

University of Puerto Rico  
Rio Piedras Campus  
College of Humanities  
English Department/HUME  
Undergraduate Program

Academic Year 2022/2023

Spring Semester, 2022S2: January 2023 - May 2023

D. Kuwabong, PhD

Office: Edificio Pedreira Sotano # 6A Office Hours: Tuesday: 11:30 AM – 2: 00 PM.

Class Schedule: M J 10:00 am - 11:20 am

Location: LPM-302

**A.** Course Code: INGL/ENGL 4995:

**B.** Course Title: Special Topics in Contemporary Narratives of Trauma, Madness, and Healing

**D.** 45 hours/ 3 credit hours.

**E.** Pre-Requisites: NONE

**F.** Course Description

An interdisciplinary course that studies essays, short stories, poetry, plays, novels, films, and medical writings that address, from several cultural perspectives, the relationship between trauma, madness, and healing in literature.

Subtopic Description: An interdisciplinary course that studies essays, short stories, poetry, plays, novels, films, and medical writings that address, from several cultural perspectives, the relationship between trauma, madness, and healing in Caribbean postcolonial literature. New paradigms for understanding psycho-emotional, spiritual and mental illnesses, cultural attitudes, traditional practices and treatment options available to Caribbean peoples will also be explored.

**G.** Course Objectives: By the end of the course, students will be able to:

1. Understand the connection between the narrative practices of the traditional therapeutic practices and literary studies and apply these to Caribbean literature that address medical conditions of trauma, mental diseases, and healing practices, in Caribbean socio-cultural parameters.
2. Comprehend and appreciate the importance of narratives (fiction, poetry, drama, film) in healthcare deliverance, especially from psycho-emotional and physical suffering of patients.
3. Develop and apply intercultural, interdisciplinary and humanistic perspectives gained through literary studies to the improvement of empathetic and patient-centered mental and family health care practices in some of the following ways:
  - medical practitioners, traditional healers, and the healing professions in literature;

- illness, trauma, and the human body in literature;
  - personal experiences of patients, or writers struggling with mental illnesses;
  - the doctor-patient relationship in Caribbean literature;
  - cultural, historical, and societal meanings of trauma and mental illness in Caribbean literature;
  - Caribbean literary expressions of historical or societal trauma that impacts both the individual psyche and sense of group identity;
  - the connection between Caribbean spiritualities, rituals, and the healing ceremonies.
4. Understand the narrative portrayals of mental health profoundly impact Caribbean societies' perceptions about mental illness and actively, and critically develop own views on mental health and human behavior, particularly when reading books, watching movies, or dealing directly with issues in Caribbean communities and in one's personal life.
  5. Understand the role that historical dispossession, colonialism, racism, classism, sexism, and other determinants of social dis-ease become embodied pathologies of melancholy which are uncovered by multi-and interdisciplinary research.
  6. Respond aesthetically through the use of basic literary terminologies and healthcare concepts in classroom discussions and to interpret and write critically about essays, short stories, plays, biographical writings, films, medical narratives and novels that approach the subject of human quest for healing individual, physical, mental, and communal pain and easing suffering
  7. Understand how cultural diversities and diversities of human experience, community integrations, and economic and socio-political empowerment contribute to an understanding and improvement of mental health and the links between the social sciences, humanities and medical sciences
  8. Use the literary readings as a model for oral presentations of well-conceived and well-structured narratives and projects about the students' personal, familial or professional healthcare experiences.
  9. Develop an autobiographical narrative and electronic portfolio that integrates a personal growth in the humanistic perspectives in medicine and medical sciences.
  10. Acquire an inquisitive and thoughtful attitude regarding available research sources in the field and be able to use the both bibliographic research sources and electronic databases and web-based research sources.

#### H. Content and Time Distribution (45 hours):

**Week I. (January 26 & February 7, 2023):** Introduction: Discussion of terminologies, theories, treatment/healing of trauma and disorders: Childhood Trauma, Obsessive-Compulsive Disorders (relationship, romantic love, codependence etc.), Prolonged Grief Disorder, Maternal Rejection and

Trauma, Generational Trauma and Post Traumatic Stress Disorder, Historical, Domestic, Ecological, Postcolonial, Hauntology, Narrative Witnessing, Writing as Healing Strategy, Motherhood as Healing Transgenerational Mother-Daughter dyads. (Read attached articles for discussions). **Sekou, Lasana M. "Awake." *Brotherhood of the Spurs*.**

**Week II. (February 7 & 9, 2023):** Childhood Trauma and Obsessive-Compulsive Relationship Disorder, Prolonged Grief Disorder, Maternal Rejection and Trauma, Generational Trauma and Post Traumatic Stress Disorder, writing as Healing Strategy, Motherhood as Healing, Transgenerational Mother-Daughter dyads. Issues of Cross-cultural Relationships, Migration, Childhood Memories, Alienation, and Social Dislocation as causes of trauma and madness. Writing as Coping Mechanism. Ngue, Julie Nack. "Staring Back": Visible Difference, Staring, and Uncertain Legibility in Marie Chauvet's *Amour* and Myriam Warner Vieyra's *Juletane*. *Critical Conditions: Illness and Disability in Francophone African and Caribbean Women's Writing*, Lexington Books, 2012, pp. 21-58; Berger, James. "Trauma without Disability, Disability without Trauma: A Disciplinary Divide." *Journal of Advanced Composition.*, vol. 24, no. 3, 2004, pp. 563-582; Carith, Cathy. "Parting Words: Trauma, Silence and Survival." *Acts of Narrative*, edited by Carol Jacobs and Henry Sussman, Stanford UP, 2003, pp. 47-61. **Sekou, Lasana M. "Awake; Warner-Vieyra, Myriam. *Juletane*.**

**Week III. (February 14 & 16, 2023):** History of colonialism, plantation economies, slavery, oppression, displacement, racism, sexism, deracination in the Caribbean and how these become the central factors influencing the array of social, environmental, political, and health issues impacting the mental health of white Caribbean communities. Hickling FW, Paisley V. "Redefining personality disorder in Jamaica." *Revista Panam Salud Publica*, vol. 30, 2011, pp. 255-261; Maslen, Cathleen. *Ferocious Things* Jean Rhys and the Politics of Women's melancholia. Cambridge Scholars Publishing, 2009, pp. 185-228. **Warner-Vieyra, Myriam. *Juletane*; Mootoo, Shani. *Cereus Blooms at Night*.**

**Week IV. (February 21 & 23, 2023):** History of colonialism, plantation economies, slavery, oppression, displacement, racism, sexism, deracination in the Caribbean and how these become the central factors influencing the array of social, environmental, political, and health issues impacting the mental health of white Caribbean communities. Hickling FW, Paisley V. "Redefining personality disorder in Jamaica." *Revista Panam Salud Publica*, vol. 30, 2011, pp. 255-261; Maslen, Cathleen. *Ferocious Things* Jean Rhys and the Politics of Women's melancholia. Cambridge Scholars Publishing, 2009, pp. 185-228. **Mootoo, Shani. *Cereus Blooms at Night*.**

**Week IV. (February 28 & March 7, 2023):** History of colonialism, plantation economies, slavery, oppression, displacement, racism, sexism, deracination in the Caribbean and how these become the central factors influencing the array of social, environmental, political, and health issues impacting the mental health of white Caribbean communities. Hickling FW, Paisley V. "Redefining personality disorder in Jamaica." *Revista Panam Salud Publica*, vol. 30, 2011, pp. 255-261; Maslen, Cathleen.

Ferocious Things Jean Rhys and the Politics of Women's melancholia. Cambridge Scholars Publishing, 2009, pp. 185-228. **Mootoo, Shani. *Cereus Blooms at Night*.**

**Week V. (March 9, 2023): Midterms**

**Week VI: (March 14 & 16, 2022):** Personal Narrative through trauma, madness, to healing. **Schiller, Lori & Amanda Bennet. *The Quiet Room A journey out of the torment of madness*. Kindle Edition available.**

**Week VII: (March 21 & 23, 2023).** Personal Narrative through trauma, madness, to healing. Schiller, Lori & Amanda Bennet. *The Quiet Room A journey out of the torment of madness*. Kindle Edition available.

**Week VIII. (March 28 & 30, 2023):** Personal Narrative through trauma, madness, to healing. **Schiller, Lori & Amanda Bennet. *The Quiet Room A journey out of the torment of madness*. Kindle Edition available.**

**Week IX: (April 4, 2023): Midterm Exam II**

**Weeks X - XV: Groups Research and Presentations:**

**Week X. (April 11 & 13, 2023):** **Thomas, Nigel Hubert. *Return to Arcadia*. & Vilar, Irene. *The Ladies Gallery*.**

**Week XI. (April 18 & 20, 2023):** **Thomas, Nigel Hubert. *Return to Arcadia*. & Vilar, Irene. *The Ladies Gallery*.**

**WEEK XII & XIII: APRIL 25 & 27, 2023):** **Thomas, Nigel Hubert. *Return to Arcadia*. & Vilar, Irene. *The Ladies Gallery*.**

**Week XIV & XV: (May 2 and May 4, 2023):** Seminars Presentations by Groups. Books: **Thomas, Nigel Hubert. *Return to Arcadia*. & Vilar, Irene. *The Ladies Gallery*.**

- I.** Teaching Strategies: Lecture (30%), critical; guided group discussion (20%); task group projects (30%) on literary texts, critical readings, and films; critical essay and research paper writing (20%).
- J.** Resources and Equipment Required: Computers, Internet, English Department screening room,

## K. Methods of Evaluation:

Attendance and Participation	10%
Midterm Exams	60%
Finals	30%
TOTAL	100%

## L. Acomodo Razonable:

- Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

## M. Integridad Académica

- La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.

## N. Normativa Sobre Discrimen Por Sexo Y Género En Modalidad De Violencia Sexual

- “La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

\*\*\*\*“De surgir alguna interrupción de las clases durante el semestre, se continuarán ofreciendo las mismas utilizando la modalidad a distancia o en línea para cumplir con el prontuario.”

## O. Sistema De Calificación

A, B, C, D, F

### **P. Primary Texts: Selections texts will be made from the list below)**

1. Vilar, Irene. *The Ladies' Gallery: A Memoire of Family Secrets*. Vintage 1998.
2. Schiller, Lori & Amanda Bennet. *The Quiet Room A journey out of the torment of madness*. **Kindle Edition available.**
3. Thomas, Nigel Hubert. *Return to Arcadia*. Mawenzi House, 2007. **Kindle edition.**
4. Warner-Vieyra, Mariam. *Juletane*. Translated with Introduction by Betty Wilson. Waveland Press, Inc. 2012. **Kindle edition.**
5. Mootoo, Shani. *Cereus Blooms at Night*. Perennial, 1996/ or Grove Press, 2009, Kindle available.

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- Bailey, Carol. "Trauma, Memory and Recovery in Myriam Chancy's *The Scorpion's Claw*."  
*Journal of West Indian Literature*, vol. 24, no. 1, 2016, pp. 46–61. JSTOR,  
<https://www.jstor.org/stable/jwestindilite.24.1.46>.
- Balaev, M. *Contemporary Approaches in Literary Trauma Theory*. Palgrave Macmillan, 2014.
- Burns, Lorna. "Politicising Paradise: Sites of Resistance in *Cereus Blooms at Night*."  
*Journal of West Indian Literature*, vol. 19, no. 2, 2011, pp. 52–67. JSTOR,  
<http://www.jstor.org/stable/23019958>.
- Craps, Stef. *Postcolonial Witnessing: Trauma out of Bounds*. Springer, 2012.
- Emily R. Johnston. "Trauma Theory as Activist Pedagogy: Engaging Students as Reader-Witnesses of Colonial Trauma in *Once Were Warriors*."  
*Antipodes*, vol. 28, no. 1, 2014, pp. 5–17. JSTOR, <https://doi.org/10.13110/antipodes.28.1.0005>.
- Helff, Sissy, and Sanghamitra Dalal. "The Quest for an Identity in Shani Mootoo's *Valmiki's Daughter*."  
*Rocky Mountain Review*, vol. 66, 2012, pp. 73–84. JSTOR,  
<http://www.jstor.org/stable/rockmounrevi.66.73>.
- Hua, Anh. "Gathering Our Sages, Mentors, and Healers: Postcolonial Women Writers and Narratives of Healing."  
*Feminist Formations*, vol. 26, no. 3, 2014, pp. 54–70. JSTOR,  
<http://www.jstor.org/stable/43860761>.
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*Journal of West Indian Literature*, vol. 25, no. 1, 2017, pp. 60–76. JSTOR,  
<https://www.jstor.org/stable/90005826>.
- Josephs, Kelly Baker. *Disturbers of the Peace: Representations of Madness in Anglophone Caribbean Literature*, U of Virginia P, 2013.
- Kuwabong, Dannabang. "Trauma and Melancholia in H Nigel Thomas's *Behind the Face of Winter and No Safeguards*."  
*Confluences 1: Essays on the New Canadian Literature*.

- Mawenzi House Publishers, 2016, pp. 99-114, 164-166.
- Kuwabong, D., and Alexandra M. Martinez-Cañavate Soltero. "Antisocial Personality Disorders in Myriam-Warner Vieyra's *Juletane* and Jean Rhy's *Wide Sargasso Sea*." *Negotiating Crosswinds: Trans-linguality, Trans-culturality and Trans Identification in the Greater Caribbean*, edited by Nicholas Faraclas, Ronald Severing, et al., U of Curacao, 2020, pp.141-152.
- Laura Kanost. "Re-Placing The Madwoman: Irene Vilar's *The Ladies' Gallery*." *Frontiers: A Journal Of Women Studies*, Vol. 31, No. 3, 2010, Pp. 103–15. *Jstor*, <https://doi.org/10.5250/Fronjwomestud.31.3.0103>
- Logie, Ilse. "Trauma y Traducción En La Narrativa Latinoamericana Contemporánea. Introducción - Trauma and Translation in Contemporary Latin American Narrative. Introduction." *Iberoamericana (2001-)*, vol. 20, no. 75, 2020, pp. 9–22. *JSTOR*, <https://www.jstor.org/stable/27091843>.
- Mathews, Cristina. "A Nest from the Bones of the Dead: Challenging the Mourning and Melancholia Dichotomy in Irene Vilar's '*The Ladies' Gallery*.'" *Bilingual Review / La Revista Bilingüe*, vol. 28, no. 3, 2004, pp. 245–64. *JSTOR*, <http://www.jstor.org/stable/25745871>.
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- Mary Thompson. "Misconceived Metaphors: Irene Vilar's *Impossible Motherhood: Testimony of an Abortion Addict*." *Frontiers: A Journal of Women Studies*, vol. 35, no. 1, 2014, pp. 132–59. *JSTOR*, <https://doi.org/10.5250/fronjwomestud.35.1.0132>.
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- Pignataro, Margarita. "La Identidad Femenina En La Narrativa De Irene Vilar: *Impossible Motherhood: A Testimony of an Abortion Addict*." *Chicana/Latina Studies*, vol. 16, no. 2, 2017, pp. 102–27. *JSTOR*, <http://www.jstor.org/stable/45186497>.
- Valovirta, Elina. "Blowing the Love-Breath: Healing Men in Caribbean Women's Writing." *Feminist Review*, no. 104, 2013, pp. 100–18. *JSTOR*, <http://www.jstor.org/stable/24571952>.
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2018. *JSTOR*, <https://www.jstor.org/stable/26638232>.