

WELCOME TO THE
**21st DINÉ STUDIES
CONFERENCE**

Recognizing the Navajo Treaty of 1868

**150 Years Later: Acting and Advocating to Empower Our
Own Researchers and Healers and Visionaries and Thinkers
and Planners and Leaders and Scientists and ...**

Neeznáadiin dóo'ąą ashdladiin náahaigo:

**Nihidine'é nida'atkaahígíí, naha'áhí, dahaniihii dóo nitsékeesii dóo
niha'áii dóo éé'deitiijí, doozhóódgóó ba'ahódlí dóo íljigo hiilna'**



**DINÉ COLLEGE | OCTOBER
TSAILE, ARIZONA | 25-27, 2018**



DINÉ COLLEGE WELCOMES THE DINÉ STUDIES CONFERENCE, INC.

Diné College is celebrating our 50th year as the first tribally controlled college in the United States. This year is a significant point for all Navajo people to reflect on the great progress of our nation. We also recognize and celebrate our survival as a nation. In 1868, our Diné people returned to our homelands. It is because of them, that we are here today. The Treaty of 1868 reflects our relationship to the federal government that we are a sovereign nation. The year 2018, is of remembrance. We shall honor, cherish, and defend our livelihood as a nation. We do that by acknowledging the ideas and spirit that shapes our history. We are grateful to the scholars that have come to share and discuss that which makes the Navajo Nation great.

Welcome to our nation's college, Diné College.

President Charles "Monty" Roessel

Take advantage of events sponsored by our college.

Exhibit of Raymond Johnson: Navajo Community College Press Artist
Who drew that? In the early stages of the Navajo Community College Press, Raymond Johnson was the artist that captured the history and modern lives of the Navajo people. Located on the 4th Floor in the Museum Gallery.

Tour the R.C. Gorman Exhibit

R.C. Gorman (1931-2005) is one of the most prominent Navajo artists in the United States. The New York Times called him "the Picasso of American Indian art". R.C. Gorman provided his memorabilia, photos, and artwork.

Join the exhibit tour on Friday evening beginning at 6 p.m. at the Diné College Library.

Become a Diné College Student

Our campus houses a culturally rich faculty and campus. Come learn the Navajo language, Navajo culture, silver-smithing, weaving, moccasin making, and so much more. Or, earn a bachelor's degree in education, fine art, psychology, business or other disciplines through a Navajo philosophy of learning. Check our Diné College recruitment table!



For more information, visit www.dinecollege.edu



Day 1: Thursday, October 25, 2018

5 p.m. to 7 p.m. Opening Reception, Museum, 4th Floor, Ned Hathathli Center

The opening reception welcomes you to the 21st Diné Studies Conference, introduces the board of directors and a brief overview of the history of our organization.

Opening Keynote: Our Nation's College: The Future of the Tribally Controlled Colleges Act Dr. Charles Monty Roessel, President, Diné College

Whether our Nation contends with the endurance of our first tribally controlled college, local control of education or the push to establish a State Education Agency, our engagement with education began far before the Treaty of 1868 was negotiated. The education of our people has propelled the Navajo Nation to think more strategically and carefully about merging the past with the future. Diné College is an example of this ability to blend two worlds and not be confined to just one. In the keynote address, I will discuss the rise of the Tribally Controlled Schools Act and its meaning for the Navajo Nation. I will announce the revitalization of the Navajo Community College press and its significance for the future of Diné Research.

Biography: Dr. Charles Monty Roessel is the 17th president of Diné College. He has a background in K-12 education at the national and local level. In addition, he has been a Navajo business owner, a community development organizer, a photographer and a journalist. He received his doctorate from Arizona State University, masters from Prescott College and undergraduate from the University of Northern Colorado. Roessel has published widely in journals, books and magazines. He is from Round Rock, Arizona.

Day 2: Friday, October 26, 2018

8 a.m. to 10 a.m. General Assembly, Student Union Building Activity Room

The general assembly will open with a prayer, an introduction to the board members, and a brief discussion on the theme of year's conference "150 Years Later: Acting and Advocating to Empower Our Own Researchers and Healers and Visionaries and Thinkers and Planners and Leaders and Scientists and...". We will also receive a welcome from the college, provide an overview of the conference, and recognize dignitaries and tribal leaders.

Keynote: "Our Diné children, language and culture are sacred - Diné bizaad bee hahóózhd" Dr. Audra Platero, Principal, Tséhootsooí Diné Bi' Ólta', Window Rock Unified School District

Biography: Dr. Platero is Bitter Water, born for the Mexican Clan, adopted by the Tangle People Clan. Her maternal grandfather's clan is Big Water, and her paternal grandfather's clan is the One Who Walks Around. She is originally from Many Farms, Arizona. Dr. Platero was trained specifically to be an Immersion teacher from Diné College and Arizona State University. She has taught and worked in the immersion setting for the past 16 years. She supports and advocates for our Diné language and culture so that our children can have a sense of identity and self.

Day 2: Friday, October 26, 2018

10:15 a.m.-12 p.m. Concurrent Sessions I

Session 1: Treaty, Politics, & Law

Ruth and Bob Roessel Archival Center

Navajo Nationalism: 1940s – 1960s

Paul C. Rosier, Ph.D., Villanova University

I will draw from archival sources, interviews, and newspaper issues of *Adahooniigii* and *Diné Bi Naaltsoos/Navajo Times* to highlight the ways in which Navajo politicians, activists, and citizens asserted Navajo programs, policies, and politics on a local and national level as well as how Navajo issues became featured in a Cold War context.

Naltsoos Sani: A Legal History of the Navajo Treaty of 1868

Paul Spruhan, J.D., Navajo Department of Justice

This presentation will discuss how the Treaty of 1868 has informed Navajo Nation and federal court conceptualization of Navajo sovereignty. It will discuss court decisions by the Navajo Supreme Court and federal appellate courts in the context of the negotiation of the Treaty by Navajo leaders in 1868.

Session 2: Media & Literature

Museum Gallery, Museum 4th Floor, Ned Hathathli Center

Photography in the Hweéldi Era

Panelists: Raphael Begay, Maxwell Museum University of New Mexico

Devorah Romanek, Maxwell Museum University of New Mexico

Hannah Abelbeck, Palace of the Governors New Mexico History Museum

Moderator: Jennifer Denetdale, Ph.D., University of New Mexico

This panel offers overviews on nineteenth century photographs of Navajos, with an emphasis on Navajos at the Bosque Redondo reservation, Ft. Sumner, New Mexico, and includes late nineteenth century photographs of Navajos after their return from Hweéldi, to offer perspectives on what these photographs can offer to viewers concerning Navajo life during an era of great upheaval and the return to the Navajo homeland in 1868.

Session 3: Education & Language

Classroom 301, 3rd Floor, Ned Hathathli Center

Development and Growth of Parent Leaders via the Indian Education Committee

Panelists: Katie Joe, Parent, Gallup McKinley County Schools; Brenda Begay, Parent, Gallup McKinley County Schools; Myrtle CauAugust, Parent, Gallup McKinley County Schools; Carleen Benally, Parent, Gallup McKinley County Schools; Facilitator: Carmen Moffett, Johnson O'Malley Director, Gallup McKinley County Schools

Listen to parents as they share their stories and experiences in becoming a stronger voice for Native students. The question that will lead the panel discussion include: After 150 years of the Treaty of 1868, what are the roles of parents in regard to the education of Native children?

Day 2: Friday, October 26, 2018

10:15 a.m.-12 p.m. Concurrent Sessions I (continued)

Session 4: History & Identity

Classroom 502, Ned Hathathli Center

Diné Third Gender Identifiers: Advocating Towards A Traditional Just and Equal Social and Educational Environment

Andy Nez, Doctoral Student, Grand Canyon University

This qualitative single case study will examine how Third Gender Identifiers (TGI) social movements within the Navajo Nation are advocating for social and educational policies that reflect Diné teachings of justice and equality. This study will interrogate the Navajo Nation's settler colonial-like practices using Tribal Critical Race Theory to underline relationships and forms of challenges that expose the inconsistencies in structural systems and institutions related to TGI social movements using a Multi-Institutional Politics Approach.

Traditional and Contemporary Navajo Identity

Lloyd L. Lee, Ph.D., University of New Mexico

This paper examined Navajo traditional and contemporary identity makers. These markers will show how Navajo people's identity is a combination of traditional identity with contemporary ways of living and thought.

Hozhoogo Na'adah, a Navajo Balancing Construct

Herbert John Benally, Ph.D., School of Diné Studies and Education, Diné College

In this presentation, I introduce the Hozhoogo Na'adah research methodology. This is a Navajo research method grounded in Navajo epistemology and the nabik'itsahakees system of thinking. The presentation will cover its origin, and application for research, assessment, and evaluation and development, i.e. education, health, environment, social, etc. It has been used most recently to evaluate the Healthy Diné Nation Act, commonly known as the "junk food tax."

Session 5: Cultural Knowledge

R.C. Gorman Room, 2nd Floor, Kinya'áanii Library

Turquoise Trot: Navajo Cultural Arts Program (NCAP) Emerging Cultural Artisan Showcase

Brent Toadlena, Moccasin making

Heather Williams, Cinch weaving

Aaron Begay, Sash belt weaving

Delia Wauneka, Silversmithing

Waycee Harvey, Basket making

Moderator: Christine M. Ami, Ph.D.

Join us on the second floor of the Kinya'áanii Library for interactive demonstrations that offer insight into the Navajo cultural arts creative and knowledge production processes presented by graduates of the Diné College Navajo Cultural Arts Certificate Program.

12 p.m.-1:15 p.m. Lunch, Diné College Cafeteria

Day 2: Friday, October 26, 2018

1:15 p.m. to 3 p.m. Concurrent Sessions II

Session 1: Treaty, Politics, & Law

Ruth and Bob Roessel Archival Center

Reflections on the Navajo Treaty of 1868: Scholarship, Community Remembrances, and International Human Rights

Jennifer Denetdale, Ph.D., University of New Mexico

This presentation offers reflections on over twenty-five years of scholarship on the Navajo Treaty of 1868 and draws upon Diné oral history, critiques of American historiography, and International human rights to demonstrate the shifting meaning of the treaty across the contexts of Navajo nation-building, American intellectual traditions, and international human rights.

Long Walk: Healing for Today

Philip J. Chmielewski, Ph.D., Loyola Marymount University

Navajo teachings can lead to healing in the U.S. society. This tradition can teach technology that words and silence are potent; not e-pastimes; that healing moves beyond the body to restore community; that memory must be enacted now by many members of a society. The Navajo heritage can teach that technologies are not to diminish persons, but to secure their free flourishing.

Exploiting the Fifth World: Navajo Land and Economic Development

Ezra Rosser, J.D., American University Washington College of Law

My presentation will focus on the challenges the federal government and the Navajo Nation has had administering reservation land and reservation resources. My presentation will explore how the tribe can establish a system of land use rights and property norms that works better for tribal members and is more responsive to Diné needs.

Session 2: Media & Literature

Gallery, Museum 4th Floor, Ned Hathathli Center

Diné Literatures: Past and Future Perspectives of Diné Literature and Nation-Building through Writing

Panelists: Lemanuel Loley, Navajo Technical University; Orlando White, Diné College; Laura Tohe, Ph.D., Arizona State University; Byron Aspaas, Colorado Springs, Colorado; Sherwin Bitsui, Institute of American Indian Arts, and Esther Belin, Durango, Colorado

This panel will provide a public and critical discourse with the community on how we all see Diné writing and its position within the world. It will provide key perspectives from Diné writers while also inviting the public to ask questions of the writers in regards to genre, representation, and tribal Nation-building.

Session 3: Education & Language

Classroom 301, 3rd Floor, Ned Hathathli Center

A Century-Plus of Shepherding on Black Mesa: An Ethnoarchaeological Study of Navajo Pastoralism by Wade Campbell, Harvard University

This paper presents the results of a 4.5-month long program of participant observation and archaeological reconnaissance at a Black Mesa sheep camp. By combining local histories, archaeological site location data, and earlier ethnohistorical research, I present a highly descriptive and richly informative

Day 2: Friday, October 26, 2018

1:15 p.m. to 3 p.m. Concurrent Sessions II (continued)

Session 3: Education & Language (continued)

Classroom 301, 3rd Floor, Ned Hathathli Center

Understanding Intergenerational Trauma for Indigenous Communities

LeManuel Lee Bitsóí, Ed.D, Stony Brook University

In this session, Dr. LeManuel Lee Bitsóí will present an overview of research endeavors that are uncovering connections between the intergenerational trauma of the government boarding school experience and the current well-being of indigenous people.

From Naaltsoos Sani to Now: Dismantling the Effects of Disciplinary Policy from our Navajo Schools to Navajo Imprisonment by Delores Greyeyes, Ph.D., Navajo Nation Department of Corrections and Wendy S. Greyeyes, Ph.D., University of New Mexico

Using interviews of incarcerated Navajo men and their school experience, this analysis integrates Navajo public schools' policies and disciplinary action to understand the question, "How do our Navajo schools justify disciplinary actions against Navajo students and what have been the effects"?

Session 4: History & Identity

Classroom 502, Ned Hathathli Center

Mapping the Patriarchal Norm of Misrecognition: Exposing Consequences for Diné Woolgrowers and Weavers by Kathy M'Closkey, Ph.D., University of Windsor

My presentation will discuss my forthcoming book, *Why the Navajo Blanket Became a Rug: Excavating the Lost Heritage of Globalization*, maps a genealogy of dispossession which created conditions of sustained deprivation and impoverishment. Extensive evidence drawn from heterogeneous archives untapped by other scholars reveals how free trade in carpet wool (1893--) irreversibly altered Navajo lifeways.

Navajo Masculine Performance/Expression in the 21st Century

Lloyd L. Lee, Ph.D., University of New Mexico

In this paper, I will review traditional Navajo male performance and expression, explain 21st century male performance and expression, and discuss implications for Navajo families, communities, and the Navajo Nation.

Session 5: Cultural Knowledge

Classroom 300, 3rd Floor, Ned Hathathli Center

Cultivating Diné Learning Spaces through Workshops

Sam Slater, Navajo Cultural Arts Program Alumni, Columbia University and the Jewish Theological Seminary List College; Crystal Littleben, 2017 Miss Navajo Nation; Roberto Nutlouis, and Zefren M., Historical Weaver

Artists, educators, land stewards, and community leaders will share why they have chosen the format of a workshop as the necessary space to promote innovative and holistic pedagogies. These knowledge holders will respond to the unique opportunities and distinct challenges that arise when engaging in building a workshop—a relatively new and inorganic way of learning among Navajo peoples.

Day 2: Friday, October 26, 2018

3 p.m. to 3:15 p.m. Break

3:15 p.m. to 5 p.m. Concurrent Session III

Session 1: Treaty, Politics, & Law

Ruth and Bob Roessel Archival Center

Author Meets Critic Session: Landscapes of Power by Dana Powell

Panelists: Dana E. Powell, Ph.D., Appalachian State University; Jennifer Denetdale, Ph.D., University of New Mexico; Earl Tulley, Diné CARE; and Sandra Yellowhorse, University of New Mexico

Moderator: Andrew Curley, Ph.D., University of North Carolina at Chapel Hill

In her book 'Landscapes of Power,' anthropologist Dana Powell chronicles the 2007 proposed Desert Rock power plant in the Navajo Nation. This panel will bring Dana Powell in conversations will expand and expound upon central claims of her book.

Session 2: Media & Literature

Gallery, Museum 4th Floor, Ned Hathathli Center

Art as a Spiritual Expression for Indigenous Well Being

Marlena Robbins, Mesa, Arizona

I will be conducting an interactive facilitated discussion on Art as a Spiritual Expression for Indigenous Well-being; my Master's thesis for the AIS-Indigenous Rights and Social Justice program at ASU. I will offer a professional setting of painting supplies complete with easels, canvas, paints and brushes. Participants will be guided through the painting process as I facilitate the Power-Point presentation, ending with an open group discussion.

Session 3: Education & Language

Classroom 301, 3rd Floor, Ned Hathathli Center

Reflecting upon Diné College—50th Anniversary of the First Tribally Controlled College

Miranda J. Haskie, Ed.D., Diné College

This paper will reflect on the contribution of the Navajo visionaries and leaders whose foresight led to this monumental achievement in the higher education of the Navajo people.

Navajo Students' Decision-Making Factors that Influence Access and Persistence in Doctoral Education by Colin Ben, Ph.D, University of Utah

This paper explores the decision-making factors Navajo doctoral students consider when deciding to pursue, access, and persist in doctoral education at a predominately white institution.

Indigenous Knowledge System and Decolonizing Methodology Interwoven into Higher Education Experience: Autoethnography by Franklin Sage, Ph.D., Diné Policy Institute

This dissertation uses Indigenous Research Methodology and autoethnography to make use of storytelling from the Navajo Creation Story and Navajo Circular Model to examine the educational experiences of Native Americans in higher education.

Day 2: Friday, October 26, 2018

3:15 p.m. to 5 p.m. Concurrent Session III (continued)

Session 4: History & Identity

Classroom 502, Ned Hathathli Center

Be Matriarch, Not Feminist: Perpetuating Diné Asdzaá

Venaya Yazzie, Huerfano, New Mexico

This session will inform the Navajo woman across generations that our Indigenous existence as tribal women at Euro-American feminism is another form of assimilation. From this session individuals will be introduced to the expression “Be Matriarch” which acts as a reclamation of Diné Asdzaán, a true southwest Indigenous way of being.

Navajo Patriarchy in a 21st Century World

Lloyd L. Lee, Ph.D., University of New Mexico

This paper interrogates Navajo patriarchy in the 21st century. Patriarchy and power are interwoven to reveal a Navajo Nation where Navajo men withhold opportunity for Navajo women.

Unsettling Borders: Criminalization of Indigenous peoples in the borderlands

Sierra Edd, Graduate Student, Ethnic Studies, University of California, Berkeley

This presentation addresses racialized violence and Indigenous/Diné resistance in Farmington, New Mexico which traces back to early Spanish and American settlement in the 19th century. Broadly this work examines concepts of settler-colonialism, nation-state citizenship/belonging, and border formation particularly as they manifest in anti-Native violence Farmington, New Mexico.

Session 5: Cultural Knowledge

Classroom 300, 3rd Floor, Ned Hathathli Center

Nat’oh Ba Hane: How Tobacco Saved the World from Destruction and Healed the People

Avery Denny (Diné), Adrian Lerma (Diné), and Michael Lerma (P’urhépecha)

In the Navajo Creation there came a time when the Tobacco People had to save the world from destruction. In each of the four worlds, the People had to use Tobacco to save the world and move to the next one. Each of the worlds exhibited the notion of Alchi Sila or balance between protection and healing. Each of the worlds displayed the over use of “protection practices” leading to the need for moving along to the next world. Each of these episodes founded the lessons we see today in Nahagha or the Navajo teachings. The paper concludes with the origin of making the proper offering with corn pollen when obtaining the tobacco medicine. This paper is unique for two reasons: 1. It originates from the oral accounts handing down with Mr. Denny’s family and 2. It utilizes scribing as a method of documenting Navajo Creation accounts and Fundamental Laws of the Diné.

5 p.m. to 6 p.m. Dinner, Diné College Cafeteria

Day 2: Friday, October 26, 2018

6 p.m. to 9 p.m. Diné Cultural Evening Activities

Culture Event 1 - Ruth and Bob Roessel Archival Center

Lecture: Navajo Language and Culture Revitalization (6 p.m. to 7:30 p.m.)

James McKenzie, Graduate Student, Curriculum and Instruction, Second Language Education, University of Minnesota

For years, a commonly observed need to better address the perpetuation of Navajo language and culture has existed on Navajo Nation. How can advocates and educators for Navajo language and culture bring people together from various walks of life to share, learn and organize around the many topics and issues related to creating more concerted, unified efforts to perpetuate the Navajo language and culture and their use in daily life for generations to come. This presentation reflects on one such effort, the Navajo Language and Culture Revitalization Summit of 2017, along with other opportunities to ensure for the vitality of Navajo language and culture into the future.

Culture Event 2 - Classroom 300, 3rd Floor, Ned Hathathli Center

Workshop: Miniature Moccasin Making (7 participant limit and observers welcome)

Sam Slater, Navajo Cultural Arts Program Alumni, Student at Columbia University and the Jewish Theological Seminary List College

In this two-part workshop session, participants will engage directly with Diné philosophies of cultural arts education. Participants will learn the foundations of Navajo moccasin making through completing a miniature pair of kélchí. Workshop leaders will discuss the cultural significance of moccasin making and how it connects themes of emergence from times of creation to an everyday act of resistance through living and wearing Diné values.

Culture Event 3 - Silversmith Building

Workshop: Leading with Fire: Silversmithing Workshop (Limited to 5 participants)

Crystal Littleben, 2017 Miss Navajo Nation

Join Ms. Littleben for a introductory Navajo stamping workshop where participants will create their own stamped bracelets.

Culture Event 4 - Diné College Library

Tour: R.C. Gorman Collection (6 p.m. to 7 p.m.)

Rhiannon Sorrell, Librarian, Diné College

Rhiannon will provide a tour of the R.C. Gorman Room. R.C. Gorman (1931-2005) is one of the most prominent Navajo artists. New York Times called him “the Picasso of American Indian art”. Sorrell will describe the collection of R.C. Gorman that he gifted to Diné College. The R.C. Gorman collection consists of books, photos, pictures, and memorabilia that celebrates his life. The tour will also provide an overview of the library full collection of materials and items.

Day 3: Saturday, October 27, 2018

8 a.m. to 10 a.m. Opening and Business Meeting, Student Union Building

All members will participate in the business meeting for the Diné Studies Conference Board that will cover the election of new board members, new business resolutions, an update on our policy recommendations for Navajo language, and a discussion on future goals of the Diné Studies Conference.

10 to 10:15 a.m. Break

10:15 a.m. to 12 p.m. Concurrent Sessions IV

Session 1: Treaty, Politics, & Law

Ruth and Bob Roessel Archival Center

Getting a Diné Leader to Congress: Trials and Tribulations of Navajo Congressional Contenders and the Future of Navajo

Derrick Watchman (Arizona 2002); Jack Jackson, Jr. (Arizona 2005); Wenona Benally (Arizona 2012); and James Singer (Utah 2018); Moderated by Dr. Wendy S. Greyeyes, Assistant Professor, University of New Mexico

Since the signing of the Navajo Treaty, our states and our nation has not voted a Navajo into the United States Congress. Our panel will explore former and current congressional candidates' experiences. They will talk about their ideas of why a Navajo has not won a seat in U.S. Congress, the challenges of running in a heavy republican state, and suggestions for future contenders.

Session 2: Media & Literature

Gallery, Museum 4th Floor, Ned Hathathli Center

Poetry Readings of New and Selected Works

Luci Tapahonso, Institute of American Indian Arts

A reading of new and selected works ranging from my first publication (One More Shiprock Night, 1981) to poems from the new manuscript (The Stars at Home, 2019) written in English and Diné. The reading will show the influences of Diné literary tenets, boarding, and public-school education, contemplations of activism in the 1970s, university training, and finally, reflections about teaching from a Navajo perspective in mainstream universities.

Session 3: Education & Language

Classroom 301, 3rd Floor, Ned Hathathli Center

Understanding Intergenerational Trauma for Indigenous Communities

Panelists: Tiffany Lee, Ph.D.; Natahnee Winder; Farina King, Ph.D.; Sandra Yellowhorse; Moderated by: Miranda J. Haskie, Ed.D., Diné College

This panel weaves together the narratives, complexities and ripple effects of the boarding school era. Moving between personal stories and experience, oral histories and movements within Diné communities, discussions of intergenerational trauma and the collective memory of boarding school.

Day 3: Saturday, October 27, 2018

10:15 a.m. to 12 p.m. Concurrent Sessions IV (continued)

Session 3: Education & Language (continued)

Classroom 301, 3rd Floor, Ned Hathatli Center

From boarding schools to community wellness: Recovering from intergenerational trauma through stories of Native language change by Tiffany Lee, Ph.D.

This presentation will share stories from Native youth and families to demonstrate the significance of critical language awareness .

Colliding Heartwork: Our healings hearts utilizing photovoice to examine the intergenerational impacts of the boarding school system by Natahnee Winder

The presentation shares the results Native university students' pictures and interviews drawing from Sara Ahmed's theory of emotions and Dian Million's scholarship on Felt Theory to explain a process I call "Colliding Heartwork."

Returning Home Intermountain: Diné Student Creative Works in Boarding School, 1950-1984 by Farina King, Ph.D.

This presentation features a collaborative project which brings together archival sources and the voices of living communities to trace the embodiment and perpetuation of Intermountain students' everyday acts of resurgence.

The Re-Inscription of Trauma: Challenging the links between intergenerational trauma and special education praxis by Sandra Yellowhorse

Focusing on historical contexts of confinement evident in boarding school environments and practices, I draw parallels between movement from family/community-centered and land-based pedagogy to the confines of segregated/ self-contained classrooms for special education.

Session 4: History & Identity

Classroom 502, Ned Hathathli Center

Second Generation Diné Relocates: Experiencing and Coping with Land Loss, Cultural Dispossession, and Displacement

Aresta Tsosie-Paddock, Ph.D., University of Arizona

The study examines the impacts of modern compulsory relocation of Diné people by the United States federal policy, Navajo Hopi Lands Settlement Act of 1974, on second generation Diné relocatees who relocated as children with their parent(s). Through qualitative and quantitative methods, the study explores the experiences of displaced and dispossessed second generation Navajo relocatees living off Navajo Nation in urban areas.

What do Fences Represent on Navajo Nation?

Kelsey Dayle John, Syracuse University

This presentation is part of the first data chapter of my doctoral dissertation on the Navajo horse. My dissertation investigates what the horse can teach Diné about decolonization.

Day 3: Saturday, October 27, 2018

10:15 a.m. to 12 p.m. Concurrent Sessions IV (continued)

Session 5: Cultural Knowledge

Classroom 300, 3rd Floor, Ned Hathathli Center

Navajo Language and Culture Revitalization

James McKenzie, Graduate Student, Curriculum and Instruction, Second Language Education, University of Minnesota.

For years, a commonly observed need to better address the perpetuation of Navajo language and culture has existed on Navajo Nation. How can advocates and educators for Navajo language and culture bring people together from various walks of life to share, learn and organize around the many topics and issues related to creating more concerted, unified efforts to perpetuate the Navajo language and culture and their use in daily life for generations to come. This presentation reflects on one such effort, the Navajo Language and Culture Revitalization Summit of 2017, along with other opportunities to ensure for the vitality of Navajo language and culture into the future.

12 p.m. to 1:15 p.m. Lunch, Diné College Cafeteria

Lunch Keynote: Developing a Navajo Educational Media Guide: A Community Perspective

Shawna L. Begay, Ph.D. (Diné)

The findings in this study will serve to inform the development of a Navajo Educational Media Guide that is to provide guidelines for a potential Navajo Educational Media Show that teaches the Navajo language and culture to pre-school aged children (4-6 years old). Implications from this study suggest that more research is needed around Indigenous Educational Media and the development of culturally relevant media for Indigenous populations in the area of Indigenous language rejuvenation.

Biography: Dr. Begay from Window Rock, AZ is the co-creator, producer, and director of Diné B́ Ná'á́lkid Time-A Navajo puppet language TV show. Dr. Begay earned her Ph.D. in Educational Technology from the University of Nevada, Las Vegas. Her dissertation was entitled, "Developing a Navajo Educational Media Guide: A Community Perspective." Her research explores the learning objectives a media show would have if it was created for pre-school aged Navajo children. She also holds a Master of Arts in Film production from Chapman University. Dr. Begay is originally from Window Rock, Arizona and currently works for Grand Canyon University in Phoenix, Arizona.

Day 3: Saturday, October 27, 2018

1:15 p.m. to 3 p.m. Concurrent Sessions V

Session 1: Treaty, Politics, & Law

Ruth and Bob Roessel Archival Center

Influencing Policy Solutions: Navajo Nation Human Trafficking White Paper

Panelists: Honorable Nathaniel Brown, Navajo Nation Council Delegate; Honorable Amber Kanazbah Crotty, Navajo Nation Council Delegate; Kathleen Finn, University of Colorado American Indian Law Clinic; Carla Fredericks, University of Colorado American Indian Law Clinic; Eric Gale, Navajo Department of Family Services; Melissa Clyde, Casey Family Programs

The Navajo Nation developed a White Paper to address human trafficking to aid policymakers in strengthening laws against trafficking, promote prevention, and to implement victim-centered approaches/programs. The White Paper is a tool to clearly define objectives, challenges, and solutions to bolster protections for victims/survivors and to strengthen prosecution.

Session 2: Media & Literature

Theatre, Museum 4th Floor, Ned Hathathli Center

Shásh Haa': Bears Ears (25 minutes)

Angelo Baca, New York University

This documentary follows the Bears Ears Inter-Tribal Coalition's efforts on the way to convince the Obama administration to make this area a designated National Monument with a collaborative land management in partnership with these tribes.

Cultural Grit: The Story of K-towners

Wendy S. Greyeyes, Ph.D, Assistant Professor, University of New Mexico and Hondo Louis, Assistant Professor, Navajo Technical University

This story of Kayenta youth and community members discuss the role and understanding of culture. Through a culture and youth grant from the First Nation's Development Institute, we explore the impact of the changing economy and social expectations on the youth and community.

CROSSROADS2020

Brian Cowdon

My approach is to create a vast mosaic of the elements linking the Nuclear Legacy and Climate Change. The goal is to show that it's not just about the "bomb" and there has been a great deal of damage done and continued to do so on a myriad of levels -- one facet is the mining of uranium on the Navajo Nation.

Session 3: Education & Language

Classroom 301, 3rd Floor, Ned Hathathli Center

Diné Doctoral Students Designing Dissertation Research that Enforces Tribal Nation Building

Panelists: Crystal Tulley-Cordova, University of Utah; Sharon Singer, Arizona State University; Ranalda Tsosie, University of Montana; Moderator: Colin Ben, Ph.D., University of Utah.

This panel consists of Diné doctoral students conducting research that enforces tribal nation building at multiple research one institutions. The panel will inform the Nation on the role of education through a nation-building approach.

Day 3: Saturday, October 27, 2018

1:15 p.m. to 3 p.m. Concurrent Sessions V (continued)

Session 4: History & Identity

Classroom 502, Ned Hathathli Center

Teaching Diné and Indigenous Studies to Non-Native College Students: Experiments in Decolonial Thinking

Dana E. Powell, Ph.D., Appalachian State University

In this presentation, I offer some thoughts on various experimental forms of teaching I have engaged in two courses I teach at Appalachian State University: "Native America through Ethnography" and "Native American/Indigenous Studies," and invite discussion and feedback from other panelists and audience members on how to cultivate allies to indigenous struggles, in a non-naïve and non-romantic way (see Paul Chaat Smith).

Changes in Navajo Ethnography Over the Past 25 Years

Kimberly J. Marshall, Ph.D., University of Oklahoma

I present research into the major theoretical and methodological trends of ethnographic work among Navajos over the past 25 years. I argue that ethnographic work over the past few decades has, in general, shifted to take seriously the responsibilities of K'é that the practice of participant-observation necessarily entails.

Help Us Transition Home

Charlinda Haudley, University of Arizona and Nicholas Wilson, University of Arizona

As Diné graduate students from the University of Arizona, we wish to update our community on our lived-experiences away from home. More importantly, begin a dialogue and establish meaningful relationships with tribal leaders to help us transition home.

Session 5: Cultural Knowledge

Silversmith Building

Leading with Fire: Silversmithing Workshop (Limited to 5)

Crystal Littleben, 2017 Miss Navajo Nation

Join Ms. Littleben for an introductory Navajo stamping workshop where participants will create their own stamped bracelets.

3 p.m. to 3:15 p.m. Break

Day 3: Saturday, October 27, 2018

3:15 p.m. to 5 p.m. Diné Cultural Afternoon Activities

A Hozhójíí (Blessing Way) Ceremonial Song

Homer Hubbell, University of New Mexico and Lorene Legah, Diné Language Teacher

Hozhójíí (Blessing Way) is one of the sacred traditions still conducted by medicine persons throughout the Diné Nation. One song from the coming-of-age ceremony will be presented. There will be a recording of the song, a translation of the song both in Diné and English.

Workshop: Miniature Moccasin Making (7 participant limit and observers welcome)

Sam Slater, Navajo Cultural Arts Program Alumni, Student at Columbia University and the Jewish Theological Seminary List College

As a continuation of this two-part workshop, participants will engage directly with Diné philosophies of cultural arts education. Participants will learn the foundations of Navajo moccasin making through completing a miniature pair of kélchí. Workshop leaders will discuss the cultural significance of moccasin making and how it connects themes of emergence from times of creation to an everyday act of resistance through living and wearing Diné values.

Workshop: Leading with Fire: Silversmithing Workshop (Limited to 5 participants)

Crystal Littleben, 2017 Miss Navajo Nation

Join Ms. Littleben for an introductory Navajo stamping workshop where participants will create their own stamped bracelets.

5:30 p.m. to 8 p.m. Community Awards Banquet, Student Union Building

Keynote: The Role of Law in the Navajo Nation Since the Treaty of 1868

Mr. Paul Spruhan, J.D.

What is the role of law in Navajo society since 1868? The Treaty created the original Navajo Reservation, and the Nation's political territory has expanded significantly since that time. The Nation's legal system has evolved since the Treaty as well, to a government split between three branches and a robust court system, though with no organic document like a constitution to define the roles of the three Branches. This structure co-exists with traditional legal principles originating from the Journey Narrative and other sources. This presentation will discuss how law affects, or not, Navajo society, and will reflect on a non-Navajo attorney's experience in the current Navajo legal system. Ultimately, the presentation will discuss how Navajos can continue to develop a Navajo-specific legal system, and how education on that legal system in the Nation's schools can inform the Navajo populace on how the law affects their daily lives.

Biography: Paul Spruhan is Assistant Attorney General of the Litigation Unit at the Navajo Nation Department of Justice in Window Rock, Arizona. He received his A.B. in 1995 and his A.M. in 1996 from the University of Chicago. He received his J.D. in 2000 from the University of New Mexico. He has several Indian law articles published in law reviews, including A Legal History of Blood Quantum in Federal Indian Law to 1935, 51 South Dakota Law Review 1 (2006). His latest article, CDIB: The Role of the Certificate of Degree of Indian Blood in Defining Native American Identity, was published by the American Indian Law Journal in May, 2018. He also teaches Indian law topics for Barbri, Inc. and the Tulsa Law School Masters of Jurisprudence in Indian Law Program. He and his wife, Bidtah Becker, have two children and live in Fort Defiance on the Navajo Nation.

Day 3: Saturday, October 27, 2018

5:30 p.m. to 8 p.m. Community Awards Banquet (continued)

Community Awards Recognition

Excellence in Diné Studies: Bihóneedzáago na'askáá'

Michelle Kahn-John, Ph.D.
Kathy M'Closkey, Ph.D.

Community Service & Leadership: Yił kééhat'ínígíí yil naha'á

Tolani Lake Enterprises (TLE)
NavajoYES
Honorable Amber Crotty, Council Delegate
Navajo Tribal Utility Authority's Kayenta Solar Facility

Navajo Innovation in Practice: T'áá Diné bá éé'deitánígíí bee oonish

Dził Dítl'ooí School of Empowerment Action and Perseverance (DEAP) School
Henry Fowler, Ed.D.
Daybreak Warrior

Navajo Language Leadership: T'áá Diné Bizaad bóhoo'aah yee sizí

James McKenzie
Joe Kee and Jennifer Wheeler, Ed.D.
Tommy Lewis, Jr., Ed.D. and Department of Diné Education Board of Education

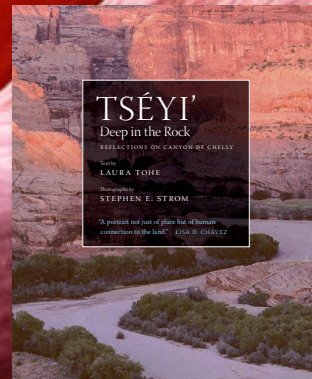
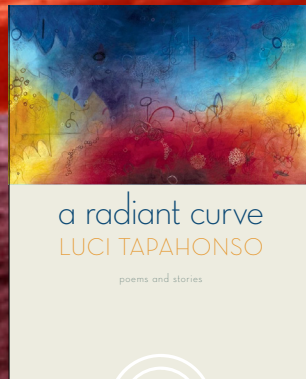
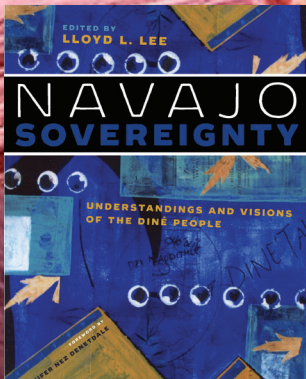
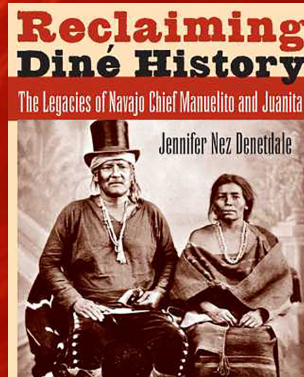
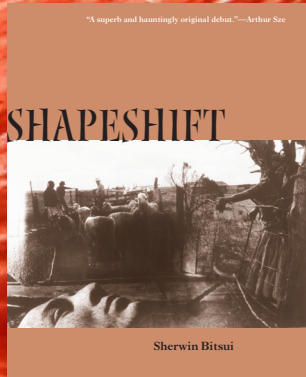
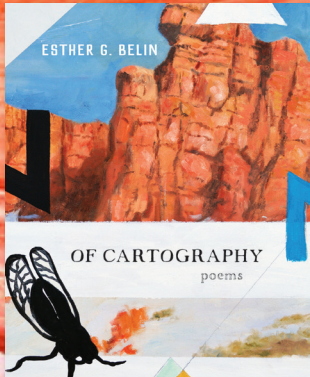
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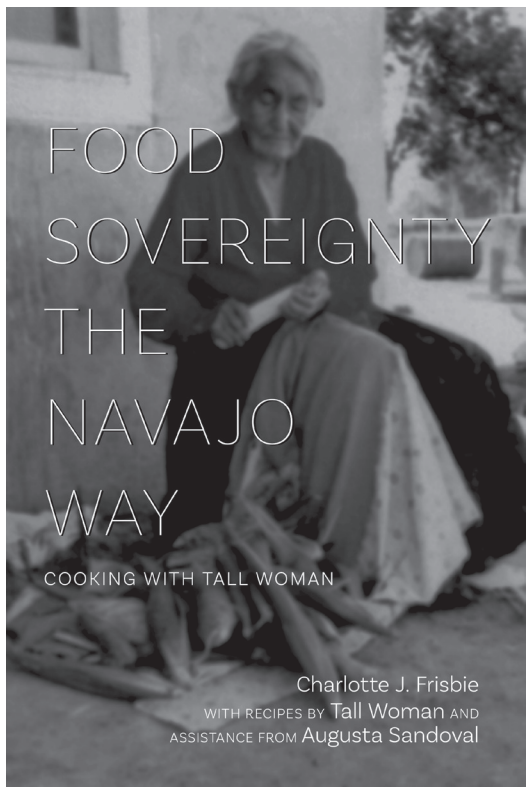
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