

~~COLUMBUS DAY~~  
**INDIGENOUS  
PEOPLES DAY**

**Conversations about  
Colonialism and Education**

**October 10, 2016**

Staley School of Leadership Studies

**Pre-Conference: 9-9:50 a.m.**

**Conference: 10 a.m. - 4:30 p.m.**

**Indigenous Peoples Day Celebration: 5:30–7:30 p.m.**

Free BBQ, Handgame, Round Dance w/MC Manny King

(Leadership Studies Amphitheater)

A special thanks to Haskell Indian Nations University for their support with this event.

**SPONSORED BY:**

KSU Indigenous Alliance | College of Education (Dean's Office, Department of Educational Leadership, Diversity for Community Committee, and Social Justice Education Graduate Certificate) | College of Arts and Sciences (Dean's Office, the College of Arts and Sciences Diversity Committee, and English Department) | Office of the Provost and Senior Vice President | Dow Center for Multicultural and Community Studies at K-State Libraries | Staley School of Leadership Studies | KSU LGBT Resource Center | Multicultural Engineering Program | KSU Alumni Association

~~COLUMBUS DAY~~

# INDIGENOUS PEOPLES DAY

## Conversations about Colonialism and Education

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### Pre-Conference Events

#### 9-9:50 a.m. – Workshop

(Town Hall, Leadership Studies – Live Stream)

#### “Indigenous Perspectives in the STEM Fields and the Dakota Access Pipeline”

**Dan Wildcat**

(Yuchi Member of the Muscogee Nation), Director of the Haskell Environmental Research Studies Center and Dean of the College of Natural and Social Sciences at Haskell Indian Nations

#### 9-10:00 a.m. – Check-in and Continental Breakfast

### Conference Events

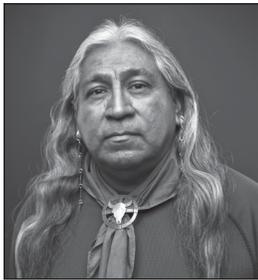
#### 10-10:30 a.m. – Welcome and Opening Remarks

(Town Hall, Leadership Studies – Live Stream)

#### 10:30-11:20 a.m. – Keynote

(Town Hall, Leadership Studies – Live Stream)

#### “Reclaiming Indigenous Voice and Vision in Education”



#### **Cornel Pewewardy**

(Comanche-Kiowa), Professor and Director of Indigenous Nations Studies, Portland State University

#### 11:35 a.m.-1:10 p.m. – Box Lunch & Round Table Discussion

(Town Hall, Leadership Studies – Live Stream)

Note: Open to all, lunch for those that registered for the full day

#### Roundtable Discussion:

#### “Appropriation, Imagery and Mascots”

- **Cornel Pewewardy**, Professor and Director of Indigenous Nations Studies, Portland State University (Panel Facilitator)
- **Teresa Miller**, Associate Professor Emeritus, Department of Educational Leadership, Kansas State University, and Past Manhattan High School Principal
- **Jacob Tsoitigh Jr.**, (Kiowa), Indian Education Technical Assistance Coordinator, South Central Comprehensive Center at University of Oklahoma
- **#RelmageMHK Leaders: LaVerne Bitsie-Baldwin** (Diné), **Kerri Keller**, **Sonya Ortiz** (Acoma Pueblo/Winnebago), **Joe Sutliff Sanders**, **Lisa Tatonetti**

#### 1:30-2:20 p.m. – Breakout Panels

##### Breakout Panel 1:

#### “Culture, Place, and Curriculum”

(Town Hall, Leadership Studies – Live Stream)

- **Lisa Tatonetti**, (Settler Scholar), Professor of English, Kansas State University (Panel Facilitator)
- **Stephanie Fitzgerald**, (Cree), Director of Indigenous Studies and Associate Professor of English at the University of Kansas
- **April Petillo**, Assistant Professor, American Ethnic Studies, Kansas State University
- **Dan Wildcat**, (Yuchi Member of the Muscogee Nation), Director of the Haskell Environmental Research Studies Center and Dean of the College of Natural and Social Sciences at Haskell Indian Nations

##### Breakout Panel 2:

#### “Current Trends and Issues for Supporting Indigenous Students in K-12”

(Leadership Studies 126)

- **Alex Red Corn** (Osage), Special Coordinator for Indigenous Partnerships, College of Education, Department of Educational Leadership, Kansas State University (Panel Facilitator)
- **Quinton Roman Nose** (Cheyenne and Arapaho), Executive Director of Tribal Education Departments National Assembly (TEDNA), Former President of National Indian Education Association (NIEA)
- **Jacob Tsoitigh** (Kiowa), Indian Education Technical Assistance Coordinator, South Central Comprehensive Center at University of Oklahoma

##### Breakout Panel 3:

#### “American Indian Health Research and Education Alliance Internship Program”

(Leadership Studies 123)

Presentation by the American Indian Health, Research, and Education Alliance (AIHREA)

- **Kimathi Choma**, Assistant Dean of Diversity, Recruitment, and Retention, Kansas State University (Panel Facilitator)
- **Thomas E. Smith II and Jason Hale** (AIHREA Co-Presenters)

AIHREA Contributors to the Presentation:

- **Sean M. Daley**, Director of the Center for American Indian Studies, Professor, Anthropology, Johnson County Community College
- **Christine M. Daley**, Professor, Center for American Indian Community Health, University of Kansas Medical Center
- **Jordyn Gunville**

2:30-3:20 p.m. – Keynote  
(Town Hall, Leadership Studies – Live Stream)

**“Sovereignty as Accountability:  
Theorizing from the Osage Nation”**



**Jean Dennison**  
(Osage), Assistant Professor  
at University of Washington,  
Department of Anthropology

3:30-4:30 p.m. – Conference Closing Remarks  
(Town Hall, Leadership Studies – Live Stream)

Followed by Kansas Association of Native American  
Educators (KANAE) Revival Discussion

# CELEBRATION

5:30-7:30 p.m. – Indigenous Peoples Day Celebration

(Leadership Studies Amphitheater –  
Rain Location: Hemisphere Room Hale Library)  
**BBQ with Hand Game, Round Dance and more!**

Drummers/Singers:

**Calvin Smith, Jr.** (Diné) and **Sampson Finmaker** (HoChunk)  
MC: **Manny King** (Diné and Northern Cheyenne)

5:30 p.m. – FREE BBQ Served

5:50 p.m. – Recognition of Indigenous Alliance  
Scholarship Recipients

6:00 p.m. – Hand Game, Round Dance, and More!

## KEYNOTE SPEAKERS

### Cornel Pewewardy

Cornel Pewewardy is Director of the Indigenous Nations Studies Program at Portland State University. He engages in postcolonial Indigenous research paradigms by unfolding the impact of Native American mascots upon schools and the media. His research also explores culturally responsive teaching praxis, insurgent research, Indigenous urban and reservation-based teacher education, tribal college partnerships and ethnomusicology. Dr. Pewewardy's courses include Insurgent Research (Decolonizing Methodologies), Tribal Critical Race Theory, Indigenous Ways of Knowing, Red Power, Culturally Responsive Teaching Indigenous Students and Power and Knowledge. In his professional career, Professor Pewewardy has received numerous transformational leadership awards in teaching, research and service. This academic year, Dr. Pewewardy received the 2016 John Eliot Allen Outstanding Teacher Award at PSU and 2015 Patricia Whitefoot Education Award with the Potlatch Fund in Seattle, WA. Also in 2015, Pewewardy was the recipient of the Silver Anniversary Award (25 years of service) from the National Association for Multicultural Education as well as selected NAME's 2011 winner of their Multicultural Research Award. At PSU, he received the 2012 John Eliot Allen Outstanding Teacher Award and 2011 President's Diversity Award. In 2011, Cornel was named Teacher of the Year by the Oregon Indian Education Association; 2009 Teacher of the Year by the National Indian Education Association; and 2009 Outstanding Educator of the Year by the Oregon Indian Education Association. In 2007 Pewewardy received the Mike Charleston Research Award for Distinguished Contributions to Indigenous Education by the American Education Research Association and 2005 Scholars of Color Distinguished Scholar Award also by AERA.

### Jean Dennison

Jean Dennison is an Assistant Professor of Anthropology at the University of Washington. Her book *Colonial Entanglement: Constituting a Twenty-First-Century Osage Nation* (UNC Press 2012) speaks directly to national revitalization, one of the most pressing issues facing American Indians today. She has also published widely, including pieces in *Visual Anthropology*, *PoLAR*, *American Indian Quarterly*, and the *American Indian Culture and Research Journal*. Jean's current research uses grounded ethnographic methods to study various accountability practices as they manifest throughout the current Osage Nation government. The primary goal of her academic endeavor is to explore how indigenous peoples negotiate and contest the ongoing settler colonial process in areas such as citizenship, governance, and sovereignty.

## Online Graduate Certificate in Social Justice Education



### The Social Justice Education graduate certificate...

... is a college-wide endeavor offered by College of Education faculty with a **focus on the principles of social justice education** that promote equitable, sustainable, and transformative change in various formal and non-formal educational settings, and across all age groups.

... aims to provide an opportunity to engage in thoughtful, rigorous and sustained inquiry into social justice education and the complex relationships between educational, cultural, economic, political and social structures and educational policies and practices. The foundation for the certificate is **critical pedagogy**, which refers to both the theory and practice of social transformation that links education to social justice.

... provides an **interdisciplinary experience** that is appropriate for students and professionals from a range of academic areas, such as counseling, advising, social work, family studies, agricultural education, curriculum and instruction, educational leadership, women's studies, and sociology.

Questions? [sjgradcert@k-state.edu](mailto:sjgradcert@k-state.edu)

## OTHER DISTINGUISHED GUESTS AND PANELISTS

### **Dan Wildcat**

Dr. Wildcat is an accomplished scholar who writes on indigenous knowledge, technology, environment, and education. He is also co-director of the Haskell Environmental Research Studies Center, which he founded with colleagues from the Center for Hazardous Substance Research at Kansas State University. A Yuchi member of the Muscogee Nation of Oklahoma, Dr. Wildcat is the coauthor, with Vine Deloria, Jr., of *Power and Place: Indian Education in America* (Fulcrum, 2001), and coeditor, with Steve Pavlik, of *Destroying Dogma: Vine Deloria, Jr., and His Influence on American Society* (Fulcrum, 2006). Known for his commitment to environmental defense and cultural diversity, Dr. Wildcat has been honored by the Kansas City organization The Future Is Now with the Heart Peace Award. His newest book is *Red Alert! Saving the Planet with Indigenous Knowledge*.

### **Jacob Tsoitigh Jr.**

Mr. Tsoitigh has been involved in American Indian education programs for the past 30 years. Currently, he serves as SC3 American Indian Education TA Coordinator. He has previously served as the Kansas TA Coordinator and a specialist in the areas of school reform and American Indian education for the former Mid-Continent Comprehensive Center, Indian Education Director for Anadarko (Oklahoma) Public Schools, Program Director and Production Specialist for Inter-Tribal Associates, Inc., and Training Associate over American Indian Research and Development by the Indian Education TA Center Five and Title IX Indian Education. Mr. Tsoitigh returned to Inter-Tribal Associates as Project Director to work as a sub-contractor with the University of Oklahoma's Region VII Comprehensive Center with direct responsibility for providing high impact TA in American Indian education for over 500 grantees in the seven-state region. Mr. Tsoitigh is past president of the Oklahoma Council for Indian Education (OCIE). He was voted as "Best in Indian Country – American Indian Role Model" by readers of the *Oklahoma Indian Times* in 1999. He is a 4/4 member of the Kiowa Tribe and specializes in parent committee training, culturally responsive pedagogy, Title VII Indian Education programming, and school improvement.

### **Stephanie Fitzgerald**

Professor Fitzgerald's research is both interdisciplinary and trans-historical, and broadly focuses on Native women's textual and cultural productions from the colonial era to the present. While her academic publications to date center on Native women's textual productions, she does not see her work as a recovery project. She is more interested in countering the historical erasure of Native women by drawing out the connections between gender, law and policy, and land dispossession. She has recently published *Native Women and Land: Narratives of Dispossession and Resurgence*, and is the Co-editor (with Jaye T. Darby) of *Keepers of the Morning Star: An Anthology of Native Women's Theater*.

### **Teresa Miller**

Dr. Teresa Miller, Associate Professor Emeritus at Kansas State University, served as an elementary and secondary principal for Manhattan/Ogden Public Schools for 15 years and then joined the faculty of the KSU Department of Educational Leadership from 2003-2013. Her educational work has focused on the many facets of school leadership, as well as developing new leaders through unique partnerships of universities and public schools.

### **Quinton Roman Nose**

As an enrolled member of the Cheyenne Arapahoe Tribe, Quinton Roman Nose has dedicated most of his career in the Indian education field to promote and develop educational initiatives and opportunities to improve the educational levels of Native American students and tribal members. Quinton earned his Master's degree in Gifted/Talented Education at the Oklahoma City University, Oklahoma City, OK in 1993. He has served as the President for multiple organizations such as the Oklahoma Indian Higher Education Scholarship Administrators Association (2007-2009), National Indian Education Association from (2009 -2012), and Tribal Education Departments National Assembly (2005-2011) as well as being one of its founding members. He is on the Board of Trustees at Bacone College in Muskogee, OK, a board member of the Oklahoma Native Youth Language Fair at the University of Oklahoma, and the President of the school board at Riverside Indian School in Anadarko, OK. Quinton currently serves on the Board of Directors as the Executive Director of Tribal Education Departments National Assembly.

### **April Petillo**

Dr. April Petillo's belief that academics should be inspired by personal passion is evident in her work as an educator and scholar. Her student-centered classrooms focus on real life applicability while her research focuses on the politics of difference as well as the ways these identities are represented/misrepresented in law and policy. Her dissertation study on sex trafficking of Native peoples explores the disconnect between federal definitions and the lived experiences of Native people, as well as the potential of using Native self-determined legal solutions to address the issue. She engages "tribal feminist critical race theory informed by anti-settler colonialist sentiments" to broadly support community activism and welcomes opportunities to talk about it. Her other recent projects examine the connections between contemporary targeted exploitation, Native-determined community justice, Settler Country legal racialization and the law.

### **AIHREA**

The American Indian Health Research and Education Alliance is an alliance of organizations whose mission is to partner and collaborate with American Indian peoples, nations, communities, and organizations to improve the physical, mental, emotional, and spiritual well-being of American Indians throughout the United States through quality participatory research and educational programs. The two primary organizations involved are the Center for American Indian Community Health (CAICH) at the University of Kansas Medical Center and the Center for American Indian Studies (CAIS) at Johnson County Community College. We partner and collaborate with numerous other organizations, conducting research with and providing services to the American Indian community in Kansas, Missouri, and surrounding states. We use community-based participatory research (CBPR) in all of our studies. CBPR is a type of research that involves community members in all parts of the research process. Almost 80% of our team members are American Indians from many different Nations across the United States. We are among the largest Native research teams in the country. We also have three community advisory boards (CABs) comprised of American Indian representatives from the communities of Lawrence, the four tribes in Kansas, Haskell Indian Nations University, Kansas City, Wichita, and Topeka, who guide all of our activities.