maryknoll, New York: Orbis Books, pp. 1-92.

Tuesday, February 23, 2021, Class #9:**The Cross and the Lynching Tree**

- The Redeemed Christ in Black Literary Imagination
- “Oh, Mary, Don’t You Weep”
- Legacies of the Cross and the Lynching Tree

Required Reading (73 pp.)

Cone, James H. (2011; paperback edition 2013). *The Cross and the Lynching Tree*. Maryknoll, New York: Orbis Books, pp. 93-166.

Saturday, February 27, 2021, Class #10:**Finals: Class Presentations****VIII. Title IX Syllabus Statement**

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to www.scu.edu/studentlife and click on the link for the University’s Gender-Based Discrimination and Sexual Misconduct Policy or contact the University’s EEO and Title

IX Coordinator, Belinda Guthrie at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com

IX. Academic Integrity Policy

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of F for the course. In addition, a student found guilty of a dishonest act may be subject to sanctions up to and including dismissal from the University as a result of the student judicial process as described in the Community Handbook. A student who violates copyright laws, including those covering the copying of software programs, or who knowingly alters official academic records from this, or any other institution is subject to similar disciplinary action.

X. Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.