PY/ED 511: Alternative Strategies for Working with Children Affected by Organized Violence
Summer 1996

Boston College, School of Education
Campion Hall 139 - Faculty Lounge

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Office Hours: Friday, 3-5 pm, Professor Suardi; Wednesday, 3-5 pm, Professor Lykes

Class Hours: Friday, 7-10 pm; Saturday, 9-5 pm; Sunday, 10-1 pm; May 17-19; May 31, June 1,2; June 7-9

Course Description

This multicultural, interdisciplinary workshop will introduce its participants to theoretical and practical knowledge of techniques of play, dramatization, drawing, movement and sound that were developed as resources for an alternative approach to mental health work with survivors of organized violence and oppression. The social structural context within which survivors suffered and the families and communities to which they are returning are essential components of any recovery process. Hence both the hands on practical strategies for work with survivors as well as the theory developed from this work emphasize the socio-cultural and political sources of the damage as well as the cultural and social parameters that both constrain and facilitate the healing process. The perspective presented draws on the theories of Pichon-Riviere, Lapierre, and Langer, and Rodari as well as the more recent works of Eduardo Pavlovsky, and members of his Psychodrama School in Buenos Aires.

The teaching-learning context is the group, both in terms of the methodology to be employed, as well as in terms of theory construction. Through the group process we seek to develop strategies and explore theories that facilitate the participants' incorporation of this approach in her/his work with children and youth living in situations of organized violence or other forms of oppression. The method is fundamentally participatory, arising from the life experiences of those involved and grounded in the assumption that work with children demands of the adult that she/he develop her/his capacity to play and to create. The methodology we will develop here can been incorporated into both psycho-social assistance and educational contexts as is evident from previous work in the United States, Europe and Latin America that is described in the readings and will be discussed in the workshop. Development of theory from the base of these experiences will be emphasized.
Objectives of the Course

1. Develop a context for collaboration and group work
2. Create a learning/teaching environment that facilitates the integration of intellectual, affective and bodily experiences at a creative center
3. Experiment with "creative techniques" and their integration in a range of arts and human relations specialties
4. Understand the model of psychosocial trauma developed by liberation psychologists and practitioners working within contexts of war and repression in Latin America
5. Explore the applicability of this orientation to your own community and/or work context
6. Reflect on your personal experiences throughout the workshops and their impact on your development as teacher, researcher, practitioner

Requirements

1- Participation in the three workshops.

2- Required Readings. The required readings have been gathered in a reading packet that is available from the Instructors the first evening at cost.


- Martín-Baró, Ignacio. (1994). Toward a Liberation Psychology and The Role of the Psychologist, pp.17-46; War and the Psychosocial


3- Journal: Reflections of personal experiences in the workshop See handout, Suggestions for Using Journals. Due Friday, May 31; Friday, June 7; and Friday, June 14.

4- Final Paper: This paper may be done individually or in groups. Given the nature of this work we strongly urge you to work in groups.

The paper should include:
- a statement of the problem(s) to be addressed,
- a review of the relevant literature,
- a description of a work plan for a workshop with children or youth,
- a detailed description of a work plan for one session within this workshop,
- an analysis of the relationship between the theory and its application to community work within the context identified for this work

Those working in a community or educational context who would like to seek funding for a creative workshop may write the paper in the form of a funding proposal. In that case the paper would include a statement of needs within the community, a proposed budget, and a description of the expected impact of the intervention on the community.

The paper should be 8-10 pages, typed, double-spaced and is due on Friday, June 14. You should submit 2 copies of your paper.

**Selected Additional Bibliography**


Lapierre, A. & Aucouturier, B. *Simbologia del movimiento*. España, Editorial


