

# KINSHIP-IN-ACTION:

Relationality and the Spaces  
We Occupy in Time of  
Ecological Precarity



[education.wsu.edu/events/globalization/](https://education.wsu.edu/events/globalization/)

“Using kin as a verb reminds us that kin is always alive. It’s a movement and it’s a flow and it’s a process, kind of like how wind and air flow. Or water, again getting back to that river, as ‘kinning.’ We’re kinning with the river. ...”

After a three year absence, we reopen the Globalization, Diversity, and Education (GDE) conference, centering Wall Kimmerer, Hausdoerffer, & Van Horn’s (2021) conversation surrounding Kinship-in-action, one which conceptualizes and embodies the wisdom of living kin as a verb—kinning. Kinning asks us to re/member and attend to our relationships through spatial and temporal contexts. In a planet-time of ecological precarity—inextricably linked ecological and human crisis after crisis—we ask, where do we go from here?

Where is that place where what should not ‘happen to nobody’ happens every day? Why is it that, in so many places found in every corner of the global space, so many human beings face that which ‘no one deserves’?

Ferreira da Silva’s (2009) questions are rhetorical because that place of spectacularized and mundane mass violence, hate, extractivism, ecological collapse, expendability, inhumanity, and social suffering is here, wherever you are reading this from.

Nxumelo, Nayak, and Tuck (2022) remind us that this moment is, “Too big to imagine and too urgent to ignore, climate crisis is the text or the subtext of many of the news headlines...we are in times of guaranteed precarity” (p.97) made bare and magnified by the pandemic. Settler-colonial values of individualism have frayed and severed human, and more than human relationships. Are they beyond repair?

For this year’s GDE conference, we (re)gather through engaged scholarship, research, and dialogue. We hope to deepen our awareness of spaces that we occupy, question the energy that we bring with us, and interrogate the language that we employ. Our call for proposals is rooted in our yearning for dynamic exchange. Through a holistic lens, paper presentations, workshops, panels, artistic expressions, and posters flow, move, and process ideas and conversations connected to nature-culture relations inside of ecological precarity and the climate crisis.

As educators, how do we rightly relate? What risks are we taking to build brave spaces, bridges, and non-hierarchical, rhizomatic networks as brilliant as the forest floor? What rutted pathways do we, ourselves, walk? How will you support a world that supports future generations? As Kimmerer, Hausdoerffer, & Van Horn (2021) assert: “...kin as a verb is permeable and it’s movable, and it requires [of us] some action or intention.”

## References

Ferreira da Silva, D. (2009). No-Bodies. *Griffith Law Review*, 18(2), 212–236. <https://doi.org/10.1080/10383441.2009.10854638>

Kimmerer, Hausdoerffer, & Van Horn (eds.) (2021). *Kinship: Belonging in a world of relations*. Center for Humans and Nature Press: Libertyville, Illinois. <https://humansandnature.org/kinship/>

Nxumalo, F., Nayak, P., & Tuck, E. (2022). Education and ecological precarity: Pedagogical, curricular, and conceptual provocations. *Curriculum Inquiry*, 52(2), 97–107. <https://doi.org/10.1080/03626784.2022.2052634>

17th ANNUAL  
GLOBALIZATION,  
DIVERSITY, AND  
EDUCATION  
CONFERENCE

SEP 14-16

**17<sup>th</sup> Annual International  
Globalization, Diversity,  
and Education Conference**

# KINSHIP-IN-ACTION

**Relationality and the Spaces We Occupy in Time of Ecological Precarity**

## *Conference and Presentation Schedule*

**September 14<sup>th</sup>-September 16<sup>th</sup>, 2023**

Northern Quest Resort & Casino  
Kalispel Conference Center  
100 North Hayford Road  
Airway Heights, WA



# **17<sup>th</sup> Annual International Globalization, Diversity, and Education Conference**

## **SPONSORED BY**

College of Education  
Washington State University

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Center for Arts and Humanities  
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Washington State University

## **CONFERENCE ORGANIZERS**

Ángel Bonilla, Cultural Studies and Social Thought in Education Graduate Student  
Sequoia Dance-Leighton, Cultural Studies and Social Thought in Education Graduate Student  
Zulekha Khamisi, Cultural Studies and Social Thought in Education Graduate Student  
Amir Gilmore, Cultural Studies and Social Thought in Education Faculty  
Francene Watson, Cultural Studies and Social Thought in Education Faculty  
Julie Killinger, Administrative Assistant

## **CONFERENCE PROPOSAL REVIEWERS**

Ángel Bonilla  
Brandon Cockburn  
Sequoia Dance-Leighton  
Amir Gilmore  
Stephany RunningHawk Johnson  
Zulekha Khamisi  
Johnny Lupinacci  
Manee Moua  
AG Rud  
Francene Watson

**17<sup>th</sup> Annual International  
September 14-16<sup>th</sup>, 2023  
Globalization, Diversity, and Education Conference**

**CONFERENCE AT A GLANCE**

**Thursday, September 14**

**Kalispel Conference Center**

12:00PM-3:30PM  
3:30PM-4:00PM  
4:00PM-5:15PM  
5:15PM-5:30PM  
5:30PM-6:30PM  
6:30PM-7:30PM  
7:30-9:00PM

**On-Site Registration**  
**Conference Opening: Welcome & Blessing**  
Concurrent Workshop Sessions  
Break  
**Homecoming Address** – Dr. Paula Groves Price  
Reception  
Film and Discussion:

**Friday, September 15**

**Kalispel Conference Center**

7:30AM  
8:00AM-9:15AM  
9:15AM-9:30AM  
9:30AM-10:45AM  
10:45AM-11:00AM  
11:00AM-12:00PM  
12:00PM-1:15PM  
1:15PM-2:30PM  
2:30PM-2:45PM  
2:45PM-4:00PM  
4:00PM-4:15  
4:15PM-5:30PM

**On-Site Registration**  
Session 1  
Break  
Session 2  
Break  
**Keynote Address**– Dr. Michelle M. Jacob (Yakama)  
Lunch on your own  
Poster Session (Ballroom)  
Break  
Session 3  
Break  
Session 4

**Saturday, September 16**

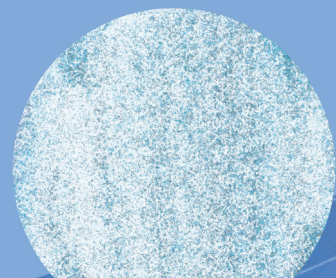
**Kalispel Conference Center**

8:00AM  
8:00AM-9:15AM  
9:15AM-9:30AM  
9:30AM-10:45AM  
10:45AM-11:00AM  
11:00AM-12:15PM  
12:15PM-12:30PM

**On-Site Registration**  
Session 1  
Break  
Session 2  
Break  
Session 3  
Conference Closing



# KEYNOTE SPEAKERS



## Michelle Jacob

Dr. Michelle M. Jacob (Yakama) loves imagining and working toward a future in which kindness, fierceness, and creativity saturate our lives and institutions in delicious and inviting ways. Dr. Jacob does this in her popular The Auntie Way Writing Retreats and Anahuy Mentoring professional development workshops, in which she draws from her Yakama cultural teachings to encourage and support attendees in developing clear visions that bring about radical and sustainable social justice.

Dr. Jacob is a member of the Yakama Nation and is Professor of Indigenous Studies and Co-Director of the Sapsik'wałá Program at the University of Oregon where she's also Affiliated Faculty in Indigenous, Race, and Ethnic Studies and in Environmental Studies.

Dr. Jacob has published eight books and numerous articles in peer-reviewed journals.

Her research interests include: Indigenous methodologies, education, and Native feminisms.

## Paula Groves Price

Paula Groves Price is Professor and Dean of the College of Education at North Carolina Agricultural and Technical State University, the nation's largest Historically Black University (HBCU). She is also the founding dean of the University of North Carolina System Laboratory School, Aggie Academy, a STEAM focused public elementary school for grades 3-5 in Greensboro, NC.

Dr. Groves Price is most recently a principal investigator in the \$8.8 million NSF funded collaborative research project, "Examining Blackness in Postsecondary STEM Education through a Multidimensional-Multiplicative lens."

She is past president of the American Educational Studies Association (AES), and her scholarship is centered in Culturally Responsive and Sustaining Pedagogies, Educator and Leader Preparation, Critical Race Theory in Education, Critical STEM Education, and Qualitative Research Methodologies.

She has published dozens of articles and book chapters, and is the editor of the forthcoming Oxford Research Encyclopedia of Race and Education (Spring, 2024).

Dr. Groves Price earned a PhD from the University of North Carolina at Chapel Hill in the Social Foundations of Education, and BA's from the University of California Berkeley in Social Welfare and Interdisciplinary Field Studies.

She served Washington State University as a faculty member for 19 years in the Department of Teaching and Learning, and was a founding faculty member of the Cultural Studies and Social Thought in Education PhD Program. She was also the first African American woman to earn full professor status in education at Washington State University.

She has planned or attended every Globalization, Diversity, and Education Conference since its inception.



17th ANNUAL  
GLOBALIZATION,  
DIVERSITY, AND  
EDUCATION  
CONFERENCE  
2023

SEP 14-16,

## Thursday, September 14, 2023

|   |  |
|---|--|
| 12:00 p.m.                                | <b>Registration \ Check-in</b>   |
| 3:30 p.m. – 4:00p.m.<br>Kalispel Ballroom | <b>Opening Welcome:<br/>Kalispel Tribe<br/>Conference Planning Committee</b> |
| 4:00 – 5:15 p.m.                          | <b>Concurrent Workshop Sessions</b>  |

Session 1      Workshop – Relationship and Neuroscience  
Kalispel A

***Process-Relational Values-Based Learning for an Ecologically  
Integrated Human Experience: Pedagogy Guided by Neuroscience***  
**Julie Pierce**, Endicott College

Neuroscience research findings support practices for resilience, empathy, and attunement to the well-being of self and others. Incorporating stories, arts, and ecological principles as conceptual organizers in holistic instructional processes promotes a vibrant planetary existence. Imagine a meta-curriculum embedding care and kinship in the educational environment for a brighter future.

Session 2      Workshop – Equity-Centered Service Learning  
Kalispel C

***Equity-Centered Community Engagement: Enacting Strategies for  
Justice, Solidarity, & Advocacy***  
**Christine Cress**, Portland State University  
**Tommy Van Cleave**, Willamette University

Drawing from critical race theory, this workshop will deconstruct normative views of community engagement and reconstruct a new paradigm of critical service-learning. Equity-centered principles of justice, solidarity, and advocacy will be operationalized with evidence-based strategies in explicating a new conceptual model to guide curricular and co-curricular service-learning, partnerships, and scholarship.

Session 3      Workshop - Anti-racist Professional Development  
Kalispel North

***Anti-racist professional development: A solution-oriented approach for critical educators overcoming barriers and backlash***  
**Mandy Olsen**, Western Oregon State University

This session describes a study on the facilitation, implementation, and impact of an anti-racist professional development in a majority BIPOC K-12 school district. I will share barriers faced after completion of the PD and discuss how teacher educators and equity leaders might proactively design solutions.

Session 4      Workshop - Healing through Traditional Foods  
Kalispel South

***Kinship through Kalo***  
**Soyoon Park**, Washington State University

Ka ‘Aha Lāhui O’ Olekona (Hawaiian Civic Club of Oregon and SW Washington māla kalo (dry taro patch) program has profound implications for how growing traditional food and land connectedness can promote physical, emotional, mental, spiritual, and cultural healing for Native Hawaiians and Pacific Islanders in the diaspora.

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|--|---|
| 5:15 p.m. – 5:30 p.m.                      | <b>Break</b>  |
| 6:30 p.m. – 7:30 p.m.<br>Kalispel Ballroom | <b>Homecoming Address – Paula Groves Price, PhD</b>   |
| 7:45 p.m. – 9:30 p.m.<br>Kalispel Ballroom | <b>Film and Discussion</b><br><i>Covenant of the Salmon People</i> shares perspectives and stories from the Nimiipuu (Nez Perce) and expand into the modern-day “wars” that continue in order to uphold their covenant. The film expands on the creation story of the Nimiipuu, where before humans were created animals could speak. The salmon was the first to give of themselves to provide nourishment for the people, in return the people would always protect and speak on their behalf. Today, the Tribe is at a pivotal point in their fight to protect and restore several species of salmon that are near extinction. |

## Friday, September 15, 2023

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| 7:30 a.m. | Registration \ Check-in |
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| 8:00 – 5:15 a.m. | Concurrent Workshop Sessions |
|------------------|------------------------------|

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Session 1      Paper Presentations – Kinship through Language and Dialogue  
Kalispel A

***Language and Meaning Around (Kin)ship With the Natural World:  
Journey Nature School***

**Janice Kroeger**, Kent State University

Although language for kin(ki) relations have been lost, much is being reclaimed/created anew. Can educators and children begin to salvage-meet alternative knowledge forms, deeply held words around kin(ki) relationships with the natural world? What concepts, motives draw educators/families away from the confines of traditional education settings?

***Reimagining Social and Emotional Learning Through Critical Dialogue***

**Emma McMain**, Washington State University

**Sequoia Dance**, Washington State University

**Brandon Edwards-Schuth**, Washington State University

Despite good intentions, social and emotional learning (SEL) often reinforces whitewashed, colonized, and anthropocentric ways of being human. In this presentation, we explain how we use podcasting to question and reimagine what it could mean to be(come) a social and emotional creature in a more-than-human world.

***A representation of Kinship with the natural world in Rumi's poems?***

**Zahra Khodaverdi**, Washington State University

Rumi is acknowledged as one of the most well-known Persian Sufi poets. He is revered as a poet who loves all of creation. His poetry demonstrates a deep love for the natural world and a kinship with it that springs from that love and leads to an even deeper love for the one who created the natural forces (Saddam, 2020). This research examines Rumi's ideas on how closely we are connected to nature via love by analyzing a few of his poems.



***For the kids and the community: Extracurricular leadership of rural teachers***

**Holly Marcolina**, University of Buffalo

Rural communities exist in socially, economically, and ecologically precarious conditions. Yet, in the midst of these challenges, rural teachers' actions as extracurricular advisors foster a sense of community and kinship among colleagues, students, and the greater public. Teachers' work goes far beyond their classrooms in rural contexts.

***Race, Place, and Youth Identity: Critical Ethnographic Participatory Youth Action Research in the Rural West***

**Rebekka Boysen-Taylor**, University of Idaho

This research investigated youth experiences with race and racism in the rural inland northwest. Twelve high school-aged youth met weekly in the summer of 2022 to discuss the salience of race in their everyday lives. The study incorporated YPAR as pedagogy, centering youth stories and visions for just, affirming futures

***Community Care and Stewardship Among Teachers Implementing Place Based Education in a Small School District***

**Wayne Smolinsky**, Washington State University

This paper shares a doctoral study indicating that teachers practicing place-based education (PBE) expressed a strong notion of community stewardship, and exhibited a personal connection to their communities. Additionally, they viewed their work as a cycle of continual improvement and saw positive benefits for students, the community, and their own professional development.

Session 3      Workshop – Kinship in Education Through Indigenous Epistemologies  
Kalispel North

***Utilizing Indigenous Pedagogy to Create Authentic Learning and Deeper Understanding***

**Tipiziwin Tolman (Standing Rock Sioux),**  
Washington State University

Wintercounts of Dakota and Lakota people are historical accounts of relationships with the land and all relatives. They are also tools that can effectively demonstrate that Indigenous ways of being and knowing can heal and help create deeper and more authentic understandings of kinship in education and academic spaces.

Session 4      Workshop – Art and Storylistening  
Kalispel South

***Inclusion: The Art of Storylistening***

**Dr. Derrick Drakeford,** Drakeford, Scott, and Associates LLC

This interactive workshop trains professional leaders on new techniques and methods of Inclusion. In this professional development workshop, you will learn new strategies to 'listen-to', help, coach, and teach diverse people you serve and lead. Your world (or classroom/team) is already diverse with a mix of participants who have varying abilities, disabilities, cultural differences, and socio-economic backstories.

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9:15 a.m. – 9:30 a.m.

**Break**

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9:30 a.m. – 10:45 a.m.

**Concurrent Sessions**

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Session 1      Paper Presentations – Identity and Expansive Expression of Relationality  
Kalispel A

***When You See Me, I'll Show Who I Am: Ethnodance as an Embodied Narrative***

**Mindy Chappell,** Portland State University

This paper explores how students used ethnodance, an artistic representation via dance, to author, extend, and expand their science experiences and convey dimensions of their science identities. The social, cultural, and historical roots of particular dance genres offered them a crucial vehicle for expression and making sense of their worlds.



***Creating a relational foundation for STEM majors taking 'gatekeeper' courses***

**Stephany RunningHawk Johnson**, Washington State University

This paper examines results from the CRESCENT Program, which supports undergraduates through STEM courses using culturally responsive active learning models that center relationships. Initial analysis shows that relationships are a crucial component for success. A sense of 'being in this together' and having community created better learning processes and outcomes.

***Kinship Science Stories: A Discursive-Material Practice of Responsibility and Healing***

**Presence O'Neal**, University of Oregon

This paper examines results from the CRESCENT Program, which supports undergraduates through STEM courses using culturally responsive active learning models that center relationships. Initial analysis shows that relationships are a crucial component for success. A sense of 'being in this together' and having community created better learning processes and outcomes.

Session 2  
Kalispel C

Paper Presentations – Grounded Visions for Teacher Preparation

***Building As We Walk: Disrupting white hegemony in teacher education***

**Shiari McNeil**, Washington State University

**Jesenia Larios**, Washington State University

**Akira Park**, Washington State University

**Chloé Ugalino**, Washington State University

**Jose Altamirano**, Washington State University

**Ángel Bonilla**, Washington State University

This paper aims to define what a Lack of Sociopolitical Awareness (LOSA) looks like in teacher education through testimonios of the team's experiences. We will use critical Participatory Action Research (PAR) and Critical Race Theory to center the voices of Black, Indigenous, Filipina, and Latine folks to promote social justice and better teacher education experiences for teacher candidates and educators of color.

***Kinship Emerging from Preservice Teachers Reflections:  
Opportunities and Challenges for Developing Asset-Based  
Pedagogies***

**Emilija Jovanovska-Stanton**, University of Idaho

This paper elaborates on how novice teachers develop an understanding of kinship through analysis of their cultural identities and communities of belonging. The (lack of) access to educational opportunities provides resources for teachers to create non-hierarchical and brave classroom spaces by examining diversity and social inequalities.

***Navigating Historical and Ultimate Tensions in Teaching and  
Un/learning Social Studies***

**Wanda Watson**, San José State University

As a teacher educator facilitating un/learning, I grapple with tensions between the historical and ultimate dimensions (Nhat Hanh, 2012) while preparing educators to uproot curricular erasure and structures that harm youth. We tap into our love, joy, and interdependence with land, water, lineage, the elements, and all of life.

Session 3      Panel Presentation – Making Meaning through Homecoming  
Kalispel North

***Weaving Kinship Through Time and Space: A Family Reunion of  
Former WSU Ph.D. Alumni***

**Jeremiah Sataraka**, California State University, Bakersfield

**Charisse DeBerry**, University of Minnesota, Morris

**Edmundo Aguilar**, University of Washington, Seattle

**Manee Moua**, Washington State University

**Veneice Guillory-Lacy**, San José State University

**Courtney Benjamin**, Bungie

**Maria Isabel Morales**, Central Washington University

**Amir Gilmore**, Washington State University

**Nancy Emilce Carvajal Medina**, Universidad Pedagógica y  
Tecnológica de Colombia

**Carolina Silva**, Scholarship A-Z

Moderator: **Dr. Paula Groves Price**, North Carolina  
Agriculture and Technical University

Moderated by inaugural core Cultural Studies & Social Thought in Education (CSSTE) faculty member Dr. Paula Groves Price, ten CSSTE alumni reflect on the support system that kinship provided as they navigated graduate school at WSU to where they find themselves today: Arizona, California, Colombia, Minnesota, & Washington State.

Session 4      Workshop – Healing and Restoring from Extractive Schooling Practices  
Kalispel South

***Reflexive Kinning Praxis through Reciprocal Spirit Protecting***

**Aukeem Ballard**, University of California, Berkeley, Education

**Jacob Barton**, University of California, Berkeley, Education

**Cristina Mendez**, University of California, Berkeley, Education

Our workshop collectively deepens and expands our awareness of how we engage others' spirits from standpoints of protection and restoration (Revilla, 2021). We frame kinning in relation to extractive and marginalizing logics of formal schooling, including how they function through spirit murder, and call for building ecologies of healing.

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| 10:45 a.m. – 11:00 a.m.                      | <b>Break</b>  |
| 11:00 a.m. – 12:00 p.m.<br>Kalispel Ballroom | <b>Keynote Address – Michelle M. Jacob (Yakama), PhD.</b> |
| 12:00 p.m. – 1:15 p.m.                       | <b>Lunch/Community Building</b> (on your own)             |
| 1:15 p.m. – 2:30 p.m.<br>Kalispel Ballroom   | <b>Poster Session</b>                                     |

Poster Presentations

***Using Young Adult Literature to Engage, Explore, Explain,  
Elaborate and Evaluate the Environmental Crisis***

**Kathryn Baldwin**, Eastern Washington University

**Shelly Shaffer**, Eastern Washington University

We share ideas for integrating middle school environmental science and scientific literacy in concrete ways, using a Young Adult book, *A Hot Mess* (Fleischer, 2021). We used the 5E Inquiry Cycle (Bybee, 2015) to structure unit activities, which include data analysis, visual literacy, hands-on exploration, textual analysis, and research.

***Noisy Water Living and Learning Community Center***

**Suneeta Eisenberg**, Non-profit, Whatcom Waves

This poster session shares a dynamic, diverse and decarbonized approach to new neighborhoods and the creation of a space to live, play, work and develop sustainable clustering communities.

***Learning While Black Up-South: Spatialized Invisibility-Visibility at School***

**Brenda Harris**, Southern Utah University

This presentation draws on an institutional ethnography of a public school located “Up-South” to map the role and implications of race, place, and time in structuring schooling for Black students living in the American North despite distance and generations apart from the American Deep South.

***Examining the place of EcoJustice in global citizenship education in Korean elementary school curriculum***

**Eunah Jo**, Washington State University

**John Lupinacci**, Washington State University

This study examines how EcoJustice education is practiced in Korean elementary school social studies curriculum. A combination of content and document analysis was conducted to a) identify and categorize global issues discussed and b) examine to what extent EcoJustice education was conducted within the Global Citizenship Education.

***Experience of earthquake and hopefulness from Suzume***

**Xuejiao Li**, Washington State University

As a multimodal medium, the movie has the educational function of visually showing students what nature looks like. This study analyzes the animation movie Suzume (Shinkai, 2023) to help students see the representations of characters when the earthquake comes and position themselves in real life.

***Building Bridges Through Words: The Impact of Multilingual Children's Literature on Language Development***

**Estephania López Contreras**, Washington State University

**Jihee Im**, Washington State University

This poster presentation explores the impact of multilingual children's literature on language development. It emphasizes the benefits of such literature in enhancing language skills, promoting cultural awareness, and supporting identity development. Practical recommendations are provided for educators, administrators, and policymakers to effectively utilize multilingual children's literature in fostering inclusive societies.

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| 2:30 p.m. – 2:45 p.m. | <b>Break</b> |
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| 2:45 p.m. – 4:00 p.m. | <b>Concurrent Sessions</b> |
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Session 1      Paper Presentation – Decolonizing and Healing for Futures in Education  
Kalispel A

***Soy Sanando: The Importance of Practicing Healing at the Secondary Level***

**Adrienne Mitchell**, Washington State University

Insanity: “extreme foolishness or irrationality.” (Oxford Languages, 2023) The WHO (2023) has reported that “Suicide is the fourth leading cause of death among 15-29-year-olds.” Colonial mindsets have created a state of insanity in education by perpetuating the practices that have created such results. Therefore, the decolonial practice of healing must be introduced and actively practiced at the secondary level to begin ending the foolishness.

***Entretejidxs: Decolonial Threads to the Self, the Communities, and EFL Teacher Education Programs in Colombia***

**Nancy Emilce Carvajal Medina**, Universidad Pedagógica y Tecnológica de Colombia

**Monica Yohanna Lara Páez**, Institución Educativa José María Silva Salazar – Buenavista, Boyacá

**Flor Ángela Hurtado Torres**, Universidad Santo Tomás

How decoloniality may be incorporated in EFL teaching preparation programs in Colombia? We present a 4-year critical communal ethnographic practice where we reflect upon our transformational experiences as EFL pre/in-service teachers and human beings while being part of the implementation of “Pedagogy of possibilities”.

***Unlocking Potential: Empowering Multilingual Learners through meaningful content learning and successful language development***

**Estephania López Contreras**, Washington State University

This session emphasizes the importance of creating inclusive and equitable learning environments. It presents the integration of the UDL and WIDA frameworks as a way to empower multilingual learners. This powerful integration promotes engagement, motivation, and achievement for all students, especially those historically marginalized due to cultural and linguistic differences.

Session 2  
Kalispel C

Panel Presentation – Teaching as Healing and Restorative Practice

***Anti-Oppressive Pedagogies in Theory and Practice: Building Kinship through Teaching***

**Sara Brock**, Washington State University

**Ángel Bonilla**, Washington State University

**Zulekha Khamisi**, Washington State University

**Akira Park** Washington State University

**Ashley Boyd** Washington State University

This panel offers an array of anti-oppressive pedagogies and their theoretical foundations. Panelists will discuss anti-racist, disabilities studies, and culturally sustaining approaches to teaching, sharing their own stories, strategies, and classroom experiences.

Session 3  
Kalispel North

Workshop – Spaces and Places of Support Systems for Students

***The Precarity of Feministing: Before and After COVID***

**Amy Sharp**, Washington State University

**Bekah MillerMacPhee**, Washington State University

We will discuss the vitality of holding space for students outside of the classroom that offer shared responsibility, interpersonal engagement, and exploration of building values and community. Our spaces, like rivers, flowed sometimes roughly, sometimes smoothly. COVID dammed the waters creating literal and perceived scarcity of resources. It poisoned the water. Now what? We will give examples of precarity we see in two spaces of higher education outside of the classroom – a Women’s Center and a peer health education program.

Session 4  
Kalispel South

Workshop –Mindfulness and Self-Compassion

***Befriending the Self: Mindful Self-Compassion in Challenging Times***

**Trymaine Gaither**, Washington State University

**Robin Bond**, Washington State University

Mindful self-compassion provides tools for bringing kindness to our inner space. It can help us support ourselves in difficult times and cultivate a deeper sense of connection with others.



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| 4:00 p.m. – 4:15p.m. | <b>Break</b> |
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| 4:15 p.m. – 5:30 p.m. | <b>Concurrent Sessions</b> |
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Session 1      Paper Presentation – Mothering, Mentoring, and Feminism in Higher ED  
Kalispel A

***Achieving Education: Women’s Path to College Educational Attainment and Place within Society***

**Desiree Valdez Chavez**, Washington State University

The paper will examine the importance of finding mentorship in academia and its effect. Women have undoubtedly changed the culture for themselves and other female-identifying individuals creating community, mentorships, and roles that continue the advancement of women beyond enrollment and graduation.

***This What Got Me Thru: Black Mothering, Othermothering, and Further Mothering in Academia***

**Amir Gilmore**, Washington State University

This is not a story about mere grit and determination in academia, but about the power and importance of mothering, othermothering, and further mothering. By pairing personal narrative with Black Feminist Thought, this paper will critically examine the power and importance of mothering and relationality during my doctoral journey.

***White Feminists and Antiracism in Higher Education: “A Journey of Learning, Unlearning, and Relearning”***

**Lysa Salsbury**, University of Idaho

This interpretive phenomenological case study explored the stories and experiences of a group of eight White feminist-identified women’s and gender equity center practitioners participating in a White affinity group, with the goal of advancing their antiracist feminist practice within their personal lives and at their respective institutions of higher education.

***This Land is My Land: The Rise of Ecofascism***

**Ish Green**, Washington State University

With the increasingly rapid pace of ecological collapse, a loose collection of far-right ideologies collectively known as ecofascism increasingly poses attractions to a growing swatch of Americans. The geographic location of the Pacific Northwest has long been the target of white supremacists looking to create an ethnostate. In this paper, I explore far-right environmental conceptions of white connection to the land through a sociological and personal lens.

***Lessons Learned: Reflections from Revolutionizing Research for Social Change (A Summer Institute for Anti-Racist and Decolonizing Research Methods)***

**Jaime Rice**, Washington State University

From June 4-9, 2023 I was fortunate to attend a week-long workshop at George Mason University (Fairfax, VA) on anti-racist and decolonizing research methods with opportunities to connect with mentors for ongoing collaboration. I joined a cohort of 28 other scholars as part of the second cohort of Summer Institute Fellows. During this presentation I will reflect on lessons learned in both a broad sense and with specific connections to my ongoing research and teaching foci around social justice in the built environment.

***Describing Indigenous Identity: How settler-colonial structures impact Indigenous students use of kinship in defining themselves.***

**Victor Begay**, Cascadia College

This paper describes and questions the complex natures of (re)developing Indigenous identity. Using Weaver's (2001) Facets of Cultural Identification as a framework, this paper draws upon qualitative data of secondary education Indigenous student's identity experiences.

***Resisting Pernicious Complicity in Educator Preparation Program Admissions***

**Francene Watson**, Washington State University

**Ángel Bonilla**, Washington State University

**Brandon Cockburn**, Washington State University

**Tom Salsbury**, Washington State University

This presentation describes an interview re-design process for a Secondary Educator Preparation Program (EPP) at a predominantly white land-grant institution. Using participatory action research, this process is guided by what we experienced as program entrenchment, resulting in mediocre understandings of culturally responsive, sustaining education. Initial observations suggest a transformative experience, especially with a focus of integration of climate change within teacher education.

***Educational Approaches for a Sustainable Present***

**Leire Agirreazkuenaga**, University of California Los Angeles (UCLA) and University of the Basque Country (UPV/EHU)

**Santos Albardia**, University of the Basque Country (UPV/EHU)

We can no longer talk just about sustainable futures, but about sustainable present. Because the socio-environmental crisis is already here. There is a need to change our worldview from human-centrism to eco-centrism, it is necessary a certain level of leap in the way of thinking about what leads us to well-being and also in the way of acting and living (UNESCO, 2020).

***The Tragedy of Anthropocentrism***

**Stephan Okpadah**, University of Warwick, UK

In this study, my aim is to argue that globalization and transnationalism have only impoverished periphery countries and advanced the development of the Global North. I will employ content analysis of select transnational eco-films to advance my argument that transnationalism has continued to promote racial inequality, poverty, climate change and have disrupted what Jurgen Habermas termed the public sphere. In this study, my emphasis will be on how natural resources, especially oil have advanced the transnational space and the tragedy of this transnationalism

Session 4      Workshop – Storytelling, Meaning Making, and Decolonization  
Kalispel South

***Inspiring Change Through Hawaiian Proverbs***

**Anthony Birano**, Washington State University

This presentation will depict a journey of reconnection with one's culture and the land it sprang from. Through the personal story of the presenter and the unique proverbs of the Hawaiian people, attendees will find pathways to decolonize and reconnect with the world around them.

## Saturday, September 16, 2023

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| 8:00 a.m. | Registration \ Check-in |
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| 8:00 a.m. – 9:15 a.m. | Concurrent Sessions |
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Session 1      Paper Presentations – Critical Curricula for Dismantling Educational Injustice  
Kalispel A

***Study Abroad Curriculums: How to Be More Culturally Inclusive***  
**Julisa Hernandez-Luna**, Washington State University

Curriculums used for study abroad programs will be analyzed to give us a better sense of what culturally inclusive practices and relationship-building focuses are currently being used. This will allow for a positive step towards deconstructing the colonial mindset within this system when taking up space in another country.

***Revisiting the Past: Decolonizing Previous Educational Experiences***  
**Maria Garcia**, Washington State University

This paper utilizes currere, Critical Geography, and a Blackfoot epistemology, renewal, to revisit previous K-12 experiences both as a student and teacher. These experiences are then synthesized and analyzed from a decolonial perspective. This currere will provide avenues for repairing severed relationships and highlight the need for continual reflexivity and growth as educators who teach for diversity, equity, and inclusion.

***Uncovering Patterns of Inclusivity Expressions in Multilingual Education: Perspectives from Practicing Educators***

**Tom Salsbury**, Washington State University  
**Jihee Im**, Washington State University  
**Eugenie Mainake**, Washington State University

Join us for an informative session on how eastern Washington's teachers of multilingual learners embrace and express inclusivity in education! Gain insights through this session by looking into the patterns of inclusivity expressions used by these educators that will benefit and empower future teachers entering this professional speech community.

***Monstrous Care: Thinking and Practicing Vulnerabilities with Oddkin***

**Ashasmiti Das**, University of Hyderabad

Monstrous Care is not bounded by notions of autonomy and sovereignty but rely on fleshy, embedded and embodied vulnerabilities. In this paper, I look at how contemporary speculative fiction stage encounters with the monsters to rethink notions of love, care and kinship. These encounters often unsettle cultural narratives of taxonomic purity and draw attention to caring and kin-ning practices that are neither comfortable nor comforting.

***Utopic World Building: Queer Archives as Sites for Relating, Resisting, and Flourishing***

**Josie Cohen-Rodriguez**, Washington State University

**Lotus Norton-Wisla**, Washington State University

We know that a river runs through the archive. Rushing over and between ephemera, pulling with it rocks, dirt, and unimaginable consequences of the future. This paper examines potential transformational impacts of institutional archives which center queer practices that subvert visibility politics towards unspoken gestures and tender embraces.

***Learning to use Indigeneity to Transform Academic Advising***

**Saya Bobick**, Washington State University

Learning to use Indigeneity to transform academic advising in higher education takes us beyond the normative to embrace how Indigenous perspectives and knowledge can be integrated into advising practices. Sharing and reflecting in transformational learning environments may lead to insight and ways to enhance the advising experience.



***2022 Climate-induced Floods in Pakistan and the Urgency of Transforming Education into Climate Education***

**Syeda Memoona Ali**, Islamic Relief Pakistan

The paper is an attempt to understand the impact of climate-induced floods for Pakistan by bridging the gap between the academic construct of climate change and its actual reality for climate vulnerable people to build a discourse that is inclusive and helps in building global climate resilient solutions through education.

***Elementary Social Studies Methods for Future Societies: Activist-Teaching for a Changed World***

**Brandon Edwards-Schuth**, Washington State University

**John Lupinacci**, Washington State University

This paper critically examines dominant social studies curricula through a combination of social studies methods, EcoJustice Education, and Earth Democracy. Through these we then share examples of social studies lessons framed by unapologetically utopian desires for just futures centered on (re)claiming democracy from enclosures of neoliberal subjectivities.

***Is a land restoration economy boom required in India?***

**Anubhava Singla**, ARSD, University of Delhi

Tree plantations in India have been a great way to combat carbon emissions and promote greenery. However, despite government initiatives and massive funding, the success rates have been disappointing. This paper delves deeper into the factors that have hindered the success of these tree-planting drives and present a solution that could potentially turn the tide. With the aim to achieve 33% tree cover in the upcoming years, this paper sheds light on how India can finally take the right growth path towards a greener future.

Session 4      Workshop – World-Making and Mean-Making Through Testimonios  
Kalispel South

***Claiming the Space we Occupy through Testimonios y Counter Narratives***

**Kena Avila**, Linfield University

**Monseratte Martinez-Ponce**, Linfield University

Vulnerable and powerful are the words that come to mind when witnessing and participating in the writing of our testimonios- first person stories about how we struggle, celebrate, and honor the spaces we claim. We invite you as witnesses and active participants in this presentation and workshop on testimonio writing.

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9:15 a.m. – 9:30 a.m.

**Break**

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9:30 a.m. – 10:45 a.m.

**Concurrent Session**

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Session 1      Paper Presentations – Creating Space and Connections Through Storytelling  
Kalispel A

***Stories of Change: Narratives of Educational Innovation through Transnational Discourse***

**Madhu Narayanan**, Portland State University

I explore the stories of seven young, diverse, and passionate people starting bold organizations in India that challenge an unjust educational system. Working between the public and private sector, local and international norms, and modern and traditional values, they are challenging ideas about education while also redefining educational leadership.

***Stories Shared in Co-mentoring Circles: Creating Connections and a Potential Path to Deeper Understanding***

**Kathleen Cowin**, Washington State University

Learn how to use co-mentoring circles to create a welcoming, safe, confidential, and trustworthy space to share our stories. An overview of the 10 components in the formation of the co-mentoring circle will be described, emphasizing the use of an auto-ethnographic activity focused on storytelling and story-listening.

***Hearing children's voices: Uncovering negotiation of multilingual curriculum and reconstructing diversity at an ethnic minority school***

**Jue Wang**, University of Idaho

Through interpreting the status of Hoche Indigenous language practices from community voices, this ethnographic study conducted in an ethnic minority language school centers on children's positions to explore how children negotiate the policies and multilingual curriculum that illuminates the multilayered tensions between local issues and global transformation.

**"Making the Strange Familiar and Familiar Strange": A Route Toward Collaborative Inquiry and Education**

**Deborah Fabiyi**, Washington State University

**Emma McMMain**, Washington State University

In this presentation, we share perspectives from an experimental activity, "adopt a concept," conducted in an Introduction to Qualitative Research course. Author 1's adopted concept was "collaboration," which intertwined with the qualitative notion of "making the strange familiar and the familiar strange" to explore the lived experiences of international students.

***A Community Effort Towards Equity for Education in Emergencies***

**Gena Petrie**, Eastern Washington University

**Janine Darragh**, University of Idaho

Presenters will share results from a study investigating the global impact of a community-created course for those teaching English in emergency contexts. Findings point to how professional development for teachers in crisis situations can be shaped across various types of emergencies in order to support both teachers and students.

***Caring Through Words and Images: Examining Care Representation in Picture Books for Marginalized Groups***

**Jihee Im**, Washington State University

**Emperatriz Rivas**, Washington State University

Join us for an informative presentation exploring "windows, mirrors, and sliding glass doors."! Diverse portrayals are crucial in children's literature to instruct students' agency, grace, and care. Let's discover how care is depicted among marginalized groups through the use of the Ethic of Care framework.

Session 3     Panel Presentation – Relationality within the Academy

Kalispel North

***Honoring the Struggle: Holding Graduate Inquiry Accountable to Relationality***

**Iva Moss**, University of Idaho

**Jessica Matsaw**, University of Idaho

**Rebekah MillerMacPhee**, University of Idaho

**Jesse LeSartre**, University of Idaho

**Cookie Allan**, University of Idaho

Moderator: **Dr. Vanessa Anthony-Stevens**,  
University of Idaho

As graduate students and scholars with different positionalities--Indigenous, Latinx, White--we propose to explore understandings of our relationship with each other, our lands and ancestors, and our communities to highlight how emerging scholars are countering coloniality and attending to local relationships in the process and purpose of knowledge production. Panel presenters will discuss ways they cultivate spaces of encounter in their work and diversely attend to relational knowledge production within the academy.

Session 4     Workshop – Centering Youth’s Collective Concerns in Precarious Times

Kalispel South

***Rural Youth Speak Out on Identity, Race, and the Humanizing Practice of Learning-in-Relationship***

**Rebekka Boysen-Taylor**, University of Idaho

**Grace Clevenger**, Moscow High School

**Rosalyn Gardener**, Moscow High School

Rural youth grapple with issues of equity and justice related to race, place, and identity. Centering youth questions and ideas offers more inclusive, accurate depictions of youth concerns in time of precarity. Youth are aware of the many ways power impacts our collective social and environmental health and resilience. In times of anti-critical thinking, including anti-CRT and anti-LGBTQA policies in public education, there is a need to build brave spaces with youth to elevate the voices of Global Majority youth and to humanize our diversities.

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10:45 a.m. – 11:00 a.m.

**Break**

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11:00 a.m. – 12:15 p.m.

**Concurrent Sessions**

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Session 1  
Kalispel A

Workshop – Centering Land, Nature, and Culture in Children’s Literature

***Whispers Across the Waves: Cultural Identity and Environmental Consciousness in a Children's Picture Book***

**Stephanie Mahar**, Washington State University

**Jay Lundgren**, University of Washington

Two sibling storytellers present their debut children's picture book, "Whispers Across the Waves." The young protagonist, Ventura, reflects on their mixed Filipino American heritage, connections to land and nature, and sense of home. Ventura envisions the future amidst ecological crisis, driven by their cultural identity and environmental consciousness.

Session 2  
Kalispel C

Workshop – Old and New Paths of “Returning” to Ourselves

***Re-connecting to our "selves" and others: A path to healing***

**Nancy Emilce Carvajal Medina**, Universidad Pedagógica y Tecnológica de Colombia

The work that reconnects, proposed by Joanna Macy, helps people discover and experience connections with our own self, others and more-than-human beings. In this workshop, I will offer some tools for participants to experience: gratitude, honor our pain, see with new/ancient eyes and go forth.

Session 3

Workshop – Dispositions, DEI, and Relationality

Kalispel South ***Stop Making DEI a Dirty Word: A Journey to Discover How We Impact Others***

**Lisa Feinics**, Central Oregon Community College

This workshop will explore how our personal biases can sabotage our connection to others and limit our ability to move forward our work in

diversity, equity, and inclusion. Skills that will be worked on include: discovering our biases, aligning our values to those of others, and fostering selflessness as a way to support DEI and sustainability initiatives.

Session 4     Panel Presentation – Addressing the “Debt” for a Better Educational Future  
Kalspel North

***Mastery-Based Learning and a New Generation of Transformative Teachers***

**Francene Watson**, Washington State University

**Donita Torres**, Eastern Washington University

Mastery Based Learning (MBL) has been adopted in Washington State, with an underlying objective of dismantling the structural inequities that have gone unaddressed, furthering the education debt. This panel describes the integration of MBL training with a pre-service teacher cohort from two institutions immersed in MBL training while engaged in their regular programs.

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12:15 p.m.  
Kalspel Ballroom

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**Conference Closing**

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**Please join us to bring a warm close to our gathering.**

**We will be grateful if you would make sure to hand in your evaluation before departing.**

**SAFE TRAVELS**

**THANK YOU!**