

The longest journey is from our heads to our hearts

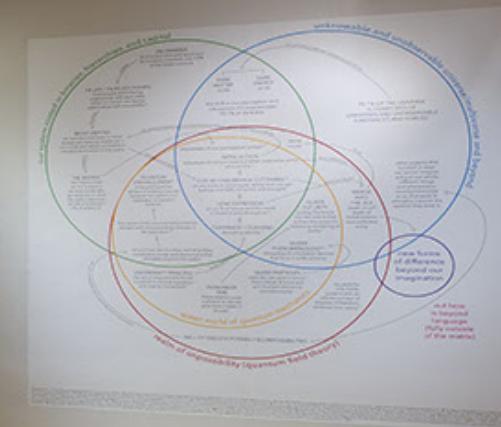


JENNIFER MOON

The longest journey is from our heads to our hearts



JENNIFER MOON

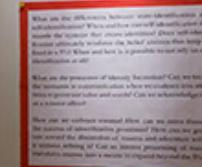




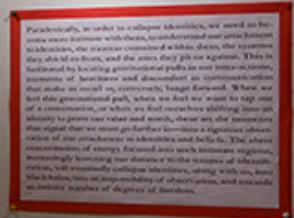
ABSTRACT



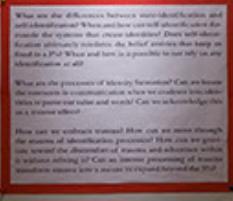
QUESTIONS



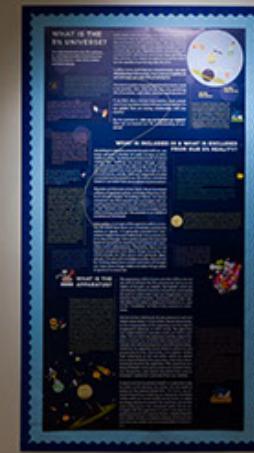
HYPOTHESIS



QUESTIONS



HYPOTHESIS

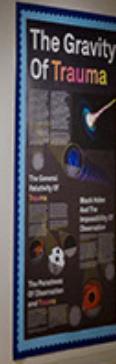


BACKGROUND RESEARCH



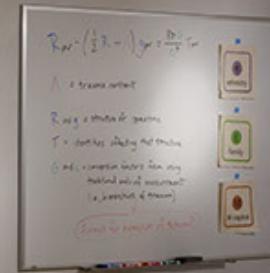
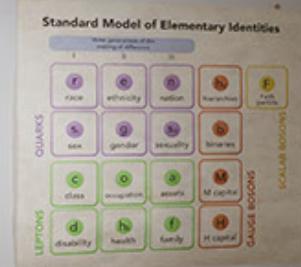


BACKGROUND RESEARCH



EXIT

VARIABLES



PROCEDURE

$$R_{\mu\nu} - (\lambda R - \Lambda) g_{\mu\nu} = \mathcal{L} T_{\mu\nu}$$

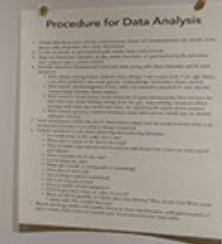
λ = trauma constant

R and g = structure of spacetime

T = identities affecting that structure

G and c = conversion factors from using
traditional units of measurement
(i.e., hierarchies of trauma)

Formula for hierarchies of trauma?

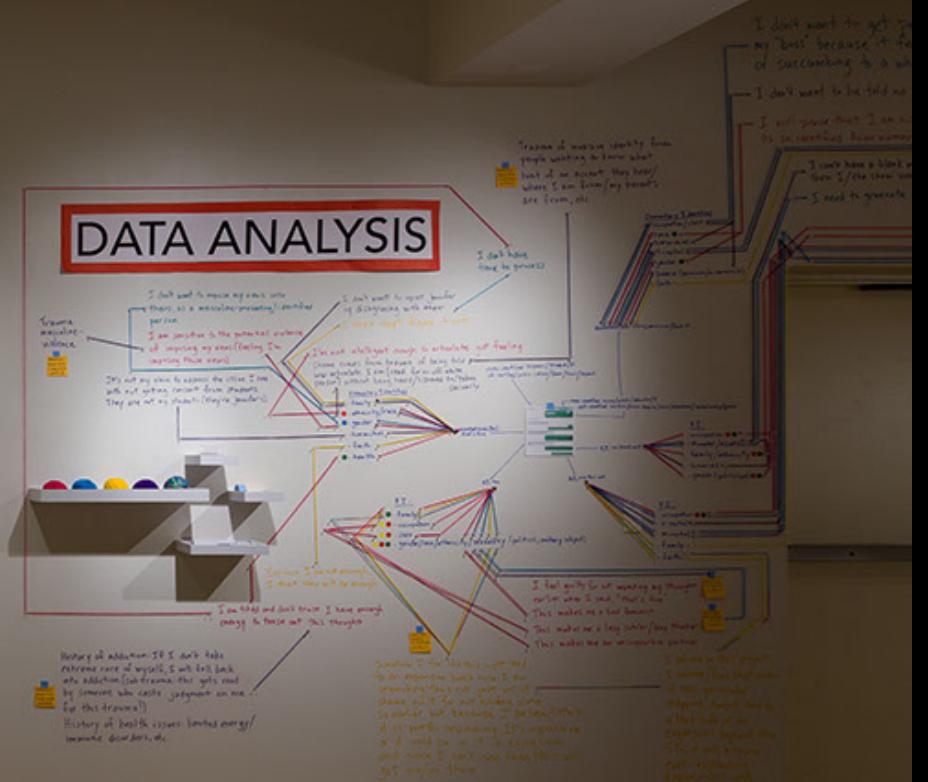


PROCEDURE



Procedure for Data Analysis

DATA ANALYSIS



CONCLUSION

5. Block 2nd sentence first place on the board
as "Thinking forward left to right and one,
processes improve in the Order and as given below
expand upon the psychological importance of changing
sentences. We place them and the impact they have
on perception. Because a different perception is created.
There are many other ways people perceive. The
sentences are intentionally placed at the end of the
block so that focus is provided on conclusion.

- Forget what we say only supposed to map out gravitational field, not required that everyone says
- First, we assumed no other interactions and then go back to locate E & B within the interaction and begin mapping
- Need more sources (not basic theory)
- Workshop results: we have lots of new ideas

had a high priority. Once these measures failed, the government then became unable to achieve any substantial reform as it remained just as uninterested in what happened as the previous government, although, initially, it had some limited success.

Source: *Freedom*. About equality, identifying what type of equality the author has in mind, he says: "In this book I have tried to distinguish between economic equality and redistributive equality."

"Redistributive" equality is a matter of justice, not necessarily equality of opportunity. It includes:

- Redistributing a little bit of a rich man's wealth, for example.
- Compensation for old or ill people who have (possibly) contributed little to life and left little.
- There is no argument of principle, as such, involved in this kind of redistribution, but there is a principle involved in the way it is done, and concerned with how much one person can take from another, in helping people, for example, to buy their first home, and with the setting up of pension funds.

The author's views about what precisely and fairly to do in the case of inheritance are not clear, but he does say that:

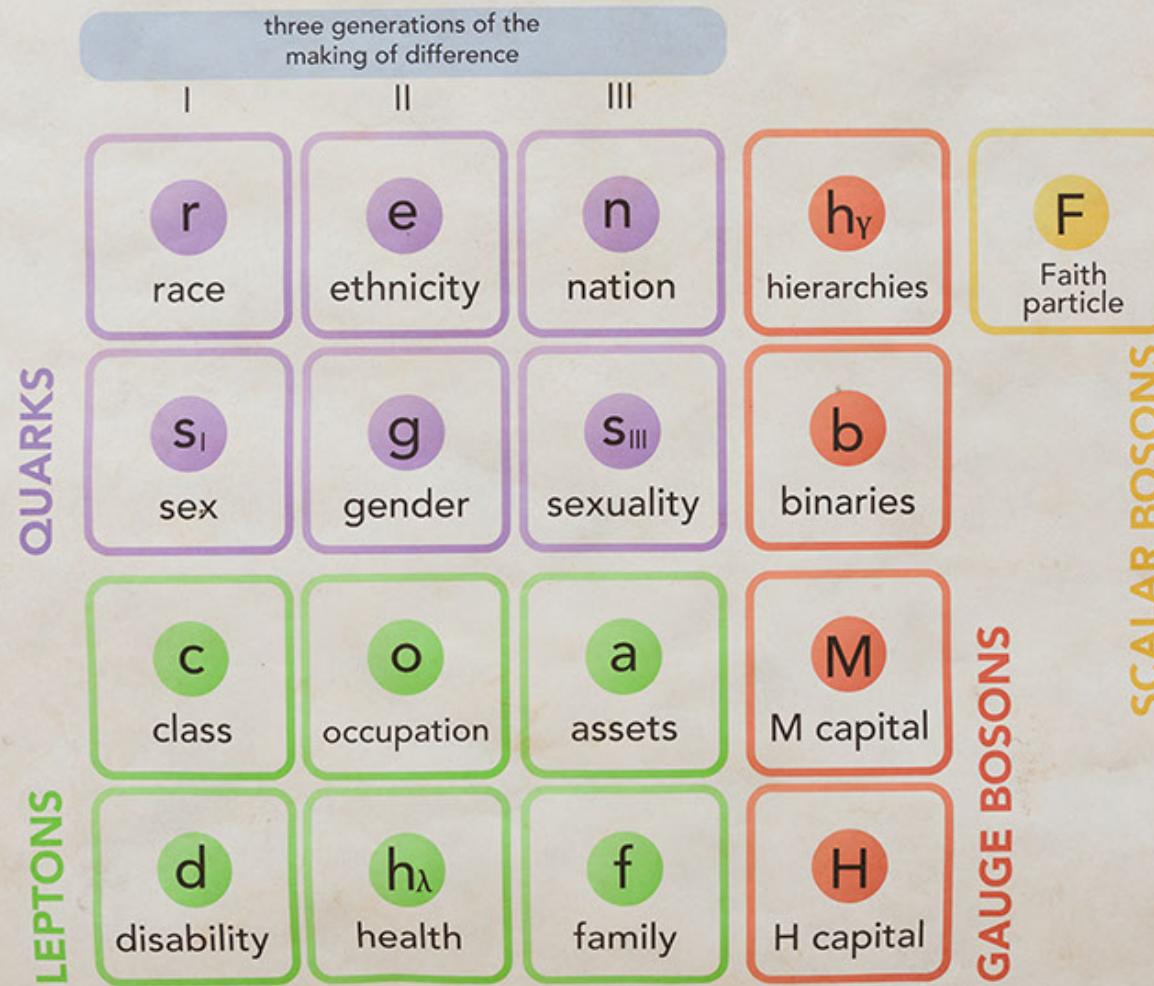
- If we are able to claim, in principle, of each man's right to his inheritance, then it follows that if he wants to give his inheritance away, he is free to do so, and to give practically



BACKGROUND RESEARCH

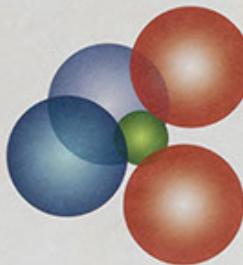


Standard Model of Elementary Identities



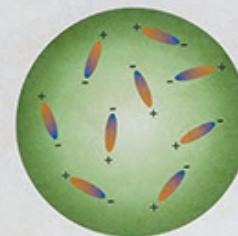
SHAME OR STRONG FORCE

- Unwanted identities and labels
- Shame is the strongest force out of the four fundamental forces or fundamental intra-actions.
- Shame is responsible for binding together the elementary identities to form unitary subjects, which are more easily contained within the 5%.
- The strong shame force holds most 5% matter together because it confines elementary identities (quarks and leptons) within assigned-identities.
- All compounded shame identities that coalesce into unitary subjects with varying belief narratives (electromagnetic force) can be broken down into four primary shame identities known as "color charge." These color charges are, I am stupid (red); I am ugly (blue); I am dirty (yellow); I am weak (green).
- Shame force is mediated by elementary identities called hierarchies (gauge boson), which organize intra-acting identities into positions above or below one another based on their value and worth determined by the 5%.



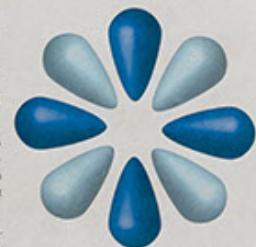
BELIEFS OR ELECTROMAGNETIC FORCE

- Narratives about identities
- Beliefs are a type of physical intra-action that occurs between charged identities and are responsible for gluing together all 5% matter.
- The belief force plays a major role in determining the internal properties of most subjects/objects encountered in daily life as well as most of the forces we experience in our daily lives.
- Belief force is responsible for reactive structures, the attractive and repulsive forces associated with electrically charged or magnetically polarized identities, and all other belief entity phenomena.
- Belief force is mediated or operated by the exchange of binaries (gauge boson) between identities.



INTUITIVE OR WEAK FORCE

- An unnameable sense or feeling
- Intuitive is one of the two forces experienced in the nucleus of an identity, the other being the strong shame force.
- The intuitive force is termed "weak" because it is not fully supported by the 5% and, therefore, its field strength within the 5% is typically several orders of magnitude less than that of the strong shame force and electromagnetic belief force.
- Intuitive force is unique in that it allows for elementary identities (quarks and leptons) to swap their state-identity for self-identity, stimulating radioactive decay or the process in which an identity becomes unstable and emits radiation that can disrupt 5%-symmetry.
- As a way to contain intuitive force within the 5%, intuitive intra-actions are mediated by the exchange of heavy elementary identities known as M capital and H capital (gauge boson).



TRAUMA OR GRAVITY

- Feeling not enough for merely existing / the violence of living in a 5% universe
- Trauma is the weakest out of the four fundamental forces or fundamental intra-actions defined by the 5% because trauma holds the potential to expand us beyond the 5%.
- Unlike the other fundamental forces, trauma is described not as a force but as a consequence of the curvature of spacetime caused by the uneven distribution of resources and access.
- Although it is the most familiar and felt force in our everyday lives, trauma is not part of the Standard Model, as fitting trauma into this framework starts producing infinities and would collapse elementary identities.
- As a consequence, trauma has no significant influence at the level of elementary identities, enabling elementary identities to persist.
- In contrast, trauma is the dominant force at the macroscopic scale and is the cause of the formation, shape, and trajectory of astronomical oppression.



ES



$$R_{\mu\nu} - \left(\frac{1}{2} R - \Lambda\right) g_{\mu\nu} = \frac{8\pi G}{c^4} T_{\mu\nu}$$

Δ = trauma constant

R and g = structure of spacetime

T = identities affecting that structure

G and *c* = conversion factors from using traditional units of measurement (i.e., hierarchies of trauma)

Formula for hierarchies of trauma?



PROCEDURE



Procedure for Data Analysis

1. Observe how race, sex, nation, communication, form of communication (e.g. email, voice, photo), and other variables are used in the system.
2. Identify moments of gravitational pull within these interactions.
3. Map out dominant themes or the written moments of gravitational pull and where they are located.
4. Identify what four fundamental forces are interacting with these themes and in what way:
 - With status (being famous, someone's social class) if an angel (soft) or an ugly (dark) angel (yellow) are with (purple). Acknowledgment/blessing. Power/control.
 - With sex (yellow) or with (purple). Sexuality/nationality.
 - With money (green) or with (orange). Economic/resource/success in each domain.
 - With violence (black) sexual or moment of gravitational pull, then that part becomes the most violent part of the system.
 - With knowledge (orange) or with (yellow). Knowledge itself has its own worth and value. If capital and H capital (orange).
 - With power (purple) or with (yellow). Power is the most important when both actions result less in clarity and just income.
5. Note all moments within the act of observation where one or more themes where in conflict with another theme.
6. Grind questions to ask while observing and analyzing themes.
 - What does this mean to the system?
 - What does this tell us about the system?
 - Does it mean expansion and limitation and define how? (Expansion with impact)
 - Does it protect us in any way?
 - Is it helping us?
 - Is it causing us to change and/or becoming?
 - How does it serve us?
 - Is it creating something?
 - Does it work as we expect?
 - Does it satisfy certain beliefs?
 - Does it have a specific purpose?
 - What would be possible if I didn't have this theme? Who would I be? What could I do?
 - Imagine one who could I become?
7. Report back to the group on the discussion from identification, and gravitational pull (green), black holes (purple), and observation becomes impossible.

violenc

Potential
black hole
(need more
probing)

Shame (Strong Force)

Color charges:

- I am stupid
- I am ugly
- I am dirty
- I am weak

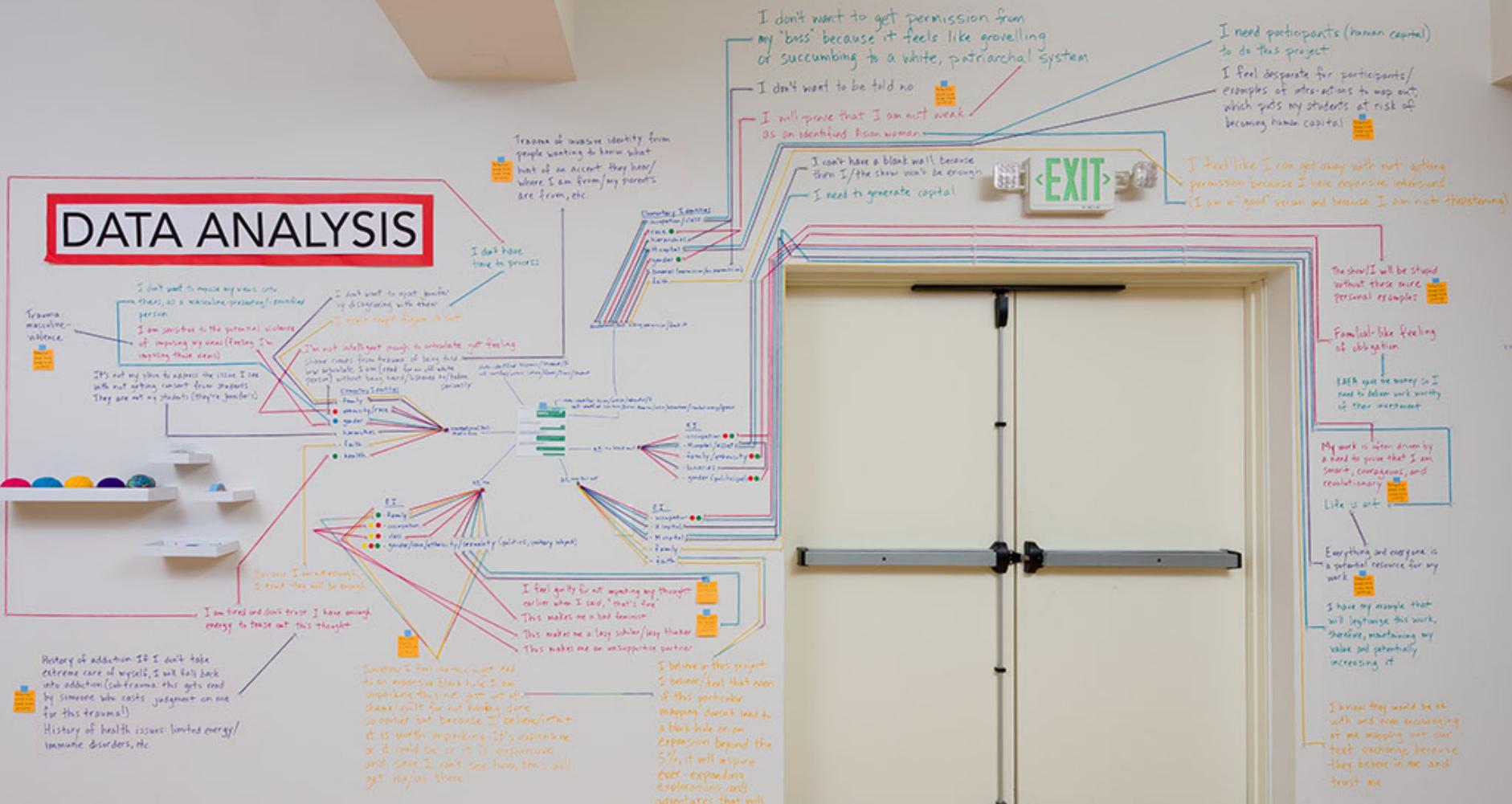
Beliefs (Electromagnetic Force)

Intuitive (Weak Force)

Trauma (Gravity)

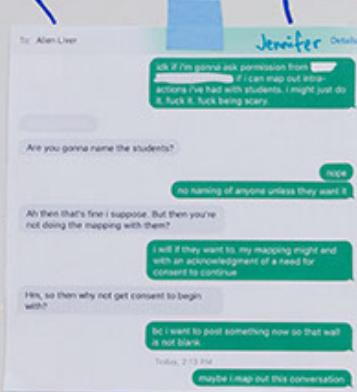
Dark Matter/Dark Energy

DATA ANALYSIS



identified: Hispanic / Student / F

identified / politics: Latinx / Queer / Trans / Student



state-identified: Asian / artist / educator / F

self-identified: East Asian / Korean-American / artist / adventurer / revolutionary / queer

G.P.: map this out

G.P.: no blank wall

E.I.:

- occupation ● ●
- M capital / assets ● ●
- family / ethnicity ● ●
- binaries
- gender (politicized) ● ●

E.I.:

- occupation ● ●
- H capital
- M capital
- family

(politics; unitary subject)

potential violence
(feeling I'm

ass he I see
tudents.
Jennifer's)

I trust they'll figure it out

I'm not intelligent enough to articulate gut feeling

Shame comes from trauma of being told
how articulate I am [read: for an off-white
person] without being heard/listened to/taken
seriously

state-identified: Hispan
self-identified/politics: Latin

Elementary Identities:

-family

-ethnicity/race

-gender

-hierarchies

-faith

-health

Gravitational Pull:
that's fine

G.P.: Hm

E.I.:

-family

-geography



Trauma:
masculine-violence

Potential
black hole
(needs more
practicing)

I don't want to impose my views onto theirs, as a masculine-presenting/identified person

I am sensitive to the potential violence of imposing my views (feeling I'm imposing those views)

It's not my place to address the issue I see with not getting consent from students. They are not my students (they're Jennifer's)

I don't by disc

I trust

I'm not intelligible
Shame comes from how articulate I [person] without

Elemental

- family
- - ethnicity
- - gender
- hierarchy
- faith
- - health

Because I am not enough, I trust they will be enough

I am tired and don't trust I have enough energy to tease out this thought

History of addiction: If I don't take extreme care of myself, I will fall back into addiction (subtrauma: this gets read by someone who casts judgment on me)

Familial-like feeling
of obligation

KAFAT gave me money so I
need to deliver work worthy
of their investment

RK: HOW
IT IS HARD
QUESTION

DIFFICUL
DRAWING

My work is often driven by
a need to prove that I am
smart, courageous, and
revolutionary

Life is art



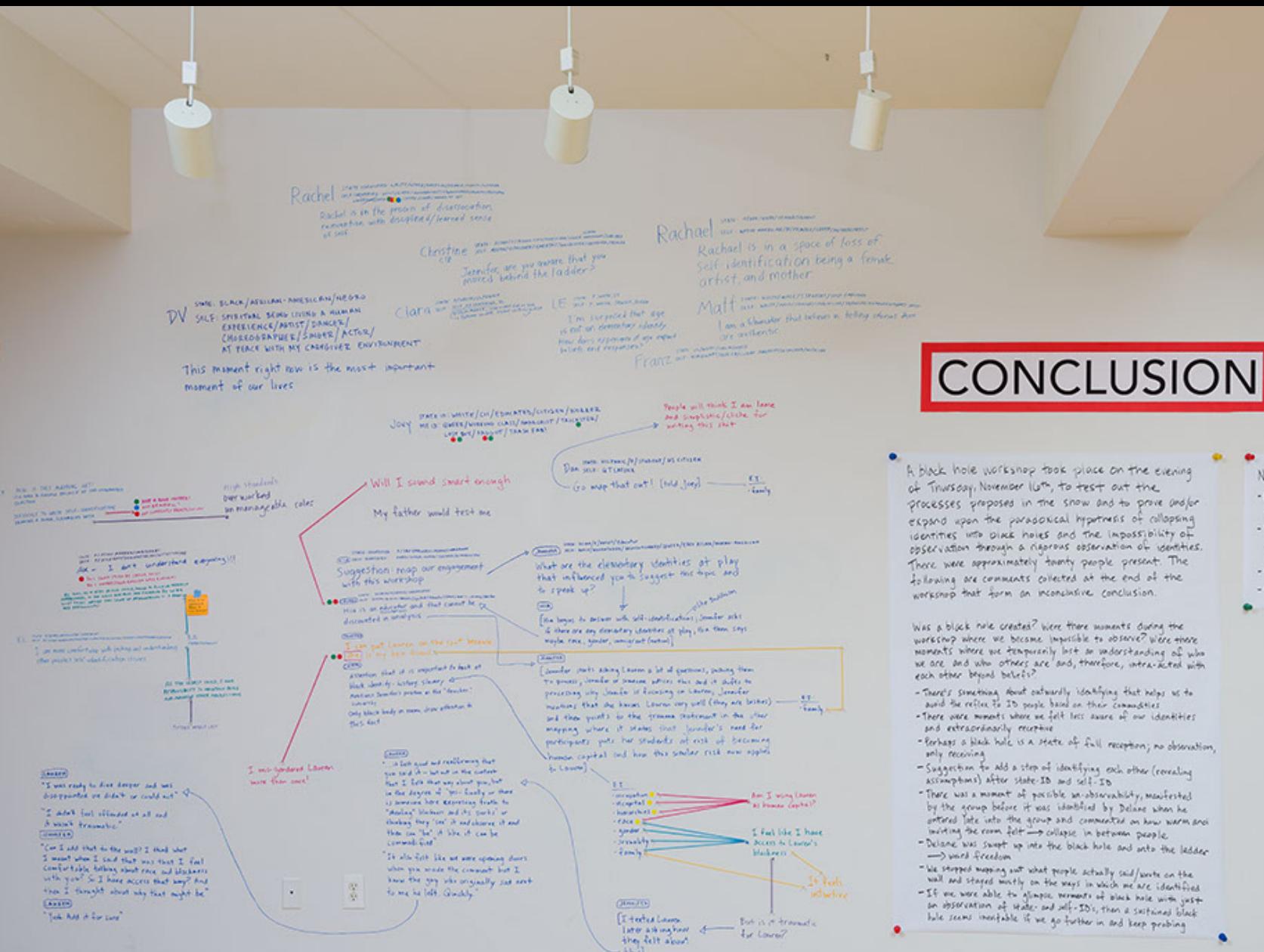
Everything and everyone is
a potential resource for my
work



I have my example that
will legitimize this work,
therefore, maintaining my
value and potentially
increasing it

EL 2

I knew they would be ok
with and even encouraging
of me mapping out our
text exchange because
they believe in me and



CONCLUSION

IDENTIFIED: F/SELF EMPLOYED/ASIAN/IMMIGRANT
AFFILIATED: QUEER/GLOBAL NOMAD/TEACHER/BUDDHIST/YOGI

ion: map our engagement
s workshop

BLACK/F/OTHER/UNEMPLOYED
EDUCATOR/BLACK/ATHLETE/spiritual Educator/Silver/Hot!!!/Funny/Writer
occupations
educator and that cannot be
d in analysis.

at Lauren on the spot because
my best friend

that it is important to look at
entity - history, slavery
Jennifer's position as the "teacher"

k body in room, draw attention to
+

LAUREN

"...it felt good and reaffirming that
you said it - but not in the context
that I felt that way about you, but
in the degree of 'yes-finally or there
is someone here expressing truth to
"stealing" blackness and its parts' or
thinking they 'see' it and observe it and
then can 'be' it like it can be
commodified"

"It also felt like we were opening doors
when you made the comment but I
know the guy who originally sat next
to me he left. Quickly."

JENNIFER STATE: ASIAN/F/ARTIST/Educator
SELF: ARTIST/ADVENTURER/ REVOLUTIONARY/QUEER/EAST ASIAN/KOREAN-AMERICAN

What are the elementary identities at play
that influenced you to suggest this topic and
to speak up?

HIA

[Hia begins to answer with self-identifications; Jennifer asks
if there are any elementary identities at play; Hia then says
maybe race, gender, immigrant (nation)]

JENNIFER

[Jennifer starts asking Lauren a lot of questions, pushing them
to process; Jennifer or someone notices this and it shifts to
processing why Jennifer is focusing on Lauren; Jennifer
mentions that she knows Lauren very well (they are besties)
and then points to the trauma statement in the other
mapping where it states that Jennifer's need for
participants puts her students at risk of becoming
human capital and how this similar risk now applies
to Lauren]

E.I.:
-family

E.I.:

- occupation
- Hcapital
- hierarchies
- race
- gender
- sexuality
- family

Am I using Lauren
as human capital?

I feel like I have
access to Lauren's
blackness

It feels
intuitive