**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. Debarati Biswas, Department of African American Studies**

**Guest Speakers:**

**Prof. Sandra Cheng (Art History, NYCCT)**

**Prof. Wanett Clyde (Library, NYCCT)**

**Prof. Mery Diaz (Human Services, NYCCT)**

**Prof. Laura Westengard (English, NYCCT)**

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

**Course Description:**

Using internal colonialism as an analytical construct, this course examines the socio-historical, cultural conditions, and gender constructs of marginalized cultural and racial groups in America. A special focus is on Black Americans, Indigenous communities in the Americas, Latinx Americans, and Asian Americans. Topics include, but are not limited to, the following: slavery/genocide, racial/cultural blending, integration/segregation, economic deprivation, the impact of public health and mental health and shifts in gender identity and cultural roles.

**Our Course:**

This Special Topics interdisciplinary course will focus on the experiences of different marginalized and minoritized groups in the U.S. and surrounding regions in order to understand the impact of North American colonial and settler colonial histories and legacies on their lives.

The search for and establishment of the United States brought about enslavement of people of African origins, genocide and occupation of indigenous lives and lands, wars and promotions of dictatorial regimes in countries in Latin America and the Middle East, massive displacement, psychological and physical traumas, impoverishment, and racialization of these peoples. Additionally, each of these factors played a vital and volatile role in shaping who African Americans, Indigenous people, Latinx Americans, and Asian Americans would become post-colonialism. We will also consider how the embodied axes of race, gender, class, sexuality, ability, and national origins determine the limits of material success, mental and physical well-being, access to good healthcare and education, and as a result the possibilities of finding national belonging in the United States. 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 marginalized and racialized Americans as they relate and correlate to the following: economic disparity, psychological/physical health and well-being, historical implications, alcoholism and drug addiction, chronic illnesses, 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 marginalized groups are not able to transcend. This course is reading and writing intensive.

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

**Required Texts:**

Most required readings will be posted on the Open Lab course page.

Electronic texts available through the Library Catalogue and E-reserves:

Baldwin, James. *If Beale Street Could Talk*. 1973. Vintage, reprint ed., 2013.

Cruz, Angie. *Soledad*. 2001. Simon & Schuster, reprint ed., 2006.

Orange, Tommy. There There. Vintage, 2019.

\***Recommended Texts:**

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.

*An Indigenous Peoples’ History* of the United States by Roxanne Dunbar-Ortiz

*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

*Gardens In The Dunes* by Leslie Marmon Silko

*The Bluest Eye* by Toni Morrison

*House Made of Dawn* by N. Scott Momaday

**Semester Assignments:**

* Reader Responses: 25% (a two-page review essay on any 2 readings)
* Short Assignments: 15% (Presentations, Quizzes, Group Work)
* Class Participation: 15%
* Interdisciplinary Group Project (Midterm): 15%
* Interdisciplinary Final Paper/Project: 30% (8-10 pgs, Primary and Secondary Sources)

**Classroom Rules/Etiquette:**

1. Students must remove headsets before entering the classroom.
2. Cellphone use is only allowed for accessing assigned class readings while class is in session.
3. Students must complete all required assignments
4. More than 2 or more absences will affect class participation grade, so regular participation is required.

**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.

**Course Reading Schedule:**

First Hour of Class: Guest Lecture Presentation and Q&A or Video Lectures and discussion

Second 1.5 Hours of Class: Discuss Reading and Lecture/ In-class writing

| **Week** | **Lecture Topic** | **Readings and Assignments** | **Due Date** |
| --- | --- | --- | --- |
| 1 | Introductions | Discuss SyllabusWatch: “[The Roots of Slavery, White Supremacy, Settler Colonialism, and Capitalism](file:///Users/debaratibiswas/Desktop/City%20Tech%20CUNY%20/The%20Roots%20of%20Slavery%2C%20White%20Supremacy%2C%20Settler%20Colonialism%2C%20and%20Capitalism)” – a talk by Gerald Horne |  |
| 2 | Defining Colonialism Theoretical Approaches | Excerpts from Aimé Césaire, *Discourse on Colonialism*“Race Relations: it’s meaning, beginning, and progress” by Oliver C. Cox |  |
| 3 | Slavery and Racial Capitalism: Historical PerspectivesGuest Lecturer: TBD, from Sociology, NYCCT | Excerpts from *Narrative of the Life of Frederick Douglass* (1845) by Frederick DouglassWatch: “[Racial Capitalism](https://www.youtube.com/watch?v=ZZSBT67IHXo)” a short video |  |
| 4 | Slavery and Racial Capitalism: Legacies (Cultural Studies) | James Baldwin, “Report From Occupied Territory” (1966)Angela Davis, “Race and Criminalization” (1997) |  |
| 5 | Slavery and Policing | Khalil Gibran Muhammad, *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America* (excerpts)Listen: [NPR podcast with Khalil Gibran Muhammad](https://www.npr.org/transcripts/869046127) |  |
| 6 | Slavery, class, and structural racism | James Baldwin, *If Beale Street Could Talk* (1974), first 75 pages onlyWatch: [Race/Class](https://www.youtube.com/watch?v=Z4sUOyhAdzI&t=208s) – lecture by historian Nikhil Pal Singh (NYU) | Reading Response Due |
| 7 | Structural racism and/or the toll of imprisonment on mental health.Guest lecturer: Dr. Mery Diaz, Health and Human Services, NYCCT | Shirley A. Hill, *Inequalities and African American Health: How Racial Disparities Create Sickness* (Introduction and Chapter 1)James Baldwin, *If Beale Street Could Talk* (1974), Read till page 200 and discuss the toll of racism on Black mental health |  |
| 8 | Gender and ColonialismGuest Lecturer: Dr. Laura Westengard, English Dept., NYCCT | Hortense Spillers, “Mama's Baby, Papa's Maybe: An American Grammar Book”And other essays to be assigned by Prof. Westengard)Angie Cruz, *Soledad* (first 75 pages); Lecture on Legacies of US occupation and Sexual Tourism in the Dominican Republic | Midterm Assessment |
| 9 | Settler Colonialism and Indigenous lives: What is Settler Colonialism? | Roxanne Dunbar-Ortiz, *An Indigenous Peoples’ History of the United States* (excerpts)Tommy Orange, *There There* (first 75 pages) |  |
| 10 | Settler Colonialism and Urban Indigenous Realities | Tommy Orange, *There There* (contd.) |  |
| 11 | The Creation of the Border and its impact on marginalized livesGuest Lecturer: Dr. Sandra Cheng, Dept. of Art History, NYCCT | Harsha Walia, *Border & Rule: Global Migrations, Capitalism, and the Rise of Racist Nationalism* (2 chapters)Watch: Interview with Harsha Walia and Robin D. G. Kelley Research UNHCR’s website on current Displacement statistics |  |
| 12 | Decolonizing Possibilities: Fashion and RaceGuest Lecturer: Prof. Wanett Clyde, Library, NYCCT  | Readings will be assigned by Prof. Clyde“[More than a Fashion Statement: The Symbolism behind the Black Panther Party Uniform](https://nmaahc.si.edu/explore/stories/black-panther-party-uniform)”Watch: *The Black Panthers: Vanguard of the Revolution* (2015) [30 mins] |  |
| 13 | Community Activism: Decolonize this PlaceGuest Lecturer: Dr. Conor Tomás Reed, Program Director of the Shape of Cities to Come Institute | Excerpts from *New York Liberation School*: *Study and Movement for the People’s University* by Conor Tomás ReedInterdisciplinary Final Project presentations |  |
| 14 | Education and Decolonizing Possibilities | “Literacy and Revolution” by Megan BehrentInterdisciplinary Final Project presentations |  |
| 15 | ------- | Final Exam ReviewFinal Project Presentations |  |
|  |  | Final Exam |  |

## 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* |
| --- | --- | --- |
| 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**

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.

**Race, Gender, Class, and Colonial Legacies:**

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

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.

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. *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.

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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.

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

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

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

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.