PSY 472 – Psychology of Trauma

Term & Year: Summer 2020, 06/22 - 08/16
Meeting Time: Tuesday/Thursday 10:00 - 11:50 a.m. PST

Instructors: Melissa Barnes, M.S. Alexis Adams-Clark, M.S.
Email: mbarnes5@uoregon.edu Email: aadamscl@uoregon.edu
Office Hours: Wed 9:30-11:30 via Zoom Office Hours: Mon 2-4pm via Zoom

THIS SYLLABUS IS VERY LONG- PLEASE READ IT IN ITS ENTIRETY! IT CONTAINS IMPORTANT COURSE-RELATED INFORMATION RELEVANT TO NEW ONLINE CLASS STRUCTURE! (Full Course Schedule on pg. 13-15)

Course Objectives
Welcome to Psychology of Trauma! This course is designed to introduce students to the psychology of trauma. We will explore psychological trauma from a variety of viewpoints. The course will draw on research and applications from the growing field of traumatic stress with a significant emphasis on interpersonal trauma and betrayal on both individual and institutional levels. We will learn about responses to a variety of traumas including childhood trauma, adult sexual assault, war, and domestic violence. An important focus of the course will involve considerations of how socio-political contexts affect trauma research and intervention.

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

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

Online Course Format - ***IMPORTANT***
As you may know, this class will be delivered online due to coronavirus course disruptions. In this extraordinary and difficult time, We are committed to our course—to experiencing our course material together, learning, questioning, and growing as a class community, even given our physical distance. We cannot proceed as originally planned, but we can:

● Be moved and challenged by research and theory regarding the nature of traumatic experiences and appropriate therapeutic and community interventions.
• Engage in ethical dialogue that widens our perspectives and deepens our knowledge of trauma.
• Affirm our hopefulness about the future by continuing to learn and grapple with issues regarding the psychology of stress and trauma that give us context to understand our present moment.

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. **Reading** will be assigned to supplement the material provided in course lectures. **Note: this class involves a lot of reading!** We have intentionally selected readings that we consider maximally relevant, relatable, and interesting. However, please note that the book readings may not coincide with the topics in a given week. While the reading schedule is rigorous, this course is also designed to be (ideally) enjoyable! It is highly recommended that you complete the readings prior to attending lecture. **Assignments** are structured to help you integrate the reading with the material presented in class. **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 class is roughly structured in three scaffolded sections: 1) develop a theoretical foundation around trauma psychology, 2) focus on different contexts in which interpersonal trauma can occur, and 3) highlight specific topics related to interpersonal trauma. **Writing workshops** will be included during lecture times to guide students in the writing process for this class. Explanations for writing assignments and tips for success on these assignments will be provided during these workshops. The workshops will be recorded as part of the lecture for that day. **We reserve the right to make adjustments to the syllabus. You will be notified of any changes, but make sure to check Canvas for the most updated syllabus.**

**A Note Regarding Course Content**
In this class we will be learning about and discussing issues that may evoke intense reactions. Although we will exercise and respect academic freedom, as part of this we must take responsibility to ensure that we are respectful of everyone's opinions and reactions. Although strong responses to the material in this course are valid and understandable, this course is fundamentally an academic activity. We will be focusing especially on critical thinking and the use of empirical data to evaluate theories about trauma. If you find that you are troubled by material while taking this course and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service. Please see your instructors, and she can direct you to professional resources.

**Graded Components**
**Attendance & Participation at Live Zoom Lectures.** Each week (as required by the university), we will hold live lectures and discussions during class time that you will be required to attend over Zoom. Zoom is a cloud-based video conferencing tool that brings together video
conferencing and group messaging into one easy-to-use application. A Zoom link to join class will be posted on the Canvas page. These Zoom discussions will be recorded by us and uploaded to Canvas. You may be required to download the free Zoom application on your computer or phone (see https://zoom.us/ to sign up). Please come to the Zoom discussion having read the assigned pages and be prepared to share your thoughts and questions. Positive participation involves knowing when you have taken up enough space for the day and when you have not contributed much. Share the space, and you will learn more from each other! We will reserve time during each lecture to lead an (optional) mindfulness practice. 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. **However, we appreciate that many of you may be faced with new challenges during this time, such as navigating childcare and family responsibilities that may make attending a synchronous virtual class challenging. Thus, if you cannot attend or participate in any given class session due to competing responsibilities, you will be able to complete an alternative assignment.** As part of this assignment, you will be required to watch a recording of the lecture on Canvas and write a brief response paper. This paper will be a 1-page (double-spaced) response in which you: describe the three most important points of the assigned readings and lecture material for that day and why; indicate two parts of the readings/lecture material about which they are confused or have questions; AND respond to one student comment or discussion question that occurred during lecture. This will be due before the beginning of the next class.

**Attendance & Participation (via live lectures or alternative assignment) will be worth 6% of your grade. You will get one free “absence” from class.**

**Quizzes.** There will be 2 quizzes throughout the course, each worth 6% of your final grade, available on Canvas. You will have a whole week to complete the quiz, and there is no time limit once you start the quiz. These quizzes are open-book and open-note! However, because of this, there will be no make-up quizzes, so if you miss a quiz for any reason, your score will be 0 for that quiz. Quizzes will cover material from readings (including the book chapters and articles) and in-class material. Quizzes will be multiple choice and short answer format and will be used to evaluate your understanding and integration of class material.

**Short Essays.** Two short essays will be due, each worth 6% of your final grade. Essays must be uploaded to Canvas by the due date. Each essay should show that you have put thought into the reading material. Think of the short essay as an opportunity to reflect on the readings and the meaning of the material to you, your life, society, and scholarship. The short essays will typically be about ~2 typed (double-spaced) pages in addition to a title page. Topics for each essay will be posted on Canvas.

**Working Title/Thesis/Outline/Audience/Publication.** 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
An 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 us so that we can help guide you through the changes. You must submit this assignment by midnight on the due date. The paper outline and information is worth 6% of your final grade.

**Annotated Bibliography.** 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 midnight 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 due by midnight on the due date and is worth 10% of your final grade.

**Final Paper - First Draft.** By midnight 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 20% of your final grade.

**Peer Review & Peer Response.** Using the guidelines provided, you will write a review of one peer’s essay. Your review must be submitted by midnight on the due date. By midnight the next 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 6% of your final grade. The peer response is worth an additional 6% of your final grade.

**Final Paper Draft.** By midnight on the due date, you must submit your final paper, if you choose to submit a final draft. Your paper should be 5-7 pages, and should demonstrate adequate, sufficient revisions based on feedback you received from me and your review partner. All revisions must be made using Track Changes in a Word document. Only a standard bibliography is required. If you are satisfied with your first draft paper grade, you are not required to submit a final paper draft. Students will receive one paper grade. This means that submitting a final paper draft with adequate revisions can only improve your final paper grade.
Presentation. Students will record an individual three minute presentation based on their paper topic. Time limit will be firmly adhered to, so we suggest practicing your presentation before recording and submitting your video. 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”. You will upload your video to Canvas by midnight on the due date. Students will also provide feedback to their peers on the recorded presentation by midnight on the due date. Additional assignment information will be provided at a later date. This assignment will be pass/fail. It is worth 10% of your final grade.

6. Small Assignments.
   a. Pre-Course Survey: During the first week of the course, you will be asked to complete a pre-course survey that will help the instructors get a better idea of each student’s thoughts about the course and challenges that they may be facing during this specific time. Completion of this survey is worth 2% of your final grade.

   b. Writing Assessment Survey: Each student will complete an individual writing assessment online at the beginning of the course and at the end of the course. This assessment will assess students’ comfort with writing and their personal process for academic writing. This course prioritizes a structured process to the major writing assignment. Thus, the assessment survey will provide students with individual quantitative data on potential changes in their writing throughout this course. Students will complete this survey by midnight on the due date. Completion of each survey (pre & post) is worth 2% of your final grade.

   c. Autobiographical Introduction: Each student will write a brief, 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? This will be worth 3% of your final grade.

   d. Autobiographical Ending: At the end of the course, each student will write a brief, 1-page essay that essentially answers the following questions: What did you take from this course? What did you give to this course? What are the 1 to 3 things you have learned in this class thus far that are most important to you? Why are they important to you? How will having this knowledge affect your future? You may not use the word “interesting” or a
related vague term that tells me little to nothing about your experience in this course. This will be worth 3% of your final grade.

Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Course Survey</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Writing Assessment (2x10)</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Participation (15x2)</td>
<td>30</td>
<td>6%</td>
</tr>
<tr>
<td>Quizzes (2x30)</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>Autobiographical Introduction</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Autobiographical Ending</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td>Short Essays (2x30)</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>Title/Thesis/Outline/Audience/Publication</td>
<td>30</td>
<td>6%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Review/Response</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>Paper</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Presentations &amp; Feedback</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100%</td>
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</tbody>
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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.

*(Please note: We rarely give A+’s.)*

**Grading and Late Work Policies**

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). If you discover we have made an error recording your grade on Canvas, please return the graded work, and we will correct the error. It is very wise to check your posted grades on Canvas on a regular basis to make sure we have entered your grades correctly. If you feel we have graded you unfairly, you may request we regrade the assignment. In order to do this, you must return your assignment with a written
explanation from you regarding why you feel the grading was unfair. You must submit the re-grade request to us within 1 week of our having posted the grades on Canvas.

The University will continue to issue more details about our situation and our syllabus and course activities may need to be adjusted after the start of the term. We will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, if you are not able to do an assignment, please communicate with us, and we will strive to create an alternative plan to complete required coursework. However, extensions are granted on a case-by-case basis. There is no guarantee that we will grant extensions. If we receive no communication at least 24 hours prior to the due date, each written assignment that is submitted past the deadline will be deducted 10% for each calendar day that it is late. Late assignments will only be accepted within 48 hours of the original due date.

Peer reviews are not allowed to be submitted late.

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 (7th edition) 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.

Contact Information
If you have questions or concerns about the course, you can contact us via email or come to our weekly Zoom scheduled office hours (or make an appointment). We typically check our email at least once per day (unless we are traveling, which we probably will not be this term!) during weekdays, and we will do our best to respond to student emails within 24 hours M-F. During the weekend, please be aware that our responses may be delayed.

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

Required texts:
Herman, J. L. (1997). Trauma and recovery: The aftermath of violence-from domestic abuse to political terror. New York City, NY: Basic Books.
**Video/Documentaries:**
For several class assignments, you will also be asked to obtain or purchase media available on Netflix and Amazon. You will be asked to watch *The Invisible War* (available to rent on Amazon, iTunes, or YouTube for $2.99 or free with an Amazon Prime subscription) and *Spotlight* (available to rent on Amazon for $3.99, or free with ads). In total, this should not cost more than $10, and is required material in lieu of other, more expensive, books. Many of these applications have free trial periods, and you can cancel before you are charged. You will also be asked to watch Episodes 1 & 2 of *Unbelievable* on Netflix. If you do not have access to a Netflix account, you can sign up for a free 30-day free trial, and you can cancel before you are charged. **If you anticipate any issues with accessing these services or media, please do not hesitate to contact us and we can figure out an alternative.**

**Technological Requirements:**
Our course will be online, based largely through Canvas. Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat:

Monday–Sunday | 6 a.m.–12 a.m.
541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges, computer labs are open for students at the Eugene campus. Some companies are offering free access during this challenging time. To learn more about options visit Information Services’ web page on going remote.

For class discussions, we will meet synchronously via Zoom conference tool. You may be required to download the free Zoom application on your computer (see https://zoom.us/ to sign up).

**Using Proper “Nettique”**

1. **Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

2. **Use Proper Netiquette:** Please use good “net etiquette”: identify yourself with your real name, write or speak in the first person, and use a subject line that clearly relates to your contribution. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Certain breaches of
netiquette can be considered disruptive behavior.

3. **Interact Professionally**: Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).

4. **Expect and Respect Diversity**: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

5. **Help Everyone Learn**: Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Specific guidelines for best practices using Zoom:**

- Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the Zoom Help Center at https://support.zoom.us/hc/en-us
- Try to be on time when the meeting starts. It can be distracting to have participants join late.
- Be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking and speak and use gestures like you would in person.
- Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
- Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
Use chat to pose questions or offer insights “on the side” while others are contributing.

If you prefer to use a static image instead of video, you can keep your video off.

For help and troubleshooting with Zoom, visit the Zoom Help Center at https://support.zoom.us/hc/en-us

**Academic Honesty**

In our remote class, we will ask you to certify that your exams/papers are your own work. Quizzes are administered in Canvas and untimed. We have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. We will be looking to see evidence of critical thinking and your ability to put the concepts we are working on into action in response to the exam prompts.

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.

**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.

**Students with Documented 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.

**Indigenous Recognition Statement**
The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

**Using Pronouns and Personal Preference**
The College of Arts and Sciences is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren’t using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone’s gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer us to use when referring to you to help us be aware of how to address you respectfully. Please visit this university website for more information: [https://studentlife.uoregon.edu/pronouns](https://studentlife.uoregon.edu/pronouns)

**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/](https://titleix.uoregon.edu/).
The instructors of this class, as Student-Directed Employees, 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. Readings followed with * will be provided on Canvas. (H = Herman, F & B = Freyd & Birrell)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Required Reading (due before each class)</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lecture via Zoom 10:00-11:50</td>
<td>Herman Intro, Ch 1</td>
<td>Pre-Course Survey @ 10:00am</td>
</tr>
<tr>
<td>Tues 6/23</td>
<td>Course Intro, Stress/Trauma Basics</td>
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<tr>
<td>Week 1</td>
<td>Lecture via Zoom 10:00-11:50 PTSD &amp; Trauma Outcomes</td>
<td>Herman Ch 2-3</td>
<td>* Optional* Participation Make-Up Assignment from prior class due @ 10:00am</td>
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<tr>
<td>Thurs 6/25</td>
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<tr>
<td>Week 1</td>
<td>Lecture via Zoom 10:00-11:50 Feminist Perspectives on Trauma</td>
<td>Tseris (2013) hooks (1994)</td>
<td>Autobiographical Intro @ 11:59pm</td>
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<tr>
<td>Fri 6/26</td>
<td></td>
<td></td>
<td>Writing Comfort Survey @ 11:59pm</td>
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<tr>
<td>Week 2</td>
<td>Lecture via Zoom 10:00-11:50 Betrayal Trauma Basics</td>
<td>F&amp;B Ch 1-3</td>
<td>Title/Thesis/Outline/Audience/Publication @ 11:59pm</td>
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<tr>
<td>Tues 6/30</td>
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<td>Quiz 1 @ 11:59pm</td>
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<td>Week 2</td>
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<td>Thurs 7/2</td>
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<tr>
<td>Week 2</td>
<td>Lecture via Zoom 10:00-11:50 Institutional Betrayal</td>
<td>F&amp;B Ch 4-6</td>
<td>Short Essay 1 @ 11:59pm</td>
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<td>Fri 7/3</td>
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<td>Week 3</td>
<td>Lecture via Zoom 10:00-11:50 Cultural Betrayal Trauma Theory</td>
<td>Gómez &amp; Gómez (2020) Gómez &amp; Freyd (2018)</td>
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<tr>
<td>Tues 7/7</td>
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<td>Week 3</td>
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<td>Thurs 7/9</td>
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<td>Week 3</td>
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<td>Fri 7/10</td>
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<td>Week 4</td>
<td>Guest Lecture (Angela Lee, M.S.) via Zoom 10:00-11:50 Childhood Trauma</td>
<td>Herman Ch 4-5</td>
<td>* Optional* Participation Make-Up Assignment from prior class due @ 10:00am</td>
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<tr>
<td>Tues 7/14</td>
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| Week 4 Thurs 7/16 | Lecture via Zoom 10:00-11:50  
Campus Sexual Violence & Harassment | Telling the Story of the Stanford Rape Case – *The Atlantic*  
Here's the Powerful Letter the Stanford Victim Read To Her Attacker – *Buzzfeed*  
Sexual Harassment Compromises Graduate Student Safety – The Conversation | *Optional* Participation Make-Up Assignment from prior class due @ 10:00am |
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<tr>
<td>Week 4 Fri 7/17</td>
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<td>Annotated Bibliography @ 11:59pm</td>
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| Week 5 Tues 7/21  | Lecture via Zoom 10:00-11:50  
DARVO, Disclosure, & Responses | F&B Ch. 7-8                                     | *Optional* Participation Make-Up Assignment from prior class due @ 10:00am |
| Week 5 Thurs 7/23 | Guest Lecture (Katherine Hagan, M.S.) via Zoom 10:00-11:50  
Family Border Separation | F&B Ch 9-10  
Separation from Parent can Permanently Alter Brain Development – The Conversation | *Optional* Participation Make-Up Assignment from prior class due @ 10:00am |
| Week 5 Fri 7/24   |                                  | Short Essay 2 @ 11:59pm                         |                                                  |
| Week 6 Tues 7/28  | Lecture via Zoom 10:00-11:50  
Police Violence | *Correll et al (2014)  
Richardson (2015)  
Staggers-Hakim (2016) | First Paper Draft @ 11:59pm  
*Optional* Participation Make-Up Assignment from prior class due @ 10:00am |
| Week 6 Thurs 7/30 | Guest Lecture (Kasia Mlynarski, J.D.) via Zoom 10:00-11:50  
Domestic Violence & Law | F&B Ch 11                                       | Peer Review @ 11:59pm  
*Optional* Participation Make-Up Assignment from prior class due @ 10:00am |
| Week 6 Fri 7/31   |                                  | Peer Response @ 11:59pm                        |                                                  |
| Week 7 Tues 8/4   | Lecture via Zoom 10:00-11:50  
Military Trauma | Rent/Stream *The Invisible War*                | *Optional* Participation Make-Up Assignment from prior class due @ 10:00am |
| Week 7 Thurs 8/6  | Lecture via Zoom 10:00-11:50  
Class Choice Topic | Readings TBD                                   | Final Paper Draft @ 11:59pm  
*Optional* Participation Make-Up Assignment from prior class due @ 10:00am |
<p>| Week 7 Fri 8/7    |                                  | Quiz 2 @ 11:59pm                               |                                                  |</p>
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<tr>
<th>Week 8</th>
<th>Lecture via Zoom 10:00-11:50</th>
<th>Gómez et al. (2016)</th>
<th>Final Presentation @ 11:59pm</th>
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<tr>
<td>Tues 8/11</td>
<td>Treating Trauma</td>
<td>This American Life Podcast - CPT</td>
<td><em>Optional</em> Participation Make-Up Assignment from prior class due @ 10:00am</td>
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<td>Thurs 8/13</td>
<td>Lecture via Zoom 10:00-11:50</td>
<td>F&amp;B Ch. 12-14</td>
<td><em>Optional</em> Participation Make-Up Assignment from prior class due @ 10:00am</td>
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<td>Fri 8/14</td>
<td>Course Wrap-Up</td>
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<td><em>Optional</em> Participation Make-Up Assignment from prior class due @ midnight</td>
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**Presentation Feedback @ 11:59pm**

**Autobiographical Ending @ 11:59pm**

**Writing Comfort Survey Pt 2 @ 11:59pm**