

Explanation of role discussion forum plays in seminar learning:

DISCUSSION FORUM posts comprise an essential component of your grade. Unlike other classes that you may have taken in ISS, this seminar class does not rely on lectures to disseminate information (though it does provide supplementary notes and slides to support each week's readings), nor does it rely on quizzes to assess your grasp. Much of your learning will transpire through our discussions of the fascinating and complex concepts to which you will be exposed. For this reason, **successful completion of the class, not to mention enjoyment of it, requires that you pace your reading over the week so that you have time to reflect on it.**

The course encourages an atmosphere that supports deep engagement with the material. Every week students will contribute at least three posts to the forum. The posts should include one comment, one question, and one response to another post, in whatever order you choose. All posts must be substantiated with references to the readings or outside readings to make a point. All three contributions must be posted on different days, separated by at least 48 hours. I've assigned two due dates (Wednesday and Sunday) for discussion forum contributions, to facilitate pacing, but feel free to post when you feel inspired.

Please note: the first due date deliberately falls early in the week, before you will have had the chance to complete the assignments. The forum will be used as a space to ask questions as you first engage with the readings, which are challenging and dense. I'm interested in hearing your thoughts at this early stage, and then again toward the end of the week, after you have had time to complete the readings and digest their contents. Be sure to read what others in the cohort are posting, so that you are aware of what has been said already; following the discussion will allow you to contour your contribution accordingly.

Exciting exchanges of insights unfold on the forum, and I look forward to robust discussion! I check in to the forum every day, several times, and offer comments and answers alongside others. The prompts offered for discussion provide helpful parameters to guide the discussion, but drawing attention to the intersection between the readings and other social science keywords is enthusiastically encouraged.

Example of content students would see when they click on their "Discussion Forum" assignment:

Lesson 02 Discussion Forum

Please use this discussion forum to post at least one comment and one question about the readings, as well as a substantive response to at least one of your classmates' postings. Note that a substantive and constructive response might say 'I agree with your posting because...' or 'I disagree with your posting because...' Or your response might

point out a particularly good analysis that is relevant to the discussion. Feel free to quote sources including the course materials, but be sure to cite all sources you quote. For guidelines about effective posting on discussion forums, please see Netiquette, <https://uwodashboard.pce.uw.edu/sr/netiquette.asp>

Lesson 02 Discussion Prompt: Didier and Fassin's intellectual history of the concept of trauma advances a central claim about the concept's evolution. What are the historical contexts identified by the authors to support their claim?

Grading Rubric for Discussion Posts, Comment, Question and Response:

1 pt per response

Rubric:

Post demonstrates grasp of reading's central claim and its evidentiary basis; critical thinking and engagement with materials; respectful of others:

Completes all identified tasks: 1 pt

Post demonstrates solid grasp of central claim and evidentiary basis, but would benefit from more depth, specificity or engagement; respectful of others: .7 pt

Post only partially fulfills guidelines, too short and does not demonstrate engagement, respectful of others: .5 pt

Cursory attempt; respectful of others: .3

Did not follow instructions and/or no post: 0 pt

Example of high quality contribution posted early in the week: (Name deleted):

Good Evening All,

Thanks to a delayed airplane today I had some bonus to time read the first two chapters of this week's assignment. Wow. I was fascinated that trauma psychiatry started as a way to explain the disturbances of people who had suffered railroad accidents (railway spine to railway brain and finally to trauma neurosis). That the term 'trauma neurosis' was mostly used in the context of attempting to secure financial compensation for people injured in the workplace but that many of these people were denied such compensation due to beliefs that trauma injuries were less 'real' than other physical maladies experienced is saddening and discouraging.

From 'The Long Hunt' I was struck by this statement, "There is no place here for bearing witness to horror, even if it is craved into the psyche" as it relates to the military being

intolerant of soldiers who couldn't psychologically bear the carnage they were to witness while at war. This brought to mind the countless times history shows us supposedly 'more civilized,' usually light skinned, cultures bringing their rules, religion and educational system to another society and enforcing their way of life as they arrogantly believe it is 'better' way to live. This has repeatedly occurred in history as a way to erase the differences between individuals and this has the same ring to it. It is all based in lack of knowledge, understanding and fear. The military men in power during WWI did not know how to deal with soldiers who couldn't cope with the visual reality of death, not to mention the literal smell and sound of it. Instead of attempting to understand the possibility for different levels of tolerance for such an experience they created a system by which these 'weak' soldiers were further damaged, either by humiliation, degradation or physical pain initiated by medical experts who provided and administered 'faradism' (electrical shocks to the skin) until the soldiers were (falsely) forced to admit they had fabricated their intolerance of the war in order to avoid serving.

Turning first to suspicion and concerns about deceit in regard to the behavior of these soldiers is another shining example of the negativity bias we read about last week.

Instead of being curious and compassionate as to why these soldiers were suffering so terribly, people chose to assume they were being deceitful and purposefully lying about the reasons for their suffering.

I'm sure the next two chapters will hold more interesting topics to share.

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