

**CANADIAN SCHOOL OF PEACEBUILDING**  
**CANADIAN MENNONITE UNIVERSITY**

**Strategies for Trauma Awareness and Resilience (STAR)**

**Course number PSYC/OCTS -2950/3**

**SESSION I: JUNE 23-27, 2014**

**Course Syllabus**

**INSTRUCTOR: Elaine Zook Barge, MA Conflict Transformation plus co-facilitator**

**TIMES: JUNE 23-27, 2014, 9am-5pm**

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**COURSE DESCRIPTION**

This course presents an integrated training approach to the violence, trauma, and conflict caused by nature, human beings, or societal institutions and structures. Research and experience demonstrate that unaddressed trauma often leads to conflict and violence against self or others as traumatized people act out against others or become self-destructive. STAR combines theory with experiential learning to increase awareness of the bio-psycho-social-spiritual impact of trauma on individuals and groups. The course offers tools for addressing trauma, breaking the cycles of violence and building resilience. The STAR multidisciplinary framework brings together learnings and practices from the fields of neurobiology, restorative justice, trauma healing, conflict transformation, and spirituality for building healthy, resilient individuals and communities.

*The course is offered either for training or for 3 hours of academic credit.*

**CORE TEXTS (Student must order these online, ahead of time):**

• **Required Reading**

1. **STAR manual** (handed out at first class session)
2. Yoder, Carolyn, *The Little Book of Trauma Healing*, Akron PA: Good Books, Inc 2007  
**(Read the book in its entirety before the first day of class)**
3. Levine, Peter. *Waking the Tiger: Healing Trauma*. Berkeley, CA: North Atlantic Books, 1997. (If you have already read this book, choose another of Levine's works—see bibliography below)
4. Schirch, Lisa: *The Little Book of Strategic Peacebuilding*

5. Zehr, Howard: *The Little Book of Restorative Justice*

## COURSE REQUIREMENTS AND DEADLINES (for credit)

• Book Review (pre-class)	<b>15 points</b>
• Class attendance and participation	<b>25 points</b>
• Required Texts Reading Critique	<b>25 points</b>
• Reflective paper	<b><u>35 points</u></b>
<b>Total points:</b>	<b>100</b>

## ASSIGNMENT GUIDELINES (for credit)

**Assignment #1: Book Review** *The Little Book of Trauma Healing*, by Carolyn Yoder, Akron PA: Good Books, Inc.2001.

Due: Monday, June 27 Length in pages: 3-4 pages. Percentage of Final Grade: **15%**

**Assignment #2: Attendance** - Percentage of Final Grade: **25%**

This three-credit course requires 5days of in-class learning. Therefore, class attendance is weighted heavily at 25% of the grade. All participants benefit when all other participants are fully engaged and seeking to upgrade their level of knowledge and skills. Therefore, students are expected to actively participate in all simulations and exercises. This may, on occasion, require overnight preparation.

**Assignment #3: Required Texts Reading Critique**

Due: July 17, 2014 Length in pages: 5-8 pg. Percentage of Final Grade: **25%**

Participants are expected to read the assigned texts and write an integrative critique of the readings in light of the course and their respective professional interests. The critique should include a brief summary of the main points or point of each text as well as an analysis on how the various books relate to each other and/or to the general STAR objective of helping to create healthy and resilient communities and individuals.

**Assignment #4: Reflective Paper**

Due: Aug 14, 2014 Length in pages: 8-10 pages. Percentage of Final Grade: **35%**

Each participant will write a reflective paper to integrate the course material with an area of interest to him/her. This 8-10 page (double-spaced) may include a topic of interest covered in the course or an area of research derived from the course. The paper will use appropriate citations. Each participant will work with the professor of record to get the topic of the paper approved.

## STYLISTIC REQUIREMENTS

CMU as adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Fifth edition. Boston and New York: Bedford/St. Martin's, 2009.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.

## EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

## LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations

<b>CONTENT</b> (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
<b>STRUCTURE</b> (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
<b>CONVENTIONS</b> (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
<b>STYLE</b> (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

**NOTE:** The CMU *Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

## FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2014.

## SCHEDULE AND TOPICS & Readings List- Draft– Subject to change

### Monday

10:00 -12:30

1:00 – 5:00

Note: Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.

Class Day	Topics	Readings and Assignments
Monday AM  Day 1	<u>Opening ceremony</u> <ul style="list-style-type: none"> <li>▪ Overview of STAR</li> <li>▪ Overview of Violence/Trauma</li> <li>▪ Types of Trauma</li> </ul>	Yoder, <i>Little Book of Trauma Healing</i>
Monday PM	<ul style="list-style-type: none"> <li>▪ River of Life Exercise</li> <li>▪ The Trauma Healing Journey – <i>Part I: Why We Don't Just Get Over It</i></li> </ul>	
Tuesday AM	<ul style="list-style-type: none"> <li>▪ Symbols of Trauma</li> <li>▪ Emotional and Psychological First Aid</li> </ul>	Cabrera, <i>Living and Surviving in Multiply Wounded Societies</i>
Tuesday PM	<ul style="list-style-type: none"> <li>▪ Part II: <i>Unhealed Trauma and Cycles of Violence</i></li> <li>▪ Breaking Free</li> </ul>	
Wednesday AM	<ul style="list-style-type: none"> <li>▪ Part III: <i>Breaking Cycles of Violence; Building Resilience</i></li> <li>▪ Acknowledgement</li> </ul>	USIP: <i>From Violence to Peace</i>
Wednesday PM	<ul style="list-style-type: none"> <li>▪ Reconnection/Forgiveness</li> <li>▪ Truth, Justice, Mercy, Peace</li> </ul>	
Thursday AM	<ul style="list-style-type: none"> <li>▪ Restorative Justice</li> <li>▪ Meeting with a Killer</li> </ul>	Zehr, <i>Restorative Justice – The Concepts</i>
Thursday PM	<ul style="list-style-type: none"> <li>▪ Transforming Conflict Nonviolently</li> <li>▪ Using the Model as Map</li> </ul>	
Friday AM	<ul style="list-style-type: none"> <li>▪ Symbols of Hope</li> <li>▪ Resilience (Individual/Community)</li> </ul>	Wallace: <i>Learning from Communities that Prevent Violent Conflict</i>
Friday PM	<ul style="list-style-type: none"> <li>▪ Self Care</li> <li>▪ Wrap up</li> <li>▪ Evaluation</li> </ul>	