

THURSDAY

NOV.  
10

6:00 – 7:30 p.m.  
on Zoom

## CENTERING DIASPORA SYMPOSIUM: INDIGENOUS DIASPORA LITERACY

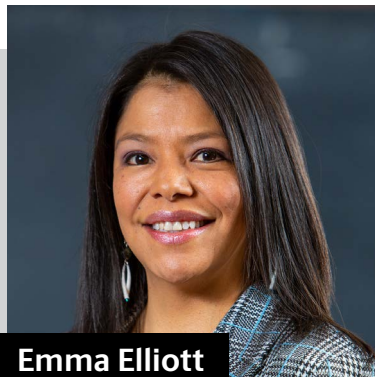
Join us for the first symposia focusing on Indigenous Diaspora Literacy featuring Timothy San Pedro of Ohio State University and Emma Elliott of University of Washington.

In the midst of overlapping and intersecting pandemics, we are collectively faced with the opportunity to re-imagine future societies and re-envision contemporary learning environments. Emma Elliott, Ph.D. and Timothy San Pedro, Ph.D. demonstrate Indigenous Storywork in practice as a methodological approach that centers on Indigenous intellectual tradition, practices, and ethical frameworks.

This event is part of efforts to engage university faculty, staff, and students in deepening awareness and understandings of diversity, equity, and inclusion.



Timothy San Pedro



Emma Elliott

**REGISTER ONLINE:**

**[bit.ly/3e300CF](https://bit.ly/3e300CF)**



**College of  
Education**

THURSDAY

DEC.

1

6:00 – 7:30 p.m.

Close-Hipp

Lumpkin Auditorium

8th floor



## CENTERING DIASPORA SYMPOSIUM: AFRICAN DIASPORA LITERACY

Join us for a symposia focusing on African Diaspora Literacy featuring our own **Kamania Wynter-Hoyte** and **Eliza Braden**. This event is part of efforts to engage COE faculty, staff, and students in deepening awareness and understandings of diversity, equity, and inclusion.

**Sankofa, Go Back and Get it: African Diaspora Literacies in Teaching & Scholarship:** In a time when Anti-Black policies and rhetoric permeate K-20 classrooms and institutions and force African American students to employ what W. E. B. Du Bois (1903) called a double consciousness: “always looking at one’s self through the eyes of others”, Eliza Braden and Kamania Wynter-Hoyte discuss how centering African thought spirituality, harmony, movement, verve, affect, communalism/collectivity, expressive individualism, oral tradition, social time perspective, perseverance, and improvisation ( King & Swartz, 2014) can guide one’s scholarship and teaching.



Kamania Wynter Hoyte



Eliza Braden

**REGISTER ONLINE:**

**[bit.ly/3CLSJ0w](https://bit.ly/3CLSJ0w)**



**College of  
Education**

THURSDAY

FEB.

2

6:00 - 7:30 p.m.  
Wardlaw College  
Room 126



## CENTERING DIASPORA SYMPOSIUM: JEWISH DIASPORA LITERACY

Join us for a symposia focusing on **Jewish Diaspora Literacy** featuring our own **Meir Muller**. This event is part of efforts to engage faculty, staff, and students in deepening awareness and understandings of diversity, equity, and inclusion.

W.E.B. DuBois uses the term veil to signify the barrier prohibiting genuine understanding between Black and white people. The only time DuBois uses veil to reference another group is when he terms Jews as half-veiled. In this symposium, there will be a lifting of the veil obstructing an understanding of why many Jewish faculty, staff, and students are feeling omitted or even targeted by diversity, equity, and inclusion initiatives. Discussion will include examples of ant-Jewish events on campuses, five reasons why Jews are often overlooked in university DEI conversations, and ways to counter this inequitable stance.



Meir Muller

**REGISTER ONLINE:**

**[bit.ly/3UUgham](https://bit.ly/3UUgham)**



**College of  
Education**

THURSDAY

MAR.

2

6:00 – 7:30 p.m.  
Wardlaw College  
Room 126



## CENTERING DIASPORA SYMPOSIUM: ASIAN DIASPORA LITERACY

Join us for a symposia focusing on **Asian Diaspora Literacy** featuring our own **Christina Yao** and **Yang Wang**. This event is part of efforts to engage faculty, staff, and students in deepening awareness and understandings of diversity, equity, and inclusion.

**Professor Yao's Session: The Social Positioning of Asian International Students in the US:** Asians and Asian Americans in the USA have long been a part of a contentious racial history, yet the COVID-19 pandemic highlighted discriminatory stereotypes and beliefs. Most recently, Asian international students were simultaneously positioned as scapegoats, bearers of disease, cash cows, and political pawns, all within the context of the pandemic. This session will provide an overview of how Asian international students are socially positioned within the U.S. national context that is heavily influenced by racist nativism.

**Professor Wang's Session:** This session will share the Chinese-English bilingual reading process of readers from early childhood to post-secondary education and Asian diaspora literacy across K-12 and higher education. It will present bilingual students' reading miscues, dialects, Asian children's literature recommendations, and implications for educators.



Christina Yao



Yang Wang

**[REGISTER ONLINE:](#)**

**[BIT.LY/3SUDIDP](https://bit.ly/3SUDIDP)**



**College of  
Education**

THURSDAY

APR.  
6

6:00 – 7:30 p.m.  
Wardlaw College  
Room 126



David Martinez



Julia Lopez Robertson

## CENTERING DIASPORA SYMPOSIUM: LATINX DIASPORA LITERACY

Join us for a symposia focusing on Latinx Diaspora Literacy featuring our own **David Martinez** and **Julia Lopez-Robertson**.

The lack of Latinx representation in schools is entrenched in the reality that frequently “existing classroom practices underestimate and constrain what Latino children are able to display intellectually” (González, Moll, & Amanti, 2005). When attempting to address cultural representation in classroom settings, schools often romanticize cultural nuances as ephemeral “tourists,” studying a culture through mandated holidays or at specific times of the year, through food, or other brief curricular foci, then quickly moving on. This type of engagement lacks the critical perspective necessary to understand the rich history of a specific culture, and how it is positioned through a student’s contemporary lens. Ephemeral approaches to cultural studies ignores the variety of experiences that children in the classroom and their families require to understand and inculcate many cultures through an asset-based lens, and ignores the expertise embedded in families, students, and communities rich with traditions. Through our presentation, we give rise to our LatinX diaspora across South Carolina. As gente responsible for centering our LatinX community as valuable and powerful in our work we provide a forum for all attendees to participate in an awareness of our community, our children, and families, as “holders and creators of knowledge” (Delgado Bernal, 2002).

This event is part of efforts to engage university faculty, staff, and students in deepening awareness and understandings of diversity, equity, and inclusion.

**REGISTER ONLINE:**  
**BIT.LY/3ENKM5A**



**College of  
Education**

THURSDAY

APR.  
27

6:00 – 7:30 p.m.  
Wardlaw College  
Room 126



## SOLIDARITY AND INTERSECTIONS AMONG DIASPORA LITERACIES: THE PATH FORWARD

Join us for the final symposia focusing on Solidarity and Intersections Among Diaspora Literacies featuring our own Susi Long and Toby Jenkins. This event is part of efforts to engage COE faculty, staff, and students in deepening awareness and understandings of diversity, equity, and inclusion.

Although this is a conclusion to this series, this session is also a beginning as Dr. Long and Dr. Jenkins-Henry invite participants to take next steps in this work. Key to those next steps will be thoughts about the power of intersectionality within and across diasporas and addressing those intersections without losing sight of foci on issues of urgency. Hand-in-hand with discussions of intersectionality will be a focus on the critical importance of solidarity: what it can look like, feel like, and how it creates spaces for teaching, learning, caring, and building and sustaining the confidence and courage to stay the course.



Susi Long



Toby Jenkins

**REGISTER ONLINE:**

**BIT.LY/3MPLVBP**



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