



## NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

### **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Humanities Initiatives at Hispanic-Serving Institutions guidelines, which reflect the most recent information and instructions, at

<https://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Trauma: Conflict and Aftermath  
Institution: University of the Incarnate Word  
Project Director: Frederick Zenon Culverhouse  
Grant Program: Humanities Initiatives at Hispanic-Serving Institutions

**ATTACHMENT 1:**

**Table of Contents**

Project Narrative

Intellectual Rationale.....1

Content and Design.....3

Personnel.....8

Institutional Context.....9

Follow-up and Dissemination.....9

Evaluation.....10

Statement of Eligibility.....10

Appendices

Appendix A: Work Plan, Reading List, & Activity Schedule..... 1

Appendix B: Personnel Curriculum Vitae & Biographies..... 13

Appendix C: Letters of Commitment from Invited Scholars..... 23

Appendix D: Support Letter from UIW Provost..... 27

Appendix E: Institutional History..... 28

Appendix F: Title V Eligibility letter ..... 29

## Project Summary

This proposal is for a three-year project, titled *Trauma: Conflict and Aftermath*, to be conducted by humanities faculty at the University of the Incarnate Word (UIW). This project seeks to develop new interdisciplinary humanities courses and implement service-learning components in both new and existing humanities courses. Project studies will focus on psychological trauma resulting from conflict—that is, trauma resulting from deliberate, violent human interaction—in three populations: war veterans, refugees, and victims of sexual violence. Each project year will be devoted to studying one of these three groups, with a symposium at the end of the third year that will allow faculty and students to present work resulting from this project. In keeping with the interdisciplinary focus, the core personnel for the duration of the project will consist of one director and five faculty members, each of whom has a different specialty in the humanities. In addition to this cohort, each year three additional members will be invited. Two of the additional year-long members will come from a discipline outside the humanities, such as psychology, and have expertise in the population studied that year. Another will come from a local community organization that serves the population under consideration. The resulting course designs should serve as a model of interdisciplinary and service-oriented humanities courses for all faculty, present and future.

The project described in this proposal is timely. America's longest ever involvement in war has increased awareness of the psychological trauma experienced by war veterans and others affected by war and conflict. Both the afflicted and those professionals who help them recognize that no one discipline can adequately address trauma. This project will take cues from such recent work in humanities-based approaches to trauma. For example, the emerging field of "Trauma Studies" addresses the topic through a combination of literary studies, philosophy, psychoanalysis, and critical studies. The faculty cohort for this project will make use of this interdisciplinary model in developing our own courses and programs (see Appendix A for a complete list of texts that will be used in this project). Our project also draws from similar projects and initiatives that the NEH has already funded, such as the initiative *Standing Together: Humanities and the Experience of War*, and the project *After Shock: Humanities Perspectives on Trauma*. Much like this project, ours has a literary focus and considers trauma among war veterans but ours also includes other disciplines such as philosophy, history, and religious studies, and it considers trauma in other populations, namely victims of sexual violence and refugees of war.

UIW is in San Antonio, Texas, a city that has a large military population and a growing refugee population. It is home to five military installations and the Department of Defense's largest military medical center. There is also a growing refugee population, consisting of persons from many conflict-ravaged countries such as Iraq and Afghanistan. Members of these populations make up many of UIW's students, faculty, and staff. While this project aims to benefit all students, it especially has in mind these students and similar members of UIW and the larger community. UIW has ties to many community organizations that serve these populations. In emphasizing the value of humanities in interdisciplinary study and service, this project helps to maintain UIW's stated mission of offering students "an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service" ([www.uiw.edu/mission/index.html](http://www.uiw.edu/mission/index.html)).

## **Project Narrative**

1. **Intellectual Rationale:** The proposed three-year project, *Trauma: Conflict and Aftermath*, aims to develop and implement interdisciplinary curriculum for new and existing humanities courses at the University of the Incarnate Word (UIW). More specifically, this curriculum will emphasize a humanities-based approach to understanding the nature of psychological trauma in three populations: war veterans, victims of sexual violence, and refugees. The director and a five-member faculty cohort, each of whom specializes in a different area of the humanities, will begin by studying a selection of classic and contemporary readings on interdisciplinary approaches to trauma, some of which are written by scholars the project cohort will host at UIW. These readings and scholarly interactions will guide the cohort in selecting topics and texts to integrate into both lower- and upper-division humanities courses. The cohort will also develop and integrate related service-learning components into some of these upper-division courses in order to enhance study with hands-on experiences. The following describes the rationale for a humanities-based approach to trauma (generally and for our university), and why we chose to focus on these populations.

UIW has a pressing need to enhance humanities teaching and scholarship in the study of trauma. Originally a school that trained teachers and nurses, UIW has long emphasized the liberal arts and community service. The humanities are at the core of UIW's identity, but in recent years professional programs have grown significantly with the addition of four new health professions schools the culminate with the doctoral degree. This growth is guided by UIW's mission to provide "an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service" (*UIW Bulletin*, 13). The proposed project will enhance this integration with courses that emphasize the role of the

humanities in understanding trauma, a phenomenon that has traditionally been the province of clinical professions, such as psychiatry.

This humanities-based approach to trauma will show students how their studies can be applied outside of academia. So in addition to integrating topics and texts that model a humanities-based approach to trauma, select upper-division courses will also feature a service-learning component that engages students with community organizations serving veterans, victims of sexual abuse, and refugees. UIW students are required to complete at least 45 hours of community service before graduation, through volunteer opportunities, designated service-learning courses, or both. The purpose of this is to help students not only learn the value of assisting the disadvantaged with basic needs, but also to enhance learning and service by integrating these activities. One such course, “Global Refugees,” is taught by a cohort member and history professor, Dr. Lopita Nath. Through this project, research on methods of gathering oral histories about refugee trauma will allow her to implement service learning activities in which students make use of their academic training to enrich service.

Though there are other topics at the intersection of medicine and the humanities, this project focuses on trauma for two key reasons. First, with the United States’ prolonged involvement in war, there is an increasingly urgent need to address psychological trauma among combat veterans and others affected by war (here and abroad). Even with its inclusion in the 3<sup>rd</sup> edition of the *Diagnostic and Statistical Manual of Mental Disorders* (1980), the very nature of psychological trauma continues to generate more controversy than any other diagnostic condition, with the sole exception of dissociative identity disorder.<sup>1</sup> While the study of trauma is most visibly and explicitly conducted by the medical community, its complexity has led to an

---

<sup>1</sup> Brewin, Lanius, Novac, Schnyder, and Galea, “Reformulating PTSD for DSM-V,” *Journal of Trauma Stress* 22(9) 2009, 366-73 & Jones and Cureton, “Trauma Redefined in the DSM-V,” *The Professional Counselor* 4, 2014.

increasing recognition of the need for humanities-based approaches to further its understanding of the nature, experience, and treatment of trauma.<sup>2</sup>

The second reason this project focuses on trauma—specifically trauma among war veterans, refugees, and victims of sexual violence—arises from the demographic of UIW and the larger community of San Antonio, Texas. San Antonio has long been known as “Military City,” and has been a base of military operations since Spanish colonialism in the early 18<sup>th</sup> century. The heavy military presence in here is reflected in the staff, faculty, and students of UIW. In addition, San Antonio has experienced a growth in refugees, most recently people who have been displaced as a result of conflicts in those regions our veterans have served, such as Iran, Iraq, and Afghanistan (Department of State: <http://www.state.gov/j/prm/>). To address this growing refugee population, UIW over the last six years has developed a refugee-mentoring program, which is part of the previously mentioned history course. UIW has also worked with local and national organizations to educate and raise awareness about sexual and domestic violence. For example, UIW’s annual “Peace Day” series of events included a screening and discussion of “Sexual Violence in the Military,” through the San Antonio Veteran’s Center, and enabled students to participate in “The Clothesline Project,” a national program addressing sexual violence. This project will allow UIW to enrich and expand service-learning opportunities with these and other programs in the city.

2. Content and Design: This proposal describes a three-year project, starting in January 2016.

Each year will be devoted to investigating trauma in one of the three populations mentioned previously. The overall aim is to develop course content and service-learning components in humanities courses that emphasize the role of the humanities in making sense of the experience

---

<sup>2</sup> J. Herman’s *Trauma & Recovery* (1992) is representative of the medical profession’s recognition of this need. For a similar assessment from a war veteran’s point of view, see D. J. Morris’ *Evil Hours*, 2015.

of psychological trauma. In addition to the director and the permanent faculty cohort, each year the cohort will invite three additional members to assist during the year. In keeping with the project's interdisciplinary focus, each cohort member will have expertise in a different area (e.g. psychology) that complements the existing cohort's areas of expertise.

Upon receipt of the award, the faculty cohort will meet for a two-day workshop prior to the start of the Spring term to discuss readings that establish the groundwork of the project. We will read and discuss psychiatrist Judith Herman's classic work *Trauma and Recovery* (1992) as an introduction to the history and psychological approach to trauma. We will also read *Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History* (Felman & Laub, 1992). This is a central work in "trauma studies," and it will serve as a model of interdisciplinary work on trauma.

With this groundwork in place, each year's activities will be organized as follows. The Spring term will be devoted to faculty development, the Summer for curriculum writing and course development, and the Fall will be for implementing curriculum in select courses as well as evaluating that implementation (Complete details on readings, invited speakers, and courses affected are in Appendix A).

During the Spring term of year 1, the focus will be on war trauma. The faculty cohort will meet once every three weeks to discuss selected readings on war trauma, discuss texts and activities to be used in classes, and organize events, such as hosting invited speakers. The external scholars, whose writings will be part of the cohort's reading, will come to UIW in the spring to give a public lecture and also run a seminar with the faculty cohort. One invited speaker is Dr. Jonathan Shay, a psychiatrist and author of *Achilles in Vietnam: Combat Trauma and the Undoing of Character* 1994 and *Odysseus in America: Combat Trauma and the Trials of*

*Homecoming* 2002. These works describe the value of combining the study of classical literature with psychiatry in understanding the nature of war trauma and the experience of post-traumatic stress disorder in soldiers upon returning from war. The works are also the source of the concept of trauma as “moral injury” or the notion that a person’s experience of trauma often results from a perceived betrayal of their own moral code. Both the invited speakers and the selected readings will help guide the faculty cohort’s selection of primary and secondary texts to be studied and implemented in trauma-themed courses.

The interdisciplinary focus continues with readings related to Dr. Shay’s work, such as philosopher Nancy Sherman’s most recent work, *Afterwar* (2015), which expands on the concept of moral injury from the perspective of moral and political philosophy. We will also address the value of reading and writing poetry about war trauma in Brandon Courtney’s recent collection of poems, *Grief Muscles*. Mr. Courtney, both a poet and war veteran, will also visit UIW to talk about his work with faculty, students, and the cohort.

At the end of the Spring, the faculty cohort will meet for a two-day workshop to discuss the impact of the discussion-group readings and visiting scholars on the cohort’s scholarship, research, and course design. During the summer, the faculty cohort will meet three times to discuss course design and, if necessary, visit potential service-learning sites to finalize plans for the upcoming fall.

During the Fall term, the faculty cohort will integrate readings and service-learning components into the curriculum of some of their existing courses. New texts concerning trauma will be integrated into lower-division, general-education courses, upper-division courses, and major specific courses across a range of departments in the humanities, such as Philosophy, History, Religious Studies, and English. Lower division courses will incorporate new texts



related to trauma, based on the previous spring's research, to expose students to the value of interdisciplinary work on a single topic. In particular, each fall semester at UIW, many introductory level courses in distinct disciplines are paired to form a "Learning Community" (LC).

The LC consists of a cohort of first-year students who are enrolled in two courses from different disciplines studying and responding to a shared problem. At the end of the semester, students present a project they develop out of both courses at a poster-session. In the fall of 2016 one such LC would pair an Introduction to Philosophy course (regularly taught by project director, Dr. Zenon Culverhouse) with "Origins of Christianity," an introductory course cohort member Dr. Julie Miller offers in the Religious Studies program. Both courses would take as a common starting point the criteria for diagnosis of trauma in the *Diagnostic and Statistical Manual of Mental Disorders*, 5<sup>th</sup> ed, to outline the points of contact with humanities-based questions and topics. One universal symptom of trauma is "a persistent feeling of being alienated from others" (*DSM-V*). A philosophical consideration of this symptom would investigate the notion of self in relation to others, a major theme in Sophocles' war-drama, *Philoctetes* and contemporary work on personal identity, while the religious studies course compares the philosophical work with the notion of self as a reflection of God in Augustine's *Confessions*. With two courses that focus on the nature of trauma, this project would allow students to engage the topic from two distinct perspectives within the humanities simultaneously, and would result in a student project presented at the Learning Community Poster Session at end of the term.

Select upper-division courses taught by the faculty cohort in the Fall term will integrate both texts and service learning components to expose students to both theory and practice. For

instance, one such course will be the Senior Seminar in Literature and Creative Writing offered through the English department by one faculty cohort member, Dr. Joshua Robbins. In collaboration with UIW's Department of Veterans' Affairs, students would conduct an ethnographic study of soldiers suffering from PTSD and related trauma, and work on a capstone project that addresses the storytelling aspect of war trauma.

The same format will be followed in the next two years, which focus on sexual trauma and refugee trauma, respectively. For example, in the spring of the second year cohort member Dr. Julie Miller, a professor and chair of the Religious Studies Department, will host Reverend Dr. Marie Fortune, founder of the *Faith Trust Institute*, a non-profit organization devoted to addressing sexual violence. Reverend Fortune will hold a public lecture and a symposium for the cohort and select students. This experience, along with readings discussed by the faculty cohort, will be used in developing existing courses offered in the fall, such as Dr. Miller's "God & Human Sexuality" course. In this case, Dr. Miller's students will work with the Family Violence Prevention Center in San Antonio to assist its clients and write reflections on the applicability of religious narratives for understanding the victim's experience.

At the end of the third year, there will be a symposium reflecting on this project's investigation of trauma in these three populations and how their unique experiences of trauma relate to one another. The symposium will consist of talks and panels by UIW faculty and students who have worked on trauma-related projects in the humanities. This symposium will also discuss how the results of the project point to new directions the study of trauma can take. To address the latter, the symposium may feature a guest speaker, Dr. Ronald Eyerman, a sociologist who works on trauma at the societal level. The project and the symposium will generate course development, lesson plans, well-planned, repeatable service projects, and

scholarship meant to expand our capacity to understand and manage trauma and its aftermath and to assist other institutions to do so.

3. Personnel: There are nine members of the faculty cohort. Six of them will remain in the cohort for all three years of the project, namely the director and five faculty. In addition to the following, each long-term member of the cohort will implement trauma related readings and service-learning projects into at least one class per year (See Appendix A for a complete list of such courses).

The director is Dr. Zenon Culverhouse, an assistant professor of philosophy at UIW. In addition to implementing readings and service-learning components related to trauma into his own classes, Dr. Culverhouse will coordinate the cohort meetings and draw up the agenda for each meeting. He is an expert in ancient Greek philosophy and literature. His research focuses on moral psychology and injury to the soul in Plato, the Hippocratic (medical) writers, and 5<sup>th</sup> century Athenian tragedy, so he will lead the cohort's reading group and will be the point of contact for visiting scholars during the first year of the project, where the focus is on war trauma and moral injury. He also has expertise in interdisciplinary teaching, having taught previously for Stanford University's *Introduction to the Humanities* and *Structured Liberal Education* programs, and he helped develop the curriculum for Stanford's *Thinking Matters* program, which replaced the *Introduction to Humanities* program while he was a Post-Doctoral Fellow there.

The core cohort consists of five members each of whom has a different area of expertise in the humanities. Dr. Jeff Crane is an environmental historian by training, but he will mainly contribute to the project in his role as the Associate Dean of the College of Humanities at UIW, assisting with administrative and planning issues, as well as participating in the cohort's reading group. Dr. Julie Miller, a Professor and Chair of Religious Studies, specializes on women and

gender in religion, and so will lead the cohort's reading group and will be the point of contact for visiting scholars in the project year that focuses on sexual trauma. Dr. Lopita Nath is a Professor and Chair of History, with special expertise in refugee studies. She will therefore be the leader of the cohort's reading group and will be the point of contact for visiting scholars in the project year that focuses on refugee trauma. Dr. Joshua Robbins and Dr. Tanja Stampfl are both professors in the English department, but they have distinct areas of expertise. Dr. Robbins is an expert in poetry and creative writing. He will lead the cohort's readings in poetry and in developing trauma-related writing projects to implement in select courses. Dr. Stampfl is an expert in literary theory and gender & race studies. She will serve as our resident expert in navigating readings on "trauma theory," a recent development in literary theory. In addition, their role in the group will be to serve as the point of contact for their invited scholar.

4. Institutional Context: UIW is a Hispanic Serving institution with 54% Hispanic student population, and many first-generation students. This project takes its impetus from UIW's stated mission to integrate liberal arts and professional studies in an effort to educate the whole person, and from UIW's requirement that every student devote a certain amount of time to community service. This project will operate in conjunction with several on campus programs. For instance, during the first year, UIW's Department of Veterans' Affairs will assist in advising the faculty cohort on issues related to veterans-turned-students. Throughout the three years of the project, UIW's Ettlign Center for Civic Leadership will assist in establishing service-learning components in courses with community organizations relevant to trauma-stricken populations.

5. Follow up and Dissemination: Follow-up: At the end of each Spring semester, the cohort will gather for a two-day workshop in which we discuss the results of the development phase of the project year. After the first year, the Spring workshop will also devote time to evaluating the

student evaluations and reports collected from service-learning sites pertaining to the courses which featured significant trauma-related components. At the end of this project's three year span, UIW will hold a symposium consisting of faculty and students presenting their research and teaching projects on trauma. The purpose of the symposium is both to reflect on what the project has accomplished and to look ahead at new directions for humanities-based studies of trauma. These projects may be submitted for publication in peer-reviewed journals.

**Dissemination:** Since the primary goal of this project is to develop courses with a significant emphasis on humanities-based approaches to trauma, the syllabi and outlines of service learning projects that have been implemented in those courses will be available to all faculty at UIW. These materials can be used as models by faculty to integrate trauma related readings and service-learning components in their own courses. The relationships this project will enable UIW to establish with current and new community organizations will also ensure that future faculty and courses may collaborate with them on service-oriented projects.

**6. Evaluation:** The progress and impact of the project will be evaluated in the following ways. All the invited speakers will give lectures open to the public, so assessment of the effectiveness of this part of the project will come through taking attendance and, in some cases, distributing evaluations for the participants to complete. Pre- and post- course assessment will enable us to evaluate the efficacy of the courses implemented by the project. We will also consult student evaluations and collect reports from service-learning sites. All the results will be analyzed at the end of term faculty cohort workshops.

**7. Statement of Eligibility:** University of the Incarnate Word is a Hispanic-Serving Institution, as determined by the Department of Education and the data on file with the National Center for Education Statistics.

## **Appendix A: Work Plan, Reading List, & Activity Schedule**

Year 1: 01/2016-12/2016. Focus: Trauma & moral injury among war veterans.

***Texts & Discussion Group:*** The faculty cohort will meet regularly (every three weeks/5 times each Spring). During this time, the cohort will discuss the following readings with a view to course design for courses that will be implemented in the next Fall term. Since the faculty cohort consists of scholars from multiple disciplines, the purpose of the discussion group is to address how each discipline approaches the same topic. This is done primarily with a view to integrating these approaches in coursework and the humanities curriculum.

1. Jonathan Shay. *Odysseus in America: Combat Trauma and the Trials of Homecoming*. New York, NY: Scribner, 2002. [This text was chosen because it is the origin of the concept of moral injury, and it serves as a model of interdisciplinary work that combines psychology and classical studies.]
2. Nancy Sherman. *Afterwar*. New York, NY: Oxford University Press, 2015. [This text represents the latest work on the concept of moral injury resulting from war, approached through moral philosophy.]
3. David J. Morris. *The Evil Hours: A Biography of Post-Traumatic Stress Disorder*. New York, NY: Houghton Mifflin Harcourt, 2015. [Written by a veteran of the Iraq war, this work combines history and first-person narrative to explore the nature of post-traumatic stress disorder.]
4. Brandon Courtney. *The Grief Muscles: Poems*. Sheep Meadow Press, 2014. [Mr. Courtney is a veteran, having served in the Navy during Operation Enduring Freedom. Many of his poems in this book concern the experience of war and its

aftermath. *The Grief Muscles* contrasts with the other readings in this list as it is a personal, first-hand account of war trauma in verse. The mechanics of poetry are used to great effect, thus providing insight into the value of poetry and verse in addressing war trauma.]

5. Judith Herman. *Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror*. New York, NY: Perseus Books, 1992. [This is a standard in the psychological study of trauma and will be read and discussed first among the faculty cohort in order to understand the psychological approach to trauma and how it connects with various disciplines in the humanities.]

***Invited Speakers:*** UIW will host two visitors during the Spring 2016 term.

1. Jonathan Shay, M.D., Ph.D. Dr. Shay will give a lecture (open to the public) on his pioneering work on representations of war trauma in ancient Greek epic, and his most recent work in moral injury, specifically the communalization of trauma in Athenian theater. He will lead a seminar with the faculty cohort and select students, as well as meet with UIW's administration and department of veterans' Affairs to discuss policy and procedure for war veterans-turned-students.
2. Brandon Courtney. Mr. Courtney, a poet, will conduct readings for students, faculty, and the public from his work, *The Grief Muscles*, followed by a town-hall style discussion of his work.

***Course Work & Curriculum Implementation:*** During the Fall of 2016, the following courses will implement texts, activities and service-learning components developed during the Spring and Summer of 2016. The majority of these courses will be taught by members of the project's faculty cohort.

1. Rhetorical Theory (English dept., upper division, cohort: Dr. Tanja Stampfl).

A major theme of this course will be the rhetoric of violence and trauma.

While the whole class will be introduced to the relevant theories for each type of violent rhetoric, students will work in groups on one particular type of rhetorical situation for a larger project in order to gain a more in-depth understanding of that situation and rhetoric, and to share these results with the university community in a research forum, such as UIW Research Week. The student group(s) researching the rhetoric of violence associated with domestic abuse could volunteer with The Family Violence Prevention Services of the Battered Women's Shelter. This collaboration will aid the charitable organization, but also provide the students with a more personal and complex perspective on their topic and the students might be able, through their research, to provide specific suggestions about countering the violence and overcoming trauma.

2. Senior Seminar in Literature and Creative Writing (English dept., upper division, cohort: Dr. Joshua Robbins). For this course, students would design their own inquiry into "trauma" for their capstone portfolio of work. The portfolio would be poetry, fiction, nonfiction, or a combination. This creative and scholarly inquiry would be defined by the students' subjective experience and interest in relation to the broad term, but the course would be designed to investigate the following specific categories of "trauma": military/veterans/PTSD, sexual abuse, and immigration/resettlement. A major component of the course would be working with a San Antonio organization



to connect students with a member of the community who has experienced trauma in relation to one of the specific categories mentioned earlier. This could consist in an ethnographic study with a service-learning module.

3. Ancient Philosophy (Philosophy dept., upper division, cohort: Dr. Zenon Culverhouse). A major theme of this course is moral psychology, or the study of the relationship between reason and desire and its role in living well, in ancient Greek philosophy, medicine, rhetoric, and drama. For the first year, this course would focus on texts that deal with moral injury in war such as Sophocles' *Ajax* and *Philoctetes* and the influence of such work on Plato's own view of damage to the soul in his *Gorgias*. Students would also consider the implications of this for the experiences of the modern soldier through a study of James' Stockdale's first-hand account of using Stoicism to survive many years in a Vietnamese prison camp. A service-learning component could have students working with veterans through the department of veterans' affairs.
4. Introduction to Philosophy (Philosophy dept., lower division, cohort: Dr. Zenon Culverhouse) As a survey course in philosophy, students are exposed to topics related to the project such as the ethics of war, moral psychology, and feminist philosophy. Over the course of this project, this course would incorporate readings specific to trauma and develop projects that consider what ethics and feminist philosophy have to contribute to understanding trauma.

5. Global Refugees (History department, upper division, cohort: Dr. Lopita Nath): This is a service-learning course in which students do a field study of trauma afflicted refugees and how it is affecting successful resettlement. Through the Catholic Charities, an organization that assists refugees and has already assisted UIW in various service-learning projects, the students while interacting with the refugees for the whole semester also conduct an oral history study, collecting the case history of the family, documenting their refugee experience from the home country, conflict, life in the refugee camps and finally their arrival and life in the United States. During the first year, this course can focus especially on the relationship between PTSD in combat veterans and refugees of the wars in which those veterans served.
6. Learning Communities (lower division, various faculty): These change from year to year based on faculty interest, but this term will have one section of Introduction to Philosophy pair with a course on the origins of Christianity, an introductory course given by the Religious Studies department.

**Year 2: 01/2017-12/2017:** Focus: Trauma & Sexual Violence

***Texts for Discussion Group:*** Spring 2017.

1. Sigmund Freud. "The Aetiology of Hysteria," in *The Freud Reader*, edited by Peter Gay. New York, NY: W. W. Norton & Co., 1989. [This is the first work on what is now considered trauma related to sexual abuse. Freud later recanted his claim that hysteria was caused by sexual abuse because it implied that such abuse was endemic to all levels of society.]

2. Deborah M. Horvitz. *Literary Trauma: Sadism, Memory, & Sexual Violence in American Women's Fiction*. New York, NY: SUNY Press, 2000. [This work is a collection of essays by Dr. Horvitz, who is an instructor at Salem City College and a psychiatric/mental health nurse practitioner. Her work blends literary analysis with psychoanalysis in investigating several prominent works of fiction by women, such as that of Joyce Carol Oates. This work is important to our project both for its interdisciplinary approach to sexual trauma and it will serve as a basis for selecting literary works to use in target courses.]
3. Jennifer L. Manlowe. *Faith Born of Seduction: Sexual Trauma, Body Image, and Religion*. New York, NY: NYU Press, 1995. [Dr. Manlowe has a Ph.D in psychology, gender and religion. This work examines the theologies of victims of sexual violence, particularly the attitudes they have towards belief in a higher power. In addition to approaching trauma from the point of view of religious studies, Dr. Manlowe's work is important for the previously unexamined investigation into the connections between sexual violence, religion, body image, and eating disorders. While the latter two issues are beyond the scope of the project, the arguments Dr. Manlowe gives for these connections will serve as a model for our culminating research conference that considers future and further directions of trauma studies.]
4. Sabine Sielke. *Reading Rape: The Rhetoric of Sexual Violence in American Literature and Culture, 1970-1990*. Princeton, NJ: Princeton University Press, 2002. [Dr. Sielke is a professor of North American Literature and Culture at Friedrich-Wilhelms Universty in Bonn, Germany. This work considers the

rhetorical representation of rape in America, through an examination of such representation in literary, social, political, and cultural contexts. She concludes that this representation of rape has had a major role in constructing gender, race, and ethnicity in America and beyond. This text is especially important to developing the English department course “Rhetorical Theory” and “Feminist Philosophy” given by the Philosophy department.]

5. Reverend Dr. Marie Fortune. *Sexual Violence: The Unmentionable Sin*. The Pilgrim Press, 1983. [This classic work addresses the silence that is imposed on victims of sexual trauma from the point of view of ethical philosophy and religious studies. This work is also desirable for its cross-disciplinary approach to sexual trauma.]

***Invited Speakers:*** Two speakers are planned for the Spring of 2017:

1. Reverend Dr. Marie Fortune. Dr. Fortune is the founder and head of the Faith Trust Institute, a non-profit organization devoted to providing resources, training, and educational materials addressing sexual and domestic violence. In addition to giving a public lecture on her work *Sexual Violence*, Dr. Fortune will also teach a one-day seminar for select students and faculty on ethical and pastoral approaches to sexual violence.
2. Dr. David Perlmutter, Dean of the College of Media and Communications at Texas Tech University, previously Professor of Journalism and Mass Communication at University of Iowa. Dr. Perlmutter’s research focuses on the rhetoric of violence, particularly on the propagation of violence through images and videos. His work covers a variety of types of violence, but most relevant to

our project is his work on sexual violence and war. Dr. Perlmutter will give a public lecture on the rhetoric of violence along with a seminar with the faculty cohort and select students.

***Course Work & Curriculum Implementation:*** Fall 2017.

1. Rhetorical Theory (English dept., upper division, cohort: Dr. Tanja Stampfl). A major theme of this course will be the rhetoric of violence and trauma. After incorporating readings on the rhetoric of violence in war, the second iteration of this course will also incorporate readings on the trauma of sexual violence in relation to war.
2. Medieval Philosophy (Philosophy dept., upper division, cohort: Dr. Zenon Culverhouse). This course features readings from prominent women in medieval philosophy and religion, such as the mystic Hildegard of Bingen and Heloise, the wife of philosopher Abelard. Both speak of women's roles and the trauma that results from this and is an important source for a dominant theme in medieval philosophy, namely free-will.
3. God & Human Sexuality (Religious Studies, upper division, cohort: Dr. Julie Miller). This course already devotes a significant portion to studying sexual trauma in religious narratives, but will be expanded to include a service learning component which could allow students to work with social service agencies such as the Family Violence Prevention Center.
4. Introduction to Philosophy (Philosophy department, lower division, cohort: Dr. Zenon Culverhouse). As in the first year, this course will incorporate readings

that address trauma from a variety of philosophical perspectives, with new readings introduced that concern sexual trauma.

5. Learning Community courses (lower division, various faculty): To be determined in the Spring of 2017.

**Year 3: 01/2018-12/2018:** Focus: Refugee Trauma

*Texts for Cohort:* Spring 2018.

1. Maroussia Hadjukowski-Ahmed, Nazilla Khanlou, Helene Moussa (Eds.). *Not Born a Refugee Woman: contesting Identities, Rethinking Practices*. Berghahn Books, 2008. [This text consists of a collection of essays from scholars in history, women's studies, philosophy, and psychiatry. It addresses the identity construction of refugee women. In addition to serving as another model of interdisciplinary work-this time regarding refugee trauma-its emphasis on women's identities will also serve as a bridge between the nature and experience of sexual trauma and refugee trauma.]
2. Ronald Eyerman, Jeffrey C Alexander, & Elizabeth B. Breese (Eds.). *Narrating Trauma: On the Impact of Collective Suffering*. Paradigm Publishers, 2011. [This collection of essays considers refugee trauma as part of a wider phenomenon termed "collective suffering." In it, cultural sociologists analyze the nature of trauma and its social impact, and considers such questions as "Why do some events get coded as traumatic and others which seem equally painful do not?" This text will serve to introduce the cohort to broader questions about suffering at the group or cultural level.]

3. Steven High (ed.). *Beyond Testimony and Trauma: Oral History in the Aftermath of Mass Violence*. Washington: University of Washington Press, 2015.  
[Based on the eponymous conference held in Canada in 2012, this collection of essays considers a variety of ways to engage with survivors of trauma, such as refugees, and their accounts based on the contributors' own work on oral-history projects. It also raises problems for the concept of "testimony" as a means of overcoming trauma, a concept that is often given great importance in dealing with war and sexual trauma. This text will especially benefit the Global Refugees course taught by a cohort member, but it will also help the whole cohort think in a new way about a theme that unifies the different populations studied in the project, namely the activity of "testifying" to one's trauma.]
4. Sajnani, N. and Johnson, D.R. *Trauma-informed drama therapy: Transforming clinics, classrooms, and communities*. Springfield, IL: Charles C. Thomas, 2014.  
[Edited by one of our invited speakers, this text considers theater and as a means of understanding and treating trauma. Many of the essays in it focus on refugee trauma. This text will return to a theme this project will have investigated in the first year, with Dr. Jonathan Shay's work on trauma and collective suffering in Athenian theater.]

**Invited Speakers:** One speaker will visit during the Spring of 2018. A second will be the keynote speaker for the culminating symposium at the end of Fall 2018.

1. Dr. Nisha Sajnani (Spring 2018). Dr. Sajnani is a professor of drama therapy at Lesley University and is a faculty member of the Harvard Program in Refugee Trauma. Her work is interdisciplinary, especially combining literature,

- psychology, theater arts, and philosophy. During her visit to UIW, she will give a public lecture on her work in drama therapy and lead a symposium on her work with select students and the faculty cohort.
2. Dr. Ronald Eyerman (Fall 2018). Dr. Eyerman is a professor of sociology at Yale University. He has authored several books on cultural trauma and collective suffering, one of which the faculty cohort will read during the spring of 2018. Dr. Eyerman is a person we would like to have as the keynote speaker at the symposium we will hold at the end of the three-year project. Dr. Eyerman's work is especially useful for thinking about new directions for the study of trauma, beyond the populations that are the focus of this project.

***Course Work & Curriculum Implementation:*** Fall 2018

1. Rhetorical Theory (English dept., upper division, cohort: Dr. Tanja Stampfl). A major theme of this course will be the rhetoric of violence and trauma.
2. Senior Seminar in Literature and Creative Writing (English dept., upper division, cohort: Dr. Joshua Robbins). For this course, students would design their own inquiry into "trauma" for their capstone portfolio of work. The portfolio would be poetry, fiction, nonfiction, or a combination. This creative and scholarly inquiry would be defined by the students' subjective experience and interest in relation to the broad term, but the course would be designed to investigate the following specific categories of "trauma": military/veterans/PTSD, sexual abuse, and immigration/resettlement. This year the service-learning component would have students working with the San Antonio Refugee Center.



3. World Philosophy (Philosophy department, upper division, faculty TBD): This course is an introduction to philosophical traditions around the world, including Japanese, Chinese, Arabic, Persian, and African philosophy. The ethics of displacement and the resulting refugee trauma fits well as a topic for this course, as it can consider how different cultures' philosophical traditions might influence their national identity. A service-learning component could have students assist different populations of refugees through Catholic Charities, an organization that helps refugees in San Antonio gain access to (and navigate) legal, financial, and medical resources. Through assisting, they can write reflections connecting different philosophical views with their service experience.
4. Global Refugees (History department, upper division, cohort: Dr. Lopita Nath): See description for Year 1.
5. Learning Communities (lower division, faculty TBD): To be determined in the Spring of 2018.