Course Goals:

Although civilian casualties have always been part of war, modern warfare is increasingly targeting non-combatants. Olweean (2003) notes that “psychological and emotional injuries may be the most enduring effects of war, yet historically, they may be the least addressed in terms of rebuilding a society and preventing future violence” (p. 271). The case of genocide represents a particularly dramatic assault to mental health. Not only have survivors of genocide typically been exposed to extreme trauma, they have been targeted for death because of some personal characteristic such as religion, race, or perceived ethnicity. In this course, we will explore the long-term mental health consequences of surviving genocide, using the Holocaust and the 1994 Rwandan Tutsi genocide as case examples.

The specific aims of the course are:
1. To learn how quantitatively-oriented social scientist study social issues;
2. To understand the basic scientific literature on the emotional, cognitive, physiological, social, and health consequences of exposure to extreme trauma;
3. To consider how this literature can be applied to the case of survivors of genocide and, specifically, the Holocaust;
4. To conduct a project using the USC Shoah Foundation Institute archives that explores trauma among survivors of genocide;
5. To compare and contrast the aspects of the Holocaust and the 1994 Rwandan Tutsi genocide that might influence the psychological consequences for survivors.
Course Outline:

8/24  
Course overview/Introduction to mental health following genocide

8/31  
Reactions to traumatic events/Introduction to the history of the Holocaust and testimonies from the Shoah Foundation Institute archives


USC Shoah Foundation Institute http://dornsife.usc.edu/vhi/


9/7  
Research methods in psychology


Project Part 1: Watch testimonies

9/14  
Application of trauma research to the case of genocide


9/21  
Biological, psychological, and social effects of trauma exposure


Project Part 2: Develop research question
Project Consultation

Project Part 3: Project reading(s)/Proposal/Due on Friday 9/30 by 5 pm

Methodology and ethics in studying post-traumatic stress following genocide
Treatment of post-traumatic stress


Individual differences in reactions to post-traumatic stress


Project Draft due on Friday 10/14 by 5 pm

Exam

Vicarious and secondary traumatization

Written Project Due
Oral Project presentations

Literary and media portrayals of trauma following genocide

Project Part 4: Media portrayals
Oral Project presentations

A second case study: The 1994 Rwandan Tutsi genocide


Oral Project presentations
11/16  Trauma following the 1994 Rwandan Tutsi genocide


Listen to Rwandan testimony

11/23  No Class - Thanksgiving Break

11/30  The future of the study of mental health and genocide: Research and career opportunities and challenges


Project Part 5: Cultural considerations

Conclusions/Summary
Course Evaluations

Grading:

Your grade in this course will be based on three components--class participation, an exam, and a course project.

- **Class participation:** 10% of grade
  
  To receive full credit for class participation, you will need to attend the entire class period, complete all assigned readings before class, be prepared to describe and comment on reading assignments, and attend to and participate in classroom discussions. If you are uncomfortable with speaking up in class, please come see us at the beginning of the semester.

- **Exam:** 15% of grade
  
  There will be a midterm exam, which will count for 15% of your grade. The exam will be based on assigned readings and materials presented in class.
Course Project

Everyone will do a class project based on interviews in the USC Shoah Foundation Institute archives. The project will involve listening to testimonies from the archives and developing a research question or hypothesis based on the experiences of the survivors whose interviews you have heard. Then, you will test your hypothesis using other testimonies in the archives. Results will be discussed in both oral and written presentations. Finally, you will consider how your findings might differ in the context of the 1994 Rwandan Tutsi genocide. The project is divided into the following three parts:

- **Worksheets (25%)**. You will be asked to complete 5 worksheets (will be handed out in class) of 1-2 pages each.
- **Written Project (30%)**. You will write up your Shoah Foundation Institute archive project in the format of a scientific paper (details will be provided in class).
- **Oral Presentation (20%)**. Each of you will present your project in a 15-minute class presentation.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/
Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/