

TEACHING & LEARNING GUIDE

**We can all be transformed—
and can, perhaps,
transform others—
by what we read
and how we participate
in our community.**





About 1 Book/1 Project/2 Transform

1 Book/1 Project/2 Transform (1B/1P/2T) is a recurring series that brings together MSU Denver students, staff, and faculty around a shared book.

Unlike many common reader programs offered at universities throughout the country, participants in 1B/1P/2T not only read and discuss a book, but when possible, they volunteer with a service project related to the book's theme. The hope is that, through 1B/1P/2T, **we can all be transformed—and can, perhaps, transform others—by what we read and how we participate in our community.**

Books for the series are selected on the basis of their connection to a chosen theme and on their ability to inspire action and community engagement. Past selections have included books on homelessness (Liz Murray's *Breaking Night*); immigration (*Enrique's Journey* by Sonia Nazario, *Just Like Us* by Helen Thorpe, and *In the Country We Love* by Diane Guerrero); access to clean water (*Wine to Water* by Doc Hendley); poverty, crime, and criminal justice reform (*The Other Wes Moore* by Wes Moore and *The Sun Does Shine* by Anthony Ray Hinton); human trafficking (Carissa Phelps' *Runaway Girl*); food insecurity & food justice (*The Good Food Revolution* by Will Allen); environmental activism (Xiuhtezcatl Martinez's *We Rise*); and fiction from an esteemed MSU Denver Alumna (*Sabrina & Corina: Stories* by Kali Fajardo-Anstine).

Through 1B/1P/2T, we can create a culture of engagement, wherein students, faculty, and administrators become more mindful of and more involved in the community that surrounds us. We hope that participation in this program—and that links forged across disciplines and roles and organizations—builds lasting bridges of connection.

Questions about the 1 Book/1 Project/2 Transform?

Please contact Randi Smith:

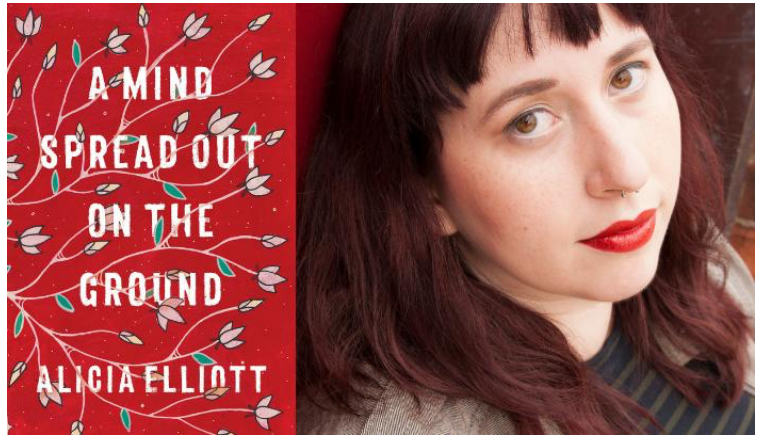
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Book Summaries/Reviews of
A Mind Spread Out on the Ground
by Alicia Elliott

"A bicultural, binational writer examines racial justice, mental illness, cultural appropriation, and other issues in this powerful set of essays.... Elliott writes with honesty and empathy of her life and the lives of family, constantly **reckoning with institutional racism and less intentional private prejudices**, as when she recounts a fellow writer's telling her that of course she'd be "published right away because I was Native," an unguarded moment of essentialism in which only ethnicity and not ability mattered. The author is not inclined to shrug off such things, and her larger views on the treatment of Indigenous peoples by the Canadian and American governments and critiques of racism, sexism, and other such offenses are well thought through and elegantly argued."



—[Kirkus Reviews](#)

"In *A Mind Spread Out on the Ground*, Alicia Elliott demands to be seen as a full, complicated, Indigenous woman across her intersections as mother, daughter, writer, white-coded Tuscarora woman, and scholar. Her debut **essay collection navigates the deeply personal** and that which all settlers in Canada and the U.S. should already know—their implication with racism—**with depth, wit and never-ending heart.**"

—[Jenny Ferguson](#)

"In her raw, unflinching memoir . . . she tells **the impassioned, wrenching story of the mental health crisis within her own family and community** . . . A searing cry."

—*New York Times Book Review*

1 Book/1 Project/2 Transform 2021-22

"A tour de force. . . . Alicia Elliott takes her place among essayists such as [Roxane] Gay and [Samantha] Irby, **infusing intimate details of her own life with sociopolitical analysis** and biting wit. . . ."

—*The Globe and Mail*

"Wildly brave and wholly original, **Alicia Elliot is the voice that rouses us from the mundane, speaks political poetry and brings us to the ceremony of every day survival**. Her words remind us to carry both our weapons and our medicines, to hold both our strength and our open, weeping hearts. *A Mind Spread Out on the Ground* is what happens when you come in a good way to offer prayer, and instead, end up telling the entire damn truth of it all."

—*Cherie Dimaline, author of The Marrow Thieves*

"**Elliott is fearless here in revealing her own encounters with mental illness and family trauma**. But these are not chapters of autobiography. They're meant as lenses through which author and reader can view what would otherwise be too vast to take in at once: **the ongoing cultural catastrophe Indigenous people have experienced under colonialism.**"

—*The Georgia Straight*

"An instant must-read... Elliott's prose is beautiful, and her insight into the deeply personal and its interconnectedness with the wider world makes this book **readable, infuriating, and essential.**"

—*LitHub*





About the Author

ALICIA ELLIOTT is a Tuscarora writer from Six Nations of the Grand River living in Brantford, Ontario, with her husband and child. Her writing has been published by *The Malahat Review*, *The Butter, Room, Grain*, *The New Quarterly*, CBC, *The Globe and Mail*, *Vice*, *Maclean's*, *Today's Parent* and *Reader's Digest*, among others. She's currently Creative Nonfiction Editor at *The Fiddlehead*, Associate Nonfiction Editor at *Little Fiction / Big Truths*, and a consulting editor with *The New Quarterly*. Her essay, "A Mind Spread Out on the Ground" won Gold at the National

Magazine Awards in 2017, and another of her essays, "On Seeing and Being Seen: Writing With Empathy" was nominated for a National Magazine Award in 2018. She was the 2017-2018 Geoffrey and Margaret Andrew Fellow at UBC, and was chosen by Tanya Talaga to receive the RBC Taylor Emerging Writer Prize in 2018. Her short story "Unearth" was selected by Roxane Gay to appear in *Best American Short Stories 2018*. Alicia is also presently working on a manuscript of short fiction.

How to Use *A Mind Spread Out on the Ground*

We encourage faculty and staff to consider adopting *A Mind Spread Out on the Ground* as a required or supplemental text for your course or program. Some benefits of adopting this common reading include: a shared learning experience for students, connection to service and the community, links between disciplinary work and case studies, faculty/staff collaboration for discussions and events, and the opportunity to meet and talk with the author during her campus visit. Book adoption entails integrating *A Mind Spread Out on the Ground* as an essential feature of your course or program.

Free Books for Students

If you are able to integrate *A Mind Spread Out on the Ground* into your course or program, free copies of the book will be given to your students. We encourage you to make book adoption requests as early as possible (by early August), so that we may get copies of the book to your students during the first week of class.

Teaching & Learning Guide

This document is a reference guide to *A Mind Spread Out on the Ground*. This guide includes summaries of each of the essays, discussion prompts, activities, and a resource section specific to topics addressed in the book. This guide is designed to highlight the relevance of the book to students and their personal lives, as well as to multiple academic disciplines (e.g., gender & women's studies, indigenous studies, political science, social work).

Service Opportunities

The *project* in 1 Book/1 Project/2 Transform is intended to be a community-based service experience. There will be several service opportunities associated with *A Mind Spread Out on the Ground*. More details will follow, and we encourage you to add these to your syllabi or program structure and to involve students in reflection related to their service experiences.



Author Visit!!

Alicia Elliott will visit our campus on Wednesday,

November 10th. The author talk will begin at 11 am with Q & A and a book signing to follow. More details to come.

**Essay Summaries,
Discussion Questions,
Activities,
& Additional Resources**

A Mind Spread Out on the Ground (title essay)

Summary: In this essay, Elliott begins to unpack historical roots of mental illness within Indigenous communities due to colonization, as well as historical framing of mental illness within religious frameworks such as exorcism and demonic possession. She eloquently relates the interface of depression and colonization with how language has been stolen and co-opted from Indigenous communities, to the extent that there are no clear words or phrases to articulate mental health issues like bipolar disorder, for example. This leads to Elliott beginning to reveal her mother's struggles with mental health and how it has impacted her growing up, which becomes a theme in future essays.

Discussion Question: What would it take to decolonize mental health?

Additional Resources:

- O'Keefe, V. M., Cwik, M. F., Haroz, E. E., & Barlow, A. (Epub 2019). [Increasing culturally responsive care and mental health equity with Indigenous community mental health workers](https://www.ncbi-nlm-nih-gov.aurarialibrary.idm.oclc.org/pmc/articles/PMC6824928/). Psychological Services. <https://www.ncbi-nlm-nih-gov.aurarialibrary.idm.oclc.org/pmc/articles/PMC6824928/>

Half-Breed: A Racial Biography in Five Parts

Summary: Elliott shares her journey of internally struggling to embrace her Indigeneity. This struggle is amplified by external forces and experiences from both her mother and father. As she wrestles with her identity, she witnesses the envy of her white peers to be Indigenous. Being of two worlds, she questions concepts of spirituality, her fair skin, and internalized racism. Upon the birth of her child, she began to interrogate her internalized racism and reflects on how her child may navigate the world.

Discussion Question: How have residential schools and generational trauma contributed to internalized racism?

Activity: Residential schools in Canada. Watch Canadian Documentary: [We Were Children](#) (available on Amazon Prime)

Additional Resources:

- <https://www.youtube.com/watch?v=ZSXL33JiKLY>
 - In this video produced by the New York State Museum, Tsadeyohdi—Denise Waterman, Turtle Clan—discusses the meaning of Haudenosaunee as well as the duties of the six nations. In the essay, “Half-Breed: A Racial Biography in Five Parts”, Alicia Elliott describes her responsibilities as a Haudenosaunee woman. This video can help readers have more context about who the Haudenosaunee are.
- [Multiracial in America Proud, Diverse and Growing in Numbers](#)
 - This 2015 report from the PEW Research Center explores the experiences multiracial people living in the United States using a nationally representative survey sample. While slightly older, this report could be used to better understand and contextualize the broad range experiences related to mixed-race identity which Alicia Elliott explores in her essay.

On Seeing and Being Seen

Summary: Elliott touches on becoming an author and challenges the concepts of diversity, recognition, and qualification. For someone of a marginalized identity, it is a terrifying thought to be tokenized and gaslit into believing that you only are successful because you are marginalized. How can Indigenous people change the detrimental narratives that are currently plaguing their stories when they cannot make it to the table?

Discussion Question: How is the concept of meritocracy upholding white supremacy? How then, does this erase Indigenous people?

Activity: Missing and Murdered Indigenous Women and Relatives- Listen to Crime Junkies Episode: [Mysterious Death of Kaysera Stops Pretty Places](#)

Additional Resources

- Simpson, L. B. (2016). [Islands of decolonial love: Stories & songs](#). ARP Books (Arbeiter Ring Publishing).
 - In her essay, Elliott writes about representation in literature, particularly her experience of reading *Islands of Decolonial Love: Stories and Songs* by Leanne Betasamosake Simpson.
- [Diversity is a white word: The superficial scramble for cultural diversity is not addressing the deep causes of exclusion and the power imbalance in the arts](#). By Tania Canas
 - Elliott quotes from this essay by Tania Canas. Reading this essay gives the reader access to the webs of discourse happening across mediums.
- Pauline Johnson. (2003). In *Encyclopedia of World Biography Online* (Vol. 23). Gale. https://link.gale.com/apps/doc/K1631008167/UHIC?u=auraria_main&sid=UHIC&xid=9a52ee72
 - Pauline Johnson, referenced several times in Elliott's essays, is a native poet, writer and performer, who supported herself with her creative work. This encyclopedia entry for Johnson provides a brief overview of her life and work. It also serves as a contrast to the ways in which Elliott talks about Johnson, giving readers a jumping off point to interrogate how and by whom knowledge is constructed about native and indigenous people.

Weight

Summary: When Elliott learns that she is pregnant, she grapples with her options for adoption and judgments placed upon her for becoming a young mother in high school. This transitions into attending college, and how she feels she is living a double life—attending college courses during the week, and returning home to care for her child on weekends.

Additional Resources:

- [Single Mothers in College: Growing Enrollment, Financial Challenges, and the Benefits of Attainment](#) from the Institute for Women's Policy Research
 - This report from the Institute for Women's Policy Research explores challenges faced by student mothers which could be used to contextualize some of the experiences that Elliott discusses in this essay.
- Roy, Roudi N., et al. "The Transition to Motherhood: The Experiences of College Student-Parents." *Journal of Family and Consumer Sciences*, vol. 110, no. 3, 2018, pp. 48-57. <https://tinyurl.com/yejgsr5v>
 - This scholarly article explores the needs of women transitioning to motherhood while enrolled in undergraduate education.

The Same Space

Summary: Elliott interrogates how spaces that are not deemed worthy or valuable (generally by Eurocentric standards) are disregarded and then overrun in an attempt to make them “better,” highlighting the ties between colonization and gentrification. She links this with returning to her college town with her little brother Mickey when he begins school, how spaces are at once familiar and not at all, and how that challenges our feelings of belonging. This analysis is coupled with the history of the colonization of Toronto, originally Tkaranto, which was a shared Indigenous land for hunting.

Activities: Using the [Urban Displacement Project](#), research gentrification in Denver. Many areas around Denver are also susceptible to gentrification. Either as a class, or as small group projects, evaluate why areas surrounding Denver are susceptible to gentrification and provide creative solutions to preserve those communities.

Gentrification and historic trauma are interwoven in this essay. Why is “a sense of place” such a powerful connection to communities? The Auraria campus came at the cost of displacing many families fifty years ago. (Refer to the article Auraria Neighborhood History at <https://history.denverlibrary.org/auraria-neighborhood>.) In the past ten years, the city of Denver has undergone major changes. Write a paragraph or two of “thick description” detailing your own observations and experiences with gentrification and the loss of a “sense of place.” How would you define the concept of home? Are there spaces on campus where you have experienced a sense of home or would like to?

Additional Resources:

- [Gentrification in Toronto](#): The Henceforward Podcast September 2018
 - This podcast focuses on connections between Indigenous people and Black people. This episode specifically digs into gentrification in Toronto, making connections to settler colonist frameworks. This builds on the connections Elliot makes between the continual displacement of Native and Indigenous people, “diaspora on [their] lands”, and gentrification.
- Kent-Stoll, Peter. “The Racial and Colonial Dimensions of Gentrification.” *Sociology Compass*, vol. 14, no. 12, 2020, pp. 1-17. <https://tinyurl.com/ydojbwy8>
 - This scholarly article makes an argument for connecting discussions of gentrification to “frameworks of settler colonialism, internal colonialism, and coloniality”. This article could be used to build on connections Elliott makes in “The Same Space”.

Dark Matters

Summary: Racism, like the Dark Matter of space, is everywhere. Elliott jumps between scientific discussion of Dark Matter and instances of racism inflicted upon Indigenous people in Canada. She discusses the power dynamics between whiteness and Indigeneity and admits that she is thankful her daughter is shielded by her whiteness. She makes the distinction that Dark Matter is invisible, like racism. How can something so pervasive still not be seen?

Discussion Questions: How are racism and concepts of power, privilege, and oppression invisible to the white majority of people? What “lens” could be provided for it be visible?

Activity: Critical Race Theory. Read [Invisibility is the Modern Form of Racism Against Native Americans](#)

Additional Resources:

- [The Killing of Colten Boushie and Outcome of Gerald Stanley's Trial Represent a Bigger Problem](#) By Emily Riddle and Lindsay Nixon in Teen Vogue.
 - This article provides context to this essay's discussion of the killing of Colten Boushie.
- MacDonald, David B. "Settler Silencing and the Killing of Colten Boushie: Naturalizing Colonialism in the Trial of Gerald Stanley." *Settler Colonial Studies*, vol. 11, no. 1, 2021, pp. 1-20. <https://tinyurl.com/yhdj5rrx>
 - This scholarly article situates the killing of Colten Bushie within a larger discussion of settler colonialism working to provide examples of settler silencing.
- NASA.gov: [Dark Energy. Dark Matter](#)
 - Elliott quotes from this page on Dark Matter in this essay. It could be helpful to deepen a reader's understanding of what dark matter is and how Elliott uses it as a metaphor in this essay.
- [The Ugly, Fascinating History Of The Word 'Racism'](#) by Gene Demby
 - This article provides more context to Elliott's discussion of Richard Henry Pratt.

Scratch

Summary: Throughout her childhood and adolescence, Elliott frequently had lice. She uses these experiences both literally and as a metaphor throughout the essay to discuss intersections of race, class, and mental health in her life, interrogate why issues persist when untreated, and question the use of systems like child welfare as punishment for poverty. Lice, and the inevitable itching and scratching that follows, is what Elliott remembers most vividly about her childhood. It strained her relationship with her grandparents, who would no longer allow her to visit. It often highlighted her financial status to other students at school, even when she began attending a private school where she recounts that there were levels of poverty and it was easier to blend in. Elliott divulges how she learned covert ways to scratch to not draw attention to herself, in the same manner that the family learned covert ways to hide her mother's mental health issues and her father's financial struggles. None of these things were directly "treated" for many years, just hidden more carefully and spoken of secretly.

Activity: Interview a case manager within Child Welfare at the Department of Health and Human Services. Gather information about how they follow up on reports of child abuse and neglect, how they respond to issues stemming from racial disparities, and what resources are available to help.

Research and write about the biology, the epidemiology, the medical and public safety issues, the management, and the mythology of head lice.

If you have had any experience with head lice, write about it. Consider a short story, a poem, a piece of creative nonfiction, a researched monograph.

Additional Resources:

- [CDC Head Lice](#) Information
 - This essay explores Elliott's relationship with head lice. This informational page from the CDC shares common information about head lice, but it also showcases the lack of a broader conversation about head lice impacts the lives of children and families.

34 Grams Per Dose

Summary: In this essay, Elliott talks about food and intergenerational trauma. She weaves together her childhood experiences of hunger with discussion of the epigenetic effects of starvation on the health and well-being of multiple generations of indigenous people. Her descriptions of the ways in which nutrition education and the food pyramid were divorced from the reality of living in poverty without access to food or choice are important reminders that teaching facts without their context is a political choice. Speaking about intergenerational trauma, Elliott asks, "What are you supposed to do once you know the depths of human suffering? Once you've experienced the limits of human depravity and indifference? Once you've witnessed how easy it was for people, neighbors even, to see you and your family as less than human, to treat you as less than human, or to look the other way and let it happen? How do you take that knowledge and try to continue on the same way you did before?" (p. 115). These questions are urgent and powerful, pushing the reader to understand that the past is always present.

Activity: This essay focuses on food and nutrition. Food is often used as a starting place for cultural exchange and learning, yet there are not a great number of restaurants serving Indigenous and Native food. Indeed, [Tocabe](#) is the "only American Indian owned and operated restaurant in Metro Denver specializing in Native and Indigenous cuisine." Explore Tocabe's menu or the [Decolonizing Diet Project](#), which works to inform and share foods and foodways of indigenous peoples before colonization; note what foods stand out to you. What foods have you eaten before? What foods are new to you? If you have the possibility, consider visiting Tocabe and having a meal. Consider what barriers prevent folks from eating a pre-colonization Indigenous diet. Research what is being done to remove these barriers and consider what role you have.

Additional Resources:

- Bezo, Brent, and Stefania Maggi. "Living in "survival Mode:" Intergenerational Transmission of Trauma from the Holodomor Genocide of 1932-1933 in Ukraine." *Social Science & Medicine* (1982), vol. 134, 2015, pp. 87-94. <https://tinyurl.com/yfxj3s>
 - Elliot quotes from this study about the Holodomor famine in Ukraine as a way of understanding intergenerational trauma experienced by Indigenous people.
- Krishna, Priya. "Just Whose Diet Is It Anyway?" *New York Times*, 9 Dec. 2020 https://link.gale.com/apps/doc/A644276465/WHIC?u=auraria_main&sid=WHIC&xid=beb2609a
 - This news article critiques the whiteness of nutritional guidelines and educational tools. Interviewing ethnically and racially diverse dietitians about their challenges within the profession, this piece exposes how the lack of culturally responsive practitioners and resources can alienate people from nutritional education.
- Warne, D., & Wescott, S. (2019). Social determinants of American Indian nutritional health. *Current Developments in Nutrition*, 3(Supplement_2), 12-18. <https://www.ncbi-nlm-nih.gov/auraralibrary.idm.oclc.org/pmc/articles/PMC6700461/>
 - This scholarly article investigates the impact of "social determinants" (i.e. "the conditions in which people are born, grow, live, work, and age") on nutritional health, highlighting the impact of "historical trauma, boarding schools, adverse childhood experiences, poverty, federal food programs, and food deserts" on nutritional health of American Indian populations.

Boundaries Like Bruises

Summary: In this essay, Elliott compares romantic love to colonialism, and the differences she sees within her parent's relationship and her current marriage. She grew up witnessing tension between whiteness and embracing Indigenous roots among her parents, noting that these boundaries are painful when one is forced to ignore and often hide who they are. Elliott sees antiracism and decolonization as forms of love, particularly within her marriage, where she is encouraged to deeply connect with her identity and cultural practices as a Haudenosaunee woman.

Additional Resources:

- [Decolonial Love: A How-To Guide](#) by Gwendolywn (Mitikomis) Benaway
 - This article reviews the concept of decolonial love and provides additional context and ideas around this concept.
- Moreno, Shantelle. "Love as Resistance: Exploring Conceptualizations of Decolonial Love in Settler States." *Girlhood Studies*, vol. 12, no. 3, 2019, pp. 116-133.
<https://tinyurl.com/ydoscj5n>
 - This scholarly article explores love as resistance which ties into the themes explored in this essay.

On Forbidden Rooms and Intentional Forgetting

Summary: "Healing is not the same for everyone" (p. 115). Here, Elliott discloses that she is a survivor of sexual assault, examining the pervasiveness of rape culture and victim blaming. She pushes against the trope of the "perfect victim" and the narrative that those who experience trauma—particularly women—need to put it on display for everyone in order to be believed, while those who cause harm (particularly men) rarely have to defend themselves or endure similar scrutiny. Within her own experience, she shines light on her own healing through the process of intentional forgetting, as reliving her assault has been harmful to her, reminding the reader that how to heal is the survivor's choice alone.

Discussion Questions: Relate Elliott's critique of rape culture to the current #MeToo movement. What similarities and differences do you identify? Why is society more likely to believe a "perfect victim?"

Activity: Invite the Phoenix Center at Auraria to your classroom for either a presentation on Supporting Survivors or Victim Blaming.

Activity: Create t-shirts for the Clothesline Project, an annual event that shows support for survivors of sexual violence on the Auraria Campus.

Additional Resources:

- *The Beginning and End of Rape: Sovereignty of the Soul*
<https://tinyurl.com/yh4u257b>
 - This book connects surviving conloizating and surviving sexual violence, arguing that sexual violence should be a priority for all tribal nation. The content of this book may be triggering.

Crude Collages of My Mother

Summary: Elliott shares more about her relationship with her mother, who is diagnosed with bipolar disorder. As she reflects about her mother, she begins to question if her mother's past will be her future.

Discussion Question: Elliott says, "I am not my depression." Why does this small statement mean so much to her?

Activity: Student Support Services

Additional Resources:

- [Medline Plus info on Bipolar Disorder](#)
 - This page from the National Library of Medicine provides basic information on bipolar disorder.

Sontag, in Snapshots: Reflecting on “In Plato’s Cave” in 2018

Summary: Photography—and its role in colonialism—has memorialized the “dying Indian.” Despite its power, photography cannot dismantle systemic oppression. No matter how incriminating photos can be, there’s no photographic record that changes these systems, though there is the illusion of being educated. Colonial beauty standards are always prevalent, and those who are considered beautiful by these standards are more valuable. Because capitalism relies on exploitation, only those who are deemed beautiful are valuable.

Discussion Questions: How is performance influenced by the camera? Why do we need our lives to be witnessed? Are we trying to make ourselves more real? What is the void? Maybe because this world is not equipped to provide anything more meaningful. How is posting photos of yourself challenging the beauty standard? How has colonialism impacted your perception of Indigenous people?

Activity: Modern Indigenous artwork. Watch [Greg Deal \(TEDx\) speech](#)

Additional Resources:

- [On photography](#) by Susan Sontag.
 - This book contains the essay, “In Plato’s Cave” discussed in this essay.
- [Interview with Nadya Kwandibens](#)
 - Nadya Kwandibens’s photo series, Concrete Indians, is referenced in this essay. This interview with her allows for an expansive conversation about photography.

Two Truths and a Lie

Summary: “We’re living in a time where truth is less valuable than attention” (p. 208). Throughout this essay, Elliott interrogates how we seek truth and perform lies. From stretching the truth but also writing what you know, to staged reality television, and American politics, Elliott examines the difficulty that society has in knowing the difference between fact and opinion, and how we have begun rewarding the most bombastic portrayals of “truth.” She compares this to the criticism that women writers receive when they write about “women’s issues,” like motherhood and domesticity, and being caught in the trap of what she calls the “autobiography assumption.” Finally, she discusses how marginalized groups do not have the same luxury to free speech as privileged groups.

Discussion Question: Reflect on the impact that social media has on the way that we share and understand information.

Activity: Media literacy—Have each student take the [PBS Media Literacy Quiz](#) (adapted by UCLA) and compare results as a class. Then, choose several television commercials to watch and analyze the media messages being presented. What stereotypes are being presented? What dominant narratives are being challenged? In small breakout groups, have students relate this back to Elliott’s essay: how does this relate to their own biases (how are their truths/lies different than someone else’s truths/lies)?

Additional Resources:

- Pew Research Center Report: [Distinguishing Between Factual and Opinion Statements in the News](#)
 - Elliott quotes from this report which investigates how well people can figure out if something is a fact or an opinion. This is relevant to the larger theme of this essay about the nature of truth and lies.
- Odell, Jenny. *How to do Nothing: Resisting the Attention Economy*. Melville House Publishing, Brooklyn, NY, 2019.
 - Elliott argues that attention is more important than truth in this essay. *How to do Nothing* offers ways to resist constant demands for attention.

Extraction Mentalities

Summary: In this participatory essay, Elliot asks her readers to consider what it means to do harm and how we conceptualize evil as “others” and “separate.” Yet harm is often done between people who have intimate connections. Elliot talks about abuse and abusers, humanizing abusers as three-dimensional people who are often family members, lovers, or close friends. She asks the reader “have you ever hurt the people you love” and attempts to break down the dichotomy between “heroes or villains [...] victims or abusers” in favor of a more complex truth (p. 219). Making the argument that abuse is

Additional Resources:

- <https://strongheartshelpline.org/>
 - In this essay, Elliot talks about abuse and abusers humanizing abusers as three-dimensional people who are often family members, lovers, or close friends. The StrongHearts Native Helpline (1-844-762-8483) is a confidential and anonymous culturally-appropriate domestic violence and dating violence helpline for Native Americans, available every day from 7 a.m. to 10 p.m. CT.
- McKinley, Catherine E., and Jenn Miller Scarnato. "What's Love Got to do with it? "Love" and Alcohol use among U.S. Indigenous Peoples: Aligning Research with Real-World Experiences." *Journal of Ethnic & Cultural Diversity in Social Work*, vol. 30, no. 1-2, 2021, pp. 26-46. <https://tinyurl.com/yjvbku7m>
 - This scholarly article discusses how important love is in the lives of indigenous people. While the focus of this article is on alcohol addition, it is a unique perspective on indigenous family life that is highly relevant to this essay by Elliott.

Additional Theme-Based Resources

Gentrification & Neighborhood Change

- What we don't understand about gentrification | Stacey Sutton | TEDxNewYork.
<https://www.youtube.com/watch?v=XqogaDX48nI>
This TED Talk defines gentrification and lays the groundwork for discussing not only what gentrification is but why it matters.
- Page, B., & Ross, E. (2017). Legacies of a contested campus: Urban renewal, community resistance, and the origins of gentrification in Denver. *Urban Geography*, 38(9), 1293-1328. <http://tinyurl.com/y2ofm9wh>
This scholarly article provides context about how activism impacted the shape of the Auraria campus and influenced other debates over gentrification and neighborhood change in Denver.
- Colorado Experience: Auraria: <https://www.youtube.com/watch?v=-Qrr9uUbWcU> This short documentary made a variable by Rocky Mountain PBS provides an accessible history of the Auraria neighborhood and campus.

Mental Health

- [The Latino Mental Health Picture](https://soundcloud.com/latinousa/the-latino-mental-health-picture) (<https://soundcloud.com/latinousa/the-latino-mental-health-picture>) From Latino USA which is NPR's only national Latino news and cultural weekly radio program, this short piece opens a conversation about mental health and Latino/ a/x communities. This interview with two Latino mental health professionals provides insight into why Latinos are high risk for common mental health issues like depression and anxiety.
- [Talking About Mental Health](https://www.mentalhealth.gov/) <https://www.mentalhealth.gov/>
Created by U.S. Department of Health and Human Services, this webpage on talking about mental health provides advice and resources for folks looking for help as well as the family and friends of folks who might need help. Many of the essays in *A Mind Spread Out on the Ground* involve people struggling with mental health issues. This website provides guidance about how to start a conversation about mental health in your community.

Additional Theme-Based Resources

Parenting and Family

- Cohen, P. N. (2018). *Enduring bonds: Inequality, marriage, parenting, and everything else that makes families great and terrible*. Oakland, California: University of California Press. <http://tinyurl.com/rler9q2>
Written by a prominent sociologist and blogger, this book focuses on how people build connections through parenting, family, and marriage while also exploring how gender differences, gender inequality, and sexuality affect these connections. Many of the essays in *A Mind Spread Out on the Ground* explore connection and family through a wide array of relationships and bonds. Conveniently written in topical essays, chapters of this book can be paired with essays in *A Mind Spread Out on the Ground*.
- Degges-White, S., & Borzumato-Gainey, C. (2014). *Mothers and daughters: Living, loving, and learning over a lifetime*. Lanham, Maryland: Rowman & Littlefield. <http://tinyurl.com/rx5hkg9>
Relationships between mothers and daughters is a strong theme in some of the essays in *A Mind Spread Out on the Ground*. This book explores the social and cultural aspects of motherhood, specifically the influence of mothers on daughters as well as how this relationship changes and evolves through different parts of the life cycle.

Homelessness

- Point in Time Report 2019 for the City and County of Denver https://d3n8a8pro7vhmx.cloudfront.net/mdhi/pages/231/attachments/original/1566335912/Denver_Complete_V2.pdf?1566335912
Gathered by the Metro Denver Homeless Initiative, the Point in Time Report attempts to comprehensively count the number of people living unsheltered in Metro Denver. This report allows for a deeper discussion of homeless in Denver.
- [Homelessness Statistics by State](#) from the U.S. Interagency Council on Homelessness
The U.S. Interagency Council on Homelessness, which coordinates the federal response to homelessness in the United States, provides access to state-by-state stats from the point-in-time survey. This creates a national picture of homelessness in the United States.
- Board on Population Health and Public Health Practice, Health and Medicine Division, National Academies of Sciences, Engineering, and Medicine, Committee on an Evaluation of Permanent Supportive Housing Programs for Homeless Individuals, Policy and Global Affairs, & Science and Technology for Sustainability Program. (2018). *Permanent supportive housing: Evaluating the evidence for improving health outcomes among people experiencing chronic homelessness*. National Academies Press. <https://www.ncbi.nlm.nih.gov/books/NBK519594/>
Providing extensive context to the issue of homelessness in the United States as well as offering information on the impact of permanent support housing from the lens of health, economic cost, and outcomes for families experiencing homelessness, this book could be used as a whole or chapters selected to learn more about homelessness in the United States.

Additional Theme-Based Resources

Missing Persons (Women of Color)

- Urban Indian Health Institute: [Our Bodies, Our Stories Project](#)
Our Bodies, Our Stories is a series of reports that detail the scope of violence against Native women across the nation. The three reports can be used to further contextualize and deepen understanding of the missing and murdered indigenous women & girls (MMIWG) crisis.
- [What We Know \(And Don't Know\) About 'Missing White Women Syndrome'](#) by Gene Demby.
This NPR Code Switch article explains the phenomena of missing white women syndrome, or the fact that the majority of reporting on missing persons focuses on white women. This article further contextualizes the silence around missing women of color. For a scholarly investigation of Missing White Woman Syndrome, see Sommers, Z. (2016). Missing white woman syndrome: An empirical analysis of race and gender disparities in online news coverage of missing persons. *The Journal of Criminal Law and Criminology*, 106(2), 275-314. <http://tinyurl.com/yaveegog>

Health Disparities

- [Health Disparities](#) from MedlinePlus
This MedlinePlus guide, a service of the National Library of Medicine, gives specific examples of health disparities and links to information on specific disparities that exist. Written in plain language, this guide would be useful in a discussion of how socioeconomic status affects health outcomes for people in *A Mind Spread Out on the Ground*.
- Board on Population Health and Public Health Practice, Health and Medicine Division, National Academies of Sciences, Engineering, and Medicine, & Committee on Community-Based Solutions to Promote Health Equity in the United States. (2017). *Communities in action: Pathways to health equity* National Academies Press. <https://www.ncbi.nlm.nih.gov/books/NBK425844/>
Chapter two, "The State of Health Disparities in the United States," of this publication gives an in depth overview of health disparity in the United States, looking at the impact of race and ethnicity, gender, sexual orientation and gender identity, and disability status on health outcomes. This chapter would take a discussion of health disparity deeper.

Additional Theme-Based Resources

Interpersonal Violence

- [Intimate Partner Violence CDC](#)

This website and video about intimate partner violence, made by the CDC, offer definitions and explanations for the prevalence of intimate partner violence in our society. This resource is helpful to give everyone foundational information about intimate partner violence, which is important when discussing the essay "On Forbidden Rooms and Intentional Forgetting."

- [Phoenix Center At Auraria](#)

The Phoenix Center at Auraria is a tri-institutional office that serves people from MSU Denver, CU Denver, and CCD. The Phoenix Center supports people who are experiencing or have experienced interpersonal violence. They offer [services for survivors](#) as well as [prevention education](#). During discussions of interpersonal violence in *A Mind Spread Out on the Ground*, it is important that students know that the Phoenix Center is a resource for them.

- Price, J. M. (2012). *Structural violence: Hidden brutality in the lives of women*. Albany: State University of New York Press. <http://tinyurl.com/utbmjinp>

This book provides extended context as to how women experience violence. Chapter 6, "Why Doesn't She Just Leave," offers an extensive look at the structural obstacles facing women experiencing violence as well as the assumptions that violence is happening in a place and that the woman can leave that place.

Authors of the Teaching & Learning Guide

The essay summaries and resources in this guide were developed by:

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