

## HEALING OURSELVES AND HEALING OUR COMMUNITIES

Professor Tessa Hicks Peterson

ONT 110, Spring 2013

Class times: Monday and Wednesdays, 10:00 - 11:30 a.m.  
Location: Bernard Hall 207 and occasionally the Outdoor Classroom  
Office hours: Tuesdays, 11-12:00 p.m. or by appointment  
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Course T.A.: Elise Hilsinger

*“In a world marked by violent ethnic, racial and religious conflict and deepening social and economic inequality, any possibility of social transformation also requires a spiritual revolution, one which transforms conventional understandings of power, identity and justice- understandings which are currently limited by a series of false distinctions between the spiritual and the material, the sacred and the secular, the human and the divine.”*  
- Leela Fernandes

### Course Purpose:

The focus of the course is to explore theories, strategies and practices of personal and collective healing for individual, social and environmental ills. Diverse scholars and theories will be presented regarding knowledge generation and different ways of knowing, de-colonization of the mind and cultural affirmation of devalued indigenous cultural traditions, biodiversity and regeneration, practices of engaged mindfulness and compassionate activism, and the praxis of asset-based community development. Readings will include indigenous and Buddhist studies and community development scholars, such as Vandana Shiva, Joe Kincheloe, Linda Tuhiwai Smith, Thomas Hartmann, Thich Nhat Hanh, Paul Hawken, Leela Fernandes, John McKnight, Joanna Macey, and more. Students will learn indigenous, alternative and ancient wisdom traditions that address the interwoven aims of healing ourselves and our communities and through text, guest speakers, experiential activities and service they will learn, practice, and create strategies for healing. Service ethics will be rigorously explored and practiced in a weekly practicum, including how to negotiate issues of responsibility, respect, and reciprocity as they relate to participation with local community mentors and organizations. Through this community engagement, students will become more aware of local knowledge, assets and cultures. As a result of the course, students should have an understanding of how healing ourselves, our communities, and our earth are understood and enacted differently depending on the cultural lens and local knowledge of the practitioner. Students will engage in a personal reflection on their own journey of healing and self-realization as it relates to community engagement and social change. Lastly, students will grasp the principal concepts of social responsibility (intercultural effectiveness, self-knowledge, community knowledge, and interpersonal competency).

### Course Learning Objectives

As a result of this course, students should walk away with the following learning outcomes:

*Self-Knowledge:* Reflect on, evaluate, and critique their experiences in depth. Demonstrate an awareness of their own perceptions, biases, assumptions; issues of power, privilege, positionality. Exhibit development in sense of self, capacity, and moral reasoning.

*Intercultural Understanding:* Appreciate different cultures, cross cultural boundaries, and have close connections with community members. Use effective strategies to communicate across cultures and engage diverse perspectives to examine social issues in the theoretical and practical.

*Alternative Knowledge:* Understand political and cultural implications of knowledge generation and different ways of knowing, de-colonization of the mind and cultural affirmation of devalued indigenous cultural traditions, practices of biodiversity and regeneration, practices of engaged mindfulness and compassionate activism, and the praxis of asset-based community development.

*Community Knowledge:* Recognize and practice service ethics in a weekly practicum, including how to negotiate issues of responsibility, respect, and reciprocity as they relate to participation with local community mentors and organizations. Through this community engagement, students will become more aware of local knowledge, assets and cultures.

*Healing Praxis:* Applying diverse theories from feminist, cultural studies, indigenous studies, contemplative studies, environmental studies and development studies, students will exercise healing practices for their own well-being and self-realization and that of a collective community.

### Course structure

*“I have come to realize that once we strip radical social movements down to their bare essence and understand the collective desires of people in motion, freedom and love lay at the very heart of the matter. Indeed, I would go so far as to say that freedom and love constitute the foundation for spirituality, another elusive and intangible force with which few scholars of social movements have come to terms.”*

- Robin D.G. Kelley

There are various components of this course: reading, class discussions, experiential activities, writing, and community engagement. Your total participation in each facet of the course is crucial to your individual success in this class (i.e., the grade you earn) and to the collective success of our efforts at healing in our local communities (and the commitments we have made to community partnerships). This class promises to challenge, inspire, invigorate and teach you; your promise (by virtue of your enrollment and consistent participation) is to give back fully to the course content (fully completing all readings and writings, as well as community engagement activities). Thus, expect a rigorous commitment of time and personal/mental energy and expect to receive much in return. Accordingly, your participation (in terms of being consistently present, well-read and vocal at each class) is not only something expected in respect to your grade but out of respect for your peers. Similarly, your familiarity and compliance with Pitzer’s Student Code of Conduct and academic honesty is to be assumed. It is also expected that you will complete all readings and writing assignments, (submitting assignments on Sakai on the due date; that is, the day an item is listed on the syllabus). It is up to you to become familiar with the Sakai class website and visit it and your Pitzer email between classes for announcements, returned assignments and more. Assignments will be docked a ½ point for each day that they are turned in late. In order to ensure that you are keeping up with the readings each student will be required to come to class with at least one discussion question, inspired by your analysis of the readings. These questions will be used as prompts for our collective review of the readings and should be written down and brought to class. Note that this syllabus may change slightly as the semester unfolds.

### Course Requirements

*“Teachers open the door. You enter by yourself.”*

- Unknown

**Bi-weekly:** Each Monday we will review the readings together in class, individually and in groups, so come prepared for rigorous intellectual discourse. Each Wednesday we will either host a guest

lecture or participate in an experiential activity related to the topics of the course. Each week you are to engage in at least one-hour of a healing practice (which you will determine at the start of the semester- it can be meditation, art, exercise or any practice that provides healing for you). Every *two* weeks you will submit a short essay to the class wiki that engages a critical commentary on the theories presented and the conclusion you've drawn from the recently assigned readings, integrated with a personal reflection on your own healing practice or community internship—how it has impacted you personally and how you might relate this to the topics of the course. Through this wiki, we will create an intimate but open-forum for the class to exchange thoughts about the topics of this course and their direct impact on your lives, thus each of your Wiki posts should attempt to engage with the post of another student. The professor and TA will monitor and comment on these posts. **Each post is uploaded to the “forum” section on Sakai every other Friday and is worth 5% of your final grade (35% total);** the first one is due *Friday, February 1<sup>st</sup>*.

**Practicum and Action:** You should participate in your community partnership at least *60 hours* over the course of the semester (this may include participation at relevant cultural events). At the end of the semester, you will write a (5 page) summary of what you did in this community engagement practicum and what are your general reflections about the experience, what you learned and how it fit into the framework of the theories of the course, and any recommendations you have about the community partnership. In addition, you will complete an action- service project, determined by you and your community partner. In your practicum summary essay, you should include a critical reflection about the action project. **The practicum and correlating summary are worth 15% of your final grade and your action project is worth 10%; both are due April 26, 2013.**

**Final Paper:** Your final paper should reveal an-in-depth personal and critical analysis on the topic of healing ourselves and our communities, using lessons from readings, guest lectures, experiential activities, service project, mentorship and personal experience. You must introduce at least two new texts and theories on individual and social healing and well-being that you find to be most relevant to your own understanding of the topic and use this as a foundation in presenting your own *manifesto on healing as social action*. Paper can be complemented by visual and/or ceremonial components. Additional instructions will be given later. **10-15 pg. final paper is due Friday, May 1 and is worth 30% of your final grade.**

Evaluation plan:

In-class participation & discussion questions based on reading	10%
Bi-weekly written assignments: 1-2 pages each; 7 total (5% each)	35%
Community Engagement Practicum and correlating Practicum Summary (5 pages)	15%
Action (Service project)	10%
Final Paper (10-15 pages)	30%
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Total grade	100%

Grading scale:

100-97 = A+; 96-93 = A; 92-90 = A-  
 89-87 = B+; 86-83 = B; 82-80 = B-  
 79-77 = B+; 76-73 = B; 72-70 = B-  
 69-67 = B+; 66-63 = B; 62-60 = D-  
 59-Below = F

## Practicum: Service and learning

*“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us walk together...”*

— Lila Watson, Australian Aboriginal woman

Students will engage in a community partnership with local community members/groups. The purpose of this is to learn from and give back to local communities and engage directly in community healing and activism. The learning and service should center around the themes of this course (healing ourselves and healing our communities) but will unfold uniquely within each partnership. Ideally, each student will meet with their community partner regularly to learn from them about their culture and practice of healing and will participate in a service project, which has been outlined by that community partner. Students should also participate in cultural events hosted by that community partner and provide service on the projects of that partner, as part of their learning. The students will work together in groups within the options listed below or one of their own making; each group should communicate with their community partner and fellow student interns about scheduling and service project needs and maintain consistent communication throughout the semester to update them on your progress. Each student should garner 60 hours of service/learning over the semester; this can occur however it works best for the needs of the service project, community partners’ schedule and the student groups’ schedule. These community-campus partnerships with community members and groups have taken years to establish and are maintained and nurtured with great care. Open communication, accountability, respect, reciprocity and dedication are keys to the success of these partnerships; please take this component of the course seriously and follow through on your commitments. You will be expected not only to contribute in action and service in the partnership, but also to reflect critically on the experience through regular writings and discussions in this course.

Community Partnership Options: (Details of times, days, and protocol for getting involved with the Native American community partners should be handled directly through Pitzer tribal liaison, Scott Scoggins: (909) 706-5948; for the partnerships with Alane or Aqeela speak to Tessa or Elise).

- Rancho Santa Ana Botanical Garden, Sherman Indian Boarding School, Tongva Nation: supervisor: Julia Bogany. Activities: Botanical garden plant poster and blessing bowls exhibits; Tongva children’s storybook (native tales and illustrations); Girls self-esteem group at Sherman high school; Women’s Healing Circle in Riverside. Internship Locations and hours/days vary. Contacts: Julia: (909) 264-0309; Scott Scoggins: (909) 706-5948.
- Cooper Museum and Chaffey Communities Cultural Center: supervisor: Barbara Drake. Activities: Augmenting the indoor and outdoor Native American history and heritage/artifacts collection exhibits, building a sample Tongva village, planting a native plants garden. Internship Locations and hours/days vary. Contact: Scott Scoggins: (909) 706-5948.
- Ohlone/ Costanoan-Rumsen-Carmel Tribe: Wellness center (create and teach health workshops- volunteer anytime, drumming circle (participate, Thursdays 6-9pm), and language classes (plan native language lesson plans, dictionaries, study guides- Thursdays 6pm). Internship Location: First street office on antique row in Pomona. Contact: Scott Scoggins.
- Sherman Indian Boarding School: Create and teach classes/do activities with small groups of native high school students after school, such as dance, sports, arts and crafts, science,

- writing, tutoring and gardening. Riverside. After school. Contact: Scott Scoggins.
- Local medical clinics (shadow a doctor) and WesternU (create and teach career ladder health workshops); Internship Locations and hours/days vary. Contact Scott Scoggins.
  - Center for Engaged Compassion: supervisor: Alane Daughtery. Hours of internship: Tuesday or Thursday evenings or Friday mornings, TBD. Activities: Create group to engage in emotional resiliency exercises (process) and give feedback for second edition of book. Assist with community outreach for related workshops. Location: Blue house on the corner of Indian Hill and 6<sup>th</sup> Street, Claremont. Contact Alane: (909) 971-7031.
  - Resources for Human Development California is a community based social nonprofit agency providing mental and holistic health services, violence intervention and prevention services and leadership development trainings to inspire transformative changes in the individual, family and community lifestyle. Activities: Help landscape new Wellness Center; assist in outreach, promotion and organizing around victims/survivors' network/services. Thursdays, 10-2. Contact: Aqeela Sherrills: 323-537-2645; E-mail: [aqeela.sherrills@rhd.org](mailto:aqeela.sherrills@rhd.org); 1673 E. 108th St. Los Angeles, CA 90002 (Watts).

### Guest Lectures

*“Radical’ is from a Latin words that means ‘root.’ Radical means going to the roots of the matter, and the roots of the spirit. A radical person is a person who searches for meaning and affirms community.*

- Ed Chambers, Roots for Radicals

- Julia Bogany: Co-Founder/ Vice President/ Educational Advisor of “Keepers of Indigenous Ways”; Elder of the Tongva Tribe: native knowledge and history (Tongva)
- Sharon Snowiss: Qi Gong and Traditional Chinese Medicine
- Robert|John Knapp: Spiritual Leader and Sundancer: native knowledge and history (Seneca, Ohlone, Tubatalabal-Kawaiasu)
- Alane Daughtery: Professor of Kinesiology and Health Sciences at Cal Poly Pomona: Emotional resiliency and grounding techniques
- Jessica Williams: “Singing for the Spirit” founder/teacher: healing through music
- Maria Elena: Pitzer janitorial staff: native plant medicine
- Vicki Peterson: Children’s Hospital Chaplain: energetic healing touch and the chakras
- Vida Vierra: Afro-Brazilian dance teacher and healer: orixa and samba dancing
- Aqeela Sherrills: Watts Human Development Center/ Reverence movement

### Fieldtrips and Other Events:

*“Compassion is not a relationship between the healer and the wounded. It’s a covenant between equals. [...] Compassion is always, at its most authentic, about a shift from the cramped world of self-preoccupation into a more expansive place of fellowship, of true kinship.”*

-Gregory Boyle, *Tattoos on the Heart*

- Rancho Santa Ana Botanical Garden (during class)
- MLK Jr Day of Service at Chaffey Community Center, Upland: February 10<sup>th</sup>, 9-1
- Ohlone Big Time Gathering/ Pow Wow, April 20-22 at Tony Cerda Park, Pomona
- Sweat lodge/Land Restoration in Riverside, 1pm monthly and 10am, 3<sup>rd</sup> Saturday in Chino
- Human Development Center Wellness Center launch/opening, March (date TBD), Watts

- Native -Academic partnership conference, Pitzer College, April 11-12, 2013

Final comments:

This will be a challenging course with a heavy reading load and with extensive community engagement. Come prepared for discussion, debate, critical analysis, and application of ideas. The readings, assignments, and activities are all designed to facilitate intellectually rigorous, holistic, and critical engagement with, and application of, course concepts. In addition to in-class work, there will also be significant time spent outside of the classroom in events/fieldtrips and working with community partners on a variety of projects. It is expected that students will spend approximately 60 hours in the community, outside of class. I will make every reasonable effort to accommodate students with disabilities; if you need to request accommodations or need additional assistance, feel free to contact the Academic Support Services Office at campus extension 73553. If you feel you are faltering in your ability to keep up with the course content and community engagement obligations, please see me immediately.

Course Topics and Readings:

***What are we healing? Social, cultural, spiritual, political and environmental issues***

*“A human being is part of the whole, called by us ‘universe,’ a part limited in time and space. He experiences himself, his thoughts and feelings, as something separate from the rest—a kind of optical delusion of consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty.”* - Albert Einstein

January 23: Week 1

Welcome to class, syllabus/course overview, concentric circles/introduction activity  
Coming Back to Life

January 28: Week 2

The Better World Handbook- p. 1-55 only  
The Last Hours of Ancient Sunlight  
Wednesday: Review internships, Tedx talk, experiential activities  
Due Friday: Writing reflection on wiki

***Ancient Wisdom Traditions/Indigenous Approaches Regarding What To and How To Heal***

*“Each one of us must make his own true way, and when we do, that way will express the universal way. This is the mystery. When you understand one thing through and through, you understand everything. When you try to understand everything, you will not understand anything. The best way is to understand yourself, and then you will understand everything.”* - Suzuki Roshi

February 4: Week 3

Everyday is a Good Day  
Eating Fire, Tasting Blood: An anthology of the American Indian Holocaust  
Wednesday: Guest speaker: Julia Bogany  
Due Friday: Writing reflection on wiki

February 11: Week 4

The Successful Internship: Personal, Professional and Civic Development  
Decolonizing Methodologies: Research and Indigenous Peoples  
Wednesday: Guest speaker: Maria Elena

February 18: Week 5

The Spirit of Regeneration: Andean Culture Confronting Western Notions of Development  
Community: Sharing one's Skin  
Wednesday- Guest speaker: Robert John Knapp  
Due Friday: Writing reflection on wiki

February 25: Week 6

What is Indigenous Knowledge? Voices from the Academy  
Our Right to Remain Separate and Distinct  
Vandana Shiva articles  
Wednesday: Ethnobotanical tour

March 4: Week 7

The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being (Ch 1)  
The Power Within: From Neuroscience to Transformation  
Wednesday: Guest speaker: Alane Daughtery  
Due Friday: Writing reflection on wiki

March 11: Week 8

Creating True Peace: Ending Violence in Yourself, Your Family, Your Community, and the World. (Chapters 1-4)  
Wednesday: Guest speaker: Sharon Snowiss, Chi Gong  
Due Friday: Writing reflection on wiki

March 18: Week 9

Creating True Peace (Chapters 7 and 8)  
**Spring Break**

***Spiritualizing Politics***

*Spiritualism is the highest form of political consciousness.* – Haudenosaunee message to the world

March 25: Week 10

Out of the Spiritual Closet: Organizers Transforming Social Justice  
Bringing the Mystery Back Home  
Freedom Dreams: The Black Radical Imagination  
Wednesday: Aqeela Sherrills

April 1: Week 11

Transforming Feminist Practice: Non-violence, Social Justice and the Possibilities of a Spiritualized Feminism (Chpts 1-3)  
Wednesday: Guest speaker: Vicki Peterson  
Due Friday: Writing reflection on wiki

April 8: Week 12

Transforming Feminist Practice continued, (Chpts 4-6)

Wednesday: Guest speaker: Rose Henry or Laurie Alvordi

April 15: Week 13

Gandhi and King: The Power of Nonviolence Resistance

Blessed Unrest: How the Largest Social Movement in History is Restoring Grace, Justice and Beauty to the World, Chapters 2 and 5

Wednesday: Guest speaker: Vida Vierra

Due Friday: Writing reflection on wiki

***Diverse Strategies for Healing Ourselves and Communities***

*“One of our problems today is that we are not well acquainted with the literature of the spirit. We’re interested in the news of the day and the problems of the hour. It used to be that the university campus was a kind of hermetically sealed-off area where the news of the day did not impinge upon your attention to the inner life and to the magnificent human heritage we have in our great tradition—Plato, Confucius, the Buddha, Goethe, and others who speak of the eternal values that have to do with the centering of our lives. When you get to be older, and the concerns of the day have all been attended to, and you turn to the inner life—well, if you don’t know where it is or what it is, you’ll be sorry.”* - Joseph Campbell

April 22: Week 14

Consciousness in Action: The Power of Beauty, Love and Courage in a Violent Time

Future Zarahs

Re-Thinking Freire: Cease to Do Evil, Then Learn to Do Good

Wednesday: Jessica Williams TESSA IN PORTLAND WEDNESDAY!

**Due Friday, April 26: Action project and Practicum summary**

April 29: Week 15

Building Communities from the Inside Out

We are Everywhere: Emergence, Networks and Power chapters

Wednesday: asset-based community development workshop, How to Build a Community manifesto writing project in-class share action projects/ practicum experiences

**Due Friday, May 3: Final papers**

May 6: Week 16

The Better World Handbook: 291-293, Overview/linkage of course learning

Wednesday- Final meeting: Hike, closing circle and celebration (9:30-12:30)

Friday: Last Writing reflection on wiki

Course Readings (most found on Sakai)

*“This ‘lived’ experience of critical thinking, of reflection and analysis, became a place where I worked at explaining the hurt and making it go away. Fundamentally, I learned from this experience that theory could be a healing place.”* - bell hooks, Teaching to Transgress

*Blessed Unrest: How the Largest Social Movement in History is Restoring Grace, Justice and Beauty to the World*, P. Hawken

*Bringing the Mystery Back Home*, J. Kottler

*Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*, J. McKnight and J. Kretzmann

*Coming Back to Life: Practices to Reconnect Our Lives, Our World*, J. Macy

*Community: Sharing one's Skin*, J. Armstrong

*Consciousness in Action: The Power of Beauty, Love and Courage in a Violent Time*, A. Beath

***Creating True Peace: Ending Violence in Yourself, Your Family, Your Community, and the World*. Thich Nhat Hanh—book to purchase**

*Decolonizing Methodologies: Research and Indigenous Peoples*, L. Smith

*Eating Fire, Tasting Blood: Anthology of the American Indian Holocaust*, M. Moore

*Every Day is a Good Day: Reflections by Contemporary Indigenous Women*, W. Mankiller

*Freedom Dreams: The Black Radical Imagination*, R. Kelley

*Future Zarahs*, W. Powers

*Gandhi and King: The Power of Nonviolence Resistance*, M. Nojeim

*Our Right to Remain Separate and Distinct*, V. Tauli-Corpuz

*Out of the Spiritual Closet: Organizers Transforming Social Justice*, Zimmerman, et al.

*Re-Thinking Freire: Cease to Do Evil, Then Learn to Do Good*, D. Rasmussen

*Sing, Whisper, Shout, Pray! Feminist Visions for a Just World*, M.J. Alexander, et al

*The Better World Handbook: Small Changes That Make a Big Difference*, E. Jones

*The Last Hours of Ancient Sunlight: The Fate of the World and What we can do before it's too Late*, T. Hartmann

*The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being*, D. Siegal

*The Power Within: From Neuroscience to Transformation*, A. Daughtery

*The Spirit of Regeneration: Andean Culture Confronting Western Notions of Development*, F. Apffel-Marglin & PRATEC

*The Successful Internship: Personal, Professional and Civic Development*, Sweitzer & King

***Transforming Feminist Practice; Non-violence, Social Justice and the Possibilities of a Spiritualized Feminism*. Leela Fernandes (book to purchase)**

*Vandana Shiva (collected articles)*

*We are Everywhere: The irresistible rise of global anti-capitalism*, Eds. Notes from Nowhere, focus on Emergence, Networks and Power chapters

*What is Indigenous Knowledge? Voices from the Academy*. L.M. Semali and J.L. Kincheloe