



SENATE RESOLUTION #2729

TITLE: ASUW Recognition of Indigenous People's Day

DATE INTRODUCED: November 24, 2020

AUTHOR: President Talamantes; Vice President Titus; Chief of Staff Rhymes; Director of Governmental & Community Affairs Nielsen; Director of Diversity Perez

SPONSORS: The ASUW Advocacy, Diversity, & Policy Committee; Chief of Legislative Affairs Swilling

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming (ASUW)
2. Student Government is to serve our fellow students in the best manner possible; and,
3. WHEREAS, the ASUW has a responsibility to foster an inclusive and welcoming
4. community for students of all cultural backgrounds, as outlined in the ASUW Strategic Plan
5. Moving Forward: 2018-2022, as seen in Addendum A; and,
6. WHEREAS, a number of students attending the University of Wyoming (UW) identify as
7. members of Native American tribes; and,
8. WHEREAS, the forced removal of Native Americans from their homelands has resulted in
9. the physical and cultural genocide of tribes in North America; and,
10. WHEREAS, the effects of that genocide continue to impact Native Americans in the 21st
11. century in a myriad of ways, including the reverberations of historical trauma, as referenced
12. in Addendum B; and,
13. WHEREAS, the forced assimilation of Native Americans has led to the whitewashing of
14. history and results in white populations knowing little about Native history and culture; and,
15. WHEREAS, the Strategic Plan for Diversity, Equity, and Inclusion for ASUW calls for
16. internal diversity through legislation in collaboration with campus partners and groups, and
17. other entities as seen in Addendum C; and,
18. WHEREAS, the observance of Indigenous People's Day is a means of celebrating and

19. increasing awareness of Native American culture, history, traditions, and contributions, as
20. well as a means of reflecting on the historical injustices that Native populations have faced
21. and continue to endure; and,
22. WHEREAS, neither the ASUW Student Government nor UW Administration currently
23. recognize Indigenous People’s Day in academic nor diversity-related calendars as seen
24. in Addendum D; and,
25. WHEREAS, the ASUW has already demonstrated a vested interest in promoting Native
26. American historical and cultural awareness through the passage of Senate Bill
27. #2699 “Implementation of a Land Acknowledgement Statement for ASUW Senate
28. Meetings,” as shown in Addendum E.
29. THEREFORE, be it resolved that the Associated Students of the University of Wyoming
30. (ASUW) Student Government recognizes Indigenous People’s Day on the second Monday
31. of October of every year; and,
32. THEREFORE, be it further resolved that the ASUW urges the University of
33. Wyoming administration to formally recognize this day in both academic calendars and the
34. calendar of holidays and religious observances published by the Office of Diversity, Equity,
35. and Inclusion; and,
36. THEREFORE, be it further resolved that a copy of this resolution will be
37. delivered to the University President, the Chair of the Board of Trustees, the Vice
38. President of Student Affairs, and the Office of Diversity, Equity, & Inclusion upon passage
39. of this resolution.

Referred to: Advocacy, Diversity, and Policy; Program and Institutional Development

Date of Passage: 12/1/2020

Signed: _____


(ASUW Chairperson)

**“Being enacted on 12/1/2020 _____, I do hereby sign my name hereto and
approve this Senate action.” _____**


(ASUW President)

GOAL 3

GROWTH THROUGH ASUW

OUR OBJECTIVE

- Offer opportunities for professional development to students and staff focusing on an overall growth of the ASUW Student Government, ASUW Programs, and all facets of ASUW.



- Offer student and staff focused professional development opportunities.
- Form and implement innovative practices for the development of staff, students, and the ASUW Student Government and its operations.
- Foster efficient and streamlined communication between ASUW, administration, and local and state government to continue to provide representation of students.

Addendum B

What is Historical Trauma?

Historical trauma is multigenerational trauma experienced by a specific cultural, racial or ethnic group. It is related to major events that oppressed a particular group of people because of their status as oppressed, such as slavery, the Holocaust, forced migration, and the violent colonization of Native Americans. While many in such a group will experience no effects of the historical trauma, others may experience poor overall physical and behavioral health, including low self-esteem, depression, self-destructive behavior, marked propensity for violent or aggressive behavior, substance misuse and addiction, and high rates of suicide and cardiovascular disease. Acute problems of domestic violence or alcohol misuse that are not directly linked to historical trauma may be exacerbated by living in a community with unaddressed grief and behavioral health needs. Parents' experience of trauma may disrupt typical parenting skills and contribute to behavior problems in children. Compounding this familial or intergenerational trauma, historical trauma often involves the additional challenge of a damaged cultural identity (Sotero, 2006).

Clinical social workers first described historical trauma among descendants of the Holocaust and the children of Japanese Americans interned during World War II (Barocas and Barocas, 1979, Nagata et al 1999). The children and grandchildren of survivors commonly experience attachment issues and isolation by their parents (Danielli, 1980). Considerable work has also been done with communities of Native Americans, who experienced repeated massacres and the forced removal of children to federal and mission boarding and day schools (Brave Heart, 2003). From her work with tribal communities, clinician and researcher Maria Yellow Horse Brave Heart describes historical trauma as the "cumulative emotional and psychological wounding over the lifespan and across generations, emanating from massive group trauma experience." Similarly, African Americans experienced generations of slavery, segregation, and institutionalized racism that has contributed to physical, psychological, and spiritual trauma (DeGruy, 2005). For members of any of these communities, daily reminders of racial discrimination can exacerbate individual responses to trauma. An understudied group who has experienced historical trauma is the disability community. In the recent past, people with disabilities have been subjected to biases and misrepresentations about their capabilities and lived experiences (Miller and Levine, 2013). Attempts to eradicate people with disabilities have included eugenics campaigns, compulsory sterilization, forced psychiatric treatment, and the institutionalization of people with intellectual disabilities.

Source: <https://www.acf.hhs.gov/trauma-toolkit/trauma-concept>

Addendum C

Internal Diversity

Diverse representation

-Baseline: Senate has some diversity, United Multicultural Council (UMC) is an ex-officio, International Students Association (ISA) is an ex-officio, certain multicultural groups do not feel represented by ASUW and/or do not understand the process of running for ASUW

-2023 Target: requirement for Senators to present about elections to RSOs and in classes, increased collaboration on legislation with departments such as Multicultural Affairs, work towards a new executive position for a non-financial focused Director of RSO Relations, more representation of ASUW at non-traditional and international orientations.



Addendum D

Fall 2020

Holiday or Observance	Religious Group	Dates	Additional Notes
Birth of Bahá'u'lláh	Bahá'í	November 6 & 7, 2020	Sundown-Fri through Sundown-Sat
Diwali (Deepavali)	Jainism, Sikhism, Hinduism	November 14, 2020	
Hanukkah/Chanukah	Judaism	December 10 - December 18, 2020	Sundown-Thu Sundown- Fri. Provide food accommodation as requested (kosher restrictions apply—potato pancakes, doughnuts or other fried food is customary).
Christmas	Christian	December 24-25, 2020	Class not in session
Kwanzaa		December 26, 2020 - January 1, 2021	

Source: <http://www.uwyo.edu/diversity/religious-calendar/index.html>

JULY							JANUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	31		24	25	26	27	28	29	30
AUGUST							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30	31												
SEPTEMBER							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4	5	6	7	8	9	10	11
6	7	8	9	10	11	12	12	13	14	15	16	17	18
13	14	15	16	17	18	19	19	20	21	22	23	24	25
20	21	22	23	24	25	26	26	27	28	29	30	31	
27	28	29	30										
OCTOBER							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	4	5	6	7	8	9	10
4	5	6	7	8	9	10	11	12	13	14	15	16	17
11	12	13	14	15	16	17	18	19	20	21	22	23	24
18	19	20	21	22	23	24	25	26	27	28	29	30	
25	26	27	28	29	30	31							
NOVEMBER							MAY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7							
8	9	10	11	12	13	14	2	3	4	5	6	7	8
15	16	17	18	19	20	21	9	10	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20	21	22
29	30						23	24	25	26	27	28	29
DECEMBER							30	31					
S	M	T	W	T	F	S	JUNE						
			1	2	3	4	S	M	T	W	T	F	S
6	7	8	9	10	11	12							
13	14	15	16	17	18	19	6	7	8	9	10	11	12
20	21	22	23	24	25	26	13	14	15	16	17	18	19
27	28	29	30	31			20	21	22	23	24	25	26
							27	28	29	30			

Spring 2021 dates are subject to change

Faculty Reporting Date

School Start/Finish Date

Holiday

Mid-Semester

Registration Days

Finals Week

Fall 2020

Phase I: Aug 24 – Sept 4,
All classes online

Phase II: Sept 7 – Sept 25,
All classes online except
First Year Seminars and
some professional programs

Phase III: Sept 28 – Nov 20,
Classes scheduled for in-
person experiences resume

Phase IV: Nov 23 – Dec 11,
All classes and final exams
return to online format

Independence Day- July 4

Thanksgiving- November 26

Christmas- December 25

New Year's Day- January 1

MLK Day- January 18

President's Day- February 15

Memorial Day- May 31

Source: http://www.uwyo.edu/acadaffairs/_files/docs/academic-calendar.pdf

Addendum E



SENATE BILL #2699

TITLE: Implementation of a Land Acknowledgement Statement for ASUW Senate Meetings

DATE INTRODUCED: April 14, 2020

AUTHOR: Senator Titus; Chief of Staff Talamantes; UMC Co-Chair Gonzales

SPONSORS: Senators Alrejja, Mulhall, Pierson, and Welsh; President Wilkins; Vice President Houghton; Director Savage; First-Year Senator Swilling; SAL Bennett

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming (ASUW)
2. Student Government is to serve our fellow students in the best manner possible; and,
3. WHEREAS, Goal 2 "Sense of Community" of the "ASUW Strategic Plan Moving Forward:
4. 2018-2022," as shown in Addendum A, could be addressed by the inclusion of a land
5. acknowledgement statement at ASUW Senate meetings; and,
6. WHEREAS, inclusion of land acknowledgment statements is a way to promote community
7. through cultural understanding by affirming the autonomy and wellbeing of Indigenous
8. peoples while providing a meaningful opportunity for education and for students to reflect
9. on the University of Wyoming's history; and,
10. WHEREAS, land grant universities have a history of dispossessing Indigenous peoples from
11. their land and as a result, historical traumas continue to impact these communities and
12. contribute to rampant disparities throughout Native populations across America as
13. referenced in Addendum B; and,
14. WHEREAS, many peer institutions including Colorado State University, Montana State
15. University, and the University of Colorado-Boulder have implemented institution-wide and
16. student government focused initiatives surrounding indigenous land acknowledgment; and,
17. WHEREAS, "A Strategic Plan for Diversity, Equity, and Inclusion for ASUW" calls for
18. internal diversity through legislation in collaboration with campus partners and groups, as

19. shown in Addendum C; and,
20. WHEREAS, campus programs and partners such as the Shepard Symposium on Social
21. Justice, Martin Luther King Jr. Days of Dialogue, and Keepers of the Fire have implemented
22. a land acknowledgment statement into their events and programs like the one included in
23. Addendum D; and,
24. WHEREAS, the University of Wyoming occupies the land of the Cheyenne, Arapaho,
25. Shoshone, and Crow peoples along with other Native tribes that call the Great Basin and
26. Rocky Mountain region home; and,
27. WHEREAS, land acknowledgements should be a meaningful practice with appreciation and
28. gratitude to the original inhabitants and their sacrifices made for the land and are
29. "transformative acts that ... undo Indigenous erasure," as referenced in Addendum B; and,
30. THEREFORE, be it enacted that the ASUW Rules and Procedures be amended to reflect the
31. changes in Addendum E; and,
32. THEREFORE, be it further enacted that, upon passage, this bill will take effect at the start of
33. Fiscal Year 2021.

Referred to: Advocacy, Diversity, and Policy; Student Outreach and Programming; Steering

Date of Passage: 4/21/20 **Signed:** _____

(ASUW Chairperson)

"Being enacted on 4/22/20, I do hereby sign my name hereto and

approve this Senate action." _____

ASUW President

Addendum A

GOAL 2

SENSE OF COMMUNITY

- Provide accessible programs and events.
- Promote meaningful educational experiences and outcomes.
- Encourage cultural understanding and support for student organizations, programs, and events.
- Increase safety measures on campus.



OUR OBJECTIVE

Promote and join together as a community with the best possible understanding of one another through accessibility and inclusivity for every student.

Source: http://www.uwyo.edu/asuw/_files/working%20documents/asuw-moving-forward.pdf

Addendum B

Why acknowledge territory?

Territory acknowledgement is a way that people insert an awareness of Indigenous presence and land rights in everyday life. This is often done at the beginning of ceremonies, lectures, or any public event. It can be a subtle way to recognize the history of colonialism and a need for change in settler colonial societies.

However, these acknowledgements can easily be a token gesture rather than a meaningful practice. All settlers, including recent arrivals, have a responsibility to consider what it means to acknowledge the history and legacy of colonialism. What are some of the privileges settlers enjoy today because of colonialism? How can individuals develop relationships with peoples whose territory they are living on in the contemporary Canadian geopolitical landscape? What are you, or your organization, doing beyond acknowledging the territory where you live, work, or hold your events? What might you be doing that perpetuates settler colonial futurity rather than considering alternative ways forward for Canada? Do you have an understanding of the on-going violence and the trauma that is part of the structure of colonialism?

As Chelsea Vowel, a Miis woman from the Plains Cree speaking community of Lac Ste. Anne, Alberta, writes:

"If we think of territorial acknowledgments as sites of potential disruption, they can be transformative acts that to some extent undo Indigenous erasure. I believe this is true as long as these acknowledgments disorient both those speaking and hearing the words. The fact of Indigenous presence should force non-Indigenous peoples to confront their own place on these lands." - Chelsea Vowel, Miis, *Beyond Territorial Acknowledgments*

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Sources: <https://native-land.ca/territory-acknowledgement/>
<https://www.acf.hhs.gov/trauma-toolkit/trauma-concept>

Addendum C

Internal Diversity

Diverse representation

-Baseline: Senate has some diversity, United Multicultural Council (UMC) is an ex-officio, International Students Association (ISA) is an ex-officio, certain multicultural groups do not feel represented by ASUW and/or do not understand the process of running for ASUW

-2023 Target: requirement for Senators to present about elections to RSOs and in classes, increased collaboration on legislation with departments such as Multicultural Affairs, work towards a new executive position for a non-financial focused Director of RSO Relations, more representation of ASUW at non-traditional and international orientations.



Source: http://www.uwyo.edu/asuw/_files/working%20documents/actual-plan.pdf

Addendum D

Statement of Land Acknowledgement

"We collectively acknowledge that the University of Wyoming occupies the ancestral and traditional lands of the Cheyenne, Arapaho, Crow, and Shoshone Indigenous peoples along with other Native tribes who call the Great Basin and Rocky Mountain region home. We recognize, support, and advocate alongside Indigenous individuals and communities who live here now, and with those forcibly removed from their Homelands."

Addendum E

Article 2. Order of Business

Section 2.01 Order of Business

1. The following shall be the order of business, unless amended on the floor of the Senate:

A. Call to Order

B. "We collectively acknowledge that the University of Wyoming occupies the ancestral and traditional lands of the Cheyenne, Arapaho, Crow, and Shoshone Indigenous peoples along with other Native tribes who call the Great Basin and Rocky Mountain region home. We recognize, support, and advocate alongside Indigenous individuals and communities who live here now, and with those forcibly removed from their Homelands."

C. Pledge of Allegiance (at individual member's discretion)

D. Mission Statement: "The purpose of the Student Government of the Associated Students of the University of Wyoming is to serve our fellow students in the best manner possible through accurate representation, professional interaction with campus programs and organizations, and responsible, effective leadership."

E. Roll Call- all voting and non-voting members of the Senate.

http://www.uwyo.edu/asuw/_archived/legislation/2019-2020-pdf-files/sb-2699.pdf