



COLLING

Reclaiming Knowledge

Indigenous and Minority Languages
in Communities, Education, Sciences, and the Arts

Summer School | August 8-12, 2022 | UNC Chapel Hill, NC

Reclaiming Knowledge: Indigenous and Minority Languages in Communities, Education, Sciences, and the Arts

This COLING summer school will be centered on knowledge and the full cultural meaning of science. Over five sessions, it will focus on the interrelated themes of nurturing language, sharing innovative methods for education, alternative epistemologies, and the linkages between the sciences and the arts. Its central thread of reclaiming knowledge will also deal with histories of displacement, trauma, and community responses. It will emphasize the results of the COLING project over its five-year development to present methodologies of collaboration and co-investigation, recognition of traditional knowledge, and research and ethics. Specific topics will include the collaborative research in progress among Indigenous communities in the Americas and minority communities in Europe.

Reclaiming Knowledge: Indigenous and Minority Languages in Communities, Education, Sciences, and the Arts

This event is organized in collaboration with the Americas Research Network (ARENET), the Institute for the Study of the Americas of the University of North Carolina at Chapel Hill, the University of Warsaw's Center for Research and Practice in Cultural Continuity at the Faculty of Artes Liberales, the Council of American Overseas Research Centers, and the Smithsonian Institution. It is part of the UNESCO 2022 – International Decade of Indigenous Languages featured activities.

This summer school, “Reclaiming Knowledge - Indigenous and Minority Languages in Communities, Education, Sciences, and the Arts,” is a planned event for the project COLING: “Minority Languages, Major Opportunities. Collaborative Research, Community Engagement and Innovative Educational Tools,” funded by Horizon 2020 MSCA RISE program (778384). COLING is an international, multi-institutional project that creates spaces for academics, experts, language and speech community members, and activists from various communities in the world to meet, discuss, and share their work and knowledge on language revitalization programs in varied contexts and through different disciplinary perspectives.

Session I: COLING Project Results and Discussion

Time	Activity & Title	Speaker	Institution
9:30	Welcome Remarks	Stanisław Kordasiewicz, Cynthia Radding, Greta de León	COLING, UNC, ARENET
10:00	Panel: Results from COLING partners	GAL, University of Warsaw, University of Groningen, Leiden University, Latgolys Studentu centrs	COLING Partners
10:45	COLING PhD Dissertations	Elwira Dexter-Sobkowiak, Omar Aguilar Sánchez, Osiris Gonzáles	University of Warsaw, University of Leiden
11:30	Coffee Break		
12:00	Ethics in Collaborative Research: Discussion of the Document Produced by the COLING Project in 2020	Community representatives and Indigenous researchers: Olimpia Squillaci, Tymoteusz Król, Genner Ortiz-Llanes	GAL, Polish Academy of Sciences, Bishop's University
13:30	Lunch Break		
15:00	COLING Monograph, "Living with Nature, Cherishing Language: Indigenous Knowledges in the Americas"	Cynthia Radding + Justyna Olko	UNC-Chapel Hill University of Warsaw
15:30	Coffee Break		
16:30	Discussion: Results from COLING	Moderator: Tomasz Wicherkiewicz	Adam Mickiewicz University in Poznań

Monday, August 8, 2022

Session II: Histories of Displacement, Trauma, and Recovery: Language and Community Resources

Time	Activity & Title	Speaker	Institution
9:30	Italiot Greek: tying up past and present	Gianlorenzo Vacca and team members, scholars and activists	GAL
10:15	Modernity and Universality of Poetic Expression in a Minority Language: TheCase of Salvino Nucera's Greko Poetry	Ewa Janion	University of Warsaw
10:40	Coffee Break		
11:00	Panel: Recovery of Territory, Objects and Production of Cultural Knowledge.	Michael Lambert, Valerie L. Lambert	UNC-Chapel Hill
13:30	Lunch Break		
14:30	Panel: Histories of Trauma and Well Being: Language and Community Resilience	Justyna Olko, Katarzyna Lubiewska, Eduardo de la Cruz	UNC-Chapel Hill University of Warsaw
15:45	Coffee Break		
16:00	Education in Migrant and Refugee Context: Systemic Approach and Best Practices	Tetyana Lewińska, Nasir Kaihan	University of Warsaw, Arizona State University

Tuesday, August 9, 2022

Session III: Indigenous Languages in Education and Innovative Methods and Materials

Time	Activity & Title	Speaker	Institution
9:30	Panel: Digital technologies for education and services to communities I	Matt Coler, Genner Llanez Ortiz, Stanisław Kordasiewicz	University of Groningen, Bishop's University, University of Warsaw
10:30	Coffee Break		
11:00	El idioma, la identidad, y la defensa del territorio entre los Yoremem de Sonora, Mexico	Maestra Myrna Dolores Valencia Banda, Don Remedios Aguilar Osuna	Consejo del Gobierno Tradicional de Cohuirimpo, Sonora, Mexico
12:00	Panel: Digital technologies for education and services to communities II	Josefina Larragoiti Oliver, Emilio Alvarez	Editorial Resistencia, Miyotl Project
13:00	Lunch Break		
14:30	Bridging gaps between indigenous peoples & academia: The linguistic project for vitalization, maintenance, and development.	José Antonio Flores Farfán	CIESAS in collaboration with University of Leiden
15:45	Film Screening: Ñii Ñu'u / Pieles Sagradas / Sacred Skin	Omar Aguilar Sánchez	ARENET
16:30	Group Discussion: Indigenous Languages in Education and Innovative Methods and Materials	Moderator: Octaviana Trujillo	Northern Arizona University

Wednesday, August 10, 2022

Session IV: Traditional Ecological Knowledge: Indigenous Science

Time	Activity & Title	Speaker	Institution
9:30	La Salud del Idioma y el Idioma en la Salud: Un Proyecto Revitalizador Participativo en San Miguel Tenango, Puebla, Mexico	Gregory Haimovich, Herlinda Márquez Mora	University of Warsaw, University of Warsaw, Activist San Miguel Tenango Zacatlán Puebla
10:30	Coffee Break		
11:00	Making sharing caring (again): the role of digital tools in epistemic interactions across cultures	Konrad Rybka	University of Leiden
12:00	El Visor Toponimico Mexicano: la cartografia y los conocimientos Indigenas	Antonio Escobar Ohmstede	CIESAS
13:00	Lunch Break		
14:30	Transdisciplinary Modules for Integrating Traditional Knowledge and Climate Science	Octaviana Trujillo	Northern Arizona University
15:30	Coffee Break		
16:00	Group Discussion: Indigenous Science and the Meanings of Knowledge	Moderator: Cynthia Radding	UNC/ ARENET

Session V: Language(s) in Museum(s) and To be Named

Time	Activity & Title	Speaker	Institution
9:30	Art, Research, and Indigenous and Minority Languages	Marta Ostajewska, Piratá Waura, Jully Acuña and Marcelo Miranda	University of Warsaw, University of Leiden, colectivo Ayëntš, Wauja Activist
11:00	Coffee Break		
11:30	Language(s) in Museum(s) Presentation + Group Discussion	Greta de León, Gwyn Isaac, Tomasz Wicherkiewicz, Genner Llanes-Ortiz, Anthony Shelton	ARENET, SI, Adam Mickiewicz University in Poznań, Bishop's University, ARENET/UBC
13:00	Lunch Break		
14:30	To Be Named	Gwyneira Isaac	Smithsonian Institution
15:30	Coffee Break		
16:00	Group Discussion: Plans for the Future	Stanisław Kordasiewicz	University of Warsaw
17:30	Reception		

Panel: Results from COLING partners

**GAL, University of Warsaw, University of Groningen, Leiden University
Latgolys Studentu centrs**

Brief presentations of COLING project partners results.

Monday, August 8, 2022

Panel:COLING PhD Dissertations

Elwira Dexter-Sobkowiak, Omar Aguilar Sánchez, Osiris Gonzáles

Monday, August 8, 2022

Panel:COLING PhD Dissertations

Language contact in the Huasteca: Spanish-contact induced change in Huasteca Nahuatl and Tének'

Elwira Dexter-Sobkowiak

Abstract

In this talk I summarise the results of my doctoral research about the impact of Spanish on two indigenous languages: Huasteca Nahuatl and Tének. I focus on the linguistic changes that reflect the shift from the traditional Indigenous worldview to the mainstream mestizo culture, such as the changes in the possession marking of culturally significant objects in Tének or the loss of the traditional Mesoamerican vigesimal numeral system in both Nahuatl and Tének.

Monday, August 8, 2022

Language contact in the Huasteca: Spanish-contact induced change in Huasteca Nahuatl and Tének'

Elwira Dexter-Sobkowiak

A Ph.D. candidate at the "Artes Liberales" faculty of the University of Warsaw. Elwira has an M.A. in Ethnolinguistics from Adam Mickiewicz University, Poznań (2004) and an M.A. in Language Documentation and Description from SOAS, University of London (2010). Elwira has experience working with speech communities of endangered languages in Mexico, on Guernsey Island and in El Salvador. Since 2014, she has been involved in documentation and revitalization projects in the Huasteca Potosina region of Mexico where she has been working with the Nahua and Tének communities giving talks, organizing orthography workshops for school children and cooperating with local NGOs promoting social justice (e.g. gender equity workshops).

In 2015 she received a grant from the Foundation for Endangered Languages to document the oral tradition of the Huasteca Potosina region, which resulted in the publication of a bilingual book (Nahuatl and Spanish) called *Kamanaltlajtomej Xilitlan: Narraciones en náhuatl de Xilitla*. During her stay in Mexico she has given over 100 hours of talks and workshop on language, cultural heritage and indigenous identity at Mexican universities including the UNAM, FES Acatlán and local intercultural universities, as well as in primary, secondary and high schools.

Panel:COLING PhD Dissertations

Ñuu Savi: Pasado, Presente y Futuro

Descolonización, Continuidad Cultural y Re-apropiación de los Códices Mixtecos en el Pueblo de la Lluvia

Omar Aguilar Sánchez

Abstract

This dissertation is a decolonial study of the pictorial manuscripts of the Ñuu Savi (people of the Rain), and seeks the understanding of its cultural values through the holistic and diachronic study of its living and historical-cultural heritage, based on the reintegration of cultural memory based on cultural continuity, linking its past and present through the language of rain and from the perspective of Ñuu Savi himself, in Mexico, with the ultimate goal of re-appropriation of this knowledge by the communities themselves of the People of the Rain.

Monday, August 8, 2022

Ñuu Savi: Pasado, Presente y Futuro

Descolonización, Continuidad Cultural y Re-apropiación de los Códices Mixtecos en el Pueblo de la Lluvia

Omar Aguilar Sánchez

Omar Aguilar Sánchez is tee savi (Mixtec) and has a Ph.D. from the University of Leiden. He is an archaeologist from the National School of Anthropology and History. His undergraduate and doctoral research has received the Alfonso Caso Award at the INAH Awards in 2016 and 2021.

In 2019 he won the National Youth Award in the category of “Academic Achievement”. He is a specialist in the historical-cultural heritage of the Ñuu Savi, mainly the Mixtec Codices and the link of these pictorial manuscripts with the living heritage and the Mixtec language from a decolonial perspective. He has been a speaker at national and international conferences and has published various articles. He devised and was co-creator of the app “Códices Mixtecos”. He is co-founder of the “Nchivi Ñuu Savi Collective”. Participant in the COLING project, based in Poland, and fellow of “The Americas Research Network (ARENET)”. He is a founding member and research professor at the Autonomous Communal University of Oaxaca. In 2022 he entered the National System of Researchers (SNI).

Monday, August 8, 2022

Panel:COLING PhD Dissertations

Tlamatiliztli: the wisdom of the Nahuatl people.

Intercultural philosophy and right to land

Osiris Sinuhé González Romero

Abstract

The aim of this research is the systematic analysis of the concept of wisdom developed by Nahuatl people of Mexico based on the historical sources and archaeological evidence, but also in the knowledge of contemporary indigenous communities and indigenous scholars. The hypothesis pretends to demonstrate, how the cognitive structures embedded in indigenous languages are useful in the development and intercultural epistemology. But the most significant issue is the implementation of collaborative research methodologies.

Monday, August 8, 2022

Tlamatiliztli: the wisdom of the Nahuatl people. Intercultural philosophy and right to land

Osiris Sinuhé González Romero

Osiris Sinuhé González Romero earned his PhD at Leiden University, in the Faculty of Archaeology – Heritage of Indigenous Peoples. In 2015 he was awarded the Coimbra Group Scholarship for Young Professors and Researchers from Latin American Universities. González Romero taught undergraduate courses in the Faculty of Philosophy at the Universidad Nacional Autónoma de México). He is a former fellow of ARENET in the project COLING: Minority Languages, Major Opportunities, Collaborative Research, Community Engagement and Innovative Educational Tools. His PhD dissertation: Tlamatiliztli: la sabiduría del pueblo nahua. Filosofía intercultural y derecho a la tierra has been published as a book by Leiden University Press. Also collaborates with the research project: Mesoamerican Narratives at the British Museum: Ancient Writing, Contemporary Voices. Currently, he is a Postdoctoral researcher on cognitive freedom and psychedelic humanities at the University of Saskatchewan, Canada. His research interests include history of medicine, indigenous knowledge, heritage studies, decolonial theory, philosophy of psychedelics, political philosophy, and aesthetics. He has been working on the book, New Essays on History and Philosophy of Psychedelics.

Monday, August 8, 2022

Ethics in Collaborative Research: Discussion of the Document Produced by the COLING Project in 2020

Community representatives and Indigenous researchers: Olimpia Squillaci, Tymoteusz Król, Genner Ortiz-Llanes

For the full report visit:

<https://coling.al.uw.edu.pl/wp-content/uploads/2020/09/Program-and-Ethics-in-collaborative-research-COLING-online-workshop-27.03.2020.pdf>

COLING Monograph, “Living with Nature, Cherishing Language: Indigenous Knowledges in the Americas”

Cynthia Radding, Justyna Olko

abstract

Within the framework of the COLING collaborative international project on language revitalization and cultural heritage, ARENET is partnering with the University of Warsaw, the Center for Research in Cultural Practice and Continuity, and the University of North Carolina, Chapel Hill, to produce an edited volume as one of the principal deliverables of the project. Entitled “Living with Nature, Cherishing Language: Indigenous Knowledges through History,” the book is edited by Co-PIs Justyna Olko (University of Warsaw) and Cynthia Radding (University of North Carolina and ARENET). It explores the deep connections between environment, language, and cultural integrity, with a focus on Indigenous peoples, communities, and their languages in both early modern and modern times. It will bring together scholars who work on colonial and contemporary sources as well as native scholars, who are speakers of Indigenous and minority languages. The book focuses on Indigenous knowledge systems, their transformations and the challenges to their continuity and survival in the Americas. Contributions to this book, based on original research, illustrate the role of heritage languages as carriers of identity, the means to promote well-being and protect the integrity of local communities, and as reservoirs of environmental knowledge. In terms of methodology, the book aims to produce a dialogue among scientifically trained scholars and local communities to compare their perspectives on wellbeing in both historical and modern times.

Monday, August 8, 2022

COLING Monograph, “Living with Nature, Cherishing Language: Indigenous Knowledges in the Americas”

Cynthia Radding

Dr. Cynthia Radding is the Gussenhoven Distinguished Professor of History and Latin American Studies at The University of North Carolina, Chapel Hill. Her scholarship is rooted in the imperial borderlands of the Spanish and Portuguese American empires, emphasizing the role of indigenous peoples and other colonized groups in shaping those borderlands, transforming their landscapes, and producing colonial societies. She is an international corresponding member of the Academia Mexicana de Historia; she served as book review editor of *Hispanic American Historical Review* and on the Editorial Boards of *American Historical Review*, *Hispanic American Historical Review*, and *The Americas*. Radding is President of the Board of Directors of the Americas Research Network, and co-editor of the *Borderlands of the Iberian World* with Danna Levin Rojo, a Oxford University Press Handbook (2019). Her publications include *Landscapes of Power and Identity. Comparative Histories in the Sonoran Desert and the Forests of Amazonia from Colony to Republic*, 2005 (published in Spanish 2005, 2008); *Wandering Peoples: Colonialism, Ethnic Spaces, and Ecological Frontiers (Northwestern Mexico, 1700-1850)*, 1997 (published in Spanish, 2016); *Borderlands in World History*, co-edited with Chad Bryant and Paul Readman (2014); and forthcoming, *Bountiful Deserts: Sustaining Indigenous Worlds in Northern New Spain* (2022).

Monday, August 8, 2022

COLING Monograph, “Living with Nature, Cherishing Language: Indigenous Knowledges in the Americas”

Justyna Olko

Justyna Olko is professor in the Faculty of “Artes Liberales” at the University of Warsaw and director of its Center for Research and Practice in Cultural Continuity. She specializes in ethnohistory, sociolinguistics, contact linguistics, language endangerment and revitalization as well as decolonizing research practices, with a special focus on Nahuatl language and culture. Olko is also involved in a program for revitalizing the Nahuatl language and works with researchers and activists committed to revitalizing endangered languages of ethnic minorities in Poland. Author of *Insignia of Rank in the Nahuatl World* (University Press of Colorado, 2014), co-editor and co-author of *Dialogue with Europe, Dialogue with the Past. Colonial Nahuatl and Quechua Elites in Their Own Words* (University Press of Colorado & University of Utah, 2018), co-author of *Loans in Colonial and Modern Nahuatl. A Contextual Dictionary* (Mouton de Gruyter, 2020), and co-editor (with Julia Sallabank) and co-author of *Revitalizing Endangered Languages. A Practical Guide* (Cambridge University Press, 2021). A recipient of Starting and Consolidator Grants from the European Research Council (Europe and America in Contact, 2012-2017; Consolidator Grant: Multilingual worlds – neglected histories, 2021-2026). Justyna Olko is a member of the Polish National Science Center Council (2018-2022) and was awarded the Knight's Cross of the Order of Polonia Restituta (2013), as well as a Burgen Fellowship by the Academia Europaea (2013). In 2020 she became a winner of the Falling Walls Science Breakthrough of the Year in social sciences and humanities for “Breaking the walls between Academy and local communities in favour of linguistic diversity”. More information at www.jolko.al.uw.edu.pl.

Monday, August 8, 2022

Discussion: Results from COLING

Tomasz Wicherkiewicz, moderator

is a Polish linguist who specializes in sociolinguistics, language policy and planning, as well as minority studies, with special interest in endangered, minority and minorized, lesser-spoken, underresourced, and underresearched languages and their communities, in language revitalization and documentation, and in minority language rights protection and research. His research also includes typologies and sociolinguistics (including historical sociolinguistics) of writing systems and their elements. He authored and led the project Poland's Linguistic Heritage - Documentation Database for Endangered Languages – www.inne-jezyki.amu.edu.pl.

Tomasz Wicherkiewicz is a university professor and the head of the Department of Language Policy & Minority Studies at Adam Mickiewicz University in Poznań, Poland. He studied in the Netherlands and Germany and worked with minority communities and academia, mainly in Europe and Asia. In 2018-2019, he stayed as a visiting professor at the University of Hokkaido in Sapporo, Japan, in 2019-2020 and in 2022 as a fellow researcher in the Smithsonian Institution program Recovering Voices in Washington, DC; in 2022 he was also a visiting researcher at the University of North Carolina in Chapel Hill, NC and the University of Texas in Austin, the latter three as part of the COLING project (Minority Languages, Major Opportunities. Collaborative Research, Community Engagement, and Innovative Educational Tools).

Italiot Greek: tying up past and present

Gianlorenzo Vacca, Maria Luisa Nucera

Abstract

The presentation aims to offer a brief overview of the current linguistic and juridical situation of Greko and Griko minority languages; moreover, we are going to present our revitalization programs—namely, the To Ddomadi Greko and I Ddomada Grika summer schools of languages—and the projects we are currently working on for COLING, which include the elaboration of a common digraphic system for both Greko and Griko. Last, we will briefly talk about the motives that push us to work every day on saving our languages and the culture associated with them.

Italiot Greek: tying up past and present

Gianlorenzo Vacca

Ciao is olu! / Hello everyone! My name is Gianlorenzo Vacca (but you can call me Gianlo) and I was born in 1993 in Salento, the heel of the boot-shaped Italian peninsula. I'm a recent graduate in Eastern Languages and Civilizations at "L'Orientale" University of Naples where I studied Arabic and Modern Hebrew. My graduation thesis, deals with the Judeo-Arabic dialect which was once spoken in the city of Tripoli, Libya. The reason I'm writing these lines, however, has nothing to do with Arabic or Hebrew, but it's simply due to the passionate love that I have for Italiot Greek. The glossonym 'Italiot Greek' refers to a number of endangered Greek varieties of ancient and/or medieval origins which are still spoken in southern Italy and that can be further subclassified in two main branches: the Calabrian Greek and the Apulian or Salentinian Greek (called respectively Greko and Griko by native speakers). Although I wasn't born in a Griko-speaking family, I've been considering Griko as part of my cultural heritage since the very first moment I began to learn it, which happened quite late: despite my hometown being just few kilometres away from the Salentinian hellenophone area (the so-called Grecía Salentina) it wasn't until the age of 22 that I started to develop a serious interest towards Griko. After years of study and practice not only did I reach today a good fluency in the language, but I also became an activist for its revitalization. In fact, today I collaborate with a group of young women and men from Calabria and Apulia to increase awareness on these endangered varieties among (especially young) locals and promote their learning by younger generations. I'm currently working as volunteer for GAL Area Grecanica, a local development agency based in Bova, Italy, which is partnering with COLING Project. The projects I'm currently working on are: 1. the development, together with two colleagues of mine, Francesco Malafarina and Freedom Pentimalli, of a standardized orthography proposal for both Greko and Griko; this work aims to provide Italiot Greek with a dual writing system, using both Latin and Greek script. 2. the transcription and digitalization of selected oral texts from the anthology "Testi Neogreci di Calabria". The transcription is being made in accordance to the above-mentioned digraphic orthographic conventions and includes the creation of specific exercises of reading comprehension.

Italiot Greek: tying up past and present

Maria Luisa Nucera

I am an undergraduate student in Classics. My specific field of interest includes both the study of ancient languages - Latin and Ancient Greek- and the elaboration of language revitalization practices for the Calabrian Greek (Greko) minority language. Particularly, I am working on the implementation of Greko in secondary school study programs, in order to raise awareness of the Calabrian Greek culture among students. WORK

EXPERIENCE AT GAL AREA GRECANICA (2020-current) • Active membership of the "Jalò tu Vua" association based in Bova Marina, Italy, and participation in the arrangement of the "To ddomadi greko" summer school. • Social media management of the official Facebook and Instagram "To ddomadi greko" pages, whose contents aim to develop interest in learning the Greko grammar and culture. • Volunteer for the COLING Horizon 2020 Project, with the following assignment: - Transcription and translation of video recordings of Greko native speakers from Greko to Italian. The videos were recorded in the main villages of the Amendolea Valley, where Greko is still being spoken.

Modernity and Universality of Poetic Expression in a Minority Language: The Case of Salvino Nucera's Greko Poetry

Ewa Janion

Abstract

This talk will discuss Salvino Nucera's (b. 1952) poetry written in Greko. It will focus on the poetic strategies of constructing a modern subject in a language intrinsically connected to traditional pastoral culture and providing very limited vocabulary. It will be argued that Nucera refers to the Calabrian landscape, often to specific places, typical elements of nature, and everyday practices, which in his poetry become universal metaphors and create an image of a modern intellectual's complex identity.

Ewa Róża Janion is a Modern Greek scholar, an assistant professor at the Center for Modern Greek Studies at the Faculty of "Artes Liberales", University of Warsaw, Poland, where she teaches courses on the 19th and 20th century Greek literature and culture. Within the Coling project, she investigates Calabrian Greek poetry and prepares materials for teaching Greko to Polish students. Her other research focuses on the Greek Revolution of 1821 as well as on Modernist literature, specifically the works of C.P. Cavafy and Nikos Kazantzakis.

Tuesday, August 9, 2022

Panel: Recovery of Territory, Objects and Production of Cultural Knowledge.

Reflections on Global Indigenous Studies

Michael Lambert

Michael Lambert is an enrolled citizen of the Eastern Band of Cherokee Indians. He earned his doctorate in social anthropology at Harvard University and is currently associate professor of African studies and anthropology at the University of North Carolina at Chapel Hill. From 2005-2015 he served as founding director of UNC-CH's African Studies Center, and secured UNC's status as a National Resource Center in African studies. He is the author of *Longing for Exile: Migration and the Making of a Translocal Community in Senegal*, and co-author with Leonard Lambert of *Up from These Hills: Memories of Cherokee Boyhood*, which explores American Indian personal experience in the mid-twentieth century. He has published on a host of other topics ranging from political protest in West Africa, to 'Indian blood' and tribal belonging in North America. He is currently writing a book on migration, borders, and belonging in West Africa.

Tuesday, August 9, 2022

Panel: Recovery of Territory, Objects and Production of Cultural Knowledge.

Settler Colonialism and Native Nations in the United States

Valerie L. Lambert

Valerie Lambert is an enrolled citizen of the Choctaw Nation and an associate professor of anthropology at the University of North Carolina at Chapel Hill. She is the author of *Choctaw Nation: A Story of American Indian Resurgence*, which won the North American Indian Prose Award.

She has a new book, *Native Agency: Indians in the Bureau of Indian Affairs*, coming out this fall from the University of Minnesota Press.

Tuesday, August 9, 2022

Panel: Histories of Trauma and Well Being: Language and Community Resilience

Justyna Olko, Katarzyna Lubiewska, Eduardo de la Cruz

Abstract

In this presentation we share external (etic) and internal (emic) perspectives on studying interrelated themes of Indigenous trauma, well-being, resilience and heritage language use. Our research shows that ethnic and linguistic discrimination, as well as acculturation stress, along with their long-term effects reflected in the symptoms of historical trauma, are important predictors of poorer health and depression among Indigenous people. We also discuss the retraumatization mechanism during the Covid-19 pandemic among different groups. At the same time, there are beneficial results of maintaining positive and strong ethnolinguistic identity and the continued use of heritage languages on well-being and health of members of Indigenous/ethnic minority communities. In addition, we will argue that historical awareness of oppression and traumatization may act as a protective factor favouring more rational behaviours during the health crisis.

Tuesday, August 9, 2022

Panel: Histories of Trauma and Well Being: Language and Community Resilience

Justyna Olko

Justyna Olko is professor in the Faculty of “Artes Liberales” at the University of Warsaw and director of its Center for Research and Practice in Cultural Continuity. She specializes in ethnohistory, sociolinguistics, contact linguistics, language endangerment and revitalization as well as decolonizing research practices, with a special focus on Nahuatl language and culture. Olko is also involved in a program for revitalizing the Nahuatl language and works with researchers and activists committed to revitalizing endangered languages of ethnic minorities in Poland. Author of *Insignia of Rank in the Nahuatl World* (University Press of Colorado, 2014), co-editor and co-author of *Dialogue with Europe, Dialogue with the Past. Colonial Nahuatl and Quechua Elites in Their Own Words* (University Press of Colorado & University of Utah, 2018), co-author of *Loans in Colonial and Modern Nahuatl. A Contextual Dictionary* (Mouton de Gruyter, 2020), and co-editor (with Julia Sallabank) and co-author of *Revitalizing Endangered Languages. A Practical Guide* (Cambridge University Press, 2021). A recipient of Starting and Consolidator Grants from the European Research Council (Europe and America in Contact, 2012-2017; Consolidator Grant: Multilingual worlds – neglected histories, 2021-2026). Justyna Olko is a member of the Polish National Science Center Council (2018-2022) and was awarded the Knight's Cross of the Order of Polonia Restituta (2013), as well as a Burgen Fellowship by the Academia Europaea (2013). In 2020 she became a winner of the Falling Walls Science Breakthrough of the Year in social sciences and humanities for “Breaking the walls between Academy and local communities in favour of linguistic diversity”. More information at www.jolko.al.uw.edu.pl.

Tuesday, August 9, 2022

Panel: Histories of Trauma and Well Being: Language and Community Resilience

Katarzyna Lubiewska

Dr. hab. Katarzyna Lubiewska is an assistant professor at the Developmental Psychology Unit at the University of Warsaw in Poland. The area of her research interest is related to cross-cultural developmental psychology, including attachment and its parental and cultural contexts of development, as well as intergenerational relations in the family. Katarzyna Lubiewska has completed two research internships, under the supervisions of Prof. Gisela Trommsdorff at the University of Konstanz in Germany and Prof. Fons van de Vijver at Tilburg University in the Netherlands. She has been leading a few international projects as a national partner, including the Value of Children and Intergenerational Relations project. Currently, she is carrying out cross-national project Combination of emic and etic approach to parenting and attachment (CEE-PaAtt) investigating the cultural determinants of the relationship between maternal parenting and attachment of middle age children in Poland, Turkey, and the Netherlands.. Katarzyna Lubiewska is the author of Polish and English-language articles in the mainstream national and international psychological journals, chapters in books, the second editor in the Current Issues in Personality Psychology, Frontiers in Psychology, and a reviewer in reputable national and international journals as well as international and national institutions awarding research grants (COST, Polish-German Foundation for Science). Moreover, she is also the initiator and president of the Polish chapter of the Society for Emotion and Attachment Studies (SEAS Polish Chapter).

Tuesday, August 9, 2022

Panel: Histories of Trauma and Well Being: Language and Community Resilience

Eduardo de la Cruz

Is the deputy director of the Institute of Ethnological Teaching and Research of Zacatecas IDIEZ, teacher of Nahuatl culture and language in more than 5 universities in the United States. He has published two books in the Nahuatl language:

Tototatahuan Ininixtlamatiliz 2015.

Cenyahtoc cintli tonelhuayo: Huahcapatl huan tlen naman

Co-author of other books published in the Nahuatl language.

Sub-coordinator of the Nahuatl language summer course at the University of Utah. His research approach focuses on the continuity and ceremonial practices of corn cultivation in the Huastecas of Veracruz; the study of the beliefs and practices of the custom of the Nahuas as an act of well-being. Organizer of Nahuatl culture and language workshops in the communities of Chicontepec and work that leads to the revitalization of their mother tongue in Nahuatl. She is currently a doctoral student at the Faculty of Liberal Arts at the University of Warsaw.

Education in Migrant and Refugee Contexts: Systemic Approach and Best Practices

Refugee Education - Imagining the Future Together: From Inclusion to Integration

Nasir Kaihan

Abstract

According to UNHCR, as of December 2021, there are approximately 90 Million people are forcibly displaced around the world. They all need durable solutions in the face of challenges, such as basic human security like food and shelter or fundamental human rights education. Children constitute 42% of all refugees across the globe who are virtually deprived of their rights to access education for various reasons. More closely looked at, the data from UNHCR highlights shocking figures. For example, as of 2021, only 68% of refugee children can access education at a primary level. That figure drops by 50% at the secondary level and 13 times lower at the tertiary levels. That does not end there, qualitatively looked at, most of the refugee hosting countries often fail to not only include the refugee children in their education systems but also lag when it comes to integration and promoting a sense of belonging among them. This presentation stems from a desk review of different national policies and international (non)-binding documents, and aims to highlight those gaps, open the venue for extensive discussion and advocacy in this domain, and raise critical questions leading to potential research in this sphere leading up to policy improvement.

Tuesday, August 9, 2022

Education in Migrant and Refugee Context: Systemic Approach and Best Practices

Refugee Education - Imagining the Future Together: From Inclusion to Integration

Nasir Kaihan

Nasir Kaihan is a Doctoral Student in Education Policy and Evaluation at Arizona State University's Mary Lou Fulton Teachers College. He graduated with a Master of Arts in Educational Leadership from Western Michigan University's College of Education and Human Development through the Fulbright Foreign Students program in 2018. Nasir has over eight years of experience working in development, peacemaking, nation-building, social integration, social cohesion, and peaceful co-existence of IDPs, returnees, and host communities with UNESCO, the American University of Afghanistan, and the USAID. His career and research interests lie in refugee education, girls' education, and education of the most disadvantaged segments of society. Nasir has led, attended, and presented at more than ten conferences and workshops in Afghanistan and internationally. More specifically, he has attended and presented at the American College Personnel Association's Convention in 2017 in Columbus, Ohio – the United States of America. Nasir also serves as a Special Advisor and Honorary Trustee Member for the Afghan Girls Financial Assistance Fund

Tuesday, August 9, 2022

Education in Migrant and Refugee Contexts: Systemic Approach and Best Practices

Cultural sensitivity matters: integration and adaptation of refugee children from Ukraine living in Poland.

Tetyana Lewińska

Abstract

The discussion will cover the case of integration and adaptation of refugee children from Ukraine living in Poland. There will be presented main systemic challenges in the context of Ukrainian children's transition into the Polish education system on pre-school and school level. The discussion will cover the link between bilingualism in the Ukrainian community in Poland and cultural sensitivity approach.

Tuesday, August 9, 2022

Education in Migrant and Refugee Context: Systemic Approach and Best Practices

Cultural sensitivity matters: integration and adaptation of refugee children from Ukraine living in Poland.

Tetyana Lewińska

Tetyana Lewińska combines her research on integration issues of the Ukrainian migrant community in Poland with public activism and promotion of Ukrainian culture, works at the Faculty of “Artes Liberales”, University of Warsaw (Poland). Graduate of the MA Sociology Studies at the Ivan Franko National University in Lviv (Ukraine), and PhD studies in Graduate School for Social Research of Polish Academy of Sciences in Warsaw (Poland). Her academic research interests include issues of bilingualism in Ukraine, cultural dimensions of integration in migrant communities, acculturation stress and well-being of migrants. Her current academic research is focused on the refugee children from Ukraine living in Poland in the context of integration and adaptation in foreign-language environment. A participant in the COLING project.

Panel: Digital technologies for education and services to communities I

Matt Coler, Genner Llanez Ortiz, Stanisław Kordasiewicz

Digital technologies play an increasingly important role in minority and endangered language protection, especially in the field of education and community-based revitalization efforts. The panel will focus on resources developed within the COLING project and expand the discussion into other areas, indicating success stories as well as challenges (e.g. the risk of losing control over important data or providing efficient communications between technology developers and community members).

Wednesday, August 10, 2022

Panel: Digital technologies for education and services to communities I

Matt Coler, Genner Llanez Ortiz, Stanisław Kordasiewicz

Matt Coler, has a B.A. in Philosophy with a Minor in Mandarin Chinese from the University of Massachusetts, and a M.A. (cum laude) and PhD both from the Free University of Amsterdam in the domain of Linguistics. His PhD research provided the first description of a previously undescribed variant of Aymara spoken in the remote Peruvian altiplano (Coler, 2014).

Currently, Matt is an Assistant Professor at the interdisciplinary faculty "Campus Fryslân" at the University of Groningen, where he supervises a team of PhD researchers in the Culture, Language & Technology flagship. Matt is Work Package Leader and/or Management Team member for multiple H2020 projects (including FET-Open and MSC-RISE) and serves as a H2020-Evaluator for the Research Executive Agency / European Commission and as a Panelist for the National Science Foundation (USA). He is also a member of the scientific board, scientific committee or steering committee of several projects and organizations within academia and in the private sector.

Genner Llanez Ortiz, DPhil in Social Anthropology from the University of Sussex. Canada Research Chair in Digital Indigeneities at Bishop's University (Sherbrooke, Quebec), located in the ancestral and unceded territory of the Abenaki people. His research examines the creative ways in which Indigenous Peoples employ digital media and technologies to reclaim and mobilize their languages and knowledge. He has investigated how Indigenous artistic forms (music, cinema, performance) contribute to language revitalization, anti-racism and decolonization efforts. He has worked collaboratively with Indigenous organizations in Mexico, Ecuador, Belize and Guatemala, and has been a researcher at Royal Holloway University of London, CIESAS Mexico, and Leiden University in the Netherlands.

Stanisław Kordasiewicz

graduated at the Faculty of Law at the University of Warsaw (2005) and continued there with my PhD project on strict liability rules in roman law (2010). My current academic interest focus on effective protection of language and minority rights.

Wednesday, August 10, 2022

El idioma, la identidad, y la defensa del territorio entre los Yoremem de Sonora, Mexico

Myrna Dolores Valencia Banda, Remedios Aguilar Osuna

Remedios Aguilar Osuna

Don Remedios Severo Aguilar Osuna is a Yoreme citizen from the community of Punta de la Laguna, which is part of the Pueblo of Cohuirimpo in the Mayo river valley in Sonora, Mexico. Don Remedios Severo Aguilar is the Traditional Governor of the Pueblo de Cohuirimpo, and in this role he works among the communities of Cohuirimpo and with state and federal institutions to defend the Yoreme communities' rights to territory and water and to strengthen the Yoremnokki language and the religious traditions of the Yoreme peoples. In this role he is contributing to the collaborative project with ARENET and the Yoreme communities on the Knowledge and Stories of Indigenous Peoples. Prior to his election as Governor, Don Remedios Severo Aguilar Osuna served as the Commandant of the Indigenous Government of Cohuirimpo.

El idioma, la identidad, y la defensa del territorio entre los Yoremem de Sonora, Mexico

Myrna Dolores Valencia Banda, Remedios Aguilar Osuna

Myrna Dolores Valencia Banda

Myrna Dolores Valencia Banda is a teacher at the Telesecundaria 130 in the community and ejido of Buaysiacobe, Etchojoa, Sonora. She serves as an assistant secretary to the Council of the Traditional Government of Cohuirimpo, and she coordinates the project for language vitalization among the Yoreme/Mayo with ARENET: "Collaborative Project for Knowledge and Stories in Indigenous Languages." Valencia Banda has participated in specialization seminars with the Colegio de Sonora and the Instituto Nacional de Pueblos Indígenas of Mexico as well as symposia and workshops with ARENET and focus groups that work on gender and Indigenous rights.

Panel: Digital technologies for education and services to communities II

Josefina Larragoiti Oliver, Emilio Alvarez

La edición en lenguas indígenas, más que una revitalización lingüística

Josefina Larragoiti Oliver

In 2012, Editorial Resistencia began the trilingual children's collection: indigenous language-Spanish-English, with the aim of making Mexican indigenous languages visible and bringing the worldview, customs and traditions of their stories to a broader audience. The declaration of the "International Decade of the World's Indigenous Languages, 2022-2032" has changed our objective, also seeking to support the particular educational and cultural needs of each community. We have edited 12 titles and this 2022 we will add 3 more.

Bio

Editor, cultural promoter, editorial designer, illustrator. Graphic designer from the Faculty of Arts and Design (UNAM), studied the Master's Degree in Mesoamerican Studies, at the Faculty of Philosophy and Letters (UNAM); She is an Academic at UNAM where she teaches Editorial Design workshops and production laboratories, within the Postgraduate in Arts and Design of the Faculty of Arts. she is currently pursuing a Master's Degree in Leadership for International Humanitarian Action at the Hebraica University. Founder and director of the independent publisher Editorial Resistencia, where she publishes literature, comics and children's literature, mainly by new Mexican authors. She won the "Award for Best Graphic Novel" for "Cácaro, the Golden Age of Mexican Cinema in Monos" by Luis Fernando (2012) and "El Sombra" (2015) by Edu Molina. The LIPP Literary Prize for Literature with "A Million Worms" (2015) by Rogelio Flores and "A Cat in the Caribbean" (2016) by Roberto Bardini.

Due to her interest in the culture of ancient Mexico, she publishes children's publications in indigenous languages, working with researchers from the UNAM and with members of the original communities, the publications have been published in Nahuatl, Mayan, Otomí, Cuicatec, Mixe, Huave, Zapotec. and Ixcateco. Some editions include Augmented Reality.

Wednesday, August 10, 2022

Panel: Digital technologies for education and services to communities II

Josefina Larragoiti Oliver, Emilio Alvarez

<https://miyotl.org/>

Emilio Alvarez

This talk will account on how the Miyotl team seeks to prevent the extinction of Mexico's 68 indigenous languages. MIYOTL APP aims to be the largest collaborative database in Mexico. Miyotl compiles data from the government, institutions and community members, to develop IA (Artificial Intelligence) that will be capable to translate texts in the future.

Bridging gaps between indigenous peoples & academia: The linguistic project for vitalization, maintenance, and development.

José Antonio Flores Farfán

Abstract

This talk will discuss collaborative approaches between academia and Indigenous people, with the aim of strengthening first languages and their active use in education. This will firstly be illustrated with examples stemming from several Indigenous groups with whom we have worked over the last few decades. I will secondly focus on how to build bridges between Nahuatl contact varieties that have noticeably changed through time and space, looking to pay respect to their own structures in Nahuatl for writing down the language, suggesting how to develop a process of morphophonological awareness with speakers themselves in order to appropriate and deploy linguistic consciousness of their own language.

Wednesday, August 10, 2022

Bridging gaps between indigenous peoples & academia: The linguistic project for vitalization, maintenance, and development.

José Antonio Flores Farfán

José Antonio Flores Farfán is a senior researcher at the Centro de Investigación y Estudios Superiores en Antropología Social (CIESAS) in its central location in Tlalpan, Mexico City. Flores Farfán holds a doctorate in linguistics from the University of Amsterdam, Netherlands, and in CIESAS he works in the research track on Indigenous Peoples and Languages. He has devoted his work to research, outreach, and revitalization of the linguistic and cultural traditions among Indigenous communities in central, southern and southeastern Mexico. He has developed collaborative networks with communities and publishers to produce didactic and artistic texts, CDs, and other cultural materials through the arts.

Film screening

ÑiiÑu'u

PIELES SAGRADAS | SACRED SKIN

DOCUMENTARY BY

OMAR AGUILAR SÁNCHEZ

Dirección:

Nicolás Rojas Sánchez

Wednesday, August 10, 2022

Group Discussion: Indigenous Languages in Education and Innovative Methods and Materials

Octaviana Trujillo, moderator

Octaviana V. Trujillo (Yaqui), Ph.D., is founding chair and professor emerita in the department of Applied Indigenous Studies at Northern Arizona University. She is advisory board member to Alianza Indígena Sin Fronteras, the mission is to affirm the rights of Indigenous peoples, their right to self-determination, their collective human and civil rights, the rights of sovereignty and the protection of sacred sites, and the free unrestricted movement across international border. Dr. Trujillo also has served as an active national member of the American Friends Service Committee and Farmworker Justice, working to foster community-based resources for promoting social justice. A primary focus of her work now has been developing programs that provide the use of her academic and human rights advocacy training to Indigenous communities regionally and globally. Dr. Trujillo's international experience includes the UN Permanent Forum on Indigenous Issues, EPA Governmental Advisory Committee, which helps to shape U.S. policies intended to improve environmental and health conditions of the United States, Canada, and Mexico and Global Diversity Foundation which promotes agricultural, biological and cultural diversity around the world through research, training and social action. She was appointed by President Obama to serve as a member to the Joint Public Advisory Committee for the governing Council of the trilateral North American Commission on Environmental Cooperation.

Wednesday, August 10, 2022

La Salud del Idioma y el Idioma en la Salud: Un Proyecto Revitalizador Participativo en San Miguel Tenango, Puebla, Mexico

Gregory Haimovich, Herlinda Márquez Mora

Abstract

San Miguel Tenango is a Nahuatl-speaking community where traditional medicine is preserved, used mostly by adults, who also have extensive linguistic knowledge in that context. At the same time, it is the elderly who have difficulties in communicating with public health personnel. From the beginning, our project was dedicated to reinforcing Nahuatl in the community, but at the same time we chose to focus it on the preservation of traditional health knowledge and the representation of the language in the clinical space, where it had long been ignored.

La Salud del Idioma y el Idioma en la Salud: Un Proyecto Revitalizador Participativo en San Miguel Tenango, Puebla, Mexico

Herlinda Márquez Mora

is of Mexican nationality, originally from the community of San Miguel Tenango Zacatlán Puebla and Nahuatl speaker; She graduated as a General Nursing Technician at the "Luis Pasteur" Official School of Nursing in Zacatlán, Puebla. She has also been working with a group of indigenous translators from the community, taught Nahuatl courses at the Marqueza Institute, and is currently an activist dedicated to revitalizing and documenting her language, translating more prevalent health issues into Nahuatl.

Gregory Haimovich

is a PhD candidate at the University of Warsaw, Faculty of "Artes Liberales". He received his M.A. degree in Linguistics and Ibero-American studies summa cum laude from the Hebrew University of Jerusalem. Gregory Haimovich has been involved in a number of research projects at the University of Warsaw, where he has been working on various subjects related to language contact, ethnohistory and language revitalization in Latin America and has authored a number of articles and book chapters in these areas of study. He is currently a member of the Center in Research and Practice for Cultural Continuity at the University of Warsaw. His PhD research is a part of a participatory-action research project conducted in Sierra Norte de Puebla, Mexico, which focuses on the use of the Nahuatl language in public health services.

Making sharing caring (again): the role of digital tools in epistemic interactions across cultures

Konrad Rybka

Abstract

Language Documentation is a field of academic activity geared towards creating long-term multimedia records of languages and knowledges embedded in them, especially endangered languages spoken by marginalized peoples. As such, Language Documentation shares the interests in Indigenous knowledge systems with ethno-sciences, such as ethnoastronomy and ethnobotany, each of which has its own theoretical and methodological traditions. The experts from all three sciences are involved in the process of epistemic interaction, interfering with the knowledge of people whose cultures are typically oral, minimally by organizing it (using their discipline-specific tools), representing it in unfamiliar formats (typically in a written foreign language), and distributing it to new audiences (Western audiences in particular). Do we do it justice? In this talk, I will discuss two projects, one documenting the domain of plants, the other that of star constellations, to explore the tensions that arise when Indigenous knowledge meets Western disciplines. To give an example, ethnobotany relies heavily on collecting dried plants and their visual comparison for species identification, while ethnoastronomers document star constellations in terms of Western star patterns.

Thursday, August 11, 2022

Making sharing caring (again): the role of digital tools in epistemic interactions across cultures

Konrad Rybka

Abstract (continues)

But Indigenous plant knowledge is often organized along other sensory experiences (made invisible to Indigenous audience in dried plants), while Indigenous star constellations in principle do not match Western patterns (neither are the latter familiar enough to Indigenous audience to have an explanatory value). Further, both disciplines typically rely on interpreters for documenting names, uses, and meanings of their objects of study, which are then published in a major language (often inaccessible to Indigenous people).

By contrast, Indigenous people perpetuate their knowledge orally while interacting with plants and stars, which permits linking the names, uses, and meanings to the real-life entities. These fundamental mismatches can significantly affect our understanding of Indigenous knowledge and efforts to vitalize it. In exploring the interface between linguistics, other disciplines, and Indigenous knowledge, I will discuss potential digital solutions to these challenges—from common multimedia editors such as Adobe Acrobat to applications such as Stellarium—that can help us represent Indigenous knowledge in a more emic and comprehensive way that is caring of oral cultures, and at the same time informationally richer and supportive of empiricism in science.

Thursday, August 11, 2022

Making sharing caring (again): the role of digital tools in epistemic interactions across cultures

Konrad Rybka

Dr. Konrad Rybka is a postdoctoral researcher in linguistics with a strong commitment to language documentation, description, and revitalization, an areal focus on the Indigenous peoples of the Guianas, and a penchant for breaking disciplinary and colonial boundaries. He strives to harness the potential of education to recenter the aspirations of Indigenous peoples to strengthen their cultures, languages, and communities, and co-create science and modern society on their own terms.

Thursday, August 11, 2022

El Visor Toponimico Mexicano: la cartografia y los conocimientos Indigenas

Antonio Escobar Ohmstede

Abstract

The objective of this presentation will be to show how historical cartography can help understand historical and contemporary processes around the spaces lived by indigenous peoples in Mexico, and that maps and plans can not only be used as images but to understand the moments and processes for those who change, natures are transformed depending on the social actors that enter into competition for natural resources. At the same time, cartography allows us to understand how indigenous territories are being built and rebuilt in Mexico, thinking about the way in which toponyms are used, not only on a territorial scale but also linguistically, for this purpose it will be presented briefly which implies the first experimental phase of the Mexican Toponymic Viewer coordinated by Dr. Frida Villavicencio and who will present, where a series of elements are combined in order to define the linguistic influence zone of an indigenous language in Michoacán.

El Visor Toponimico Mexicano: la cartografia y los conocimientos Indigenas

Antonio Escobar Ohmstede

Professor-Researcher at the Center for Research and Higher Studies in Social Anthropology (CIESAS) since 1986. He completed his doctoral studies at El Colegio de México (1994). He is a member of the National System of Researchers. In 2002 he was awarded a fellowship from The John Simon Guggenheim Memorial Foundation, and between 2014-2015 he received a fellowship from the University of Texas at Austin. He was director of the Historical Archive of Water (CIESAS-CONAGUA) from 2002 to 2004. Since March 2020 he is coordinator of the Special Program of Geographic Information Systems for Social Sciences and Humanities (PROSIG-CSH), CIESAS, Mexico City.

He has published book chapters and articles in magazines in Mexico, Argentina, France, Colombia, Spain, United States, Holland, Brazil, Germany; as well as presented papers and conferences in national and international forums. He has coordinated and co-coordinated 28 books and has four single author books. He has directed 26 undergraduate, master's and doctoral theses.

He has taught undergraduate and graduate classes in Mexico, Ecuador, Chile, Spain, Argentina and the United States. He is part of various academic, editorial and scientific committees of journals in Argentina, Chile, Colombia and Mexico. He has conducted research on the factors that led to the restructuring of the agricultural and water landscape in the Rio Verde valleys in the state of San Luis Potosí, in the transition from the 19th century to the 20th century. He is currently developing an analysis of the negotiations, agreements and conflicts around natural resources from 1856 to 1936 in the Central Valleys of Oaxaca between various actors from the rural world, in relation to what the rights of use, usufruct and property with respect to water, land and forests.

Transdisciplinary Modules for Integrating Traditional Knowledge and Climate Science

Octaviana Trujillo

Abstract

A transdisciplinary module was developed as part of a cross-institutional collaboration with Northern Arizona University for the National Council for Science and the Environment's Climate Change Adaptation, Mitigation and eLearning (CAMEL) site and piloted in Tohono O'odham Community College classes. This transdisciplinary module integrates social science, water policy, traditional ecological knowledge and climate change science. The goal of this module was to examine strategies for including indigenous knowledge and cultural traditions into water policy and environmental decision-making. This was accomplished by providing the students a background on the Tohono O'odham cultural perspectives on water and a history of traditional and modern uses of water by the Tohono O'odham. The students then learned about current and predicted climate change impacts on water resources of the region and applied that knowledge to identifying potential impacts on water use on the Tohono O'odham Nation. Finally, using a model that incorporates elder knowledge, water policy, and climate change science, they developed water policy scenarios, adaptation plans and tribal resolutions addressing climate change impacts on the water resources on the Tohono O'odham Nation. This new pedagogy, which ensures important cultural and place-based context within the learning environment, will facilitate student success in understanding and applying important science, math, social science and cultural concepts by understanding complex environmental problems and considering possible solutions.

Thursday, August 11, 2022

Transdisciplinary Modules for Integrating Traditional Knowledge and Climate Science

Octaviana Trujillo

Octaviana V. Trujillo (Yaqui), Ph.D., is founding chair and professor emerita in the department of Applied Indigenous Studies at Northern Arizona University. She is advisory board member to Alianza Indígena Sin Fronteras, the mission is to affirm the rights of Indigenous peoples, their right to self-determination, their collective human and civil rights, the rights of sovereignty and the protection of sacred sites, and the free unrestricted movement across international border. Dr. Trujillo also has served as an active national member of the American Friends Service Committee and Farmworker Justice, working to foster community-based resources for promoting social justice. A primary focus of her work now has been developing programs that provide the use of her academic and human rights advocacy training to Indigenous communities regionally and globally. Dr. Trujillo's international experience includes the UN Permanent Forum on Indigenous Issues, EPA Governmental Advisory Committee, which helps to shape U.S. policies intended to improve environmental and health conditions of the United States, Canada, and Mexico and Global Diversity Foundation which promotes agricultural, biological and cultural diversity around the world through research, training and social action. She was appointed by President Obama to serve as a member to the Joint Public Advisory Committee for the governing Council of the trilateral North American Commission on Environmental Cooperation.

Thursday, August 11, 2022

Group Discussion: Indigenous Science and the Meanings of Knowledge

Cynthia Radding, Moderator

Dr. Cynthia Radding is the Gussenhoven Distinguished Professor of History and Latin American Studies at The University of North Carolina, Chapel Hill. Her scholarship is rooted in the imperial borderlands of the Spanish and Portuguese American empires, emphasizing the role of indigenous peoples and other colonized groups in shaping those borderlands, transforming their landscapes, and producing colonial societies. She is an international corresponding member of the Academia Mexicana de Historia; she served as book review editor of *Hispanic American Historical Review* and on the Editorial Boards of *American Historical Review*, *Hispanic American Historical Review*, and *The Americas*. Radding is President of the Board of Directors of the Americas Research Network, and co-editor of the *Borderlands of the Iberian World* with Danna Levin Rojo, a Oxford University Press Handbook (2019). Her publications include *Landscapes of Power and Identity. Comparative Histories in the Sonoran Desert and the Forests of Amazonia from Colony to Republic*, 2005 (published in Spanish 2005, 2008); *Wandering Peoples: Colonialism, Ethnic Spaces, and Ecological Frontiers (Northwestern Mexico, 1700-1850)*, 1997 (published in Spanish, 2016); *Borderlands in World History*, co-edited with Chad Bryant and Paul Readman (2014); and forthcoming, *Bountiful Deserts: Sustaining Indigenous Worlds in Northern New Spain* (2022).

Thursday, August 11, 2022

Panel: Art, Research, and Indigenous and Minority Languages

Marta Ostajewska, Piratá Waura, Colectivo Ayëntš, Jully Acuña and Marcelo Miranda

This panel seeks to explore the different experiences and methodologies of artistic creation within the context of collaboration with Indigenous or minority languages communities.

Friday, August 12, 2022

Panel: Art, Research, and Indigenous and Minority Languages

Horizontal dialogue across indigenous cultures, minority languages and art: Performance as Research methodology

Marta Ostajewska

Abstract

This presentation relates performance as research methodology to the theme of language(s) in museum(s) by addressing the following questions: How to analyze minority languages and cultures in the context of art? How to create a horizontal meeting of different cultures and languages? Is such a meeting an authentic dialogue, or is it a monologue, with the interweaving of native voices as an ornament? I will try to answer these questions by focusing on three artistic activities which were created as part of the Coling project: video performances inside (Lodz, 2020), city + body = dream city (Mexico City, 2022), including Mixtec voice and text, and the performative improvisation calli (Cholula, 2022), created together with Miguel Pérez (Nahuatl). All these activities grew in cooperation with indigenous artists and researchers and with the involvement of indigenous and minoritized languages: Sakha, Buryat, Mixtec, Wymysiöeryś and Mayan. I will focus on the main assumptions of the Performance as Research methodology that supported these artistic activities, concentrating on different types of cooperation and the challenges arising from them (authorship, various levels of involvements, etc.). One axis of the presentation will be how participation in the Coling project enabled me to create these performances and to deepen the method of my work.

Friday, August 12, 2022

Panel: Art, Research, and Indigenous and Minority Languages

Horizontal dialogue across indigenous cultures, minority languages and art: Performance as Research methodology

Marta Ostajewska

Marta Ostajewska (1980, Poland) Doctor of Fine Arts (the Academy of Fine Arts in Wroclaw, Poland), PhD researcher at the University of Warsaw (Artes Liberales), performer and visual artist. She received her M.A. in Multimedia Design from the School of Arts in Ghent (Belgium). She received her M.A. in Theory of Literature from the University of Lodz in Poland. Her artistic activities were presented in several galleries and at the international theater's stages: Croxhapox Gallery, Campo Victoria, Nieuwpoorttheater, NTGENT in Ghent (Belgium), Rozentheater in Amsterdam (Holland), The Manhattan Gallery, Prexer, Factory of Art, Gallery Kobro, Posiadło Ksiezy Mlyn, Central Museum of Textiles in Lodz (Poland), Articule Gallery in Montreal (Canada), Industria Gallery in Brno (Czech Republic). She has participated in many international projects, the artistic residency "Human Hotel: Copenhagen" in Denmark and in the international festivals (BIO50 in Ljubljana, RIAP2014 in Quebec City, Canada, PAB OPEN 2015 in Bergen, Norway). She was the co-chief editor of the artistic magazine "Woof Woof Arf Arf" and was the chief editor of the scientific and artistic magazine "Afterimages" published by the Academia of Fine Arts in Lodz (2019-2021). She publishes artistic works and theoretical texts related to site-specific art, participatory art and performance art. She has participated in many international conferences, including IFTR 2018, University of Arts, Belgrade, Serbia and PAB OPEN 2017 at Bergen Kunsthall in Norway, where she was key speaker during a seminar "Reality in Art: Do We Want to Differentiate?"

Panel: Art, Research, and Indigenous and Minority Languages

Documentary: Wauja Onapã” (“Canto Wauja”)

Piratá Waura

Abstract

Music is a sacred expression in Wauja culture. It is knowledge that cannot be written down on paper, it is transmitted by listening and memorizing. The musical diversity of the ethnic group is very rich, it is not by chance that the festivities and celebrations are marked by the strong presence of this artistic expression, which takes on a ritualistic character. However, over the years, this knowledge was becoming restricted to the elders, putting at risk the continuity of these traditions, even because some elders died and took with them songs that are now lost. So, aware that others were also about to disappear, the community decided to take action, after all, without music, there are no parties or rituals. And so, Wauja Onapã – Canto Wauja, was born, a project that combined traditional teaching – through orality, listening and practice – with new recording and reproduction technologies, such as audio recording, video and photography, allowing the composing of didactic material. for young learners and future generations. Learning and recording activities were carried out. The Apaiyekene (teachers/musicians/singers) gave classes to young apprentices and evaluated them during two festivities: Kagapa and Yamurikumã. In addition to learning the songs, the students also had the experience of building flutes, drums (tõka) and rattles (wãu) with traditional elements such as gourd and bamboo. And as traditional music is a knowledge guided by orality, it was also decided to make audiovisual records to compose a digital teaching material to support wauja teaching. “With these records, students can attend classes whenever they want”, highlights Piratá Waurá, one of those responsible for the initiative.

Panel: Art, Research, and Indigenous and Minority Languages

Documentary: *Wauja Onapã* (“Canto Wauja”)

Piratá Waura

Piratá Waurá is a videographer and photographer based in the Wauja Indigenous community in the Xingu Indigenous Territory in the Brazilian Amazon. A university graduate who is also fluent in his Indigenous language, he serves as a village schoolteacher and as a leader of a community-based project to document the Wauja language through text and documentary film. He recently was one of 18 Indigenous photographers worldwide to win a 2022 Pulitzer Center prize for photographic documentation of climate change.

Panel: Art, Research, and Indigenous and Minority Languages

Colectivo Ayëntš, Jully Acuña and Marcelo Miranda

Jully Acuña Suárez is an artist and PhD candidate at the Faculty of Archaeology, Leiden University. She uses art as a research method in cultural heritage and develops collaborative artistic and curatorial practices. Her research seeks to understand how art is a form of knowledge and how it was used as a colonizing method. Her artistic practice is developed from a decolonial perspective, addressing issues such as social justice, the environment, and identity.

Marcelo M. Miranda is a PhD candidate at the Faculty of Archaeology, Leiden University. His research addresses how cultural policies, museums and archaeology affect the rights of Indigenous Peoples. Likewise, his research and action seek to decolonize the understanding of cultural heritage, develop collaborative curatorial practices, promote anti-racist approaches in education, and establish a decolonial ethic in academic practice.

Both are researchers affiliated with the Santo Domingo Center of Excellence for Latin American Research (SDCELAR) of the British Museum and Gerda Henkel Foundation fellows.

Colectivo Ayentš is a Kamëntšá group focused on the decolonization of knowledge, language and ancestral territory by recovering the Kamëntšá elders' spirituality, memory and feeling, as well as on the empowerment of new generations through community care, responsibility and reciprocity.

Language(s) in Museum(s) Presentation + Group Discussion

**Greta de León, Gwyn Isaac, Tomasz Wicherkiewicz, Genner Llanes-Ortiz,
Anthony Shelton**

As part of the Americas Research Network's (ARENET) Critical Museology and the COLING project, in collaboration with the Museo Urbano Interactivo del Tec de Monterrey in Puebla, we organized The Workshop: Language(s) in Museum(s): Resources + Visions for Museology which took place July 26 - 28, 2022.

The objective of the workshop was to plan for the development of a cluster of digital resources focused on promoting the inclusion of Indigenous and minority languages in the curatorship of museum collections and exhibitions.

Major themes planned for the workshop included: digital resources to facilitate multivocality and engage diverse audiences; different ways of incorporating Indigenous and minority languages and perspectives into museum exhibits, collections and curatorial practices; educational activities in museums, with schools, and in other community settings; aural and visual presentations of languages; epistemological and practical dimensions of curatorship around the inclusion of Indigenous and minority languages and cultural perspectives.

Friday, August 12, 2022

To Be—Named: The Cultural Politics of Names and Naming

Gwyneira Isaac

Abstract

During a critical turning point in how the balances of power and authority in the world are being re-defined, the use of language has become a flash point over who has the right to define whom.

Speaking directly to this, the To Be—Named volume provides a much-needed entry point that all individuals can relate to—names—with personal narratives about, and interdisciplinary approaches to conversations that critically examine how names mean and to whom.

Acts of naming are not merely descriptive or representative—they have creative capacity and actively take part in shaping our worlds. Our aim is not to provide a definitive treaty on the linguistic practice of naming, but to help shape in a timely and constructive way the discussions about the power dynamics involved in, and consequences from, who defines who through naming.

Friday, August 12, 2022

To Be—Named: The Cultural Politics of Names and Naming

Gwyneira Isaac

is Curator of North American Ethnology at the National Museum of Natural History at the Smithsonian Institution and her research investigates the dynamics of and intersections between culturally different knowledge systems. She is part of the Smithsonian's Recovering Voices program, which supports Indigenous communities to access collections as part of their efforts to revitalize endangered languages and knowledge. Her research focuses on interdisciplinary theories and methods that provide greater insight into the intercultural dynamics of knowledge diversity. In particular, she studies areas where Native American and non-Native knowledge systems intersect. Central to this study is her fieldwork and ethnography of a tribal museum in the Pueblo of Zuni, New Mexico where she has examined the difficulties faced by Zunis operating between Zuni and Euro-American approaches to knowledge (2007). Her explorations into the intersections of different knowledges (either culturally or disciplinarily distinct) include how technology and media are used within the discipline of anthropology, as explored through the reproduction of knowledge through replicas and models (2011). She is currently working on researching the use of collections by Native American communities for cultural revitalization efforts. Gwyneira is overseeing all secondments and activities related to CoLing within the Smithsonian.

Friday, August 12, 2022

Thank you!



RECOVERING
VOICES



This project has received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No 778384



Summer School | August 8-12, 2022 | UNC Chapel Hill, NC