



STAR LEVEL 2
PAX 640

SPI 2022
Session 2: May 26-June 3

Course meeting location and time TBA

INSTRUCTOR INFORMATION:

Katie Mansfield, PhD

Email: katie.mansfield@emu.edu

Office: Roselawn 220, and often working from home/online

Course office hours/hangout: tba

Lisa Collins, PhD

STAR Trainer

Contact details to be provided.

COURSE DESCRIPTION:

Strategies for Trauma Awareness and Resilience (STAR) Level 2 invites people who have started to bring trauma awareness into their life and work for greater resilience to deepen their knowledge and skills. In Level 2, participants have a chance to:

- review and deepen learning around trauma awareness and resilience
- grapple with the complex realities and implications of structural and historical harms
- practice and deepen capacity for trauma-informed facilitation, and
- share plans and questions, while connecting with others who are applying STAR learning in their lives and work.

STAR Level 1 provides foundational content for this course. In Level 2, we continue to focus on trauma's impacts on body, brain, beliefs and behavior; how those impacts often lead to cycles of violence; and possibilities for breaking free from cycles of violence and building resilience. Participants in STAR Level 2 will also have the opportunity to join the STAR Practitioner learning community for ongoing connection and exchange as well as 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.
- **Deepen commitment to self-care and collective care** as core practices for (re)generating healthy power amidst vulnerability and uncertainty.

REQUIRED TEXTS AND OTHER RESOURCES:

- **STAR Level 2 Workbook** (on Moodle)
- Anderson Hooker, David and Amy Potter Czajkowski, *Transforming Historical Harms*. Available free online at: <https://justpeaceumc.org/product/transforming-historical-harms-by-david-anderson-hooker-amyl-potter-czajkowski/>
- Haines, Staci K. *The Politics of Trauma*. Berkeley, CA: North Atlantic Books, 2019. ISBN 1623173876. Retail \$20.
- Generation FIVE, Transformative Justice Handbook (PDF). Available free online (in English and Spanish) at: <http://www.generationfive.org/resources/transformative-justice-documents/>
- Mitchell, Sherri. *Sacred Instructions: Indigenous Wisdom for Living Spirit-Based Change*. Berkeley, CA: North Atlantic Books, 2018. ISBN 1623171954. Retail \$18.
- 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.
- 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

Plus ONE of the following books on historical and/or structural trauma: 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.

Emily Wanderer Cohen. *From Generation to Generation. Healing Intergenerational Trauma through Storytelling* (Morgan James Publishing, 2018). **ISBN-10:** 1683507576 **ISBN-13:** 978-1683507574

Tsitsi Dangarembga, *Nervous Conditions* (Ayebia Clarke Publishing, 2004) **ISBN-10:** 9780954702335
ISBN-13: 978-0954702335

Nadine Burke Harris, *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* (Houghton Mifflin Harcourt, 2018). **ISBN-10:** 0544828704 **ISBN-13:** 978-0544828704

Resmaa Menakem, *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies* (Central Recovery Press, 2017) **ISBN-10:** 1942094477 **ISBN-13:** 978-1942094470

Leah Lakshmi Piepzna-Samarasinha, *Care Work: Dreaming Disability Justice* (Arsenal Pulp Press, 2018) **ISBN-10:** 9781551527383 **ISBN-13:** 978-1551527383

Recommended Texts

These texts supplement the course content and delve into one or more areas in greater depth. You do not need to read all of these!! And for those who get a lot from reading, these are helpful resources. You might choose one or more to support your own learning and practice:

- brown, adrienne maree. *Emergent Strategy: Shaping Change, Changing Worlds*. AK Press, 2017. (ISBN-10: 1849352607)
- Ginwright, Shawn. *Hope and Healing in Urban Education: How Urban Activists and Teachers are Reclaiming Matters of the Heart*. New York: Routledge, 2016. (ISBN 113879757X) If you did not engage this reading in STAR Level 1 or other classes, his work weaves together needs for justice and wellbeing.
- Steve Haines and Sophie Standing. *Trauma Is Really Strange*. (Singing Dragon, 2015). ISBN-10: 9781848192935 ISBN-13: 978-1848192935. \$12. This is now a required text for STAR Level 1, as it offers a visually oriented, simplified explanation of the impacts of trauma on the nervous system.
- Hicks, Donna. *Dignity: Its Essential Role in Resolving Conflict*. \$18. New Haven and London: Yale University Press, 2011. ISBN-10: 9780300188059
- Levins Morales, Aurora. *Medicine Stories: Essays for Radicals* (Duke University Press, 2019) ISBN-10: 147800309X ISBN-13: 978-1478003090.
- Pat Vivian and Shana Hormann, *Organizational Trauma and Healing*. \$30. North Charleston, SC: CreateSpace, 2013. ISBN 978-1479188512.

Note: **Carolyn Yoder's *Little Book of Trauma Healing, Revised and Updated*, was released in 2020.** If you took STAR Level 1 prior to its release, it is worth a look.

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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 8 weeks.** We will take time in the first sessions of the course to discuss what kind of commitments make sense for us as individuals and as a community.
- **Identify and lean on your resilience network.** We will 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**.

Presentation portions of class will be recorded, but much of the learning happens in the exchanges among participants, and most of that will not be recorded. 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. Presence each week accounts for 5% of your grade (a total of 40% of the grade).

2-credit students: Small assignments below add up to 60% of your grade. There is no final project.

3-credit students: In addition to weekly assignments (45% of your grade), there is a final project due about a week after the last session of class (15% of your grade). You may choose one of the options listed below or design your own final project.

Assignment	Due date	2 credit students (% of grade)	3 credit students (% of grade)
SHOWING UP	All sessions	40	40
1) Lead a centering or release activity* Each class will open/ close with a 1-2 minute activity to help center our energies (to welcome us into the learning space or prepare us to leave). Participants are invited to lead at least one of these. *In addition to brief opening/closing activities, the course will include 3 circle processes (symbols of resilience, masks, and symbols of hope) and an opportunity to facilitate an emotional first aid/ re-centering session after the Symbols of Resilience Circle (may run several of these concurrently). Participants will sign up for these in class.	At least once during STAR 2	5	3

<p>2) 4 Reading responses –</p> <ul style="list-style-type: none"> • brown's piece on fractals from <i>Emergent Strategy</i> • Haines' Individual and Systemic Trauma chapter (ch 3) in <i>Politics of Trauma</i>. • brown's piece on resilience from <i>Emergent Strategy</i> • Haines' Embodied Resilience chapter (ch 8) in <i>Politics of Trauma</i> <p>Choose 3-4 sentences from <u>each</u> of these. In 1 page (for each reading): write what resonated with you, or raised questions for you, about each of these sentences/thoughts. Feel free to write in the form of questions or poetry.</p>	Due July 1 (2 weeks after end of SPI)	20	16
<p>3) "Haiku" autobiography Detailed assignment in class/on Moodle.</p>	Due by Haiku sharing circle (during SPI).	5	3
<p>4) Share outline of your creative presentation (unhealed trauma, cycles of violence, breaking free)</p>	Due July 1	6	5
<p>5) Create a 2-sided mask – short reflection</p>	Due by mask sharing circle (during SPI).	6	5
<p>6) Draft project plan with questions for focus group</p>	Due by day you present/share/ solicit feedback (during SPI).	10	10
<p>7) Fill out Trauma-informed, resilience-oriented assessment worksheet</p>	Due July 1	8	3

<p>8) Final project* (3 credit participants only)</p> <p>*Project should cite and incorporate ideas from five of the required texts. 10 pages minimum, 12 pages maximum, double-spaced.</p> <p>Final project options</p> <ol style="list-style-type: none"> 1. Project/funding proposal 2. Healing Historical Harms project The Transforming Historical Harms Framework names self-reflection as a critical step for individuals to take in the process of healing historical trauma. This assignment asks that you engage in this process. After carefully reading the <i>Transforming Historical Harms Manual</i> and the text you chose on historical or structural trauma, identify a historical harm that has deeply 	Due by August 1	NOT REQUIRED FOR 2-CREDIT PARTICIPANTS	15
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<p>impacted your own experience. Then use Vanessa Jackson's Healing Questions (provided in the appendix to the THH manual) to reflect on the historical harm that you identified and its impacts. Begin with the preliminary question: How, if at all, am I wounded? After exploring this question in writing or the art form of your choice, choose a subsequent question or set of questions to reflect upon in another format. Your concluding project should integrate reflective writing and art (e.g., poetry, drawing, painting, mixed media, video) to chronicle the current stage of your journey in recognizing and healing the impacts of historical harm, individually and collectively.</p> <p>3. Appreciation, analysis and discussion of ways your organization/work/life can integrate trauma awareness and resilience.</p> <p>4. Design your own assignment. You may choose another way to share how you have integrated the readings and experiential learning from this course. Please check with the instructor to clarify your plan during office hours.</p>			
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DAILY CLASS SCHEDULE:

The schedule distributed before the training (and in hard copy on the first day), the Moodle page, and the STAR Level 2 Workbook lay out the flow/sequence of topics we will cover.

Participants are expected to attend all sessions of STAR at SPI.

Timeline for assignments (for-credit students only):

During STAR 2	1. Lead an activity (grounding, centering, energizing or releasing) 2. Haiku autobiography 3. Mask and reflection 4. Draft STAR 2 project plan
Fri July 1 (2 weeks after end of SPI)	1) 4 reading responses 2) Outline of creative presentation of STAR material 3) Trauma-informed, resilience oriented assessment
Mon August 1 (3-credit students only)	final project

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 Director. 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.