

Building Capacity for the IBPOC Teaching & Learning Community

Confluence and Constellations: Reflecting on an Intersectional Approach to
Anti-Racist Teaching and Learning



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A wide-angle photograph of a sunset over a calm body of water. The sky is a gradient of orange, yellow, and blue. In the distance, a range of mountains is visible against the horizon. The water reflects the warm colors of the sunset. A small boat is visible on the water in the middle ground.

Land Acknowledgement



Overview of Winter Institute Session

1. Build critically reflexive skills that bolster introductory capacity building on developing an intersectional approach to anti-racist teaching and learning practice
2. Connect and build a network with new and returning IBPOC faculty, lecturers, graduate students, and staff who are interested in anti-racist pedagogies and practices
3. Meet the A-RTL team at CTLT, and become familiar with resources, curated for the IBPOC teaching and learning community



Engagement Guidelines

- Take care of yourself
- Embrace the discomfort of learning
- Keep questions and comments relevant to the content of the session
- Do your best until you know better; when you know better, do better
- Speak for yourself, not others (even those you are close to)
- Ask clarifying questions rather than challenging lived experiences

Anything else we want to add to feel safe to learn alongside one another?



Silos and Oppression Wars

Breaking Survival Mode through Sustaining the Intersections

Facilitated by: Renata Hall (she/her)



From Silo's to Oppression Wars

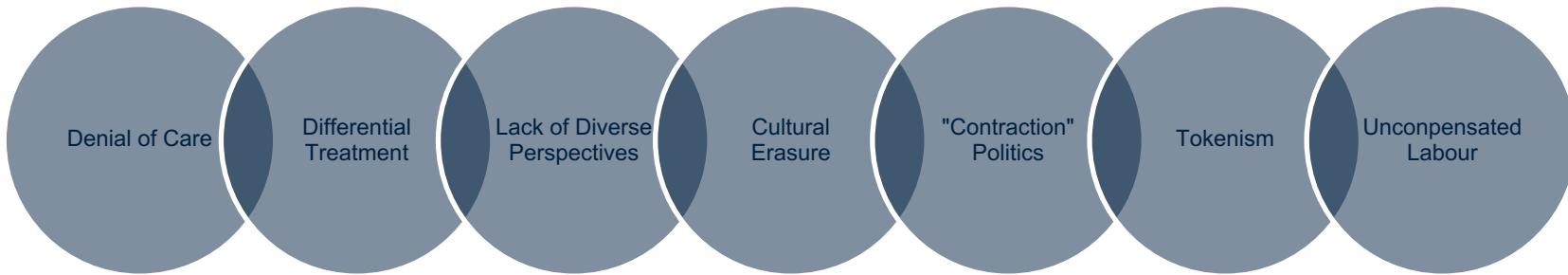
A competition of investments, resources, space, time, voice for concerns of marginality, oppression and power

- Solipsism; single stories and single identity issues
- Rather than building solidarity, self-segregate
- Struggle "holding space" for multiple truths; instead, hyper focus/invest in one identity category
- "cherry pick" pedagogy

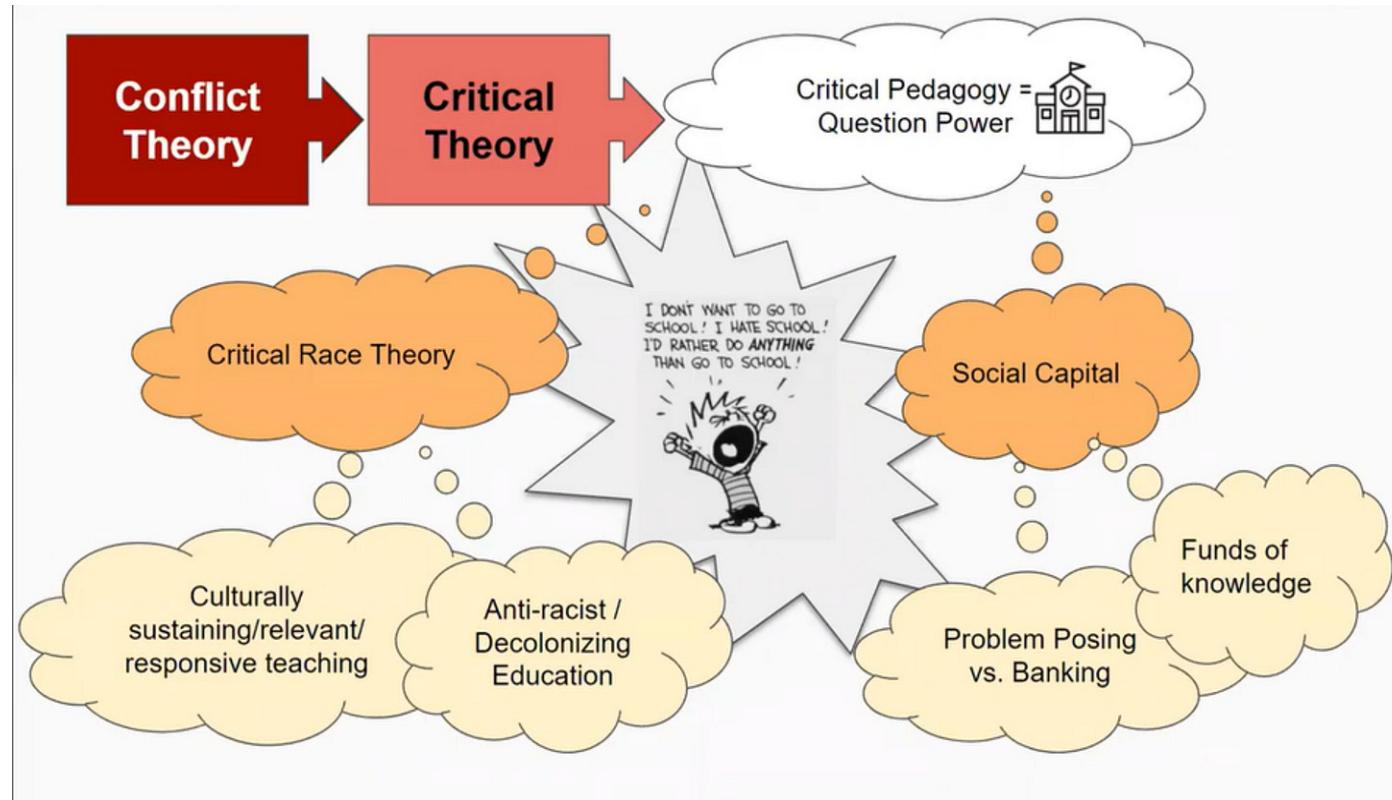




How do Silo's Show Up in our Teaching and Learning Practices



Driving at the Intersections: Zooming Out to Critical Theory and Pedagogies



Driving at the Intersections: Zooming Out to Critical Theory and Pedagogies



Feminist

Black feminist

Intersectionality

Critical Race Theory

Queer Theory

AOP

Transnational Theory

Orientalism

Structural Theory

Marxism

Disability Justice

***Remember: Each theory has its own practice that is specific to certain populations and identities but is underpinned by similar principles and seek to achieve the same, broad goal**

Driving at the Intersections; A Confluence Approach

Confluence: Merging or convergence of multiple systems, factors, or influences of oppression and privilege

- Interconnected Systems
- Fluidity and Complexity
- Unique Experiences
- Challenging the "Anti"





Enabling Networks of Mutual Aid in Teaching and Learning

Voice

Choice

Access

Success

Safety

Everyday Acts of Resurgence

Constellations of Co-Resistance and Embodied Practice

Facilitated by: Daniel Gallardo (they/them)



Everyday Acts of Resurgence



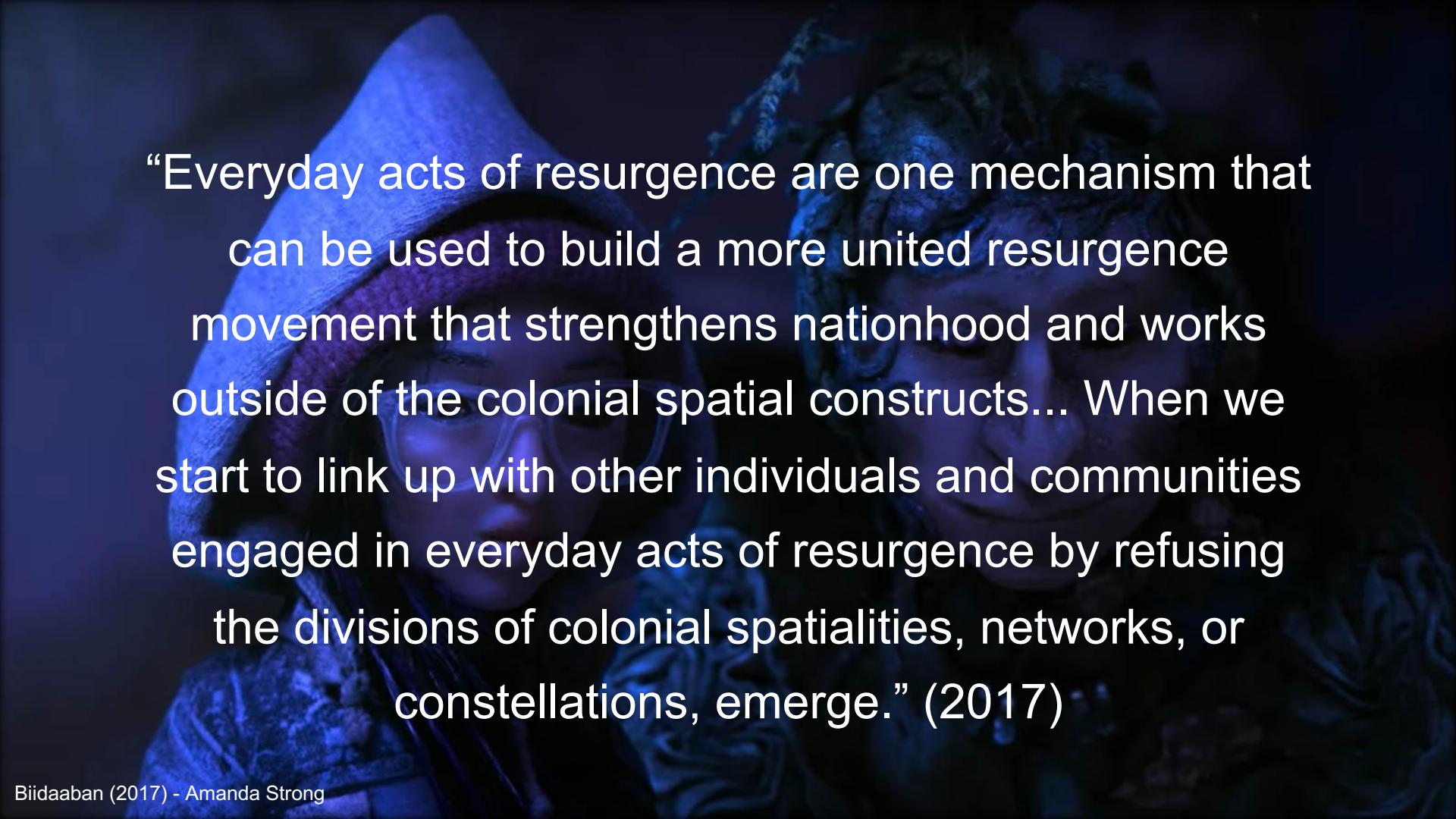
How to Steal A Canoe (2016) - Leanne Betasamosake Simpson
Directed by Amanda Strong

As Kwakwaka'wakw scholar Sarah Hunt and white scholar Cindy Holmes point out, "While large-scale actions such as rallies, protests and blockades are frequently acknowledged as sites of resistance, the daily actions undertaken by individual Indigenous people, families, and communities often go unacknowledged but are no less vital to decolonial processes." (2015)



How to Steal A Canoe (2016) - Leanne Betasamosake Simpson Directed by Amanda Strong





“Everyday acts of resurgence are one mechanism that can be used to build a more united resurgence movement that strengthens nationhood and works outside of the colonial spatial constructs... When we start to link up with other individuals and communities engaged in everyday acts of resurgence by refusing the divisions of colonial spatialities, networks, or constellations, emerge.” (2017)

Zapatos rojos (2011) Mestiza artist Elina Chauvet









The
Guardian

BLACK TRANS LIVES MATTER



Audit The Precincts
Convict The Murderers
Defund The Police

IDLE NO MORE

IDLE NO MORE (INM) BEGAN IN NOVEMBER 2012 AS A PROTEST MOVEMENT AGAINST THE CONSERVATIVE GOVERNMENT OF STEPHEN HARPER & THE OMNIBUS BILL C-45, WHICH REDUCED ENVIRONMENTAL PROTECTIONS FOR WATERWAYS.



THE MOVEMENT WAS STARTED BY FOUR WOMEN (3 NATIVE & ONE NON-NATIVE) IN SASKATCHEWAN: NINA WILSON, SYLVIA MCADAM, JESSICA GORDON, & SHEELAH MCLEAN.

THE MOVEMENT INITIALLY RECEIVED WIDESPREAD MEDIA COVERAGE DUE TO THE INVOLVEMENT OF BAND COUNCIL CHIEFS.



THE MOST PROMINENT WAS CHIEF THERESA SPENCE, WHO CARRIED OUT A HUNGER STRIKE IN OTTAWA OVER HOUSING CONDITIONS IN HER RESERVE OF ATTAWAPISKAT. CHIEF SPENCE ENDED HER SIX-WEEK HUNGER STRIKE ON JANUARY 24, 2013.

Constellations of Coresistance



Constellations of Coresistance

“We need to be willing to take on white supremacy, gender violence, heteropatriarchy, and anti-Blackness within our movement. We need to be willing to develop personal relationships with other communities of coresistors beyond white allies. We need to develop these as place-based constellations of theory and practice because when we put our energy into building constellations of coresistance...that refuse to center whiteness” (2017)



Constellations of Coresistance

I was also reminded that my liberation as an Indigenous woman is linked to the liberation of Black women, and the Two Spirit and Queer community, and I've learned by listening to Black feminists like Audre Lorde, bell hooks, Angela Davis, Luam Kidane, and Hawa Y Mire that resurgent Indigenous and Black feminisms are the spine of our collective liberation.

~Leanne Betasamosake Simpson
(2014)



DREAM WEAVER (2020) by James (Nexw'Kalus Xwalacktun) Harry and Lauren Brevner



What happens when, instead of constantly appealing to white allies, we build constellations of co-resistance locally and internationally with those communities actively building ethical, principled and radical futures in the present, by animating and embodying those ethical systems as the intervention?

~Leanne Betasamosake Simpson (2018)



Radical Dreaming

From Survival to Sustaining

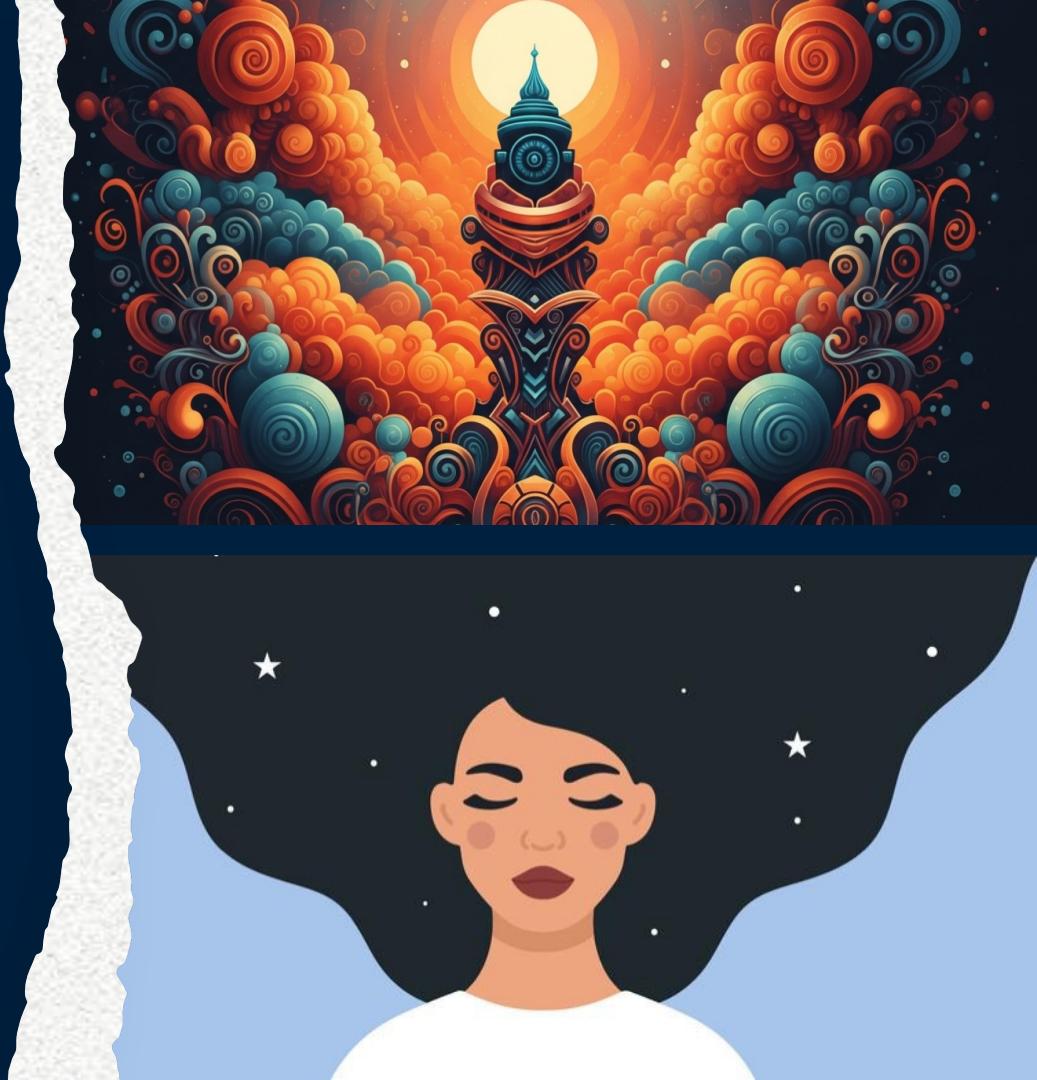
Facilitated by: Lauren Casey (she/her/they)



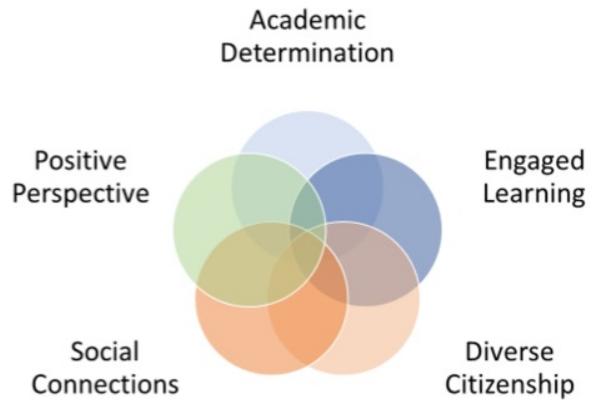
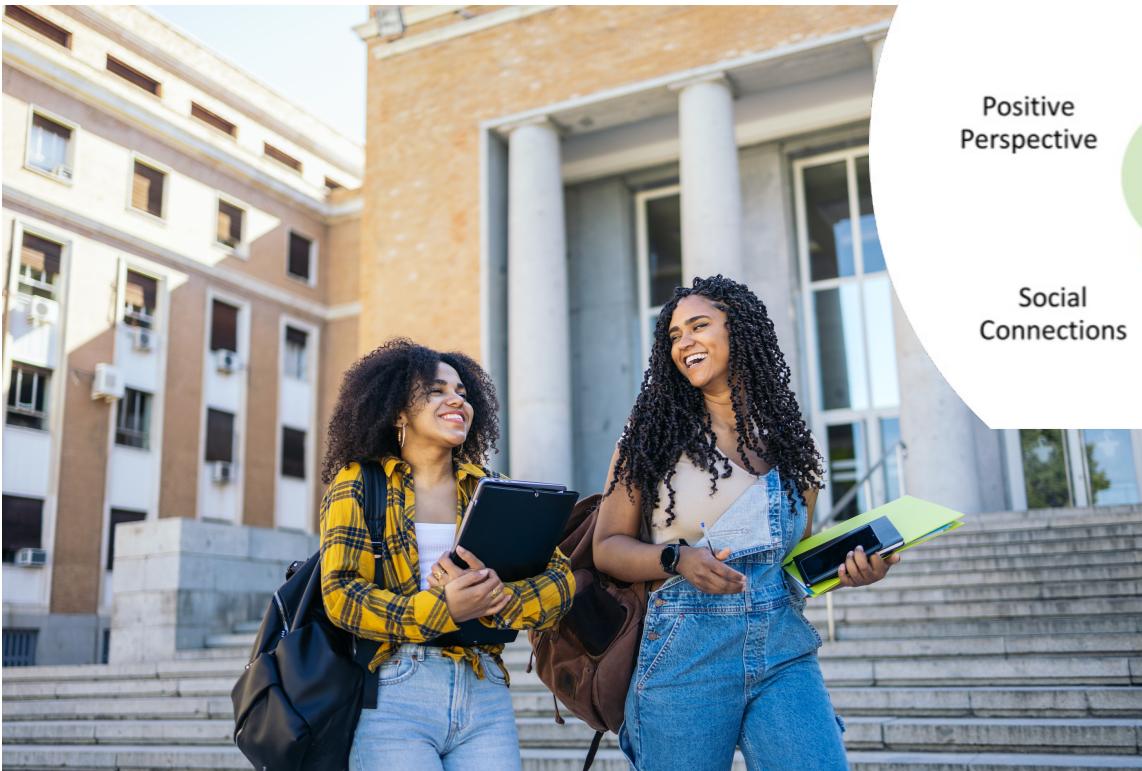
What is Radical Dreaming...

- A Note on Futurism and Transforming Education through Aspirations

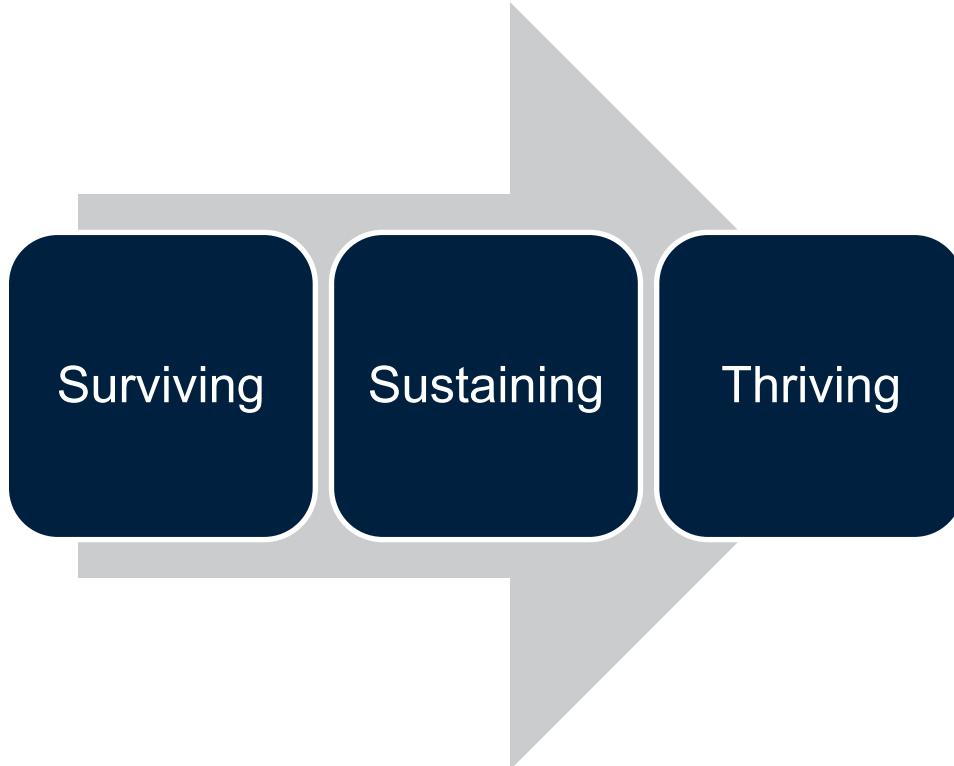
What do you dream of?



Fighting for the Little Things...



Surviving to Sustaining; Not Mutually Exclusive





Attending to Student and Instructor Wellness

Group Discussion and Dreaming

The Futurism of our Work

Facilitated by: the A-RTL Team



Discussion Questions: From Survival to Sustaining (...or Surviving "Better")

1. What does surviving versus sustaining feel and look like for you, from an embodied perspective?
2. How do we build constellations of co-resistance locally and internationally with BIPOC communities actively building ethical, principled and radical futures?
3. What do you dream of for the future of teaching and learning?



Resources for the IBPOC Community





Thank you!
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