

SC 563 – Trauma, Culture & Coping

Spring 2009

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Office Hours: T, Th 9-10 a.m.
and by appointment

Classroom and Time: McGuinn Hall 531, Th 4:30 – 7:00

This seminar will introduce students to various approaches to trauma and traumatic impact. The course is designed for students who seek a scholarly understanding of trauma, as well as those who plan to provide direct services (e.g., therapists, social service workers, etc.) and/or to inform policy. We will examine the sociological, psychological, and service oriented and policy implications of these approaches. Multiple types of trauma will be conceptualized and investigated; from interpersonal level traumas like child sexual abuse and rape, to mass level traumas such as the September 11, 2001 terrorist attack against the U.S. and Hurricane Katrina. Larger socio-cultural forces will be examined in analyzing both the exposure to and recovery from traumatic events. The seminar will be highly attuned to differences based on race, class, and gender.

The course is divided into three parts. **Part I** interrogates both the classical and emerging perspectives on trauma and recovery. In **Part II** the course will use these perspectives to examine specific forms of interpersonal traumas. Last, in **Part III**, we shift our focus to collective traumas.

To help tackle these issues this reading and participation intensive seminar will center on the following guiding questions: **What is trauma? Is trauma primarily a personal or social phenomenon? Does culture shape trauma, trauma shape culture, or both? What are the implications of a Universalist vs. Cultural Competency approach to trauma? What do race, class, gender and sexuality tell us about the direct services and policy implications of trauma? Can trauma be “undone”?**

Course Expectations and Evaluation:

- 1) This is a *reading* and *participation* intensive course. Readings are due *on the date they are listed*. Come to class ready to discuss them.
- 2) If you miss class, you are responsible for getting notes from a classmate. Missing three classes will constitute failing the course. A doctor, school administrator, or other certified official must verify an absence in order for it to be excused. Notes from parents or legal guardians will not be accepted.
- 3) You will be evaluated in the following four areas:

a. Class Participation (15%): This includes contributing to class discussions, respecting the views of others, and a presentation of your final paper at the end of the semester (which will be discussed more below). Students are encouraged to critique all the assigned readings and to dissect the debates within them. Also, the guiding questions posed on the first page of this syllabus should be addressed, in one form or another, in every class discussion.

I have found that students often have a tendency to over generalize their own personal experiences to the overall population. This tendency is especially striking in courses that address sensitive topics. This course is positioned firmly in C. Wright Mills’ “sociological imagination” which highlights the connections between history, social structure, and personal biography. The organization of this course nurtures the sociological imagination through its emphasis on multiple perspectives and how history and social structure converge to impinge on the life chances of different types of people. Class participation should do so as well.

To help us achieve this goal, discussions will focus on the readings and pertinent current events. Personal anecdotes should be kept to a minimum. Personal experience should only be used to illuminate theoretical or policy oriented points. Relying too heavily on your own experience or straying too far from the topic of conversation will negatively impact your participation grade.

If you do need to talk about traumatic issues there is a list of Boston College, city, and state resources on the last page of this syllabus. Please do not hesitate to use them. Also, if there are any services that you need, or you think may be helpful to others, which are not on the resource page please let me know so that I can include them.

b. Class Presentation (25%): You will also lead a class presentation based on a particular day’s assigned readings. You are encouraged to include outside material, but this is not required. Class presentations can take a variety of forms and can incorporate a range of presentation aids (e.g., film, interpretive dance, lecture, poetry, posters, trauma kits, etc.) Leave approximately 20 minutes at the end of class to allow the professor to highlight key points. Your presentation will be carefully evaluated based on the following rubric:

Class Presentation Rubric

Is the class session well organized?

Relates material to previous readings	1	2	3	4	5
Provides internal summaries and transitions	1	2	3	4	5
Maintains continuity in the discussion/presentation	1	2	3	4	5
Summarizes main points at end of presentation	1	2	3	4	5
Paces class session appropriately	1	2	3	4	5

How is the content presented?

Presentation aids are useful	1	2	3	4	5
Presents background information for ideas	1	2	3	4	5
Explains difficult terms and concepts	1	2	3	4	5
Integrates readings and discussion/presentation	1	2	3	4	5
Helps clarify material	1	2	3	4	5

Is the presenter credible?

Appears well-prepared	1	2	3	4	5
Understands the material	1	2	3	4	5
Is able to admit insufficient knowledge	1	2	3	4	5
Speaks audibly and clearly	1	2	3	4	5
Communicates enthusiasm	1	2	3	4	5

How is the presenter's rapport with the other class members?

Encourages participation	1	2	3	4	5
Responds constructively to class members	1	2	3	4	5
Treats members equitably	1	2	3	4	5
Recognizes when others are confused	1	2	3	4	5
Shows respect for other's view points	1	2	3	4	5

NOTE: I recognize that some class sessions require a heavier reading load and/or involve more complex ideas and concepts. I will take this into consideration when evaluating class presentations.

c. Weekly Statements (25%): A weekly statement will be due every Wednesday by 11:59 p.m. via email to the professor and/or class presenter. These statements should be focused on the assigned readings and address *one or more of the guiding questions* on the first page of the syllabus. Although it is not imperative to directly mention each reading, statements should at least tackle the ideas presented in all of them.

Statements will be evaluated based on the following criteria: (a) an introduction that distinctly states your topic and why it is important; (b) responses should have a logical flow with supporting evidence from the readings and lecture; (c) a succinct critique of the pertinent issues; (d) and all papers should be typed, double spaced, and NO MORE than two pages. Your final evaluation of your weekly statements will come at the end of the semester and will be based on improvement over time. At the end of the semester you will neatly organize and hand-in a portfolio including each of your statements and a final paper (which will be discussed more below) in a portfolio.

d. Final Paper (35%): The last fraction of your final grade will consist of an 18-25 page paper (12 point font, double spaced, one-inch margins). The page limits include text, end/footnotes, charts and graphs, and references. The paper should focus on a particular aspect of trauma, incorporate outside sources, and should draw from the course readings. Sample topics include, but are not limited to: a theoretical analysis of various models of trauma; gender, race and class differences in responses to trauma; how sexuality shapes the availability and usability of social service programs for trauma survivors; the pros and cons of cultural competency frameworks of trauma; the impact of trauma on immigrant communities; and trauma and social policy. The last two days of the course will be dedicated to presenting final papers to the other class members. Plan to spend about 10-15 minutes on these presentations.

Although the topic of the paper is of your own choosing, **the paper must address two or more of the course's guiding questions and must include ample material from the course.** You can also incorporate your weekly statements into the final paper. In fact, once you've decided on your topic you should start to craft your weekly statements with your final paper in mind. This will greatly assist in completing the final paper. Topics, a rough outline, and a tentative reading

list must be submitted to the professor by February 26th. These materials should also be included in your final portfolio. The **final paper is due April 30th at 4:30 p.m.** Late papers *will not* be accepted.

Grading Scale:

94-100= A	70-73= C
90-93= A-	66-69= C-
86-89= B+	62-65= D+
82-85= B	58-61= D
78-81= B-	54-57= D-
74-77= C+	53-00= F

Academic Integrity

Academic integrity is a standard of utmost importance in this course. Guidelines for academic integrity in written work are posted on the Boston College website at:

www.bc.edu/integrity

If you have any questions pertaining to the academic integrity guidelines, please come and talk with me for more clarification. If you are caught violating Boston College's policies on academic integrity, you will receive a failing grade for the assignment and the appropriate Dean will be notified in accordance to the rules set forth by Boston College.

Books

Required:

Fontes, Lisa Aronson. 2005. *Child Abuse and Culture*. New York: The Guilford Press.

Hartman, Chester and Gregory D. Squires. (Eds). 2006. *There is no such thing as a Natural Disaster: Race, Class, and Hurricane Katrina*. New York: Routledge.

Herman, Judith. 1992. *Trauma and Recovery*. New York: Basic Books.

Renzetti, Claire and Charles Miley. (Eds). 1996. *Violence in Gay and Lesbian Domestic Partnerships*. New York: Routledge.

Recommended:

Alexander, Jeffrey, Ron Eyerman, Bernhard Giesen, Neil Smelser, and Piotr Sztompka. (Eds). 2004. *Cultural Trauma and Collective Identity*. Berkeley: University of California

The professor reserves the right to incorporate additional readings throughout the course.

Reading Schedule:

Part I: Theorizing Trauma & Traumatic Impact

Thinking About Trauma

Jan 15: First Day of Class – Introductory Concepts. No Assigned Readings.

Jan 22: Davies, Douglas. 2004. “Stress, Trauma and Brain Development”; “Early Trauma and Brain Development”; and “Studies of Institutionally Deprived Young Children.” Pages 48 – 60 from chapter 2 in *Child Development: A Practitioner’s Guide (2nd Edition)*. New York: Guilford Press.

Janoff-Bulman, Ronnie. 1992. “Trauma and the Terror of Our Own Fragility.” Chapter 3 in *Shattered Assumptions: Towards a New Psychology of Trauma*. New York: The Free Press.

Bryant-Davis, Thema and Carlota Ocampo. 2005. “The Trauma of Racism.” *The Counseling Psychologist* 33(4): 574-578.

Utsey, Shawn O., Christa Brown and Mark Bolden. 2004. “Testing the Structural Invariance of the Africultural Coping Systems Inventory Across Three Samples of African Descent Populations.” *Educational and Psychological Measurement* 64(1): 185-195.

Davis, Joseph. 2000. “Accounts of False Memory Syndrome: Parents, Retractors, and the Role of Institutions in Account Making.” *Qualitative Sociology* 23(1): 29-56.

Alexander, Jeffrey. 2004. “Toward a Theory of Cultural Trauma.” In *Cultural Trauma and Collective Identity*, edited by Jeffrey Alexander, Ron Eyerman, Bernhard Giesen, Neil Smelser, and Piotr Sztompka. California: University of California Press.

Smelser, Neil. 2004. “Psychological Trauma and Cultural Trauma.” In *Cultural Trauma and Collective Identity*, edited by Jeffrey Alexander, Ron Eyerman, Bernhard Giesen, Neil Smelser, and Piotr Sztompka. California: University of California Press.

Conceptualizing Coping and Recovery

Jan 29: Herman, Judith. 1992. *Trauma and Recovery*. (Read the Entire Book)

Part II: Inter-personal Trauma

Domestic Violence

Feb 5: Jones, Ann. 1994. "Why Doesn't She Leave?" Chapter 5 in *Next Time She'll Be Dead*. Boston: Beacon Press.

Dietz, Tracy and Jana Jasinski. 2003. "Female Perpetuated Partner Violence and Aggression: Their Relationship to Gender Identity." *Women & Criminal Justice* 15(1): 81-99.

Benson, Michael, John Wooldredge, Amy Thistlethwaite, and Greer Litton Fox. 2004. "The Correlation between Race and Domestic Violence is Confounded with Community Context." *Social Problems* 51(3): 326-342.

Potter, Hillary. 2007. "The Need for a Multi-Faceted Response to Intimate Partner Abuse Perpetuated by African Americans." *Criminology and Public Policy* 6(2): 367-376.

Sokoloff, Natalie and Ida Dupont. 2005. "Domestic Violence at the Intersections of Race, Class, and Gender: Challenges and Contributions to Understanding Violence Against Marginalized Women in Diverse Communities." *Violence Against Women* 11(1): 38-64.

Purvin, Diane. 2007. "At the Crossroads and in the Crosshairs: Social Welfare Policy and Low-Income Women's Vulnerability to Domestic Violence." *Social Problems* 54(2): 188-210.

Feb 12: Renzetti, Claire and Charles Miley. (Eds). 1996. *Violence in Gay and Lesbian Domestic Partnerships* (Read the Entire Book).

Child Abuse

Feb 19: Fontes, Lisa Aronson. 2005. *Child Abuse and Culture*. Read chapters 1, 2, 3, 5 and 8.

Child Trauma & Social Policy

Feb 26: DUE – Topic, rough outline, and a tentative reading list for Final Paper

Cooper, Janice, Rachel Masi, Sarah Dababnah, Yumiko Aratan, and Jane Knitzer. 2007. "Strengthening Policies to Support Children, Youth, and Families Who Experience Trauma." *Unclaimed Children Revisited* (Working Paper No. 2). National Center for Children in Poverty. (Read the Entire Document, pp. 1-97).

Child Sexual Abuse

March 12: Putnam, Frank. 2003. "Ten-Year Research Update Review: Child Sexual Abuse." *Journal of the American Academy of Child and Adolescent Psychiatry* 42(3): 269-278.

Rind, Bruce, Philip Tromovitch, and Robert Bauserman. 1998. "A Meta-Analytic Examination of Assumed Properties of Child Sexual Abuse Using College Samples." *Psychological Bulletin* 124(1): 22-53.

Dallam, Stephanie, David Gleaves, Antonio Cepeda-Benito, Joyanna Silberg, Helena Kraemer, and David Spiegel. 2001. "The Effects of Child Sexual Abuse: Comment on Rind, Tromovitch, and Bauserman (1998)." *Psychological Bulletin* 127(6): 715-733.

Browning, Christopher and Edward Laumann. 1997. "Sexual Contact between Children and Adults: A Life Course Perspective." *American Sociological Review* 62(4): 540-560.

Erdmans, Mary Patrice and Timothy Black. 2008. "What They Tell You to Forget: From Child Sexual Abuse to Adolescent Motherhood." *Qualitative Health Research* 18(1): 77-89.

McGuffey, C. Shawn. 2008. "Saving Masculinity: Gender Reaffirmation, Sexuality, Race and Parental Responses to Male Child Sexual Abuse." *Social Problems* 55(2): 216-237.

Adult Sexual Assault

March 19: Littleton, Heather and Carmen Radecki Breitkopf. 2006. "Coping with the Experience of Rape." *Psychology of Women Quarterly* 30: 106-116.

Donovan, Roxanne and Michelle Williams. 2002. "Living at the Intersection: The Effects of Racism and Sexism on Black Rape Survivors." *Women and Therapy* 25(3/4): 95-105.

Hotzman, Clare. 1996. "Counseling Adult Women Rape Survivors: Issues of Race, Ethnicity, and Class." *Women and Therapy* 19(2): 47-62.

Washington, Patricia A. 1999. "Second Assault of Male Survivors of Sexual Violence." *Journal of Interpersonal Violence* 14(7): 713-730.

Armstrong, Elizabeth A., Laura Hamilton and Brian Sweeney. 2006. "Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape." *Social Problems* 53(4): 483-499.

Morrison, Zoe, Antonia Quadara and Cameron Boyd. 2007. "Ripple Effects of Sexual Assault." *Issues: Australian Centre for the Study of Sexual Assault* 7: 1-31.

Part III: Collective Trauma

September 11, 2001 Terrorist Attack Against the U.S.

March 26: Boss, Pauline. 2004. "Ambiguous Loss Research, Theory, and Practice." *Journal of Marriage and Family* 66: 551-566.

Beyerlein, Kraig and David Sikkink. 2008. "Sorrow and Solidarity: Why Americans Volunteered for 9/11 Relief Efforts." *Social Problems* 55(2): 190-215.

Harlow, Roxanna and Lauren Dundes. 2004. "United We Stand: Responses to the September 11 Attacks in Black and White." *Sociological Perspectives* 47(4): 439-464.

Ferguson, Michael. 2005. "'W' Stands for Women: Feminism and Security Rhetoric in the Post-9/11 Bush Administration." *Politics and Gender* 1(March): 1-31.

Maney, Gregory. 2005. "Harnessing and Challenging Hegemony: The U.S. Peace Movement after 9/11." *Sociological Perspectives* 48(3): 357-381.

Hurricane Katrina: The History and Demography of Disaster

April 2: Hartman, Chester and Gregory D. Squires. (Eds). 2006. *There is no such thing as a Natural Disaster: Race, Class, and Hurricane Katrina*. Read chapters 2 - 8.

Hurricane Katrina: Urban Planning, Social Policy and the Rebuilding of New Orleans

April 16: Hartman, Chester and Gregory D. Squires. (Eds). 2006. *There is no such thing as a Natural Disaster: Race, Class, and Hurricane Katrina*. Read chapters 9 – 14.

Class Presentations

April 23: Project Presentations

April 30: Project Presentations Continued / **Final Papers Due at 4:30!!! (Last day of regularly scheduled classes)**

Health Service Resources

Boston College Resources

Health Services, 119 Cushing Hall
552-3225
Emergency (24 hours): 552-3227

Counseling Services, 108 Gasson Hall
552-3310

Women's Resource Center, 213 McElroy Hall
552-3489

Sexual Assault Network
552-BC11

BC Police Dept.
Emergency: 552-4444
Non-emergency: 552-3475

Boston Area Resources

Boston Area Rape Crisis Center
617-492-7273

Battered Women's Hotline
617-661-7203

Casa Myrna Vazque
English/Spanish Hotline
617-521-0100

Gay Men's Domestic Violence Project
Serves gay and bisexual men, men who
have sex with men & transgendered men
Hotline: 1-800-832-1901
Office: 617-354-6065

Mass. Coalition for Battered Women
1-800-799-SAFE
617-248-0922

The Network/ La Red
English/Spanish Hotline
Serves lesbians and bisexual women,
women involved with other women, and
transgendered individuals (MTF &
FTM)
Hotline/Linea de Crisis: 617-742-4911
TTY: 617-227-4911

Victim Rights Law Center
617-399-6720

New England Area Resources

New England Learning Center for Women in Transition
413-772-0806