

ETHN 6101: Coloniality, Historical Trauma, and Decolonial Healing
Spring 2021, Fri 4:10-6:40 p.m. Synchronous (Zoom)

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Pronouns: she/her/hers
Office Hrs: TTh 12:30-2pm ABA

Course Description: This course explores the nature of settler colonialisms and coloniality in the Americas and beyond to understand their traumatic impacts on the currently and formerly colonized, particularly Native/Indigenous, but also African-American, Chicanx/Latinx, Asian, and Middle Eastern/North African peoples. We will take an interdisciplinary approach to surveying the literature on historical and racial-ethnic trauma as well as the multiple methodologies that facilitate decolonial healing in response, such as Buddhist mindfulness. Students will learn the disciplinary standards for the evaluation of scholarly sources based on criteria derived from the most outstanding recent scholarship in the field. Students are required to read, write and think extensively and critically about a variety of issues that are of concern for colonized communities. Mastery of these skills will be honed in lively and critical debate and engagement in the classroom.

Class Requirements & Grading

This graduate course meets once per week and students are expected to attend all classes prepared to discuss the assigned readings. Each student will serve as a facilitator for the class twice over the course of the semester (doubling up as co-facilitators where necessary). Expectations regarding facilitation are detailed on page two of this syllabus. Class participation will count for a significant portion of a student's overall grade. To this end, and in addition to weekly class participation, students will write a 1-2 page reading response beginning with the second class meeting. Please note that the week a student facilitates they are not expected to turn in a reading response. Students are also expected to produce a final project for the course that thoroughly engages with aspects of the course concepts and materials examined this semester. Students are expected to present a short synopsis of their final project the last week of class.

Course grade assessed as follows:

Weekly Reading Responses & Participation:	35%
Discussion Leader/Facilitator:	30%
Final Research Project:	35%

Weekly Reading Response Expectations (300-500 words): The weekly response paper is comprised of a short paper that critically engages with assigned readings in the course. You are to address the following questions: *What is the author's argument? How does the author conceive of their project? How would you describe the author's approach to their project? What assumptions are being made in terms of the nature of their project and the kind of analysis it utilizes? How does the author address the complications raised by their project? How does the author's engagement with their project bear on your own work and with your source materials?*

Weekly response papers are to be uploaded to Canvas beginning on Week 2. You are required to post your response by Friday @ 2pm before class.

Participation Expectations: You are expected to come to class having completed the assigned reading. The notes you take while reading will likely come in handy as you prepare your weekly response papers and as you contribute meaningfully to class discussion. Your participation grade is based largely upon your contribution to discussions. Please bring your weekly response paper (and notes) to class; it will be workshopped there. You are expected to attend *all* classes. Failure to do so will adversely impact your performance in class. If you are unable to attend class due to unforeseen circumstances, it is your responsibility to keep the professor informed in a timely and reasonable manner.

Facilitation Expectations: You will also serve in the role of *facilitator* (twice over the semester). As facilitator(s) you will make a presentation to the class about the readings by putting your week's readings into conversation with one another, and facilitate discussions on these days. In short, as facilitator, you are responsible for providing a short presentation (10-15 minutes), generating discussion questions and leading class discussion. The presentation might also elaborate on the author's core claims (and the basis for these claims), or their theoretical, methodological, disciplinary and political implications. Please provide a handout with a brief outline that responds to the weekly questions. You may share select passages for further examination and any additional points that add depth to the discussion (no outside materials). I am happy to meet with you on before you are slated to facilitate class to go over your presentation and address any concerns or questions you may have. *Please note when you are class facilitator, you are exempt from that week's weekly response paper.*

Final Project options:

Option #1: Journal article (20-25 pages) For this option, you are to produce an article that represents a critical engagement with Colonial/Decolonial Studies. The article involves a critical literature review and analysis that is attuned and attentive to the specificities of your subject. You are to select a journal and follow the journal's submission guidelines as well as provide a rationale why you selected that particular journal.

Option #2: Conference paper (10-15 pages) For this option, you are to produce a conference-length paper that represents a critical engagement with core themes of the course. You are to select an academic conference (e.g., American Studies Association) and follow the paper proposal guidelines provided for that conference. An abstract will be due in addition to the conference paper.

Option #3: A Dissertation Chapter (25-30 pages) For this option, you are to produce a solid draft of a dissertation chapter that engages with the subjects, theories, methodologies and critical interventions offered by the scholarship discussed in this seminar. For this option, you are to come up with your own proposal in terms of what your dissertation chapter will be. This option must involve discussion with the professor about what you have in mind.

Option #4: Negotiated Option If none of the options above are appealing to you, pending my approval, you may be able to pursue an option not listed in the foregoing.

Due by midnight May. 5th

Course Texts

Césaire, Aimé, *Discourse on Colonialism*

Fanon, Frantz *Black Skin, White Masks*

Duran, Eduardo and Bonnie Duran, *Native American Postcolonial Psychology*

Fernando, Suman and Roy Moodley, eds., *Global Psychologies: Mental Health and the Global South* (excerpts)

Gonzales, Patricia, *Red Medicine: Traditional Indigenous Rites of Birthing and Healing*

Jacob, Michelle, *Yakama Rising: Indigenous Cultural Revitalization, Activism and Healing*

Memmi, Albert, *The Colonizer and the Colonized* (excerpt)

Menakem, Resmaa, *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*

Mignolo, Walter, *The Darker Side of Western Modernity: Global Futures, Decolonial Options*

Watkins, Mary and Helene Shulman, *Toward Psychologies of Liberation*

Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books, 2012 (2nd edition)

van der Kolk, Bessel, *The Body Keeps Score Integration of Mind, Brain, and Body in the Treatment of Trauma*

Additional articles will be assigned and can be found on Canvas

Week 1 – Jan. 22: Introduction to Course Foundations

- Césaire, Aimé, *Discourse on Colonialism*

Week 2 – Jan. 29: Roots of Decolonization

- Fanon, Franz, *Black Skin, White Masks*
- Memmi, Albert, *The Colonizer and the Colonized*, Ch.2 “Portrait of the Colonized” pdf on course reserves

Week 3 – Feb. 5: Coloniality and Decolonial Praxis

- Mignolo, Walter, *The Darker Side of Western Modernity*

Week 4 – Feb. 12: Decolonization as Methodology

- Smith, Linda Tuhiwai, *Decolonizing Methodologies*

Week 5 – Feb. 19: Native Approaches to Psych

- Duran, Eduardo and Bonnie Duran, *Native American Postcolonial Psychology*

Week 6 – Feb. 26: Liberation Psychologies

- Watkins, Mary and Helene Shulman, *Toward Psychologies of Liberation*

Week 7 – Mar. 5: Global South Approaches to Psych, cont.

- Bojuwoye, Olaniyi, “African Indigenous Knowledge Systems and Healing Traditions” *Global Psychologies*
- Lee, Boon-Ooi, “Indigenous Psychologies and Approaches to Well-being in East Asia”
- Moodley, Roy, “Contexts, Epistemologies, and Practices of Global South Psychologies”
- Waitoki, Waikaremoana, “Indigenous Psychology in Aotearoa/New Zealand and Australia”
- Gordan, Lewis, “Franz Fanon’s Psychology of Black Consciousness”

Week 8 – Mar. 12: The Nature of Trauma

- van der Kolk, Bessel, *The Body Keeps Score*

Week 9 – Mar. 19: Historical Trauma

- Gone, Joseph, “The Red Road to Wellness”
- Brave Heart, Maria Yellow Horse, “American Indian Holocaust”
- Brave Heart, Maria Yellow Horse, “Return to the Sacred Path”
- Kirmayer, Laurence, “Rethinking Historical Trauma”
- Hartman, William, “American Indian Historical Trauma”

Week 10 – Mar. 26: WELLNESS DAY – No Class



Week 11 – Apr. 2: Buddhist Psych/Mindfulness and Race

- Rodrigues, Hillary, “Buddhist Orientations to Mental Health”
- Christina Feldman, Willem Kuyken, and Zindel Segal, “Unpacking Mindfulness,” *Mindfulness: Ancient Wisdom Meets Modern Psychology*
- Gleig, Ann, “External Mindfulness, Secure (Non) Attachment, and Healing Relational Trauma”
- Vesely-Flad, Rima, “Black Buddhists and the Body”
- Lewis, Sarah, “Trauma and the Making of Flexible Minds in the Tibetan Exile Community”

Week 12 – Apr. 9: Racial-Ethnic Trauma and Healing

- Saleem, Farzana, “Addressing the “Myth” of Racial Trauma”
- Chavez-Dueñas, Nayeli, “Healing Ethno-Racial Trauma in Latinx Immigrant Communities”
- Metzger, Isha, “Healing Interpersonal and Racial Trauma”
- Awad, Germaine, “A Model of Cumulative Racial-Ethnic Trauma Among Americans of Middle Eastern and North African (MENA) Descent”
- Liu, William Ming, “Racial Trauma, Microaggressions, and Becoming Racially Innocuous”

Week 13 – Apr. 16: Healing African-American Historical Trauma

- Menakem, Resmaa, *My Grandmother’s Hands*

Week 14 – Apr. 23: Curanderismo and Chicanx/Mesoamerican Healing

- Gonzales, Patricia, *Red Medicine*

Week 15 – Apr. 29: Decolonial Healing in Native America

- Jacob, Michelle, *Yakama Rising*
- Avalos, Natalie, “Becoming Human: ‘Urban Indian’ Decolonization and Regeneration in the Land of Enchantment”

Final Papers Due by midnight May 5th

Basic Needs: I believe that in order to learn, students need to have their basic needs met: food to eat and a safe place to live. If you’re having trouble with either, the campus has some resources for you. If you’re facing food insecurity, reach out to food@colorado.edu, and they will work with you to find food resources. If you’re having trouble paying rent or facing housing insecurity, you can get in touch with these advocates: [Boulder County Housing & Human Services](#) at 303-441-1000 or [Off-campus Housing](#) at och@colorado.edu & 303-492-7053. For assistance with landlord-tenant matters, contact [Mediation Services](#) at 303-441-4364 & mediation@bouldercolorado.edu. A **Student Emergency Fund** has been created to support students experiencing a temporary financial hardship as a result of COVID-19. Other campus resources are available here (including mental health resources and [free therapy](#)). [Case manager resources](#) are also available to help you find appropriate campus and local resources. A 24/7 **Suicide Prevention hotline** is available for you: just call 303-492-2277. Please don’t hesitate to also approach me if you have trouble negotiating these resources

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and

- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](#). Before coming to campus each day, all students are required to complete the [Buff Pass](#).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, and it is directly impacting your class work, please let me or your TA know.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their names and pronouns via the student portal; those names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let me know ahead of time if you will miss any class sessions due to a religious observance See the [campus policy regarding religious observances](#) for full details.