



CULTIVATING BLACK & NATIVE FUTURES IN EDUCATION

17-19 JUNE 2021



Art by Tyler Tabobondung Rushnell

PROGRAM UPDATED MAY 13, 2021

Featured Speakers

Pre-Conference Featured Panel: An engagement of Indigeneity, Blackness, and Education Bryan McKinley Jones Brayboy, Sabina Vaught & Jeremiah Chin

Wednesday, June 16, 2021, 2 PM – 3 PM MST

Dr. Brayboy is Lumbee and President's Professor in the School of Social Transformation and Vice President for Social Advancement at Arizona State University. He is also director of the Center for Indian Education, and co-editor of the Journal of American Indian Education. His research focuses on the role of race and diversity in higher education, and the experiences of Indigenous students, staff, and faculty in institutions of higher education.

Dr. Vaught is Professor and Inaugural Chair of the Department of Teaching, Learning, and Leading in the School of Education at the University of Pittsburgh. Her book, *Compulsory: Education and the Dispossession of Youth in a Prison School* examines a state juvenile prison schooling system.

Dr. Chin is an Assistant Professor of Law at St. Thomas University. His research focuses on the intersections of race, law, and indigeneity; analyzing the school-prison pipeline, Cherokee Freedmen, and issues of Blackness, American Indians, and Citizenship.

Featured Discussion: Black & Native Dreams of Liberation and Love

Natalie Diaz & Saretta Morgan

Thursday, June 17, 2:15 PM – 3:15 PM MST

Natalie Diaz is Mojave and an enrolled member of the Gila River Indian Tribe. She is the author of *When My Brother Was an Aztec* (Copper Canyon) and a 2018 MacArthur Foundation Fellow, a Lannan Literary Fellow and a Native Arts Council Foundation Artist Fellow. Diaz teaches at the Arizona State University Creative Writing MFA program and is the director of the Center for Imagination in the Borderlands.

Saretta Morgan is a writer and artist. She contributes to the humanitarian aid efforts of No More Deaths Phoenix. She is the author of the chapbooks *room for a counter interior* and *Feeling Upon Arrival*. Currently her work addresses Black migration to the United States Southwest and its relationship to contemporary migration and border politics.

Featured Speakers (continued)

Featured Speaker: Bettina L. Love

Friday, June 18, 2:15 PM – 3 :15 PM MST

Dr. Love is an award-winning author and the Athletic Association Endowed Professor at the University of Georgia. In 2020, Dr. Love co-founded the Abolitionist Teaching Network (ATN). She is the author of *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* and *Hip Hop's Li'l Sistas Speak: Negotiating Hip Hop Identities and Politics in the New South*.

Featured Discussion: Black & Indigenous Imaginations in Comics and Beyond

Saturday, June 19, 12 PM – 1 PM MST

In this session featuring acclaimed writers Darcie Little Badger, Stephen Graham Jones, Evan Narcisse, and Angélique Roché, we will talk to Black and Native creators working across comics, speculative fiction, and popular culture to hear about centering our stories and shaping the way people consume media, especially young people and educators.

Welcome and Giving Thanks

Thursday, June 17, 2021

10 AM – 10:30 AM MST

Conference co-founders Amanda R. Tachine (Diné) and Eve L. Ewing will welcome and thank attendees into the shared virtual space we are convening.

Session A

Thursday, June 17, 2021
11:15 AM - 12:45 PM MST

1A. Sharing Skills for Cultivating New Educational Spaces **Skill-Sharing Workshop**

Presentation Title: Affirmative (Re)action: Decolonizing Higher Education

Presenters: Maria Ramirez, Josh Sewell

Description: The labor of Black and Native people is foundational to this country that we call the United States. In Higher Education, the exploitation of BIPOC labor persists through the codification of institutional policies and practices. Historically White Institutions continue to inadequately support the BIPOC individuals that they are recruiting into their offices and classrooms. Neither the students who expect us to help them succeed, nor the Black faculty and administrators who tirelessly labor to fill in the gaps are provided with the tools to persist through their programs and careers. Adversely, they are exploited to provide labor to advance the institutions without fair compensation or advancement. Black and Native administrators, faculty, contractors, and staff are systematically overworked, underpaid, under promoted, and are expected to participate in performative diversity committees and leave their traumas on display for the sake of "diversity". This session will explore the ways in which Predominantly, Historically White institutions can narrow the gaps for Black and Native people by incorporating equity-centered, anti-racist, abolitionist recruitment and retention strategies for students, faculty, and staff.

2A. Understanding History & Context to Understand the Present **Research Presentations**

Presentation Title: Understanding American Indian Students' Achievement Gap: A statewide mixed-method study in Montana

Presenters: Que N. Tran; Lona Running Wolf; Nicole Frieling

Description: An academic achievement gap persists for Native students both nationally and in Montana. This Research Presentation first highlights this gap between racial/ethnic groups by using descriptive statistics from Montana's SLDS (GEMS). In Montana, American Indian

students perform at lower proficiency rates on all statewide assessments. They also graduate at lower rates and dropout at higher rates than their non-Native peers. Second, presenters share a recent qualitative study from the Montana Office of Public Instruction, where 42 stakeholders from 15 Montana communities participated in focus groups. The findings help to better understand the factors and persistence of this achievement gap.

Presentation Title: The (Im)Morrill Act of Honest Abe: Reclaiming the Land Grab University

Presenters: Jaime Lynn Rice

Description: This presentation is part of a larger research question around public monuments and memorials in the built environment that can contribute to teaching and writing new narratives of Black/Native lives. Specifically, it will analyze existing narrative around Abraham Lincoln, the Morrill Act of 1862, and the significance to Native Americans, while offering new narrative through examination of some of the nation's most beloved public sites and universities. There are opportunities for accepting the important roles we all must fulfill on a path to healing social change if we can better understand the symbols and systems of historical trauma that surround.

Presentation Title: Problematizing in Search of Radical Healing: Black-Indigenous Tensions Within the Colonial-Settler Colonial Nexus

Presenters: Jamel Adkins-Sharif

Description: I explore the relations between Black Americans and Indigenous peoples during three historical episodes: the Cherokee Removal, The Seminole Indian Wars, and the Buffalo Soldiers pursuit of Apaches after the Civil War. In each instance, the respective groups mediated between resistance, acculturation and perpetuation of Indigenous removal within the anti-Black state. This historical analysis is foundational to inter-communal healing discourses, which are necessary in order that Black and Native Americans can work towards a co-constructed vision of liberation and self determination.

3A. Tools to Strengthen the Imagination ***Skill-Sharing Workshop***

Presentation Title: Dialogue with the Land, Dialogue with Each Other: Indigenous Teachings for Healing and Decolonial Futures

Presenters: Ionah M. Elaine Scully

Description: Using heart-knowing and trickster consciousness, this session fosters a dialogue with the land as a means to cultivating decolonial, liberatory, sovereign, and healing futures. The facilitator of this dialogue, Cree-Métis (Michel First Nation) will describe heart-knowing

and trickster consciousness to lead participants through virtual land-based, movement, and other activities to stimulate a dialogue where Black and Native peoples can honor ruptures in solidarity, navigate discomfort, embrace the unknown and knowledge/experience that is not for us, and cultivate meaningful relationships with our land-based kin. These activities are the basis for the creation of decolonial spaces now while we (re)build the future.

Presentation Title: Liberation and Leadership: nestling our values within the 7 generations principle

Presenters: Rito Martinez

Description: The seventh generation principle based on an ancient Haudenosaunee (Iroquois)* philosophy based on the notion that decisions we make today will have an impact into seven generations into the future. I will invite all of us to think and connect this concept to who want to be as leaders. We will dream and conjure our great grandchildren's grandchildren and imagine what they would say about who we were, what our values were, and how they remember us. We will write a short letter telling them who we are and who we are trying to be. We will use that letter to reflect and identify the most important values we want to be in alignment with and how we hope these values makes us feel rooted and connected to not only 7 generations forward but also to 7th generations back.

Presentation Title: Femmes to the Front: Centering BIWOC + Femmes in Ethnic Studies

Presenters: Minowa/Zee Mendez (they, them), Jazmine Florencio (she,her), & Wendy Barrales (she,her)

Description: The lived experiences of our ancestors, mothers, & abuelitas are legitimate forms of knowledge that we seek to preserve, honor, and learn from. Through an exploration of our high school Ethnic Studies course, we will share our reflections and recommendations to co-create curriculum, between educators & youth, that honors femmes of color and is rooted in decolonial pedagogy. We will also share student created interiew projects that are housed in the Women of Color Archive (WOCA), and facilitate a collage workshop where folks will create a piece that preserves and honors a femme of color in their life.

4A. Remixing Old Institutions *Panel Discussion*

Presentation Title: Reclaiming the tool of the Montessori Approach for Native and Black Lives

Presenters: Amelia Sherwood & Trisha Moquino

Description: Trisha, the Founding Education Director and Keres Speaking Elementary Guide at the Keres Children's Learning Center (KCLC) will share about KCLC's mission of language

revitalization and how KCLC uses the Montessori approach in service to reclaiming the education of the children of the Cochiti Tribal Nation. Amelia, the dreamer of Sankofa Learning Center, will share about the plans for an African-centered learning ecosystem in New Haven, Connecticut that will use the Montessori Approach in service to re-imagining the education of and honoring the stories of Black people from the Diaspora.

Presentation Title: Towards an Abolitionist Social Work Practice

Presenters: Tre Nowaczynski & Durrell Washington, Sr.

Description: As we move towards a future without police and prisons, we are simultaneously dismantling oppressive systems while imagining, building, and practicing liberation. While the goals of abolition and social work are not so distant, this discipline has an oppressive history that we must grapple with and be accountable to as we create new worlds. What does it mean to occupy the profession of social work and hold abolitionist values? How might these values be applied across disciplines? Doctoral student Durrell Washington Sr. joins Tre Nowaczynski for a public dialogue about abolitionist values in professionalized work.

Presentation Title: Fostering Cultural Resilience within Representations of American Indian Histories: How Museums Should Serve as Forums for Inclusivity, Decolonization, and Reconciliation

Presenters: Cheyenne Abigail Williams

Description: If museums are to effectively engage with tribal communities in the representation of their histories, collaboration between both academic and non-academic audiences is essential for establishing a middle ground upon which increasingly progressive historical narratives can be constructed. Public historians must, therefore, incorporate Indigenous perspectives within their portrayals of North American history and advocate for the direct involvement of Native peoples in the formulation of those historical narratives. The purpose of this session is to promote discussion which investigates how healing from confrontations with historical trauma can be facilitated through this medium.

5A. Transformative Methods for Transformative Research ***Research Presentations***

Presentation Title: "Pan-Indian" and its Stories: Building Relationships through Storytelling

Presenters: Sydney Beckmann

Description: My project will use storytelling as a way to build stronger relationships by exploring more critically the term "pan-Indian" and how it informs relationships among Native individuals and communities. In my attempt to more critically examine the term and its

stories, I draw on the established practice of counter-narrative in Critical Race Theory. Moving beyond the deconstructive work of counter-narrative to more generative work, the project will explore how we can tell different stories with this term that create unity and build relationships rather than perpetuate division.

Presentation Title: Speculating A Future for A Whole Me: One Black Girl's Journey through Speculative Fiction

Presenters: Oluwaseun Animashaun

Description: This session shares the findings of one doctoral student's encounters with speculative fiction texts, grounded in Afrofuturism, Africanfuturism, and/or the Dark Fantastic. Through the alternative worlds of these speculative fiction texts, the presenter explores how these authors have mapped out the spaces Black girls carve out as sites of healing and thriving for themselves, and have consequently provided the presenter a place of healing as well. To this end, the session channels the lessons of these texts and concludes with a set of Afrofuturistic and Africanfuturistic pedagogies, critical approaches to learning and teaching with Black femme futurities and potentialities at the center.

Presentation Title: Mixing Medicines Crit

Presenters: Joaquin Noguera & Angel Acosta

Description: Mixing Medicines Crit is a methodological approach to research that I arrived at through my dissertation research, a critical ethnographic case study called Seeding Transformation for Seven Generations: A Case Study of Roses in Concrete Community School. Roses in Concrete (RiC) is a school that was created to function as a culturally sustaining-revitalizing and healing-centered school in East Oakland, California. Of the many outcomes of this study, one was the development of Mixing Medicines Crit, a research methodology that integrates settler colonialism, critical race theory, and healing-centered engagement to maintain a clear view of the structures and ongoing processes of colonization, race and racism, and prioritizes opportunities, space, strategies and practices for healing.

Presentation Title: Calling forth our pasts, citing our futures: an envisioning of a Kaupapa Māori citational practice

Presenters: Hana Burgess (Ngāpuhi, Te Ātihaunui-a-Pāpārangī) and Donna Cormack (Kai Tahu, Kāti Mamoe)

Description: This presentation and accompanying digital zine explores how we, Māori women, are moving through citational practice—who, how, and why we cite. Stemming from a refusal to recirculate colonial ideologies, we consider what citation means to us as Indigenous women. In centring whakapapa (intergenerational relationships), we conceptualise citations

as extensions of our relational worlds, through which can nurture the intergenerational relationships that constitute who we are, and how we come to know. Drawing from localised Indigenous theories, we envision citational practices that call forth past and future generations—citing futures we desire. Citation is ultimately an act of celebration, joy and love.

6A. Launching from LaGuardia:
Black Immigration & Indigeneity Take Flight
Book Discussion

Presenters: Lum M. Fube and Oluwaseun Animashaun

Description: In this session, the presenters' aim are two-fold: to demonstrate the possible futures when myriad Black experiences and histories are centered and to showcase the pedagogical approaches of using graphic novels as a medium to engage in issues of social justice. Through our activities and discussion regarding Nnedi Okorafor's *LaGuardia*, we seek to unpack the myriad intersections Black present and futures have with regard to immigration, indigeneity, global politics, among other issues. We play, dream, imagine what can be in store for young folx and adults alike when presented with an africanfuturistic perspective of global Black futures.

Session B
Thursday, June 17, 2021
1 - 2 PM MST

1B. From Morning to Mourning:
A Meditation on Possibility in Black Education
Music Discussion

Presenters: Chezare A. Warren (and potentially 1 or 2 performers depending on availability)

Description: Education researchers' use of "antiblackness" to name/examine the particularities of Black people's ongoing pain and suffering in U.S. schools, has generated productive contemporary scholarly discourse. Native erasures and the centuries-long exploitation of Black people by the U.S. is cause for mourning—a lamentation that includes reckoning with the trajectory of Black life resulting from the legacies of chattel slavery and settler colonialism. This talk argues for the imperative to understand mourning as a pathway towards greater comprehension of possibility in Black education and beyond, and the central role possibility plays in conceiving visions of freedom that advance Black educational transformation.

2B. Living and Working in the Overflow of Joy, Love and Spirituality as Critical Praxis and Ontological Orientation ***Coalition-Building Session***

Presenters: Renata Love Jones & Shaneé A. Washington

Description: We believe that the liberative futures and societal transformations that we imagine for ourselves and communities begin and end with centering joy, love, and spirituality in all that we do. The present Coalition Building session brings us together in order to consider the ways we do—and could—live, theorize, and thrive in the overflow of these three elements. The session will incorporate reflective and collaborative elements to support our individual and collective visioning of futures that embrace and employ joy, love, and spirituality as critical praxis and ontological orientation in our research, teaching, work with communities, personal lives, etc.

3B. Resilience Across Diaspora ***Panel Discussion***

Presentation Title: "(Re)membering as an act of decolonization": African indigenous languages in immigrant communities, memory, and healing

Presenters: Lum M. Fube

Description: Inspired by Dr. Cynthia Dillard, Dr. Ngũgĩ wa Thiong'o, and many other activists, I aim to illuminate the intersecting identities of African immigrant communities and the nuanced ways of knowing and being excluded in formal education. According to Dr. Dillard (2012), "Learning to (re)member is about recognizing and examining our seductions: Those irresistible moments when we have been enticed away from ourselves, led away from our duties, and have accepted others' principles or notions of identity and proper conduct as our

own" (p. 13). This session draws from a pilot study currently in the design phase, a collaborative narrative inquiry, exploring the loss of indigenous language and knowledge in African immigrant communities. I propose a reimagining of Black and Native futures that includes the experiences of immigrant African indigenous peoples in conversations surrounding indigeneity in the U.S. context.

Presentation Title: Akoma: An Afro-Brazilian Women's Collective as a Space to Re-imagine

Presenters: Tarsha Herelle

Description: Women across the Black diaspora experience oppressive and exclusionary practices in academia (Mizra, 2007). Institutional, cultural, and social mechanisms of exclusion in academia motivate Black women to create what bell hooks (1990) define as "spaces of radical openness." Drawing on in-depth interview and observation data, this paper explores how Black women in Brazil create Akoma, a collective where Black women center Black Feminist thought to remember and re-write new narratives for Black womanhood. In addition to engaging in pedagogies of dissent (Mohanty, 2003), Akoma provides an opening for Black women to collectively participate in "unruly, transformative learning" (Patel, 2019).

4B. Building Institutions, Building Power ***Coalition-Building Session***

Presentation Title: Black and Native Existence and Resistance in Cultural Institutions

Presenters: Pilar Jefferson

Description: Many Black and Native people go into the cultural institution field in order to facilitate better representation of our communities in these spaces, only to find roadblocks built into the institutions to keep our stories out. This session will be a space to share frustrations and successes, strategize, and build networks across geographic and ethnic communities around/in cultural institutions. The focus of the session will be how to teach about our histories and culture the way we want to while taking care of ourselves so that we can promote our radical visions for the future.

Presentation Title: Troubling Social Impact & (Re)Imagining Relationality

Presenters: Agustin Tino Diaz & Cassie Bingham

Description: Traditional logics of social impact are often outlined in White supremacist and colonial notions that view land and Black/dark bodies as property within the university. This creates an approach to social impact that neither acknowledges stolen land, nor recognizes the violence against Blackness. In the last year, we have (re)centered Indigenous sovereignty and Black liberation between Native-run programming, African Diaspora initiatives, and

student engagement. This has transformed our Social Impact office from a service-only orientation to a space of radical relational praxis. Stories will be shared of our processes along with how best to invite POC and White allies.

5B. Youth-Led Imaginaries *Panel Discussion*

Presentation Title: Apocalyptic Resilience: An Afro & Indigenous Futuristic Adventure

Presenters: Mycelium Youth Network

Description: On November 14th - 15th, Mycelium Youth Network, a non-profit climate justice organization that specializes in preparing frontline youth for climate change, ran its first ever virtual conference Apocalyptic Resilience: An Afro-Indigenous Futuristic Adventure. Apocalyptic Resilience was a two day gamer-style virtual conference that pulled heavily from Afro & Indigenous science-fiction and fantasy. Youth (8 - 18) and adults 'leveled up' on issues related to climate resilience with ten different break-out workshops and six panels and presentations. The second half of the second day, youth and adults played a virtual Mexicayotl inspired Dungeons and Dragons game that relates to climate change issues. This Panel Discussion will look back at the creation of the conference and lessons learned.

Presentation Title: Freedom Dreaming & Abolitionist Geographies: Black and Latinx Youth's Self-Making in Carceral Spaces of Schooling and Education

Presenters: Aliyah Turner, Brian Cabral & Uriel Serrano

Description: Schools are a source of opportunity for some youth, while being a testing ground that mirrors the carceral state for others. The goal of this panel is to put forth an agenda for the collective liberation of Black and Latinx youth who populate carceral educational spaces. We center Black and Latinx youth's self-making processes and emphasize the role of geography in shaping their unequal experiences in schools. We seek to rethink what resistance, liberation, and abolition look like by showcasing the work we have done and the work that lies ahead that is responsive to youth's ongoing struggle for freedom.

6B. Crushing Colonialism through Black, Indigenous and (QT)POC Punk and Heavy Metal *Music Discussion*

Presenters: Marcelo Garzo Montalvo

Description: This session will hold a collective space to share our favorite Black, Indigenous and (QT)POC Punk and Heavy Metal music. Extreme, underground and heavy music opens up an important space of community dialogue and processing the intense emotional work of decolonization and abolition worldwide, but these aesthetics and communities continue to be dominated by cis-hetero, white, male identities and imaginaries. Centering (QT)BIPOC artists and communities allows us to witness how punk and metal music has always been an important site of cultural resistance, and roots this work in a different ancestral lineage and decolonial future. (Some example of artist include: Cemican, Alien Weaponry, Dispossessed, Screaming Toenail, Bad Brains, Death, Los Crudos, Adelitas, I Dont Konform, Nechochwen, and more)

Session C

Friday, June 18, 2021

10:00-11:00 AM MST

1C. Futuros Afro-Indigenas ***Performance/Artist Talks***

Presenters: Equipo Balistikal: Lía Catalina Perea Mena, Migreisis Gonzalez, Viviana "Yura Sapi" Vargas Salvatierra, Yamalit Liendo, Nani Medrano, Ana Izquierdo, Paulina "Pacha" Santillan, Almendra Volcan, Gahela Cari, Juan David "Macu" Macuace

Description: A healing, art and panel conversation session by and with Black, Native and Afro-Indigenous Ecuadorian, Peruvian, Colombian and Venezuelan members of the BALISTIKAL Community. BALISTIKAL is an LGBTIQ+ healing and arts space centering community in so-called Latin America. The session will gather queer and femme voices to discuss our "latin american" afro-indigenous futures that center our people, thoughts, solutions, cultures, and collaboration in our respective "countries" Ecuador, Peru, Colombia and Venezuela and on a broader level across latin america and the world. This session will be live-interpreted from Spanish to English audio by Bancha Lenguas, a collective of interpreters + language justice workers based in Bulbancha.

2C. Affirming Black & Native Knowledge in Restorative Justice in Schools **Coalition-Building Session**

Presenters: Neha Sobti, David Ryan Barcega Castro-Harris, Helen Woape Thomas

Description: Restorative Justice (RJ) is regularly presented as a remedy to anti-Black racism in schools. However, implementation of RJ in education often perpetuates anti-Blackness, ignores the Indigenous origins of the practice, and presents a façade of "racial equity" while continuing to uphold white supremacist and settler colonial ideologies. This is a major reason why RJ is currently failing to liberate us. Join us to explore how people of the global majority experience RJ in schools, interrogate how white supremacist and colonial mindsets impact RJ, and imagine an abolitionist vision for RJ in education that cultivates joy for Black and Native futures.

3C. Back to Black: Remembering, Imagining, and Envisioning Black Liberty Praxis in Education **Panel Discussion**

Presenters: Gwendolyn Baxley, Ja'Dell Davis, Jacqueline M. Forbes, Nicholas Mitchell, Gloria Rosario Wallace, Christian Kochon

Description: The triple pandemics of the COVID-19, the ensuing economic crises, and state-sanctioned violence against Black people have highlighted inequities across U.S. institutions. While some long to return to "normal", "normal" has been and continues to be AntiBlack. We propose a symposia that will spotlight our collective work in examining alternatives to "normal": how education leaders (broadly defined) understand Black liberation, and their efforts to create a more just system. This symposia will highlight how leaders understand the impact of AntiBlackness, the ways in which they seek to combat it and envision Black Liberatory Praxis in education.

4C. Disrupting Performance Through Disability and Blackness **Performance/Artist Talks**

Presenters: Teighlor McGee

Description: I will read/perform some of my work which explores themes of disability intersecting with stories of blackness and ancestral wisdom. After this I will conduct an artist talk on how disability exists already burrowed in our people's narratives.

5C. Queer Black and Native: A Biomythography *Performance/Artist Talks*

Presenters: Mel Michelle Lewis and Adela C. Licona

Description: Biomythography Bayou is a decolonizing narrative portraiture project featuring experimental performative soul writing. With an emphasis on queer embodied knowledges, the work engages West African cosmology, Poarch Band (Creek Nation) wisdom, and Black Catholic Creole worldviews. Archival histories, contemporary political discourse, and tellings from the ancestral imaginary emerge from folk tales, recipes, praise songs, spells, and invocations. Raised in Bayou la Batre, AL, the author's writing projects feature their ancestral lands, lineages, and queer longings. This session will begin with a reading, followed by a discussion of rural coastal queer Black and Native themes. Biomythography Bayou is a ritual.

6C. Making, Shaping, Imagining: Virtual Art-Making Space *Skill-Sharing Workshop*

Presentation Title: Evolving Perspectives Through Digital Resources

Presenters: Beth Allison

Description: For women, it can be a huge adjustment to decide to quit working to become a stay at home mom. Hear my experience as a Native education advocate turned stay at home "mompreneur," and discuss why (or if) it is important for educators to become digital farmers and leave a Native digital footprint where there is none (or where there is inaccurate representations, imagery, and text) in digital spaces like education blogs, staff trainings, and more.

Presentation Title: Paired and Poetic Readings

Presenters: Chad B. Infante & Bailey Marquez

Description: This workshop discusses a paired approach to reading and teaching African American and Native American politics and art. This parallel method allows for a sustained conversation between Black and Native communities at the level of education and artistic production. Reading Black and Native politics and art together requires looking for the small traces where they reference each other and to work your way out from those small moments to larger conceptual and historical overlap and encounter. The other way is to read paired objects through political and thematic similarity, irrespective of whether or not they reference each other.

Presentation Title: Patterned Joy : Collage Quilting as a Community Voicing Tool for Black and Native Students

Presenters: Marcellus C. Taylor

Description: The work of dignifying Black and Native lives must begin with the allocation of space for Black and Native folk to voice their experiences and express what dignity looks like to them. Many participatory methods of collaging and collage quilting can be used to accomplish the goal of collective voicing and counter-narrative generation .Collaging is the “process of using fragments of found images or materials and gluing them to a flat surface to portray phenomena” (Butler-Kisber & Poldma, 2011 pg. 2). Collage quilting happens when multiple collages are placed together to form a single image (Taylor , 2017) .

This Skill-Sharing Workshop will provide participants with the tools needed to facilitate collage and collage quilting activities for Black & Native students who are the owners of their stories and visionaries of their desired state of dignity.

Session D

Friday, June 18, 2021

11:15 AM - 12:45 PM MST

1D. Rethinking Access and Inclusion from High School to College *Panel Discussion*

Presentation Title: Expanding the Presence of Native and Indigenous Voices in Higher Education

Presenters: Marie Castro

Description: This Panel Discussion introduces participants to the magnitude and advancement of celebrating Native and Indigenous cultures on campus. We will openly discuss the trials and tribulations of introducing these celebrations in a predominantly white institution, the navigation of representing voices with little self-identified students and representation on campus, and the growing impact that it has on students and the overall campus community. From a panel of interns, alumni, and students who have been a part of this programming, participants will receive advice and encouragement through real experiences to begin or continue representing Native and Indigenous people in their own respective roles.

Presentation Title: Anti-Racist College Admissions Praxis: “Talk-Story” from College, High School, and College Access Perspectives

Description: Higher education was designed to exclude along race (and gender and class) lines. As a result, race and racism have veritably impacted the educational lives of Black and Indigenous students. Anti-racism, or the disruption and resistance to racism and White supremacy, is often difficult to see within the practical field of education. During this conference panel, we place racism in education within a socio-historical context, and then panelists will share stories of anti-racism in practice from the college admissions office, high school, and college access program perspectives. A call to action and live Q&A session will follow.

2D. Shared Spaces for Dreaming and Imagining ***Coalition-Building Session***

Presentation Title: On Shattered Memory and Belonging: Wake Work, Other Worldbuilding + Solidarity - A Collective Discussion

Presenters: Giramata & Penelope Ramirez

Description: Through a discussion anchored in Christina Sharpe’s book, *In The Wake: On Blackness and Being*, we will name that our current definitions of Home and Belonging reproduce our fast and slow deaths. As such, rather than salvage these terms we must shatter them to create room to facilitate radical political solidarity among Black/Indigenous people rooted in ideas and practices of relationality and other world building.

Presentation Title: Imagining Black and Native Futures in the Diaspora

Presenters: Teresa Purugganan from Agballa Writers

Description: This session is an exploration of our role, as Black and non-black people of color in the diaspora, in the co-creation of Black and Native futures. We will do this through a visualization and writing exercise, and a discussion around questions that come up through reclaiming our own indigeneity as part of the diaspora. Among those questions is how do we embody our own indigeneity in order to better empathize as activists and co-creators? And because our collective liberation starts within, we will also discuss how our own reclamation and embodiment becomes a model for our youth. This session is facilitated by Teresa Purugganan who runs Agballa Writers, a community of Black, Indigenous womxn, femme, non-binary folx of color and our descendants (re)discovering and (re)claiming our imagination and our ancestors’ stories and weaving them with our own through creative writing and art.

3D. Possibilities for Black and Native Futures With the More Than Human World ***Coalition-Building Session***

Presenters: Kelsey Dayle John & Marya McQuirter

Description: This skill sharing session is intended to be a space of coalition for sharing and dialoguing about human relations with the MORE than human world, specifically addressing human/animal hierarchies that inform better Black/Native/more than human futures, collectively. The co-facilitators of this session will highlight the intersections of oppression & white supremacy in speciesism, anti-blackness, and settler colonialism. Our aim is to co-develop more vocabulary, resources, and methods that will be useful in pedagogy and research that includes the more than human element of Black/Native futures. As an outcome of this session, we intend to co-develop an online public syllabus.

4D. Reflecting on Black and Native Masculinities ***Skill-Sharing Workshop***

Presentation Title: Black and Indigenous Masculine Love: Queering the Possibilities of a BIPOC Future of Thrivance

Presenters: Soukavanh T. Keovorabout (Diné/Laotian)

Description: Black, Indigenous, Men of Color (BIMOC) have been taught from a young age not to "Love" other BIMOC, it's a sign of being queer or simply not being a man. This tale has been passed down and imposed onto BIMOC in intentional ways to debilitate their ability to care for other BIMOC. I argue that this inability for BIMOC Love is a (dis)abling effect that impacts BIMOC's mental, spiritual, and physical well-being. As a Two-Spirit person, I position myself in understanding and challenging BIMOC's experiences and feelings around Love for their friends and family as a praxis of healing.

Presentation Title: Reimagining Black Futures for Black Men and Boys in Education

Presenters: Troy Harden and Horace Hall

Description: Re-imagining education, including both institutional and communal spaces is an important focus of well-meaning practitioners. However, this re-imagining without dismantling the gaze and influence of white supremacy fails to center the lived reality, memories, hopes and dreams of the people that the innovation cartel seek to serve. Critical race theorists position how white supremacy influences every level of institutional interaction. In this vein, this workshop seeks to move beyond re-imagining to center the experiences and futures of Black lives without the spectacle of white supremacy, and asks the

question “what is the world we want to see for Black men and boys?” In this interactive workshop presenters will inform participants on the basis of CRT, the institutional impact on Black men and boys, and engage participants in creative methods to dismantle oppressive systems, heal Black lives, and co-create the world we want to see.

5D. Tools for K-12 Educators to Build Liberatory and Decolonized Classrooms *Skill-Sharing Workshop*

Presentation Title: Healing as Justice: Decolonizing SEL and Trauma-Informed Teaching

Presenters: Helen Woape Thomas

Description: In this participatory workshop rooted in Indigenous Pedagogy, educators will explore the ways settler colonialism manifests in mainstream social-emotional learning (SEL) and trauma-informed teaching strategies and how Indigenous Knowledge Systems (IKS) can support the decolonization and indigenization of these topics to promote collective healing. SEL and trauma-informed teaching have seen a recent steady increase in popularity, with the global pandemic bringing their relevance to the forefront of education. Unfortunately, the implementation of these strategies often comes across as inauthentic or paternalistic. In order to understand why, educators must uncover the influences of settler colonialism and the possibilities of IKS.

Presentation Title: Black Lives Matter At School: Black & Native Futures Curriculum Resource Share

Presenters: The National Black Lives Matter At School Steering Committee

Description: The goal of this session is to host a coalition-building workshop with Black & Native educators to draw together curricular resources that could be used in service with the nationally recognized Black Lives Matter At School Curriculum Resource Guide. With the support of the NEA and the AFT, we mobilize the principles espoused by the official BLM Network in order to push toward intersectional racial justice within educational spaces. We recognize the need for incubating radical solidarities amongst Black & Indigenous communities, lifting up histories of shared resistance and leveraging "constellations of co-resistance" within and beyond our network of educator activists.

Presentation Title: Toward Collective Liberation: Student-Centered Approaches for Building New Narratives

Presenters: Suzanne Methot

Description: Still teaching history by starting in the past? Stop telling stories about abstract events that have no connection to the lives of your students! This session will provide educators with best practices and skills that will enable them to teach history from a present-day, future-oriented position. This is an important pedagogical shift, because it disrupts the idea that Indigenous and other marginalized peoples are victims of history. It also enables students to see themselves in and of the world around us, which counters the erasure of BIPOC lives in the dominant society narrative. This two-hour session is intended for classroom educators, but will be of interest to anyone who works with young people. After attending this session, participants will be able to plan and facilitate an oral history project, use project-based learning to further the aims of social justice education, build authentic relationships with students, create cross-cultural dialogue, and plan and facilitate oral history interviews.

Session E
Friday, June 18, 2021
1:00 – 2:00 PM MST

1E. Reimagining Higher Education
Research Presentations

Presentation Title: Black Women as Racialized, Indigenous Women as Colonized: Intersecting Critical Experiences in Higher Education

Presenters: Dr. Stephanie Masta and Dr. Torrie Cropps

Description: The purpose of this Research Presentation is to connect Black and Native women's experiences through an analysis of critical moments they experienced in higher education. Based on participant stories from two separate studies, we want to draw attention to the shared history of resistance Black and Native women bring to the academy. We will focus on the role of power and legitimacy within their experiences in education, and describe how the embodiment of place and belonging have unfolded differently for Black and Native women in the academy. Through the shared intersection of these stories, we hope to build alliances across differences.

Presentation Title: Community Cultural Wealth and Transformative Agency: A Hermeneutic Phenomenological Exploration of First-Generation Black Male Collegiate Experiences

Presenter: Christian K. Love

Description: To learn about their unique educational experiences and enhance recruitment, retention, and persistence to graduation, this proposed conference session seeks to share insights on how first-generation Black male undergraduate and graduate students enact various forms of community cultural wealth and agency as they navigate predominantly White institutions. Lessons learned on how to best support their collegiate and graduate experiences will be shared as well as offering best practices about the first-generation initiatives occurring at the University of Washington – Seattle. The research facilitator will also share his first-gen narrative entitled Look Like Me as part of a first-generation digital storytelling series.

Presentation Title: Disaggregating Blackness or Dissolving Binaries?: Recollecting African Transnational Students in Higher Education

Presenter: Eileen Boswell

Description: Higher education research typically separates African-origin students into “African-American” domestic students, “international” students on temporary visas, and “immigrant/refugee” students who reside permanently in the U.S. Practicalities exist for these distinctions, as the intricacies of enrollment and support are often targeted along these lines. However, antiracism efforts at the institutional level can require disaggregating Blackness as well as dissolving binaries that divide students who may otherwise be sharing experiences of anti-Black racism and discrimination based on their ethnolinguistic and migratory heritages. This Research Presentation explores the challenges and opportunities of recollecting African-origin students as “transnational” students no matter their university-given labels.

Presentation Title: Welcoming Ain’t Belonging: A Case Study that Explores How Two-Year Predominantly White Colleges Can Foster An Environment of Validation and Mattering for Men of Color

Presenters: Patrick Turner and Efren Miranda Zepeda

Description: The qualitative case study explored the factors that foster an atmosphere of belonging for men of color (MOC) attending a 2-year Predominantly White Institution. The pressing issue is the PWI colleges make the erroneous assumption that an extension or invitation of welcome is the same as fostering a sense of belonging for men of color (MOC). This led colleges to construct policies and practices that do not intentionally and deliberately create an atmosphere where MOC feel valued, validated, and visible. According to Maestas, Vaquera, and Zehr (2007), fostering a sense of belonging is paramount to the retention and graduation of students of color. The study surfaced three central themes: (a) experiencing an atmosphere of welcome, (b) desire for cultural representation and celebration (c) importance of Diversity, Equity and Inclusion (DEI) training.

2E. Black and Indigenous Peoples for Community Education: A Coalition Toward Collective Liberation *Coalition-Building Session*

Presenter: Teranda Donatto

Description: Self-determination is our path to collective liberation. However, U.S. schooling often teaches Black and Indigenous peoples to use Eurocentric values and culture as a reference point for their lives. This session brings together educators, activists, organizers, scholars, and others who are interested in using community education initiatives to counter this negative effect of schooling. Community education can provide a space for identifying and addressing communal problems, for supporting our children's K-20 studies, and for celebrating our culture and remembering our history. Together, we can build a coalition for community education as a beginning toward collective liberation.

3E. The Proclaiming Our Roots Project *Performance/Artist Talk*

Presenters: Ann Marie Beals

Description: I am submitting the digital oral stories of Indigenous-Black community members in Toronto and Halifax, created during the Proclaiming Our Roots workshops. Indigenous-Black recognizes Peoples of mixed Indigenous (First Nations, Métis, Inuit) heritage and African diasporic descent (African, Caribbean, and Black - Canadian).

In revealing historical erasure as a form of colonization, I emphasize that though the histories and experiences of Indigenous-Black communities are not acknowledged in the Canadian consciousness, we have existed in settler-Canada for over 400 years. We live and suffer the legacy of colonization as a People with marginalized dual-identities; nonetheless, we raise our voices as resistance and empowerment.

4E. Powerful Words: Healing Our Self and Our Community *Performance/Artist Talk*

Presenters: William Forchion

Description: William Forchion uses poetry and meditation to help participants become the author of their own story. It is time we reclaimed our narrative; this workshop gives participants the tools to skillfully share their story. (Poetry, Storytelling, Meditation)

5E. On Radical Sharing and Critical Parenting ***Coalition-Building Session***

Presenters: Thenjiwe Nkosi and Ashley Whitfield

Description: Thenjiwe Nkosi and Ashley Whitfield are mothers who live and work in Johannesburg. They are members of the Johannesburg Family Cooperative, an experimental supplementary school that centers the cultural traditions of Black people. In conversation, the two will facilitate a session on emergent strategies toward liberatory parenting.

Session F ***Saturday, June 19, 2021*** ***1:15-2:45PM MST***

1F. Equity Heights: A Conceptual Pilot of Supporting Black and Indigenous Families through Chicago Public Schools (CPS) ***Coalition-Building Session***

Presenters: Dr. Maurice Swinney , Ada Gomero. Liam Bird, Elizabeth Brown , Eva Covarrubias, Kristina Lunger-Lopez, and Ugochukwu Ukasoanya (primary)

Description: Chicago Public Schools (CPS) developed a School Board Policy Review Process and created an evaluative tool to guide all policy revision with an equity focus. Part of the process requires all board policies under review to center diverse stakeholder voices. In SY21, The CPS Office of Equity and the Office of Teaching and Learning are partnering to revise three Board Policies in order to place equity at their center: the Multicultural Education and Diversity Policy, the New Collection Development for School Libraries Policy and the Naming and Renaming of Schools.

2F. Research, “Mesearch”, and “Wesearch”: Reflections from Black and Native Graduate Students who study and serve Black and Native communities ***Panel Discussion***

Presenters: Nicole Soulier (Bad River Ojibwe), Paris D. Wicker, Crystal Lepscier (Little Shell/Menominee/Stockbridge-Munsee), Sasānēhsaeh Jennings, Ph.D. (Menominee).

Description: “Mesearch” or the process of researching people, places, and spaces similar to the researcher’s background have historically been discouraged, especially for underrepresented communities in academia. While the contemporary sentiment is more open to mesearch, it is not always respected or rewarded for those that choose to do so. This panel of current and former graduate students will speak to their lived experiences and highlight the joys and challenges of engaging in research for us and by us. In exploring “me search”, panelists will discuss the ideas of “we”search, or researching as extensions of our communities.

3F. Fostering Joy in Co-Resistance: Black, Indigenous, and Black-Indigenous Dialogues *Panel Discussion*

Presenters: Fikile Nxumalo, Jennifer Brant, Rosalind Hampton, and Kayla Webber

Description: This panel features Black, Indigenous, and Black-Indigenous faculty and graduate students who will share the possibilities of establishing a gathering space as a critical site for dialogue, play and for reimagining solidarity on campus and within our communities. With the sentiment of fostering joy and renewal in co-resistance, the gathering space— inspired by the work of bell hooks on “homeplace,”— is one from which we promote ongoing resistance to anti-Black and anti-Indigenous racism, renew our relations, and engage in the solidarity work necessary for strengthening community connections, advocacy, and activism.

4F. Disordering The World Through Our Songs: Storytelling, Family, Futurities, and Decolonizing Educational Spaces *Panel Discussion*

Presenters: Stephany RunningHawk Johnson, Amir Asim Gilmore, Jimmy Snyder, and Dion Crommarty

Description: During our panel session, we will highlight the significance and psycho-spiritual mattering of Black and Indigenous familial storytelling as a mode of study to engage the radical Black and Indigenous futural imaginations. By centering and sharing our familial “songs” of resistance, refusal, joy, sovereignty, and cultural knowledge, our panel will simultaneously hold space to our immediate and multigenerational “growing pains” as

racialized beings and will re-envision Black and Indigenous ontological possibilities that exist beyond the strict demarcation and racialized enclosures of settler and anti-Black ontology. Through these songs, we seek to forge otherwise worlds through radical relation and kinship.

5F. Healing and Transformative School Spaces **Research Presentations**

Presentation Title: Reimagining Educational Possibilities: Homeschooling for Black Families

Presenters: Rachel A. Johnson

Description: Longstanding educational inequities rooted in the oppression of Black, Indigenous, people of color have been unearthed and exacerbated with the covid-19 pandemic. As the pandemic pushes us to reimagine what learning looks like, it is paramount to listen to Black families who, historically and currently, experience anti blackness in the educational system and enact alternatives. This presentation highlights the learning possibilities outside of normative in-school practices through the perspective of Midwestern Black homeschooling families, who are resisting anti blackness in schools and creating a "radical alternative present" for their Black children. The implications from this study support efforts to rethink educational possibilities.

Presentation Title: Diversifying Indigenous Student Support Services: A Proposal

Presenters: Promise West, Graduate Student, Northern Arizona University, Jaiden Willeto, Undergraduate Student, Northern Arizona University, Jennah DeClay, Undergraduate Student, Northern Arizona University, and Rebecca Maniglia, Associate Professor, Northern Arizona University and Faculty Sponsor

Description: Many universities have specialized programs designed to serve Indigenous students. NAU labels itself as an indigenous serving university and has this as one of its university-wide objectives. But do these programs serve the unique needs of ALL indigenous students and do they do so in a way which honors Indigenous knowledge as the first source of knowledge? As members of a student-led organization called the Hood Initiative and Indigenous students, we have been exploring the nature of these services and their strengths and weaknesses. As members of different tribes, we have had varying experiences with inclusion in what is labeled "Native American student services". This has led us to think deeply about how diversity is and should be represented. The presentation explores our proposal for better understanding, representing and ultimately supporting the diverse students who fall under the category of Indigenous.

Presentation Title: Making Room in Diversity Programming for the "Hood"

Presenters: Okema Dierbeck-Henderson, Undergraduate Student, Northern Arizona University, Ingris Yesenia Garcia Galindo, Undergraduate Student, Northern Arizona University, April Silva, Undergraduate Student, Northern Arizona University, Tariq James, Graduate Student, Northern Arizona University, Promise West, Graduate Student, Northern Arizona University, and Rebecca Maniglia, Associate Professor, Northern Arizona University and Faculty Sponsor

Description: Diversity programming on university campuses, especially those that are predominately white institutions (PDI), has taken center stage in recent years as universities feel more pressure to show they are meeting the needs of students of color. But these efforts are sometimes reflections of identity politics, segregated by specific areas of diversity, and not places where lived diversity can be expressed. This presentation will discuss the work of the Hood Initiative, a student-led program at Northern Arizona University, to ensure that support for diversity is broad enough to address the varying needs of students who are not only BIPOC but also spend their lives managing the systemic injustice of the “hood” and will address the controversial nature of even claiming that space as a form of diversity.

Presentation Title: Schooling Seeding Transformation for Seven Generations: Culturally Sustaining-Revitalizing and Healing-Centered Education

Presenters: Joaquin Noguera

Description: This presentation will introduce three concepts from a study of a community school that was deliberately designed to be a transformative and healing space for Black, Brown, and Indigenous children and families. The three concepts are: a) Frontier Education (the structure and continuing systems, practices and processes of settler colonial schooling), b) Schooling as Marronage (spaces for critical, liberatory education grounded in community self-determination, relational accountability, healing, and knowledge of Black and Indigenous collaboration and fugitivity within and outside of the white settler gaze), and c) the Warrior Scholar (a name for the educators of the school and what they hope to cultivate among students; culturally sustaining and healing change agents who possess deep knowledge of self and community; community protectors who succeed in existing systems and transform oppressive systems).

**6F. Creating Harmony for Black Indigenous Relatives:
A Panel Discussion on History, Identity, and Cultural Ways of Knowing
*Panel Discussion***

Presenters: Byron Tsabetsaye (Director of Native American Center at San Juan College);
Maria Ramirez (Director of Equity Initiatives NYU Steinhardt)

Description: In the land that we presently label as the United States, there is a rich history of the relationships between ADOS and Native communities. The stories are layered and complex, with many being shaped by the brutal legacies of settler colonialism, genocide, chattel slavery, anti-Blackness, and racism. But amidst the violence, in some instances, Black and Native peoples were able to find love and harmony. Then and now, more individuals with multiracial identities are discovering what it means to be both Native and Black, but often have the feeling of not belonging to either culture. To further abolition and de-colonialism in education, we need to encourage conversations about all intersectional Native and Black identities and find ways to reject language and stories that do not serve us. This Panel Discussion seeks to explore these questions about intersectional Native and Black identities and how, as educators, we can encourage the responsible exploration of racial identity and heritage for our students and peers and provide the necessary tools and support to allow them to self-identify and model inclusive behavior for their families.

Closing Ritual

Saturday, June 19, 2021

12 PM – 12:30 PM MST

Conference co-founders Amanda R. Tachine and Eve L. Ewing convene us for a time of gratitude and reflection for the shared space.