**COURSE SYLLABUS:**

 **NEW YORK CITY COLLEGE OF TECHNOLOGY CITY UNIVERSITY OF NEW YORK**

**ENG 2165 and HEA 2112**

**Prerequisites:**

**English 1101, CUNY Certified in Math**

**Instructors: Dr. Christine Thorpe, Health & Human Services Department Dr. Monique Ferrell, English Department**

**Colonialism: The Evolving Face of Race, Class, and Gender Identity**

**Course Description:**

Using Colonialism as a historical lens, this special topics interdisciplinary course will examine its impact on various cultural and ethnic groups. Specific themes include the following: slavery/genocide, racial/cultural blending, integration /segregation, economics, mental and physical stressors, and shifts in gender identity and cultural roles.

**Our Course:**

This Special Topics course is interdisciplinary and team taught. In our class, we will be focusing on Africans (African Americans), Native Americans, and how American Colonialism impacted these two groups in particular. Without question, these two groups have a shared American experience and ancestral cultural bond, which is a direct result of colonialism.

The search for and establishment of the United States brought about enslavement, the signing and breaking of treaties/laws, war, poverty, lack of education, psychological and physical traumas, and the segregation of these peoples. Additionally, each of these factors played a vital and volatile role in shaping who African Americans and Native Americans would become post-colonialism, and these same factors have had long term and far reaching implications for both cultural groups, impacting men and women differently. In many ways, both cultures still struggle to obtain their portion of the American Dream and are still coping with economic disparity, public health issues—mental and physical—and social welfare, as well as a bevy of socio-economical hardships that appear to place them perpetually beyond the reach of embracing fully an American identity. The primary question, among others, that we will ponder—through scholarly and creative writing, film, and guest lecturers—is “why does this struggle still exist?”

**Expectations**:

Using scholarly, creative, and visual texts—students will be asked to assess, explore, and make determinations about the cultural impact and long-term outcomes of colonialism on the African American and Native American communities as they relate and correlate to the following: economic disparity, psychological/physical health and well-being, historical implications, alcoholism and drug addiction, chronic illnesses, infant mortality rates, oppression and segregation, education inequality and incarceration rates, and gender inequality. Students will assess and critically analyze whether or not colonialism has transformed into a systemic form of oppression that neither of the cultural groups are able to transcend. This course is reading and writing intensive.

\*As the semester evolves, Professors Ferrell and Thorpe reserve the right to make adjustments to the reading and assignment schedule; this includes adding or deleting texts or changing dates for exam/papers.

**Course Texts:**

Dr. Thorpe—Weeks 1-7

Course Packet of Required Readings

\*Suggested Readings:

Fullilove, R.E., & Rosen, D. E. (2014). Mass Incarceration: The HIV/AIDS Epidemic and the Affordable Care Act—What Will the Future Hold?. Journal of HIV/AIDS & Social Services, 13 (1), 5-7.

*Traumatic Possessions: The Body and Memory in African American Women’s Writing and Performance* by Jennifer L Griffiths

*On Our Own Terms: Race Class and gender in the lives of African American Women* by Leith Mullings

Dr. Ferrell—Weeks 8-14

*Indian Killer* by Sherman Alexie *House Made of Dawn* by N. Scott Momaday *Song of Solomon* by Toni Morrison *Too Beautiful For Words* by Monique Morris

\*Suggested Readings *Gardens In The Dunes* by Leslie Marmon Silko *The Bluest Eye* by Toni Morrison

**Semester Assignments:**

Exams: 25% (4 exams, Essay and Short Answer) Midterm/Short Paper: 15% (6-8pgs, Primary and Secondary Sources, MLA/APA) Assignments: 15% (Presentations, Quizzes, Reader Responses, Group Work) Class Participation: 15% Final Paper: 30% (8-10 pgs, Primary and Secondary Sources)

Class Participation: 15%

Assignments: 15% (quizzes, group work, assignments)

**Classroom Rules/Etiquette:**

1. Students must remove headsets before entering the classroom.
2. Cellphone use of any kind is not allowed while class is in session.

**Absence/Lateness:**

1. Students will be allowed one unexcused absence. Each additional absence will result in a five point deduction of your final grade.
2. Two late arrivals equal one absence.

**Additional Classroom Policies:**

1. Official medical/legal excuses may be submitted to address excessive late arrivals and absences.
2. Every course assignment/paper has a due date. Late work will not be accepted without a valid excuse.

**Plagiarism (College/University Policy):**

Plagiarism is intentionally and knowingly presenting the ideas or works of another as one’s own original idea or works in any academic exercise without proper acknowledgment of the source. The purchase and submission of a dissertation, thesis, term paper, essay, report, or other written assignment to fulfill the requirements of this course is plagiarism and violates section 213-b of the State Education Law. Any student caught plagiarizing will fail this course and be presented to the Division Dean for expulsion.

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**Schedule of Assignments: Weeks 1-7 Dr. Thorpe**

**Week 1**

Introductions/Syllabus Review (Drs. Thorpe and Ferrell/first hour only)

 Lecture: Public Health Issues in the African American and Native American Communities

 Assigned Readings: Connell, R. (2012). Gender, health and theory: conceptualizing the issue, in local and world perspectives. Social Science and Medicine, 74(11), 1675-1683.

 Peters, WM, Green, JM, and Gauthier, PE. (2014). Native American medicine: the implications of history and the embodiment of culture. Multicultural Approaches to Health and Wellness in America [2 Vol] 171.

**Week 2**

Lecture: Historical Traumas, Present-Day Manifestations

Assigned Reading: Brave Heart, MYH, Chase J, Elkins J, and Altschul DB. (2011). Historical trauma among indigenous peoples of the Americas: concepts, research and clinical considerations. Journal of Psychoactive Drugs, 43(4), 282-290.

Hinrichsen, Lisa (2013). Trauma studies and the literature of the U.S. south. Literature Compass, Vol. 10, Issue 8, pp. 605-617.

Mohatt, N. V., Thompson, A. B., Thai, N. D., & Tebes, J. K. (2014). Historical trauma as public narrative: A conceptual review of how history impacts present-day health. *Social Science & Medicine*, *106*, 128-136.

**Week 3**

First Hour—Guest Speaker Dr. Robert Fullilove, Professor at Columbia University’s Mailman School of Public Health

Second Hour—Lecture: Evolving Chronic Illnesses; Prep for Exam #1

Assigned Reading: Jernigan, V. B. B., Salvatore, A. L., Styne, D. M., & Winkleby, M. (2011).

Addressing food insecurity on a Native American reservation using community-based participatory research. *Health education research*, cyr089.

Feagin, J., & Bennefield, Z. (2014). Systemic racism and US health care. *Social Science & Medicine*, *103*, 7-14.

**Week 4**

First Hour—Exam 1

Second Hour—Lecture: Inter-generational Mental Health Issues

Assigned Reading: Walters, K. L., Mohammed, S. A., Evans-Campbell, T., Beltrán, R. E., Chae, D. H., & Duran, B. (2011). Bodies don't just tell stories, they tell histories. *Du Bois Review: Social Science Research on Race*, *8*(01), 179-189.

Gone, J. P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment. *Transcultural psychiatry*, *50*(5), 683-706.

**Week 5**

Lecture: The Causes of Substance Abuse

Assigned Reading: Wiechelt, S. A., Gryczynski, J., Johnson, J. L., & Caldwell, D. (2012). Historical trauma among urban American Indians: Impact on substance abuse and family cohesion. *Journal of Loss and Trauma*, *17*(4), 319-336.

Short Paper: 6-8 pages Compare and contract one chronic health issue affecting Native American and African American communities, examining past and present

\*Midterm Paper: (6-8pages) Compare and contrast one chronic health issue affecting Native American and African American Communities, examining past and present

**Week 6**

Lecture: Infant Mortality and Challenges of Living; Prep for Exam #2

Assigned Reading: Rosenthal, L., & Lobel, M. (2011). Explaining racial disparities in adverse birth outcomes: Unique sources of stress for Black American women. *Social Science and Medicine*, 72 (6), 977-983.

Walker, L. O., & Chestnut, L.W. (2010). Identifying health disparities and social inequities affecting childbearing women and infants. *Journal of Obstetric, Gynecologic, & Neonatal Nursing,* 39 (3), 328-338.

**Week 7**

First Hour—Exam 2

Second Hour—Lecture: The Challenges of Living (cont.)

Assigned Reading: Weaver, H.N. (2012). Urban and Indigenous: The Challenges of being a Native American in the City. *Journal of Community Practice*, 20 (4), 470-488.

Williams, D. R., Mohammed, S. A., Leavell, J., & Collins, C. (2010). Race, socioeconomic status, and health: complexities, ongoing challenges, and research opportunities. *Annals of the New York Academy of Sciences*, 1186 (1), 69-101.

Assigned readings for Dr. Ferrell first class: First 75 pages of *Song of Solomon* by Toni Morrison

**Weeks 8-14 Dr. Ferrell**

**Week 8**

Lecture: Defining Colonialism/Introduction to the creative voice: What it means to talk about home (How African American and Native American authors see themselves and understand their American Identity)

*Song of Solomon*—What it means to be a Black Man in America

**Week 9**

Lecture: *Song of Solomon* cont’d—Vocation, Station, and Being/The Role(s) of Black Women

Assign *House Made of Dawn* by N. Scott Momaday

**Week 10**

Lecture: First Hour--(Finish discussion of *Song of Solomon*—Class, Race, Community, Revenge and Retaliation)

Second Hour—Prep for Exam #3/Begin Discussion of *House Made of Dawn* (Native American, American, or Indigenous?)

**Week 11**

Hour One—Exam #3

Lecture: Hour Two—*House Made of Dawn—*(Battling Demons, Culture, Community, Filling the Void)

Assign *Indian Killer* by Sherman Alexie

Distribute Final Paper Essay Prompts

**Week 12**

Lecture: Reservation Life, Indian-ness vs American-ness, Contemporary Indian Life, How real is the world of Sherman Alexie’s *Indian Killer*?

Hour One—*House Made of Dawn*—Cont’d

Hour Two—Guest Lecturer/Author RevaMariah ShieldChief (Pawnee and Tohono O’odham Nations)

**Week 13**

Lecture: Alexie’s *Indian Killer* cont’d—Gender, Class, Death, Reparations

Assign *Too Beautiful* *For Words* by Monique Morris—Contemporary Black Life, Class, Power,

**Week 14**

Lecture: *Too Beautiful For Words*

Final Review For Exam #4 and Final Paper

**Week 15** **Final Exam/Final Papers Due**

## Instructional Objectives, Activities, Assessment

| **Instructional Objectives**: *For the successful completion of this course, students should be able to:* | **Instructional Activities** | **Assessment**: *Evaluation methods and criteria* |
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| Accurately define and discuss health disparities, public health, Colonialism/Post-colonialism and subsequent movements in history, critical scholarship, African American and Native American Literature to mark their impact on both ethnic groups. | Assigned readings, class diagnostic, group work, class discussions | Reader Response mini- essays, quizzes, Open Lab projects, and exams |
| Outline and discuss the following social constructs and historical events to assess their impact on African Americans and Native Americans as they relate to colonialism/post-colonialism: Slavery/Genocide, medical experimentation, The Civil War, Emancipation, Suffrage, The Jim Crow Era/Segregation, The Civil Rights Movement, The Vietnam War, Women’s Rights Movement, USDHHS, Affordable Care Act, BIA, AIM, Reservation Life, Missionary Schools, American Treaties with Indigenous peoples. | Assigned readings, class discussions, group work, and films | Reader Response mini-essays, exams, midterm essay, quizzes, Open Lab projects, and final paper/project |
| Explore and study the complexity of the following factors as they relate to African American and Native Americans: American Identity, Cultural Identity, Racial mixing, Gender Roles and Expectations, Economics, Mental Well-Being, Violence, Post-traumatic stress, Chronic Illness, Violence. |  Assigned readings, films, class discussions, group projects | Reader Response mini- essays, exams, midterm essay, quizzes, Open Lab projects, final paper/project |
| Explore and study cultural revelations about color consciousness, (C)lass, culture and traditions, Healthcare, Race and Gender and the politics that guide them. | Assigned readings, films, class discussions, group projects | Reader Response mini- essays, exams, midterm essay, quizzes, Open Lab projects, final paper/project |
| Examine the impact of racism, war, government impact, bigotry, prejudice, intercultural bigotry, sexism, (C)lass, upward mobility, poverty, incarceration, intellectualism and failure/success in academia, the importance of having a cultural “homeland.” | Assigned readings, films, class discussions, group projects | Reader Response mini- essays, exams, Open Lab projects, final paper/project, in person conferences |
| Discuss and explore feminine and masculine power, religion vs. spirituality, cultural health practices, responsibility to one’s cultural community.  | Assigned readings, films, class discussions, group projects | Reader Response mini- essays, exams, quizzes, final paper/project, Open Lab projects, in person conferences |
| Examine the impact and representation of the following in African American and Native American Literature and Scholarship past and present: Historical representation, Identity and classification, Future expectations, strategies, and recommendations. | Assigned readings, films, class discussions, group projects | Reader Response mini- essays, exams, quizzes, Open Lab projects, final paper/project |
| Comprehend and utilize the basics of grammar, sentence structure, and MLA and APA Documentation (primary and secondary sources). Understand the mechanics of writing essays about literature (Scaffolding Format), critical essays, and film. | In-class workshops: grammar and sentence structure, assessing the essay prompt (closed or open), essay format (introductions, body paragraphs, and conclusions) | In-person conferences, pre-drafting of midterm and final papers/projects, Reading Responses mini- essays, Open Lab projects, exams  |

 **African American and Native American Public Health Bibliography (Dr. Christine Thorpe)**

Boyd-Franklin, N. (2013). Black families in therapy: Understanding the African American experience. Guilford Publications.

Braithwaite, R. L., Taylor, S. E., & Treadwell, H. M. (Eds.). (2009). *Health issues in the black community*. John Wiley & Sons.

DeGruy, J. (2010). Post traumatic slave syndrome. *Joy DeGruy RSS*.

Douglass, F. (1855). *My Bondage and My Freedom.* New York, NY: Miller, Orton, & Mulligan.

Ehlers, C. L., Gizer, I. R., Gilder, D. A., Ellingson, J. M., & Yehuda, R. (2013). Measuring historical trauma in an American Indian community sample: Contributions of substance dependence, affective disorder, conduct disorder and PTSD. Drug and alcohol dependence, 133(1), 180-187.

Goodkind, J. R., Ross-Toledo, K., John, S., Hall, J. L., Ross, L., Freeland, L., ... & Lee, C. (2010). Promoting healing and restoring trust: Policy recommendations for improving behavioral health care for American Indian/Alaska Native adolescents. American journal of community psychology, 46(3-4), 386-394.

Gone, J. P. (2013). A community-based treatment for Native American historical trauma: prospects for evidence-based practice.

Harrington, E. F., Crowther, J. H., & Shipherd, J. C. (2010). Trauma, binge eating, and the “strong Black woman”. Journal of consulting and clinical psychology, 78(4), 469.

Hodge, F. S. (2012). No meaningful apology for American Indian unethical research abuses. *Ethics & Behavior*, *22*(6), 431-444.

King, W. (2011). Stolen childhood: Slave youth in nineteenth-century America. Indiana University Press.

Krieger, N. (2012). Methods for the scientific study of discrimination and health: an ecosocial approach. American journal of public health, 102(5), 936-944.

LaFromboise, T. D., Albright, K. and Harris, A. 2010. Patterns of hopelessness among American Indian adolescents: Relationships by levels of acculturation and residence. *Cultural Diversity and Ethnic Minority Psychology*, 16(1): 68–76.

Myhra, L. L. (2011). " It runs in the family": intergenerational transmission of historical trauma among urban American Indians and Alaska Natives in culturally specific sobriety maintenance programs. American Indian and Alaska Native Mental Health Research: The Journal of the National Center, 18(2), 17-40.

Peach, S. J. (2013). TRADITIONAL HEALING AND MODERN MEDICINE. *Encyclopedia of American Indian Issues Today [2 Volumes]*, 260.

People, H., & US Department of Health and Human Services. (2011). Healthy People 2020.

Skloot, R., & Turpin, B. (2010). The immortal life of Henrietta Lacks (p. 369). New York: Crown Publishers.

Washington, H. A. (2006). *Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present*. Random House LLC.

Weaver, H. N. 2010. The Healthy Living in Two Worlds project: An inclusive model of curriculum development. *Journal of Indigenous Voices in Social Work*, 1(1): 1–18.

Walters, K. L., Mohammed, S. A., Evans-Campbell, T., Beltrán, R. E., Chae, D. H., & Duran, B. (2011). Bodies don't just tell stories, they tell histories. Du Bois Review: Social Science Research on Race, 8(01), 179-189.

 **African American and Native American Literature Bibliography (Dr. Monique Ferrell)**

Angelou, Maya. *I Know Why The Caged Bird Sings*. New York: Bantam Books, 1969.

Baker Jr., Houston A.. *Modernism and the Harlem Renaissance.* Chicago: University of Chicago Press, 1989.

Baldwin, James. *Go Tell It On The Mountain*. New York: Bantam Doubleday Dell, 1952.

Beck, Peggy, Anna Lee Walters, Nia Francisco. *The Sacred: Ways of Knowledge, Sources of Life.* Tsaile: Navajo Community College Press, 1995.

Crow Dog, Mary. *Lakota Woman.* New York: Harper Perennial, 1990.

Erdrich, Louise. *Tracks.* New York: Henry Holt & Co, 1988.

Erdrich, Louise. *Love Medicine*. New York: Harper Perennial, 1984.

Erdrich, Heid and Laura Tohe. *Sister Nations: Native American Women Writers on Community*. St. Paul: Minnesota Historical Press, 2002.

Ferguson, Jeffrey Brown. *The Harlem Renaissance: A Brief History with Documents* (Bedford Series in History). New York: Beford-St.Martin’s, 2007.

Gates Jr, Henry Louis, ed. *The Classic Slave Narratives*. New York: Penguin Books, 1987.

Haley, Alex. *Roots: The Saga of An American Family.* New York: Dell Publishing, 1974.

Harjo, Joy. A Map To The Next World. New York: W.W. Norton Press, 2000.

Harper Locke, Alain and Arnold Rampersad. *The New Negro: Voices of the Harlem Renaissance.* New York: Touchstone, 1990.

Hill, Laban Carrick. *Harlem!: A Cultural History of The Harlem Renaissance*. New York: Little, Brown Books, 2009.

Josephy Jr., Alvin M. *America In 1492: The World of Indian Peoples Before The Arrival Of Columbus*. New York: Vintage Books, 1991.

Larsen, Nella*. Passing*. New York: Knopf, 1929.

Lewis, David, ed. *The Portable Harlem Renaissance Reader*. London: Penguin, 1995.

Momaday, N. Scott. *Man Made of Words*. New York: St. Martin’s Press. 1997.

Momaday, N. Scott. *House Made of Dawn.* New York: Harper Perennial Modern Classics, 1968.

Momaday, N. Scott. *The Way To Rainy Mountain.* Albuquerque: University of New Mexico Press, 1969.

Morrison, Toni. *Beloved*. New York: Penguin Books, 1988.

Morrison, Toni. *Song of Solomon*. New York: Alfred Knopf, 1977.

Morrison, Toni. *The Bluest Eye*. New York: Holt, Rinehart, Winston, 1970.

Nerburn, Kent. The Wisdom of Native Americans. New York: MJF Books, 1999.

Owens, Louis. *Bone Game*. Norman: University of Oklahoma Press, 1994.

Quashie, Everod Kevin, Joyce Lausch, Keith D. Miller. *New Bones: Contemporary Black Writers In America.* Saddle River: Prentice Hall, 2001.

Owens, Louis. *Other Destinies: Understanding The American Indian Novel.* Norman: University of Oklahoma Press, 1992.

Trafzer, Clifford E. *Blue Dawn, Red Earth*. New York: Doubleday, 1996.

Thurman, Wallace. *The Blacker The Berry*. New York: MacMillan Publishing, 1929.

Silko, Marmon Leslie. Gardens In The Dunes. New York: Simon & Schuster, 1999.

Silko, Marmon Leslie. Almanac of The Dead. New York: Simon & Schuster, 1991.

Van Vechten, Carl. Nigger Heaven. Chicago: University of Illinois Press, 1926.

Vizenor, Gerald. *Native American Literature: A Brief Introduction and Anthology*. New York: Harper Collins College Publishers, 1995.

Walker, Alice. *The Color Purple*. New York: Pocket Books, 1982.

Walker, Alice. *In Search of Our Mothers’ Gardens: Womanist Prose.* New York: Harcourt Brace & Company, 1983.

Zafar, Rafia, ed. *Harlem Renaissance Novels: The Library of America Collection*. New York: Library of America, 2011.