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ARTS3885

Trauma and Violence

Term Two // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Michael Salter	michael.salter@unsw.edu.au	Tuesdays 1 - 3pm	G48 Morven Brown	9385 2486

School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Sociology and Anthropology*

The concept of trauma has become increasingly central to individual and collective negotiations with the darker realities of our past and present, including interpersonal and civic violence and the legacies of colonisation and genocide. This course provides you with an understanding of the complex social and political dimensions of trauma and violence, including the overlap of medical and psychological discourses with political activism and public policy aimed at restoration and justice. You will engage with a range of sources drawn from sociology, criminology, history and social psychology to understand how scholars have theorized the experience and aftermath of violence, betrayal and state crime. We will also consider the relationship between trauma, memory and recovery.

Course Learning Outcomes

1. Apply sociological and political understandings of trauma to contemporary problems
2. Explain interdisciplinary approaches to trauma, recovery and restoration
3. Investigate dilemmas and debates regarding individual and collective responses to violence and abuse
4. Display the ability to present complex and critical understandings of course themes

Teaching Strategies

The lecture content of the unit will provide an overall framework to support student learning via weekly tutorial activities, reading and self-directed learning. Lecture and reading content will explain the core theoretical concerns of the unit and provide examples in which theory is applied to concrete examples.

Effective learning is promoted through dialogue between the lecturer and students, and between students, who are expected to show leadership in driving class discussion. Assessments are designed to build student skills in effective research, critical reflection and the application of theory to specific examples.

The course will be delivered in weekly, three-hour blocks, including a two hour lecture and a one hour tutorial. In addition to weekly readings, students are required to undertake regular self-directed learning activities.

Teaching will take place in the form of a three-hour block – including a two-hour lecture and one hour tutorial – at times based on flexible modes of delivery. The learning and teaching rationale underpinning this course is informed by the following principles:

- A critical realist approach to trauma and violence that acknowledges the social and cultural construction of trauma as well as its multiple forms and personal impacts,

- A commitment to respectful inquiry into the diverse histories, discourses and understandings of trauma and violence, and
- A culture of learning grounded in co-operation and mutual regard, in which all students have the opportunity to develop core academic and intellectual skills.

Assessment

References should be provided in-text and in a consistent style, such as Harvard or APA.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Literature review	30%	28/06/2019 05:00 PM	2,4
In Class Presentation	20%	Not Applicable	3,4
Final Research Essay	50%	16/08/2019 05:00 PM	1,4

Assessment Details

Assessment 1: Literature review

Start date:

Length: 1000 words

Details: Students will produce a 1000 word literature review to support the final essay. Feedback will be provided in writing and verbally within 10 working days.

Additional details:

Students are to select an historical or contemporary example of controversy over whether a particular event or experience is 'traumatic'. Students are free to identify their own topic, however students are encouraged to select from subjects that will be addressed in the first three weeks of lectures and readings:

1. Multiple/split personalities and dissociation
2. The psychological impacts of railway and workplace accidents
3. Hysteria, traumatic neurosis and child sexual abuse
4. Shell shock and combat trauma
5. The Holocaust and the effects of genocide
6. Indigenous experiences of massive and collective trauma

The literature review can be used as preparation for the final essay, however students may decide to change their focus and write on a different subject for their final essay. Regardless, **no text from the first assessment may be submitted as part of the final assessment.** The final essay must be a wholly original composition.

The literature review should a) provide a brief overview of the specific topic and b) explain how notions of psychological/emotional injury have been applied to the topic. The literature review should draw on **no fewer than six sources, which are listed in the bibliography, and cited accurately in the assessment.**

The literature review will be assessed according to the following criteria:

1. Evidence of independent and comprehensive research (30%)
2. Accurate explanation and overview of the subject matter (30%)
3. Writing skills: Structure and written expression (30%)
4. Correctly formatted in-text citation and bibliography (10%)

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: In Class Presentation

Start date: Not Applicable

Length: 45 minutes

Details: Students will work in groups of three or four. They will be allocated to a week, and will develop a 30 minute set of class learning activities based on the readings. Students will receive verbal feedback immediately after the presentation, then they will receive a written comments sheet and mark within two weeks.

Additional details:

In the first tutorial, students will be placed in groups of three to four, and assigned a week of the course. Each group must then review the required and recommended readings for that week ahead of time, and prepare a set of interactive class activities to engage their fellow students in productive discussion and workshopping of the week's reading materials.

Each student-led class presentation should include a) a powerpoint presentation that provides an overview of the readings and their relevance to the course and b) creative and constructive teaching strategies to engage fellow students in discussion and conversation about the readings and course themes.

Students may wish to incorporate a mix of teaching strategies including audiovisual material and group work in which the class breaks into smaller groups to address a question or issue. Group work may include activities such as:

- **Concept mapping:** Provide the class with a question, and ask each group to list and rank 10 key concepts and ideas that relate to the question. After they have had time for the activity, each group can then present and explain their list and ranking.
- **Parallel discussion:** Prepare a set of concepts and related discussion questions, and assign one concept to each group. Give groups time to discuss the questions on the concept among themselves. Each group is then asked to present the conclusions of their discussion to the class.
- **Think-pair-share:** The class is provided with a question, and time for individual students to reflect on their answer. After a few minutes, students pair up with another student to discuss their answer. Once they have had time for discussion, then they can present their answer to the entire class.

Each group is expected to find time out of class to prepare their presentations. Groups will be provided with a shared mark unless there is evidence of significant performance or contribution differences between students, in which case, students will receive a separate mark. The group presentation will be assessed according to the following criteria:

- The provision of accurate and useful information (25%)
- Interactive and engaging learning strategies (25%)
- Evidence of effort and preparation (25%)
- Confident and effective presentation of the material (25%)

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Final Research Essay

Start date:

Length: 2500 words

Details: The final essay will be a 2500 word academic contribution. Students will receive comprehensive written feedback within ten working days.

Additional details:

Students can select from one of the following essay questions, or they can formulate their own question in consultation and with the express approval of the unit convenor:

1. What is the relevance of "shame" to the study and treatment of trauma? Identify an example of traumatic shame and consider the role of dignity, hope or honour in the resolution of trauma.
2. Using psychoanalytic theory and historical or contemporary case studies, explain how "loneliness" is linked to the perpetration of evil and its social denial.
3. How have Indigenous scholars, practitioners and elders reconceptualised trauma and post-traumatic stress disorder, and what are the social and political implications of Indigenous contributions to traumatology?
4. Assess the validity of "false memory" OR "moral panic" theories (pick one or the other) of child sexual abuse in light of the recent Royal Commission into Institutional Forms of Child Sexual abuse.
5. Select a collective response to traumatic experience (such as #MeToo, Black Lives Matter, the Healing Foundation, organisations for survivors of clergy abuse), identify how they understand/theorise trauma, and discuss the strategies they have used to articulate and address shared experiences of violence and abuse.

The essay should contain **no fewer than 12 sources, which are listed in the bibliography, and cited accurately in the body of the essay.**

It is important that your essay **answers the question you have selected and/or clearly expresses an informed opinion** on the subject. Essays that present an overview of the relevant literature but do not provide an argument or point of view will have missed the major aim of this assessment.

The essay will be assessed according to the following criteria:

1. Expresses a clear, logical argument/point of view in response to the essay topic (30%)
2. Evidence of independent and comprehensive research (30%)
3. Written expression and communication (30%)

4. Correctly formatted in-text citation and bibliography (10%)

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Lecture	<p>Introduction and overview of the course</p> <p>This lecture will explain the underlying theories and core concepts of the course, including the questions: What is 'trauma'? What is 'violence'? The lecture will discuss the importance of safety and mindfulness in the study and discussion of trauma, and provide an explanation of the assessment structure of the unit.</p>
Week 2: 10 June - 14 June	Lecture	<p>Early histories of trauma</p> <p>This lecture will document the origins of the concept/s of trauma within medieval notions of sin and possession, the proto-sciences of "animal magnetism" and "mesmerism", the study of "doubled" or "multiplex" personalities, and the treatment of hysteria and neurosis. The lecture will emphasise how broader social and political conditions have shaped the ways that trauma and dissociation were understood and articulated into medical and populist discourses at the time, and the development of trauma expertise within medico-legal processes and conflicts. "Shell shock" in World War I will also be discussed.</p>
	Online Activity	<p>Online talk: An introduction to Freud's notion of "hysteria"</p> <p>In this talk, Professor Rachel Bowlby provides an introduction to Freud's seminal work "Studies on Hysteria". Click here to watch.</p>
Week 3: 17 June - 21 June	Lecture	<p>Trauma in the 20th century</p> <p>This lecture will address three parallel developments that shaped contemporary trauma discourse and practice in the 20th century: a) Military psychiatry, b) the aftermath of the Holocaust, and c) psychoanalytic and psychological understandings of child sexual abuse and violence against women. The lecture will explain how these</p>

		developments converged in the formulation of Post-Traumatic Stress Disorder and Multiple Personality Disorder in 1980 and the clinical, social and political implications of these diagnostic constructs.
	Online Activity	<p>Online documentary: Anti-war Vietnam veterans and servicemen</p> <p>The creation of Post-Traumatic Stress Disorder in 1980 was in response to the activism of Vietnam War veterans who opposed the war and objected to their treatment in the mental health system. You can watch this documentary by clicking here.</p>
Week 4: 24 June - 28 June	Lecture	<p>A medical anthropology of PTSD and DID</p> <p>The clinical formulations of trauma-related disorders such as PTSD and DID have been controversial for a range of reasons, including that they broke with psychiatric neutrality on the origins of mental illness by explicitly identifying violence and abuse as pathological experiences. A diagnosis of PTSD or DID often has the effect of implicating other people in criminal acts of harm, lending the diagnoses a pronounced legal and moral dimension. This lecture will examine the social and political aspects of clinical research and literature on trauma and dissociation, including their challenge to liberal and capitalist idealisations of the unitary, autonomous and productive subject.</p>
Week 5: 1 July - 5 July	Lecture	<p>Malignant trauma and the reproduction of evil</p> <p>This lecture explains psychoanalytic understandings of trauma, with a focus on the relational school and its explication of "formless dread" and existential loneliness as the ground of "evil". The relational school of psychoanalysis provides a theoretically robust and intriguing explanation of the intergenerational and social transmission of trauma and the collective tendency towards historical "blindness" and ignorance of evil. The lecture will explain the implications of this theoretical framework for contemporary understandings of violent perpetration and social responses to suffering.</p>
Week 6: 8 July - 12 July	Lecture	<p>Cultural, collective and intergenerational trauma</p> <p>This lecture considers the expansion of traumatology from an focus on individual to social and collective effects through the contributions of literary theory, cultural studies and post-colonial</p>

		<p>scholarship, and the distinct revisionings of trauma offered by Aboriginal scholars and practitioners. The intergenerational impacts of the Australian invasion, the Holocaust and political repression will be key points of focus for this lecture.</p>
	Online Activity	<p>Online news item: Australia's New Stolen Generation?</p> <p>This Al Jazeera segment discusses the current child protection crisis in Aboriginal communities in light of previous genocidal government policies. Click here to watch.</p>
Week 7: 15 July - 19 July	Lecture	<p>Backlash, scepticism and critique</p> <p>This lecture describes patterns of opposition to social movements organised around notions of trauma. Assertions of traumatic injury have always provoked denial, counter-claims and alternative explanations, however as a politics of trauma has become more visible and assertive, so too has a politics of backlash and scepticism. This lecture reviews the role of concepts such as "false memories", "moral panic", "social hysteria" and a liberal morality of individual responsibility in contesting claims of traumatic victimhood, as well as alternative clinical explanations of complex trauma and dissociation.</p>
Week 8: 22 July - 26 July	Lecture	<p>Public representations and political responses to trauma</p> <p>This lecture expands on the previous week to consider how trauma is being publicly represented and the possibilities of a therapeutic politics. The lecture considers contemporary examples of public responses to trauma, including acknowledgement of the Stolen Generations, the Royal Commission into Institutional Responses to Child Sexual Abuse, and the #MeToo movement, to illustrate the complexities of developing a collective framework of understanding and action in the face of mass grief and injustice.</p>
Week 9: 29 July - 2 August	Lecture	<p>Justice, activism and restoration</p> <p>This lecture provides an overview of efforts to pursue justice and restoration in the aftermath of trauma - including the criminal justice system, civil litigation, restorative justice, public inquiries and commissions - as well as processes grounded in</p>

		civil society. The lecture considers the dual roles of dignity and hope in structuring a sociopolitical rather than therapeutic pathway to justice and restoration for trauma survivors as individuals and collectives.
	Online Activity	<p>Four Corners: George Pell's conviction</p> <p>Click here to watch the Four Corners investigation into the conviction of George Pell.</p>
Week 10: 5 August - 9 August		<p>Pathways out and course review</p> <p>This lecture will provide a review of the course and discuss the implications of course material for policy, practice and research, with a focus on preparing students for their final essay submission.</p>

Resources

Prescribed Resources

Recommended Resources

Alexander, J. C., Eyerman, R., Giesen, B., Smelser, N. J., & Sztompka, P. (2004). *Cultural Trauma and Collective Identity*. University of California Press.

Alford, C. F. (1997). *What Evil Means To As*. Ithaca and London: Cornell University Press.

Alford, C. F. (2016). *Trauma, Culture, and PTSD*. New York: Palgrave Macmillan

Atkinson, J. (2002). *Trauma Trails, Recreating Song Lines: The Transgenerational Effects of Trauma in Indigenous Australia*. Melbourne: Spinifex Press.

Benjamin, J. (1990). *The Bonds of Love: Psychoanalysis, Feminism and the Problem of Domination*. London: Virago Press.

Caruth, C. (1996). *Unclaimed Experience: Trauma, Narrative, and History*. Baltimore: JHU Press.

Cheit, R. (2014). *The Witch-Hunt Narrative: Politics, Psychology and the Sexual Abuse of Children*. Oxford: Oxford University Press.

Fassin, D., & Rechtman, R. (2009). *The Empire of Trauma: An Inquiry into the Condition of Victimhood*. Princeton University Press.

Grand, S. (2000). *The Reproduction of Evil: A Clinical and Cultural Perspective*. Hillsdale, NJ: Analytic Press.

Herman, J. (1992). *Trauma and Recovery*. New York: Basic Books.

Lifton, R. J. (1973). *Home from the War: Learning from Vietnam Veterans*. Boston: Beacon Press.

Schwartz, H. L. (2013). *The Alchemy of Wolves and Sheep: A Relational Approach to Internalized Perpetration in Complex Trauma Survivors*. London and New York: Routledge.

Course Evaluation and Development

This is the first time that I have taught this course and student feedback will be critical to its development. Students are strongly encouraged to contribute to unit evaluation via the myExperience survey.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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