GRADUATE PROGRAM IN
PASTORAL MINISTRIES

Course Number RJUS 222
Course Name Trauma and Healing in a Broken World

Term: Winter 2027
Credits: **4**
Course Day & Times: TUESDAYS, 6:00-9:00pm
Location: **SYNCHRONOUS ONLINE**

Instructor Information
Name: SUZANNE NEUHAUS
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Office Hours: VIA ZOOM BY APPOINTMENT

Course Description

This course focuses on the aftermath of trauma, its impact on child development and human behavior, and the responsibility of a just society to help heal the wounded in our midst. Those who have experienced traumatic harm have very specific needs, including needs based on type of trauma, gender, sexuality, ethnicity, and socioeconomic status—all have a right to safety and the necessary resources to support their healing and recovery to the extent possible. It will examine the experience of trauma, particularly that experienced in early childhood, and its later impact on human behavior, including behaviors that perpetuate further harm and violence. This course will consider restorative practices that prevent and address traumatic harm in order to imagine meaningful and effective opportunities to promote healing and transformation. It suggests cultural changes that recognize the rights and needs of persons impacted by oppression, marginalization, crime and violence, including victims of historical and generational trauma. Within the framework of restorative justice, we will seek ways to repair harm through transformative encounters, including those modeled by Jesus—a prophet, both human and divine, who willingly submitted himself to be brutally crucified for the sins of all to ensure our eternal salvation. His followers are each called "to act with justice, to love tenderly, to serve one another, to walk humbly with God (Micah 6:8)" as he modeled in the Gospels. This is what is required.

American criminologist and father of restorative justice in modern times, Howard Zehr has said, *"If crime is a wound, justice should be healing."* Violence perpetrated by human beings against the person(s) of another opens wounds that need healing—it is human nature to respond to the suffering of those who have been wounded. Sadly, our current system of justice focuses little real attention on the responsibility for preventing further harm and bringing about opportunities to heal. Systemic injustice and structural violence will be explored as we address the ongoing harm perpetrated by racism, sexism, classism, oppression, poverty,, and an imbalance of power and access to resources, that continue to contribute to a culture of violence. It is imperative that we consider the impact of

politics, economics, history and science on complex problems in order to find viable solutions. It is the collective responsibility of a civil society to examine the root causes of violence, acknowledge them, accept responsibility to address them, and create opportunities for healing for those impacted by trauma. Intrinsic in addressing the needs of those most intimately harmed by crime is developing a culture in our society that accepts its collective responsibility for cultivating it. This course will examine cultural changes that recognize the rights and needs of all those impacted by crime.

Ours is a broken world, and we are each called to bring hope and healing to the wounded in our midst. We are collectively called to live restoratively and bring people into "right relationship." We have the means, we have the potential, and we have an excellent role model in Jesus Christ. Each of us has been harmed, and each of us has caused harm, whether intentionally or not, and our personal stories are neither more nor less significant than another's. It is time we examine our own consciences, discern our lived experiences, be accountable to ourselves and others, reach out to those with whom we need to reconcile, engage in difficult conversations, and hear our individual call to be instruments of healing.

Our nation is in need of healing and redemption. This country, stolen from its native inhabitants and built on the backs of slaves, continues to benefit from modern slavery, forced labor and wage exploitation and has long neglected her responsibility to confess her sins, repent, and seek reconciliation. This course will encourage inquiry and dialogue into unresolved trauma, including historical trauma, and it's continued impact on society. Students will be encouraged to confront their own personal biases, learn from their lived experience and the experiences of others, and examine where they are individually called to serve.

This course is offered in the Winter Term of 2027. It will meet synchronously on Zoom every Tuesday evening from 6:00 to 9:00 pm throughout the quarter.

The course will include presentations, class discussions, restorative practices and circle processes. It will be highly experiential and participation will be weighted heavily in the grading process.

Mission and Goals of the Graduate Program in Pastoral Ministries

The Graduate Program in Pastoral Ministries, rooted in the Jesuit tradition, provides theological and pastoral formation for a variety of ministries. Students are inspired to serve effectively in their diverse ministry settings as they deepen their call of service to the Church and the wider world.

Engaging the church's mission of lifelong ministerial formation, the program seeks to instill commitments to justice and to human flourishing in friendship with God and companionship with one another in service of all creation. The program cultivates this charism through a critical and sympathetic engagement with the Catholic theological tradition in dialogue with a constantly changing world.

GPPM Program Learning Goals (PLGs)

By completing a Master of Arts Degree in Pastoral Ministries, students will demonstrate:

1. **Theological Foundation:** Knowledge of the broad intellectual foundation for ministry in the areas of scripture, systematic and contextual theology, and spirituality; and incorporate theological reflection to enrich their ministerial practices across varying contexts. Foundational areas are Fundamental Theology, Christology, Ecclesiology, Hebrew Bible, New Testament, Theological Ethics, and Sacraments and Liturgy.
2. **Pastoral Proficiency:** Familiarity with ministerial practices in various manifestations of church life, expressed in concrete pastoral applications which include discernment, compassion, and ministries of accompaniment.
3. **Servant Leadership:** A commitment to identify injustices and developing skills to work individually and in collaboration with other ministers in accompanying those in need and in service to the poor, the marginalized, and the alienated, both within and outside the Church.
4. **Diversity Fluency:** Awareness of and critical engagement with how one's own culture influences ministry, and then be able to engage in ministries that build the community of Christ and are sensitive to and respectful of all cultures and traditions, and individuals who vary by race, ethnicity, gender, sexual orientation, and dynamics of wealth, poverty, and power.

Course Objectives

This course will develop students' knowledge of or skills related to:		**Program Goals Addressed**
1	How Adverse Childhood Experiences (ACEs) relate to toxic stress.	2-3
2	The impact of toxic stress on children and ways to build resilience.	2-4
3	The relationship between trauma experienced during early childhood and later involvement in delinquent and criminal behavior.	2-4
4	An understanding of the impact of crime on victims and survivors of violence.	2-4
5	The ripple effect crime and violence has on communities, and the subsequent challenge to become informed and work to prevent trauma.	2-4
6	A critical understanding of communities caught up in cycles of victimhood and violence, the long-term consequences of unhealed trauma on society, and ways to break those cycles.	1-4
7	Acknowledge the lasting harm caused by unaddressed woundedness, ongoing trauma and oppression, and continued injustices on our ability to live peacefully as an interconnected web of relationships.	1-4

Required Resources (Textbooks and Course Readings)

Browning, Sharon, Duffey, Donna, Magondu, Fred, Moore, John A and Way, Patricia A (2024). *The Little Book of Listening: Listening as a Radical Act of Love, Justice, Healing and Transformation.* New York, New York: Good Books.

Cone, James H. (2011; paperback edition 2013). *The Cross and the Lynching Tree.* Maryknoll, New York: Orbis Books.

DeWolf, Thomas N. and Geddes, Jodie (2019). *The Little Book of Racial Healing: Coming to the Table for Truth-Telling, Liberation, and Transformation.* New York, New York: Good Books. (Optional Reading)

Hervey, Katherin (2020). *The Prison Within.* A Documentary. (Note: This award-winning documentary may be viewed on Prime Video, iTunes, Google play, YouTube and On Demand; Running time: 86 minutes.)

Morneau, Caitlin (2017). *Harm, Healing, and Human Dignity: A Catholic Encounter with Restorative Justice.* Collegeville, Minnesota: Liturgical Press.

Perry, Bruce D. And Winfrey, Oprah (2021). *What Happened to You? Conversations on Trauma, Resilience and Healing.* New York, New York: Flatiron Books.

Rambo, Shelly (2017). *Resurrecting Wounds: Living in the Afterlife of Trauma.* Waco, Texas: Baylor University Press.

Yoder, Carolyn (2020). *The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened.* New York, New York: Good Books.

(Note: Additional reading, supplementary readings, and video recordings will be available on the course Camino site. You are responsible to check Camino for supplemental materials (readings, videos) required in preparation for each class.

Supplemental materials for this course will be available on Camino. To access course materials and participate in on-line activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Students must use their SCU username and password to access Camino.

The instructor retains the right to make changes, additions, or deletions to the syllabus, course outline, and schedule throughout the course. Any changes will be communicated through in-class announcements, Camino notifications and/or email.

Graded Assignments

Assignment Title	Due Date	Points or %	Program Goal Addressed
Refection on Weekly Material	**Day before Class**	**30%**	**All**
Class Presentation		**10%**	**“**
Final Paper		**30%**	**“**
Class Participation		**30%**	**“**

Note: Descriptions and rubrics for major course assignments can be found on Camino.

A primary responsibility in this class is active weekly participation. All students are expected to do the required reading, complete related assignments, and actively participate in class. A class presentation of the research you do for your Final Paper will be required.

1. A weekly one-page critical and self-reflective paper on the readings for the week due on the evening before each scheduled class. Where questions are asked in the body of the required readings for the week, you may choose to write a response in lieu of preparing a critical and self-reflective paper.
2. Final Paper:
   Over the course of the quarter, you are encouraged to write a research paper on a pre-approved topic of your choice related to the course title, “Trauma and Healing in a Broken World.” **(Topic Choice Due: On or before February 9, 2027. Your topic choice may be submitted via Email and must address a proposed thesis statement and annotated bibliography of the three additional sources you will use to support your thesis.)** You may select a topic based on an area of particular concern, related to your personal or professional experience, or to inquire further into a particular area of impact. (Examples include, but are not limited to, racial justice, the separation of children from their families at the border, mass incarceration, family violence, sexual harm, poverty, etc.) Your paper should be well-structured and demonstrate your ability to objectively analyze the problems you are writing about. You are required to include a well-developed thesis statement, which you elaborate upon in the body of the paper. You must include suggested policies or practices to address healing related to the trauma you choose to write about, including recommended restorative practices, and reflect on how a religious or faith-based understanding of justice may address healing (10 pp., double-spaced, font size 12, edited for typos and grammatical errors, citations, endnotes and a work-cited page, as appropriate). You are welcome to reference class materials and content, but must research at least three additional academic sources beyond the confines of the syllabus. You will be required to do an 8-10 minute class presentation on the content of your research, and address class questions. **(Final Paper Due: March 14, 2027)**

Grading Criteria

Letter grades are assigned based on overall percentage, as follows:

A	94-100%	4.0	**C+**	77-79%	2.3
A-	90-93%	3.7	**C**	74-76%	2.0
B+	87-89%	3.3	**C-**	70-73%	1.7
B	84-86%	3.0	**D+**	67-69%	1.3
B-	80-83%	2.7	**D**	63-66%	1.0

Your grades will be visible in Camino.

All assignments are expected to be submitted on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 5% for each day past the due date that they are submitted.

Course Outline

Tuesday, January 4, 2027, Class #1:
Introduction, Course Overview, Harm, Healing and Human Dignity: A Catholic Encounter with Restorative Justice

- Introductions
- Overview of Class
- Discussion on the Catholic Call to Restorative Justice

Required Reading:
Morneau, Caitlin (2017). *Harm, Healing, and Human Dignity: A Catholic Encounter with Restorative Justice.* Collegeville, Minnesota: Liturgical Press. (84 pp.)

Refer to Camino for additional material.

Tuesday, January 12, 2027, Class #2:
Conversations on Trauma, Resilience and Healing

- Making Sense of the World
- Seeking Balance
- How We Were Loved
- The Spectrum of Trauma
- Connecting the Dots

Required Reading

Perry, B. And Winfrey, O. (2021). *What Happened to You? Conversations on Trauma, Healing and Resilience.* New York, New York: Flatiron Books. (Introduction; Ch. 1-6, 152 pp.)

Browning, S., Duffey, D., Magondu, F. Moore, J. And Way, P (2024). *The Little Book of Listening: Listening as a Radical Act of Love, Justice, Healing, and Transformation.* New York, New York: Good Books. (Ch. 1-2, 16 pp.)

Refer to Camino.

Tuesday, January 19, 2027, Class #3:
Conversations on Trauma, Resilience and Healing

- From Coping to Healing
- Post-Traumatic Wisdom
- Our Brains, Our Biases, Our Symptoms
- Relational Hunger in the Modern World

Required Reading

Perry, B. And Winfrey, O. (2021). *What Happened to You? Conversations on Trauma, Healing and Resilience. Hey York, New York: Flatiron Books. (Ch. 7-10; Epilogue)*

Browning, S., Duffey, D., Magondu, F. Moore, J. And Way, P (2024). *The Little Book of Listening: Listening as a Radical Act of Love, Justice, Healing, and Transformation.* New York, New York: Good Books. (Ch. 3, 9 pp.)

Refer to Camino.

Tuesday, January 26, 2027, Class #4:
Childhood and Adult Trauma Experiences on Incarcerated Persons;

- The Long-Term Impact of Violence Witnessed During Early Childhood

Required Viewing
Hervey, Katherin (2020). *The Prison Within.* A Documentary. (Note: This award-winning documentary may be viewed on Tubi (free); Running time: 86 minutes.)

Required Reading
Browning, S., Duffey, D., Magondu, F. Moore, J. And Way, P (2024). *The Little Book of Listening: Listening as a Radical Act of Love, Justice, Healing, and Transformation.* New York, New York: Good Books. (Ch. 4-5, 11 pp.)

Refer to Camino.

Tuesday, February 2, 2027, Class #5:
Trauma Healing (Racial Healing)

- Defining Trauma: Causes and Types

- The STAR Model
  Part I: The Trauma Experience
  Part II: Cycles of Violence from Unaddressed Trauma
  Part III: Breaking Cycles of Violence and Building Resilience
- 9/11 and Breaking Cycles
- How Then Shall We Live?

Required Reading
Browning, S., Duffey, D., Magondu, F. Moore, J. And Way, P (2024). *The Little Book of Listening: Listening as a Radical Act of Love, Justice, Healing, and Transformation.* New York, New York: Good Books. (Ch. 6, 16 pp.)

Yoder, Carolyn (2005). *The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened.* New York, New York: Good Books. (80 pp.)

Optional Reading
DeWolf, Thomas N. and Geddes, Jodie (2019). *The Little Book of Racial Healing: Coming to the Table for Truth-Telling, Liberation, and Transformation.* New York, New York: Good Books. (99 pp.)

Refer to Camino.

Tuesday, February 9, 2027, Class #6:
Resurrecting Wounds: Violence in the Afterlife of Trauma
- Touching Wounds
- Erasing Wounds

Required Reading
Browning, S., Duffey, D., Magondu, F. Moore, J. And Way, P (2024). *The Little Book of Listening: Listening as a Radical Act of Love, Justice, Healing, and Transformation.* New York, New York: Good Books. (Ch. 7, 14 pp.)

Rambo, Shelly (2017). *Resurrecting Wounds: Living in the Afterlife of Trauma.* Waco, Texas: Baylor University Press. (Introduction; Ch. 1-2, 70 pp.)

Refer to Camino.

Tuesday, February 16, 2027, Class #7:
Resurrecting Wounds: Violence in the Afterlife of Trauma
- Surfacing Wounds
- Discovering Wounds

Required Reading
Browning, S., Duffey, D., Magondu, F. Moore, J. And Way, P (2024). *The Little Book of Listening: Listening as a Radical Act of Love, Justice, Healing, and Transformation.* New York, New York: Good Books. (Ch. 8-9, 23 pp.)

Rambo, Shelly (2017). *Resurrecting Wounds: Living in the Afterlife of Trauma.* Waco, Texas: Baylor University Press. (Ch. 3-4; Conclusion, 82 pp.)

Refer to Camino.

Tuesday, February 23, 2027, Class #8:
The Cross and the Lynching Tree

- The Cross and the Lynching Tree in the Black Experience
- A Reflection of Reinhold Niebuhr, Theologian
- Martin Luther King, Jr.'s Struggle to Redeem the Soul of America

Required Reading

Browning, S., Duffey, D., Magondu, F. Moore, J. And Way, P (2024). *The Little Book of Listening: Listening as a Radical Act of Love, Justice, Healing, and Transformation.* New York, New York: Good Books. (Ch. 10; "How to Live Restoratively," 9 pp.)

Cone, James H. (2011; paperback edition 2013). *The Cross and the Lynching Tree.* Maryknoll, New York: Orbis Books. (Introduction; Ch. 1-3, 99 pp.)

Refer to Camino.

Tuesday, March 2, 2027, Class #9:
The Cross and the Lynching Tree

- The Recrucified Christ in Black Literary Imagination
- "Oh, Mary, Don't You Weep"
- Legacies of the Cross and the Lynching Tree

Required Reading

Cone, James H. (2011; paperback edition 2013). *The Cross and the Lynching Tree.* Maryknoll, New York: Orbis Books. (Ch. 4-5; Conclusion, 73 pp.).

Refer to Camino.

Tuesday, March 9, 2027, Class #10:
How to Live Restoratively
Final Presentations

Refer to Camino.

Professional Conduct Expectations

Attendance & Punctuality
Students are expected to attend all class sessions. You are expected to come prepared, having completed your weekly assignment, and ready to engage in dialogue regarding the material. Class attendance and participation are required, and class sessions will not be recorded. Whether or not the assignments were announced during an absence, students are accountable for all course assignments.

Participation
Participation in this class is mandatory, and 30% of your grade is dependent on your attendance, preparation and participation. Please let me know in advance of class if you will be absent.

Communication
Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of— and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this LibGuide on Academic Integrity.

Policies, Resources & Accommodations

Discrimination, Harassment, and Sexual Misconduct (Title IX)
Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU Equal Opportunity and Title IX Office (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the Student Resources page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- SCU Wellness Center
- CAPS
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University is committed to creating and maintaining a non-discriminatory learning environment for all students, including students who are pregnant or parenting. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX. This resource page from the Title IX Office provides information regarding support for students and employees who are pregnant or parenting.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education oae@scu.edu, https://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic

term. Failure to comply with my request is a violation of the Student Conduct Code, which I will need to report.

Use of Classroom Recordings
Due to the personal nature of class content, as well as the related class discussions, presentations and dialogue, this class will not be recorded; all students and participants will be required to adhere to this expectation.

Copyright Statement
Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support
Course materials and online activities will be available on SCU's Canvas learning management system (also known as Camino). Course reminders, readings, and assignments will be available through Camino. SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572.

You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the SCU website or the Zoom Help Center website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

Respect for All
It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students of all backgrounds bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of all identities and perspectives. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Wellness
I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for

opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center

The Wellness center (https://www.scu.edu/wellness) provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS; https://www.scu.edu/cowell/counseling-and-psychological-services-caps/). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

SCU Culture of Care

If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together.

SCU also has options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- The HUB Writing Center (Writing and Public Speaking)

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Land Acknowledgement

A Lans Acknowledgement is a formal statement that recognizes the original stewards of the lands on which we now occupy; it serves to acknowledge the negative impacts they have endured and continue to endure.

Santa Clara University occupies the unneeded ancestral homeland of the Ohlone and Muwekma Ohlone people.