

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN MENNONITE UNIVERSITY</p>	<p>STAR (STRATEGIES FOR TRAUMA AWARENESS AND RESILIENCE) LEVEL 2 PAX 640</p> <p>SPI 2025 Session 1: Mon May 18 – Tues May 26</p> <p><i>Course meeting location and time: 8:30am-5pm daily on weekdays. There will be a 2-day weekend after the first 5 days of the class.</i></p>
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INSTRUCTOR INFORMATION:

Katie Mansfield, PhD

STAR Trainer

Email: mansfieldkatie@gmail.com

Ram Bhagat, EdD

STAR Trainer

Email: rambhagatEdD@gmail.com

COURSE DESCRIPTION:

Strategies for Trauma Awareness and Resilience (STAR) Level 2 invites participants, who have completed STAR 1, to deepen their knowledge, skills, and confidence. The training invites participants to:

- Apply a trauma and resilience-informed lens to their personal and professional life
- Practice trauma-informed/responsive facilitation
- Deepen learning around the connection between personal and systemic trauma (individual healing and social justice)
- Explore the complex realities and implications of collective trauma - historical and current (racism, climate anxiety, pandemic, migration, etc.)
- Review and share plans and questions, while connecting with others who are applying STAR learning in their lives and work.

STAR Level 2 expands upon the foundational content provided in STAR 1: the impacts of trauma on the body, brain, beliefs and behavior; how unaddressed trauma can lead to cycles of harm, tools for interrupting these cycles, and ways to cultivate resilience in a culturally responsive manner. The focus in STAR 2 is to review these concepts and go deeper into the impact of collective trauma (historical and current) on individuals and groups. Participants in STAR 2 will have the opportunity to join the STAR Practitioner learning community for ongoing connection and exchange, along with access to conceptual and practical resources.

COURSE GOALS AND OBJECTIVES:

To build on STAR 1 learning, STAR 2 will focus on four key learning goals:

- Review and deepen practices and concepts for working with trauma and building resilience.
- Starting with self, deepen awareness of social identity and systems of power.
- Engage with tools and frameworks for facing and addressing historical and structural trauma.

- Develop and articulate your own trauma-informed, healing-centered approach to community care, facilitation, teaching, and/or program design.

REQUIRED TEXTS AND OTHER RESOURCES:

1. **STAR Level 2 Workbook** – will be provided at SPI.
2. Anderson Hooker, David and Amy Potter Czajkowski, *Transforming Historical Harms*. Available free online at: <https://emu.edu/cjp/docs/transforming-historical-harms.pdf>
3. **Haines, Staci K. *The Politics of Trauma*. Berkeley, CA: North Atlantic Books, 2019. ISBN 1623173876. Retail \$20.**
4. **Hemphill, Prentis. *What it Takes to Heal: How Transforming Ourselves Can Change the World*. Random House, 2024. ISBN-10: 0593596838 ISBN-13: 978-0593596838**
5. Generation FIVE, *Transformative Justice Handbook* (PDF). Available free online (in English and Spanish) at: <http://www.generationfive.org/resources/transformative-justice-documents/>
6. Mitchell, Sherri. *Sacred Instructions: Indigenous Wisdom for Living Spirit-Based Change*. Berkeley, CA: North Atlantic Books, 2018. ISBN 1623171954. Retail \$18.
7. Yoder, C. (2020), *The little book of Trauma Healing, Revised and updated: When violence strikes and community security is threatened*. Skyhorse Publishing. ISBN: 978-1-680996-03-6
8. Van der Kolk, Bessel. *The Body Keeps the Score*.* New York, NY: Viking Penguin, 2014. ISBN 0143127748 Chapters 4,5,6. (to be read before class) retail \$11. Detailed background on impacts of trauma on body and brain. *Note this text includes some graphic discussions of traumatic events, including sexual violence.

PLUS+ ONE of the following books: We ask that you do NOT select this book prior to the course. We will provide additional guidance in class on selecting a text especially suited to accompany your personal journey and professional practice in this area.

9. Akbar, M. (2017), *Urban trauma: A legacy of racism*, Publish Your Purpose Press. ISBN: 978-1-946384-24-9
10. Burke Harris, N. (2018) *The deepest well: Healing the long-term effects of childhood adversity*. Houghton Mifflin Harcourt. ISBN: 978-0-544-82870-4
11. DeGruy, J. (2005). *Post-traumatic slave syndrome: America's legacy of enduring injury & healing*. Uptone Press. ISBN: 978-0-9852172-6-6
12. Herman, J. (2023), *Truth and repair: How trauma survivors envision justice*. Basic Books. ISBN: 978-1-541600-54-6
13. One of the 2 booklets done by Kristine Hill of Collective Wisdoms. *A Through Line or Land Acknowledgments*. Available for \$12 at: <https://www.collectivewisdoms.org/>
14. Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Central Recovery Press. ISBN-13: 978-1-942-09447-0
15. Piepzna-Samarasinha, L.L. (2018). *Care work: Dreaming disability justice*. Arsenal Pulp Press. ISBN: 978-1-551-52738-3
16. Van Dernoot Lipsky, Laura. *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*. \$17. San Francisco: Berrett-Koehler Publishers, 2009. ISBN 978-1576759448

MANUALS (ON MOODLE)

STAR Activities Index

STAR for Sexual Harms (2020). Available for free online at:

<https://emu.edu/now/peacebuilder/2020/09/manual-for-trauma-resilience-and-sexual-harms/>

Village STAR

REQUIRED ASSIGNMENTS:

Engaging in a course focused on trauma, whether for academic credit or for training purposes, can be challenging. We invite all participants to

- **Show up to all sessions**, as the learning is designed as a cumulative and iterative and community-based experience. We value your presence and insights. We also understand personal commitments may conflict with the schedule on several occasions. For optimal learning, we would discourage missing more than two sessions. If you need to miss, we encourage you to connect with another class participant about what went on in class, before the next session.
- **Commit to ongoing self-care during the course.**
- **Identify and lean on your resilience network.** Take time early in the course to identify who are some of the resource people you might lean on as you take the STAR learning journey.

Taking the course for Professional Education/Training

Homework assignments are designed to complement and enhance the synchronous (in-person) course experience. These will be assigned each week in class (with assignment details also available on Moodle). These are not required of training participants, though you may find they enrich your experience. If you choose to do the assignments, they are just for you – no need to submit to instructor.

Taking the course for Credit

Note that assignments are designed to enhance the learning experience you get in the synchronous class sessions.

Please show up to all sessions of class. Presence in class will account for **40% of your grade**. The learning is designed as a cumulative and iterative and community-based experience. We value your presence and insights.

Assignments below add up to 60% of your grade. **2-credit students can leave out one reading reflection and the final “one more thing” assignment.**

1. **Pre-Work: Intention and question inventory (10) – turn in a week before STAR 2 ☺ - maximum 2 single-spaced pages. By May 8.**

- What have you already done with what you learned from STAR 1 and what are you hoping to do with what you learn in STAR 2?
- What questions do you want to dig into more deeply?
- What feels most life-giving and most challenging in learning about trauma awareness and resilience?

2. “Haiku” autobiography to accompany symbol of resilience (5).

3. Reading responses (4x5) – by Fri Aug 7.

- 3.1. **individual and systemic trauma (5)**: to amb, Emergent Strategy Fractals: the relationship between small and large (pp. 51-66). Haines, The Politics of Trauma, chapter 3. Individual and Systemic Trauma: A Somatic Understanding.
- 3.2. **embodiment/body/somatic understanding (5)**: amb Emergent Strategy: pp 123-150 (on resilience)? Van der Kolk? Haines chapter 8 (Embodied Resilience)? Menakem chapter on "Your Soul Nerve" (pp 137-149)
- 3.3. **Historical Harm (5)** either based on *Sacred Instructions* or *Transforming Historical Harms* or K. Hill/Collective Wisdoms booklet.
- 3.4. **Choose either: Judith Herman (5)**, either **Patriarchy** (Ch 2), **Acknowledgement** (Ch 4), or **Rehabilitation** (Ch 8). **Or one of the optional texts.** Write what resonated with you or raised questions for you.

4. **Reflection on field trip (5)** to something honoring a personal or collective trauma, choosing one element of the model for reflection. (within 1 month of STAR ending)

5. **Final project (10): Outline of planned application of STAR learning** to present to class, designed to introduce your project and elicit questions, feedback, and ideas. (within a month of class ending)

6. **One more thing you really want to do (10)**: you may have a particular reading or film you want to watch and review or proposal you'd like to write or acknowledgment ritual you'd like to design, a customized STAR Manual you want to read and digest, etc. For the final part of your grade, choose one thing and tell me about it (can be a 5-minute video presentation or come to office hours or 2 pages written).

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the “Guidance Notes” that will be provided in class.

DAILY CLASS SCHEDULE:

Daily schedule will be shared on arrival at SPI, with breaks that align with other course groups so you may connect with other participants.

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with the SPI team and confirmed with the instructor. **For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session.** SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, they will be asked to leave the course and no money will be refunded for remaining course time.

GRADING CRITERIA AND OTHER POLICIES:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online.