



KIIS Argentina Program, Summer 2024

PSY 299 Psychology of Trauma: Citizen Experiences in Political and Social Unrest

Professor: Dr. Myra Beth Bundy

Email: myrabeth.bundy@eku.edu

Instructor's office hours: on site and by appointment

Syllabus subject to change

Course Description

This class explores the impact of ACEs (Adverse Childhood Events) as well as the impact of trauma throughout the lifespan on development of behavior, social-emotional functioning, and overall mental health. Particular interest will be paid to citizen experience in politically violent and socially uncertain events in Argentina and other relevant locations.

Assignments will include captioned photos shared with the class through class grouped media, a short individually designed and created presentation, and brief reaction papers to carefully selected readings. Students also engage in experiential activities related to core intervention strategies such as mindfulness and graduated exposure.

Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

Course Objectives/Student Learning Outcomes

Students will...

1. Discuss key research concepts about the impact of trauma on human development and functioning.
2. Apply ideas from research and readings on political and social unrest to current and historical events in Argentina and the world.
3. Discuss and apply research on psychological intervention in the lives of people impacted by trauma across the lifespan.
4. Integrate the information on trauma and Argentina's history with student life, experiences, and class excursions in this study abroad program.

Major topics covered in the course

Major concepts in human trauma and outcomes

The history of political and social challenges in Argentina

Traumatic world events, such as recent and past global pandemics

Empirically based psychological interventions to support coping, healing, and post-traumatic growth

Required Readings and Materials

There is not one single text book, but rather a series of readings that will be available online through a shared Google drive or dropbox folder. You will need to complete a Reading Anticipation Guide (see below) before you come to class that will require you to complete the reading prior to the class in which we will discuss it.

Attendance

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

Graded Assignments

The course will involve the following activities:

- In class activities
- Class discussions
- Field excursions and observation assignments
- Short papers
- Most Important Concepts reflections
- Final mini-book presentation

Detailed instructions for all activities will be provided in class.

Field Excursions/Travel Day Assignments

When we take a travel day, you will be exploring culture related topics in the context of Buenos Aires and/or surrounding areas. To help structure this learning, when we travel, take a picture-taking device and be ready to take photos if directed for your field excursion assignments.

Reading Anticipation Guides (RAG)

These short assignments are designed to prepare you for each reading. The idea is that you read the statements on each guide BEFORE you read the assigned reading, indicating if you agree or disagree with each. There is no right or wrong answer for these questions. Then as you read the reading you will discover if your initial answer was right or wrong. Then you should reflect on why you think you were right or wrong initially, and add any thoughts you have about the issue. You'll understand how it works once you see the RAGs

Most Important Concepts (MICs)

In class, I will be asking you what you think the most important concept was for each day we have a class discussion. More on these in class.

Short papers

The short papers will follow up on class discussions. These are typically 1 typewritten page long and are meant as reflections rather than research or investigation. I don't want you spending lots of time in your rooms writing papers. Choose to complete 4 out of the 5 options.

Presentation/Book report

You will make a short presentation about a book of your choice (approved by Dr. Bundy) related to trauma in political or social unrest. Here are a few options to get you started:

Choose one of these possibilities or propose another and get Dr. Bundy's approval **before buying your book** (so we don't all read the same book).

Bernstein (2015) *Torture and Dignity: An Essay on Moral Injury*

Girma, Boateng, Adogame, et al. (2018). *The Healing of Memories: African Christian Responses to Politically Induced Trauma*

Haines, Strozzi-Heckler, & Poo (2019). *The Politics of Trauma: Somatics, Healing, and Social Justice*

Herman (2015). *Trauma and Recovery: The Aftermath of Violence: From Domestic Abuse to Political Terror*

Junger (2016) *Tribe: on Homecoming and Belonging*

Levine & van der Kolk (2015). *Trauma and Memory: Brain and Body in a Search for the Living Past: A Practical Guide for Understanding and Working with Traumatic Memory*

Penniman & Washington (2018) *Farming While Black: Soul Fire Farm's Practical Guide to Liberation on the Land.*

Robben (2018). *Argentina Betrayed: Memory, Mourning, and Accountability*

Schievelbusch & Chase (2003) *The Culture of Defeat: On National Trauma, Mourning, and Recovery*

Tedeschi & Moore (2020) *Transformed by Trauma: Stories of Posttraumatic Growth*

Van Roekel (2020). *Phenomenal Justice: Violence and Morality in Argentina*

Vance, Miner, Tennery, et al, (2017) *The Fire Within: Shedding Light on Trauma*

Vivian & Hormann (2013). *Organizational Trauma and Healing*

Final Exam

This exam will be completed during the last day of class—it will consist of selected questions and concepts from our readings, our field excursion assignments, RAGs, and MICS

Grading

Course grades will be based on the total number of points earned on each of the following activities:

Source of points
8 RAGs – 2 points each, 16 points total
10 MICS – 2 points each, 20 points total
4 short papers – 4 points each, 16 points
10 field excursion assignments—3 points each, 30 points
1 mini book presentation – 18 points
Final Exam 20 points
120 points total

Letter grades for the course will be assigned as follows:

90-100% of the total points available = A

80-89% of the total points available = B

70-79% of the total points available = C

60-69% of the total points available = D

0-59% of the total points available = F

Late Work/Make-up Work

Late work or make up work will be given at the discretion of the instructor. The validity of an excuse given as a reason for missing an exam or assignment will be determined by the instructor with consultation from the program director if needed. The instructor reserves the right to not allow late work or make-up work, or to give late or make-up work which is more difficult, less convenient, or in a different form than the original.

What to bring to class

1. The reading for the day (can be electronic version or paper).
2. Your completed RAG for that reading (can be electronic version or paper).
3. Laptop, tablet, phone, or any device that can access the web.

Disability Accommodation

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus

Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator, Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eeo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

See the table below for assignments and activities on our "in class" days. You'll also receive short on-the-move think and share assignments for our whole program excursion days.

Psychology 355 Topic, Reading, and Assignment Schedule*			
Date	In Class	Read and complete RAG before coming to class	Assignment Due
Class 1	Syllabus/class overview	In class reading:	
Class 2	Overview of the Impact of Trauma on Human functioning	Center for Substance Abuse Treatment (US). Trauma-Informed Care in Behavioral Health Services. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2014. (Treatment Improvement Protocol (TIP) Series, No. 57.) RAG 1 MIC 1	
Class 3	Explore the political and social history of Argentina	Argentina Timeline BBC https://www.youtube.com/watch?v=Nf1LE3PBj9Y (in class) Excerpt from Robben (2018) RAG 2 MIC 2	How trauma impacts human psychological functioning paper
Class 4	Political Violence and Trauma in Argentina	Divide and Conquer Robben (2005) https://www-jstor-org.libproxy.eku.edu/stable/j.ctt3fhx9j Everyone choose a chapter (1-16) to read (in class). Prep a presentation/share RAG 3 MIC 3	

Class 5	Political Violence and Trauma in Argentina	Share/present main points from Robben Chapters	
Class 6	Political Violence and Trauma in Argentina	Robben: Conclusion—The Spirals of Violence and Trauma RAG 4 MIC 4	Brief Overview of 20 th Century Political Trauma in Argentina paper
Class 7	Pandemics and Trauma	https://www.apa.org/topics/covid-19/index#ptsd Read one article of your choice under the "PTSD and Trauma" section of the COVID-19 Information and Resources APA page RAG 5 MIC 5	
Class 8	Pandemics and Trauma	Bristow N. K. (2010). "It's as bad as anything can be": Patients, identity, and the influenza pandemic. <i>Public health reports (Washington, D.C. : 1974)</i> , 125 Suppl 3(Suppl 3), 134–144. https://doi.org/10.1177/00333549101250S316 <i>Guardian</i> article on COVID 19 Response in Argentina RAG 6 MIC 6	The traumatic impact of pandemics and recommended supports paper
Class 9	Pandemic, social, political unrest impact on children	Al-Krenawi & Graham, 2012 Divecha, 2020 Zarei, 2020 RAG 7 MIC 7	
Class 10	Empirically Supported Treatment of Trauma in Children: TF-CBT	https://www.apa.org/monitor/2015/12/helping-children RAG 8 MIC 9	

Class 11	Empirically Supported Treatment of Trauma in Adults: Cognitive Processing Therapy	https://www.apa.org/ptsd-guideline/treatments/cognitive-processing-therapy (read intro plus “case study”—important but lengthy) RAG 9 (extra point or make up if needed) MIC 10	Understanding and Supporting Children who have experienced Social Trauma paper
Class 12	Explore the Science of the Greater Good: A gift to ourselves!	We'll divide the Keys to Well-Being Across the class for exploration and sharing. We'll take quizzes and practice well-being strategies/ One RAG for both: RAG 7 MIC 8	Understanding and Supporting Adults who have experienced Social Trauma paper
Class 13	Mini-Book Presentations!		Mini-Presentations
Class 14	Final Exam (finish presentations if needed)		Final Exam

***The instructor reserves the right to make changes in the course.**

Excursion Assignments

Order may vary	Place as Text	Assignment	Assignment due
1	Walking Tour	1.) Bumper Sticker for your Walk 2.) What cultural observations strike you from your very first experience in our summer place as text? 3.) What do you want to learn more about? What questions do you have? 4-5.) Take, share, and narrate in one sentence 1 non-selfie photo from today's walk on our class whatsapp group	Excursion assignment
2	US Embassy	1.) Make an observation about the outside of this building. 2.) Does there appear to be a difference between Argentinan	Excursion assignment

		<p>culture and the social and physical environment inside the US Embassy building?</p> <p>3.) What is the primary purpose of an embassy?</p> <p>4.) What service can you imagine needing for yourself or your family at a US embassy?</p> <p>5.) Embassies can be the scene of drama. Research embassies and trauma, violence. Tell me one story, maybe even one that happened here.</p>	
3	Tango Class	<p>1.) What kind of music is being played? Have you heard this before? What's the feel?</p> <p>2.) How does this dance differ from how you usually dance?</p> <p>3.) How might this dance have influenced US dancing and music?</p> <p>4-5.) A photo of you in a tango pose with narration of how this tango-learning experience was for you. Share in our class media group</p>	Excursion assignment
4	ESMA and Espacia Memoria	<p>I think this will be the most important excursion for our class.</p> <p>1-2) After visiting a site like this, it helps to discuss/share your experience with others. To help facilitate this discussion, each student will sensitively take at least one photo during this excursion and - based on this picture - write a sentence about what you experienced during and after the visit. In sharing your experiences, you should thoughtfully describe how this excursion was significant to you personally and how the picture you took expresses that significance. Do this in the form of a narrated photo post on our class media page.</p> <p>3.) Also include a sentence about what you learned on this excursion.</p> <p>4-5) Additionally, please write about at least one good or heroic act that you learned about during your visit. We can share about this act when we meet in person next.</p>	Excursion assignment
5	Feria de Mataderos	<p>1.) Compare to a town festival from your home town (name the comparison).</p> <p>2.) Living spaces have both surface realities and hidden truths, both of which have a direct impact on people living in them. What</p>	Excursion assignment

		<p>are some examples of each of these-surface vs hidden-that you can find in this district?</p> <p>3.) Think about the years of the Dirty War. What would be the age range of people who can remember the events? Do you see any people in this age range out and about today?</p> <p>4-5) How does it feel to see this scene today after the traumatic past events we've read about? Please reflect.</p>	
6	Asado and Wine	<p>1.) Enjoy a taste of beef and/or wine (I hope!)</p> <p>2.) Have you attended a winery tour or tasting or similar event in the US? If so, please compare to today's experience.</p> <p>3.) Make an interesting observation comparing or contrasting the culture of eating or drinking in Argentina vs. your home culture.</p> <p>4-5.) Share two facts you learned about beef and/or wine and how you plan to apply them in your daily life.</p>	Excursion assignment
7	IT lecture	<p>1.) Read this: http://www.masters-in-psychology.net/faq/how-is-technology-changing-psychology/</p> <p>2.) Draw a parallel between this reading and what you learn today.</p> <p>3.) Note differences between IT in Argentina and in your home community</p>	Excursion assignment
8	La Bomba de Tiempo	<p>1-2.) Enjoy the show!</p> <p>3.) Compare to shows of similar size you've seen in the US. Music? People's behavior?</p> <p>4-5.) Share a photo or short video of your choice on our class facebook page with a short narration.</p>	Excursion assignment
9	Casa Rosado	<p>Another excursion very relevant to our class.</p> <p>1-3) Research the Mothers of the Plaza De Mayo. Tell me about them and your thoughts about their movement.</p> <p>4.) What did the mothers wear and where did they protest?</p> <p>5) Share a sensitively taken photo (class whatsapp group) from the area that is relevant to these mothers. Give us a short narration too.</p>	Excursion assignment
10	Hotel Owner Lecture	<p>1-5). Design a 5 point assignment for this excursion for the next time Dr. Bundy teaches this class! What observations related to our class concepts could we ask students about?</p>	Excursion assignment
11	Teatro Colon	<p>1.) People watch. How does what you see tonight compare to your typical people watching in Buenos Aires?</p>	Excursion assignment

		3-5.). Are there any unique-to-Argentina operas? Do any of them tell the story of political trauma that the country has seen? If so, explain. If not, pretend that you are creating one what would you title such an opera and who would be a few of the main characters?	
--	--	---	--

****Excursions are subject to change based on program director's discretion, availability, weather, etc.**