

Contributor Biographies

Ghada Alatrash holds her PhD in Educational Research: Languages and Diversity, from the Werklund School of Education, University of Calgary. She currently teaches at Mount Royal University (Calgary) in the Department of Humanities: Women's and Gender Studies, and in the Department of General Education. Dr. Alatrash was awarded the Queen Elizabeth II Doctoral Scholarship in Alberta for her research.

Areej Alshammiry is a doctoral student in the Department of Educational Policy Studies at the University of Alberta, specializing in Theoretical, Cultural and International Studies in Education. She was born a third generation stateless *Bidoon* in Kuwait and migrated to Canada as a refugee with her family at the age of 11. She has lived transnationally between Kuwait and Canada since 2005. Areej has a bachelor's degree in finance from Gulf University for Science and Technology in Kuwait, and a Master's degree in International Business from Queen's University, ON in Canada. Engaging in community work and organizations since her post-secondary education, she came to see the importance of equity and equality. Therefore, she decided to pursue a different career and academic path, focusing on issues of social justice, for which she is passionate. She researches, writes, advocates and consults on statelessness. Her academic research concentrates on nationalism, citizenship and non-citizenship within a framework of anti-racist and transnational feminism. She lives with two lovely cats named Bella and Tuxie.

Sonia Aujla-Bhullar is a public-school teacher in Calgary and holds an Eyes High Doctoral and SSHRC fellowship as a PhD candidate in the Werklund School of Education at the University of Calgary. Her current research centres on exploring multiethnic and multicultural community engagements between schools and populations of families and students as part of understanding present-day inclusive educational measures. She has published works that include critical analyses concerning the experiences of racialized minorities and women in education.

Aisha Tandiwe Bell: Inspired by the fragmentation of our multiple identities, Bell's practice is committed to creating myth and ritual through sculpture, performance, video, sound, drawing and installation. Bell holds a BFA and a MS from the School of Art, Pratt Institute, as well as a MFA from Hunter College. More recently, Aisha Tandiwe Bell received a NYFA in Performance Art/ Multidisciplinary Work. Bell has completed numerous artist residencies/ fellowships, for example, at: the Skowhegan Gallery, Maine; the Rush Arts Corridor Gallery; Abron's Art Center; Lower Manhattan Cultural Council's (LMCC) Swing Space, Workspace Fellow 2018; The Wassaic Project 2019; and The Laundromat Project, BRIC. She has been a fellow with the Diaspora Vibe Cultural Arts Incubator, Miami, and participated actively in international cultural exchanges to Jamaica 2012, Surinam 2013, Antigua 2014, and Guadeloupe 2015 & 2017.

Some of the national and international gallery spaces where Bell has exhibited her artwork include: The Museo De Arte Moderno's Triennial (Dominican Republic) 2014; the Jamaica Biennial 2014 & 2017;

the BRIC Biennial 2016; the Venice Biennial 2017; the Museum of Contemporary African Diasporan Arts (MoCADA), Brooklyn; the Rosa Parks Museum; the Caribbean Cultural Centre, African Diaspora Institute (CCCADI), New York; Space One Eleven, Birmingham, Alabama; Welancora Gallery, N.Y. and Rush Arts Gallery, New York. Aisha lives in Brooklyn, N.Y. with her husband and two children. www.superhuman.com

Elaine Brown Spencer is a senior policy analyst in a public agency and a part time instructor at York University. She merges her academic scholarship with creative and artistic endeavours as a play writer to tackle contemporary issues plaguing the faith community and specifically the Black church.

Elaine Cagulada is a dreamer and poet currently completing her PhD in Social Justice Education at the University of Toronto Ontario Institute for Studies in Education (OISE). Animated by disability studies, Black studies, and existential phenomenology, she is interested in: the meanings made of deafness, race; the roles of the police; and exploring what it means to be truly human.

Traci Cook is a doctoral student-researcher at the Ontario Institute for Studies in Education (OISE) at the University of Toronto. She is a public health analyst with an undergraduate degree in the fine arts (classical piano performance, theater and art history) from Rider University and a graduate degree from Emory University in the field of education (middle grades classroom instruction). Her doctoral research engages social justice with public health, education, and Black feminist thought. Her fine arts background and interest in creative expression allow her to blend these disciplines in ways that encourage new understandings of freedom and liberation. Traci lives in Silver Spring, MD; she is a wife and mother of four adult sons and one granddaughter.

Sandra P. Dixon, PhD, Faculty of Education, University of Lethbridge, is an Assistant Professor of counselling psychology at the University of Lethbridge, Alberta, Canada. In 2015, Dr. Dixon completed her dissertation under the supervision of Dr. Nancy Arthur, at the University of Calgary in the counselling psychology program, Division of Applied Psychology. As importantly, Dr. Sandra Dixon is a Registered Psychologist in Alberta.

Sandra Dixon's research program includes investigations of culturally sensitive counselling practices among immigrants, cultural identity reconstruction, and ethno-cultural diversity issues including but not limited to the intersectionality between spirituality, class, race, and gender across cultural contexts.

Dixon currently serves on the Boards of the Psychologists Association of Alberta and the Alberta Network of Immigrant Women (ANIW). She has extensive experience in immigration research, community engagement, social justice and advocacy. Dr. Dixon brings knowledge and enthusiasm for social inclusion and faith-based frameworks to her research. She supports the professional education of counsellors-in-training and other helping professionals through the development and delivery of online teaching. She has published a wide range of works that focus on faith, immigration and multicultural counselling.

Towani Duchscher, PhD, is an educator, researcher, dancer, and poet. Dr. Duchscher received her doctorate from the Werklund School of Education at the University of Calgary in the specialization of Curriculum and Learning. Her doctoral research utilized the arts-based research methods of dance, poetry, and pedagogical documentation to examine the somatic lessons that students learn from the hidden curriculum of public schooling. She currently teaches as a sessional instructor for the Werklund School of Education at the University of Calgary. She has shared some of her poetry and arts-based research in previous issues of *Cultural and Pedagogical Inquiry*. Her research interests include arts-based research, somatic knowledge, poetic inquiry, hidden curriculum, education for decolonization, and engaging in the arts to examine her own racial identity as a woman of Trinidadian heritage. She is passionate about listening carefully to our bodies and finding ways to invite our embodied knowledge to emerge.

Marcela Duran is an educator who has had extensive experience working in public education in Ontario in the areas of Equity in the Curriculum, Curriculum Development, Administration of Programs and Professional Development design and delivery, through her work of 25 years with the former North York Board of Education (NYBE), and the Toronto District School Board (TDSB). Her expertise lies in the area of equity in education, and teaching and learning in global multicultural societies. She is also a teacher educator. Duran has trained many teachers in-service and pre-service courses with the Faculties of Education at York University and the University of Toronto, ON.

Her work in education includes:

- The development of the Westview Partnership, a University/Community partnership between York University and the schools of the Jane-Finch neighbourhood in North York, Ontario. The partnership is now in its 12th year of operation and has seen many students from this inner city community access York University and the Faculty of Education.
- The management, development and writing of The Equitable School Resource Binder for the North York Board of Education.
- The management of the task group that researched and developed the Guidelines and Procedures for the Accommodation of Religious Requirements, Practices and Observances for the Toronto District School Board (2001). These Guidelines are now used in school districts throughout Ontario.
- The development and coordination of the Community Field Experience Placement Program for first year teacher candidates in the Concurrent Program, Faculty of Education, York University.

Marcela Duran was born in Santiago, Chile. She has lived and worked in Canada since 1973. Duran completed her graduate studies at the Ontario Institute for Studies in Education (OISE). She has also studied and lived in Phoenix, Arizona and London, England. She currently teaches in the Concurrent Teacher Education Program, Faculty of Education, York University and coordinates the first year Community Field Experience Practicum there. Marcela would like to be known as an Antiracist, Human Rights Educator who advocates for the rights of children and families in multicultural-multiracial societies.

Fiona Edwards is a PhD candidate at the School of Social Work, York University, Canada. She received a Master's of Social Work degree from York University, Canada. Her current research explores the lived mental health experiences of Afro-Caribbean Canadian youth. Fiona's research interests include child and youth mental health, the racialization of mental illness, mental illness stigma, anti-oppressive social work, race, racialization and racism.

Michael Elliott's artistic journey has taken him into a socio-political realm over the years, mainly focusing on painting as his medium but also photography at times. It is fair to say that photography has indeed influenced his style of painting, i.e. Photorealism. Attending the Edna Manley College of the Visual and Performing Arts in 1998, Michael honed his skills as a painter, developing different techniques in varying mediums while developing an awareness of social issues in Jamaica and throughout the World.

Since leaving art school in 2002, Michael featured his work in several local exhibitions including at the National Gallery of Jamaica and eventually producing his first solo exhibition at the Cage Gallery at The Edna Manley College. He also exhibited further afield namely in Germany, Italy and France.

Michael's work can be said to feature a wide use of symbolism to represent his themes, especially in the intimately tuned still-life pieces. The use of a monopoly board in the 'Donopoly' series is a classic example of the use of a recognizable template to tell a story of social injustice and political incursion in Jamaica. Other symbolic references in Michael's work includes the use of tea cups or tea bags in the popular "Empire Windrush" Series, and shredded paper to represent corruption and cover up. The genre of the work can sometimes cross over into surrealism.

Throughout the development of Michael's career he has associated himself with various alliances in the art world, the most recent one being DVCAI (Diaspora Vibe Cultural Arts Incubator) which has amplified his exposure in an International Cultural Exchange residency in July 2018, Miami. Michael has had an extraordinary experience with this group including a cultural exchange trip to Belize in 2019. The most recent activity in his career is his involvement in a group show which opened in November 2019 in Washington DC called Inter/Sectionality: Diaspora Art from the Creole City, which features 25 artists from 17 countries. The works ranged widely, representing a variety of social issues with eye-opening social commentaries. Michael currently lives and works in Jamaica.

Xiaohong Feng, PhD, in 2018 completed her Doctor of Philosophy degree in Education at the University of Calgary. Dr. Feng presented her article: *Rethinking Intercultural Friendship from a Critical Perspective*, at the American Education Research Association (AERA) Conference in San Francisco, California, USA (April 26-May 1, 2013). Feng published her article: *Rethinking Education: from the Perspectives of Overseas Heritage Chinese Teachers* in the China Commerce and Trade Press in 2014. Dr. Feng's paper: *Through Chinese Immigrant Parents' Eyes: Rethinking Intercultural Friendship of Immigrant Youth* was presented at the Pathways to Prosperity, National Conference in Ottawa (Nov. 15-16, 2013). Prior to completing her doctoral studies in Calgary, Dr. Feng was a lecturer at the Henan University of Economics and Law, in China, where she taught university students English as a Second Language. Some of her work: *Student-Centered TCSOL Teaching Materials Writing* was

published in *Chinese, as a second language teaching exploration, concerning establishing a learner-centered classroom*, by the Shanghai Jiao Tong, University Press. Dr. Feng's main academic interests and research are in the field of critical pedagogy and intercultural communications.

Rosa Naday Garmendia is a socially engaged, multidisciplinary artist who produces work at the Nexus of Contemporary Art and Activism. Her work is rooted in social issues, particularly the intersectionality of her identity as a woman, immigrant, and industrial worker. Rosa's driving impulse is the desire to use art as a tool for self-reflection and to build understanding among people.

Rosa Naday Garmendia was born in La Habana, Cuba, and immigrated to the United States with her family at the age of eight. She pursued her career studying at the University of South Florida, Parsons School of Design, University of Miami, Vermont Studio Center, and the Fort Lauderdale Art Institute. She traveled extensively working her way through her travels in Europe and the United States. She worked as a meatpacker in Detroit, baggage handler at Miami International Airport and in sewing factories across the eastern coast of the United States.

Rosa's experience of otherness, resilience and conflict have made it possible for her to identify with cross-cultural social issues. Her artistic practice is informed by her interest in the human condition due to her own experiences facing injustice and her personal relationship to colonization. Recurrent themes in her work include: visual expressions of identity, migration, alienation, history, war and beliefs. Rosa Naday Garmendia uses art as a tool to reflect on and to analyze the norms and values in contemporary society. She has been focusing on projects that critically view the role of the police, acts of racism, poverty, and the growing military intervention abroad (a contemporary iteration of the Manifest Destiny doctrine). Rosa considers her artistic practice a daily act of resistance.

Rosa Naday Garmendia has been an artist and cultural ambassador on international cultural exchanges, artist residencies and exhibition programs throughout the Caribbean, alongside a selected group of artists from the Caribbean and African diaspora traveling to Suriname, Antigua, Guadeloupe, Jamaica, Belize and Cuba with the Diaspora Vibe Cultural Arts Incubator.

Rosa Naday is the recipient of several awards: Wavemaker Grant in 2020; Artist Access Grant in 2019 and 2012; The Foundation for Contemporary Art Emergency Grant; Direct Support to Artist Grant from Oolites Arts in 2019; The South Florida Cultural Consortium and Ellies Creator Award in 2018; A Diaspora Vibe Cultural Arts Incubator grantee in 2017, and Artist Fellowship in 2016. She has also benefited from several artist residencies throughout her career: Parsons School of Design, Vermont Studio Center, Taller Cultural Luis Diaz Oduardo, Equal Justice Thematic International Residency, Project Art, and Art Center South Florida.

She serves on several art boards, a juror in local and international art panels. She is a member of Common Field, the National Performance Network/Visual Arts Network, a member of American Alliance of Museums and serves as an artist on the board of Diaspora Vibe Cultural Arts Incubator.

She is a teaching artist at the Perez Art Museum, in Miami, since 2008. Rosa is multilingual; she speaks English, Spanish and Haitian Kreyol. Through the discourse of artistic practice, Rosa continues to reaffirm her place in a larger community that transcends socially imposed geographical and ethnic borders.

Amoaba Gooden is an Associate Professor at Kent State University in the Department of Pan-African Studies. Her research focuses on migration and identity among African Caribbean immigrants living in Canada and social networking as a determinant of health among African Caribbean people and immigrants in general.

Kim Huynh, a Calgary-based artist, studied art theory and philosophy before going on to receive a Bachelor of Fine Arts from the University of Victoria in 1990. She completed a Master of Fine Arts at the University of Alberta in 1992. Since 1999, Kim Huynh has taught print-media and drawing in the Department of Art, at the University of Calgary, Alberta, Canada. Over the last 15 years, Huynh has incorporated cultural materials, ready-made objects, and print-based processes in her mixed-media installations to speak about the shifting Asian hybridized identity in Canadian multi-culturalism. As importantly, Huynh's work explores the social and cultural transformations created by the impact of globalization. A few of Kim Huynh's works have been published in two Cultural and Pedagogical Inquiry (CPI) issues: Vol. 8, No. 2, 2016 and Vol. 9, No. 1, 2017.

Zahra Kasamali, PhD, is a senior high school humanities educator, and researcher at the University of Alberta. Zahra received her doctorate in Secondary Education with a specialization in curriculum studies from the University of Alberta. Her scholarship interests include: holistic education, wisdom traditions, intersectional approaches to education that are connected to spiritual sensibilities, Indigenous pedagogy, Sufic sensibilities, and inclusive education.

Enid Lee is a highly respected anti-racist professional development specialist, leadership coach and writer. She consults internationally on equitable education with particular emphasis on language, race and culture and their roles in education.

Her consulting connection with the state of California began almost 25 years ago. In the past two decades, Enid Lee has served in a variety of roles, for example: Researcher at the Center of Language Minority Education and Research, California State Long Beach; Visiting Scholar at the New Teacher Center, Santa Cruz; Adjunct Faculty in the Department of Educational Leadership, San Jose State University; Instructional and Leadership coach in more than a dozen school districts and county offices; facilitator and featured speaker at numerous conferences such as the annual California Association of Bilingual Education.

Enid Lee's publications include: *"Letters to Marcia: A Teacher's Guide to Anti-Racist Education"*, *"Making Equity Explicit: A Model for New Teachers"*, *"Checking and Changing My Systems for Equity"* and *"Anti-Racist Teaching"* in the *Encyclopedia of Diversity in Education*. She is a co-editor of *"Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist Multicultural Education and Staff Development"* and of *"Ebonics: The Urban Education Debate"*.

She has been the recipient of several awards for her path-breaking work in anti-racist education and community building among Black communities and immigrant parents. Enid received an Honorary Doctor of Laws from Queen's University, Canada; was named Multicultural Educator of the Year, U.S.; is included in: *"100 Accomplished Black Canadian Women"*, and was honored with the California

Association Board of Education Legacy Board Award for her contribution to anti-racist and equity-based education over the past 50 years.

Enid Lee holds an Interdisciplinary Masters of Arts in Sociolinguistics and Caribbean Literature from York University in Ontario, Canada. Enid shares her time between Santa Cruz, California and Toronto, Canada. In spare moments she enjoys sitting outdoors and nurturing the child within by reading books for youngsters of all ages.

Emma C. Lewis is a writer, independent blogger and social media activist, with wide experience in the field of communications. She served for 16 years as Media Coordinator and as Public Affairs Specialist at the U.S. Embassy in Jamaica, administering small grants for the U.S. State Department, and collaborating on HIV/AIDS programmes. She was public affairs consultant for U.S. Government official visits in Guyana, Barbados and Trinidad. Prior to this, Ms. Lewis worked for eight years in publishing, helping establish a chain of retail bookstores in Jamaica. The recipient of the Farquharson Institute of Public Affairs (FIPA) Centennial Award for Outstanding Writing in 2018, she hosts a personal blog (Petchary). She also writes a weekly article for the Gleaner Online and is a contributor to Global Voices, an online community of journalists, writers and activists. She has conducted social media training for several Jamaican public and private sector entities and has served on the boards of three non-governmental organizations. Lewis is currently a Board Member and Vice President at the Farquharson Institute of Public Affairs; a Board Member at the Natural History Museum of Jamaica; a Board Member at Recycling Partners of Jamaica; an active member of BirdLife Jamaica; and a member of the Media Working Group for Birds Caribbean. She is a member of the Inter-American Development Bank (IDB) Civil Society Consulting Group in Jamaica. She is also a member of and volunteer at the Caribbean Community of Retired Persons (CCRP). Born in London, Ms. Lewis moved to Jamaica in 1988, having worked in international banking in the City of London for eight years. She graduated from Oxford University with BA (Hons) and Master's degrees in Oriental Studies (Japanese). She lives in Kingston with her husband.

Rebecca Lloyd, PhD, is an Associate Professor in the Faculty of Education at the University of Ottawa in Canada. Her research is oriented to enhancing movement experience through her [Function2Flow model](#) and [Motion-Sensing Phenomenology](#). Please see the function2flow.ca website for a listing of her publications, resources, and social media feeds.

Alleson Mason is a PhD candidate in the Department of Educational Policy Studies at the University of Alberta. Her doctoral research examines Black supplementary education programs in the Global North with special emphasis on Canada. Her research is driven by a desire to unearth and understand the strategies Black community members are utilizing to help students to succeed despite the challenges they face in mainstream schools. Her other research interests are the experiences of Black students in the Canadian education system and parent engagement in education.

Jane McQuitty is a doctoral candidate with the Faculty of Environmental Design at the University of Calgary. McQuitty is also a lecturer with the School of Critical and Creative Studies, at the Alberta University of the Arts, in Calgary, Alberta, Canada.

Noni Mendoza-Reis is Professor Emerita in the Department of Educational Leadership at San Jose State University. Her research and scholarship are focused on (a) social justice approaches to leadership preparation, (b) effective education for English Learners, and (c) women of color in leadership. She has published in various journals and has book chapters in the *Handbook of research on educational leadership for diversity and equity*, as well as in the book, *U.S. Latinos in K-12 education: Seminal research-based directions for change we can believe in*.

She is past President of the California Association of Professors of Educational Administration (CAPEA). Since 2014, Dr. Reis has been a member of the editorial team for the CAPEA *Journal of Administration & Supervision: Teaching and Program Development*. During this time, ERIC metric reports for this journal have reported increases in downloads. In 2020, Dr. Reis will co-edit a CAPEA special issue on social justice leadership.

Prior to her career in higher education, Dr. Reis was an elementary bilingual teacher and principal of a professional development school. While serving as principal, her school was recognized at both state and national levels for their focus on equity-centered teaching and learning.

Dr. Reis served as a member of the following national research teams: (a) Research Synthesis Team on Academic Achievement and Language Learning for English Learners: Center for Research on Excellence and Diversity. (2004) Chairs: Fred Genesee, University of Toronto, Donna Christian and Deborah Short, Center for Applied Linguistics, Washington, D.C., and (b) Research Synthesis Team on Professional Development for Diversity. (2004) Center for Research on Excellence and Diversity. Chair: Stephanie Knight, Texas A&M.

Additionally, Dr. Reis has co-authored several instructional programs designed to support educators in the effective education of English learners. These include: *Toward Equity: Building Multicultural Schools* (California Department of Education); *Teaching Alive* (Center for Research on Education, Diversity, and Excellence at University of California, Santa Cruz); *English Language Learners: Language, Culture and Equity* (National Education Association) and *Improving the Teaching and Learning of English Language Learners: The Instructional Conversation Model* (Center for Latino Achievement and Success in Education, University of Georgia, Athens). Most recently, Dr. Reis has worked with several leadership preparation programs to revise their curriculum with a focus on social justice leadership.

Sarah Jane Moore, PhD, is an independent creative artist who lives in Lutruwita, Tasmania. Dr. Moore is an Adjunct Associate Lecturer within the Biological, Earth and Environmental Sciences (BEES) UNSW. In 2019, she was the ANAT on Country Synapse resident artist and this program enabled her to develop a deep and listening relationship with the Baludarri (Sydney Rock Oyster). With Wiradjuri Scientist Laura Parker as her muse, Sarah Jane's innovative interdisciplinary research dialogues

celebrate oyster science through visual art practice, poetry and performance. She creates, worlds and sings with oysters so that others may visualize, listen and connect to Sea Country.

Pamela Mordecai, PhD, writes poetry, long and short fiction and occasional academic articles. She and her husband, Martin, wrote *CULTURE AND CUSTOMS OF JAMAICA*, a reference work that appeared in 2000 in Greenwood Press's Culture and Customs Series. Mordecai has published six books of poetry, as well as *PINK ICING*, a collection of short stories. In 2010 her children's play, *EL NUMERO UNO*, had its world premiere in a lavish production by Young People's Theatre in Toronto. In 2016, the play was mounted by the School of Drama at the Edna Manley School for the Performing Arts in Jamaica. In 2015 her debut novel, *RED JACKET*, was shortlisted for a Rogers Writers' Trust Fiction award in Canada.

Pamela Mordecai is committed to the use of Jamaican Patwa for literary purposes, her most recent poetry collection being *DE BOOK OF MARY*, one of a trilogy on the life and death of Jesus. *DE MAN*, a second book in the trilogy, has had numerous performances in Canada and Jamaica. Video recordings of almost all of her poetry are archived at <https://mordecai.citl.mun.ca> and at the Digital Library of the Caribbean. A prolific anthologist and writer of textbooks, Pamela Mordecai is well known as a children's poet, and proudest of being Zoey's grandmother.

Delores V. Mullings is an Associate Professor at Memorial University in the School of Social Work. Her scholarly interests include mothering, community-engaged scholarship, the Scholarship of Teaching and Learning, health and social needs of older Black adults, social policy, critical race theory, newcomers in rural areas, and anti-Black racism.

Kurt Nahar started his art education at the Nola Hatterman Art Academy in Suriname in 1993. From 2000-2002, he continued his studies at the Edna Manley College for the Visual and the Performing Arts in Jamaica. Nahar is currently an art teacher at the Nola Hatterman Art Academy. Since those critical years of studying in Jamaica, Kurt Nahar has used his art to express his thoughts and emotions on various issues related to questionable social and political circumstances in Suriname and in other countries worldwide. He believes that artists have a responsibility to expose their viewers to the social reality. He does so in a bold and often confrontational manner, and thus hopes to increase awareness and stimulate discussion about the sensitive subjects that he brings to light. Political injustices, social inequality, the widespread abuse of power, and sexuality, are among his main themes. His technique is inspired by the methods of his predecessors from the era of Dadaism. The use of collage techniques and simple objects are characteristic of his art. As is his striking way of playing with words and language.

Kurt has participated in exhibitions and exchange programs in several countries, and has enjoyed residencies at art institutes such as Diaspora Vibe Gallery in Miami, the Vermont Studio Center in Vermont, the Joan Mitchell Center in New Orleans, all in the USA, the 'Rijksakademie' in Amsterdam, the Netherlands, and the 'Vrije Universiteit' in Brussels, Belgium.

Kahmaria Pingue is a Child and Family Worker, and also the founder and artistic director of Onyxstasia African Diaspora Productions, www.onyxstasia.com in Ottawa, ON, Canada. She was born in Montego Bay, Jamaica, and grew up in northern Manitoba, and is the mother of two teenagers. She embraces her African ancestry through research, designing Ankara fashions, and teaching the dances of her ancestors. She lives out her passion through mentoring African Caribbean Black youth and storytelling in the African oral tradition. She co-wrote and performed the children's story: "Anansi Makes a Change" in honour of her Ghanaian and Jamaican heritage.

Rosalinda Quintanar-Sarellana graduated from Stanford University with a PhD in the area of Literacy, Language and Culture, and a Masters in the area of International Development in Education. Presently, she is a full professor at San José State University, where she teaches First and Second Language Acquisition, Sociology of Education and Multicultural Education. She has written numerous articles in these academic areas.

When Dr. Quintanar-Sarellana started teaching at San José State University, she became the Coordinator of the Bilingual Credential Program for approximately 15 years. It was a thriving program with 250 teacher candidates. Most graduates from the program chose to work in rural and low income urban schools. Dr. Quintanar-Sarellana has taught at UC Davis, Stanford University and Universidad Metropolitana in México City. She plays an important role in the international arena, offering Language Acquisition courses in México, Chile, Spain, Turkey, Canada, and China.

Timothy J. Reiss is Emeritus Professor of Comparative Literature at New York University. Since retiring he was for five years Distinguished Scholar in Residence at NYU, several times Visiting Professor at Stanford University, and is currently Visiting Scholar at the University of Hawai'i-Manoa. His recent books are: *Against Autonomy: Global Dialectics of Cultural Exchange* (2002) and *Mirages of the Self: Patterns of Personhood in Ancient and Early Modern Europe* (2003). Among his edited collections are *Sisyphus and Eldorado* (with Kamau Brathwaite, 1997; 2nd ed., 2002) and *For the Geography of a Soul: Emerging Perspectives on Kamau Brathwaite* (2001), as well as the 6-vol video recording of *Between Caliban and Sycorax* in honor of Brathwaite (available at Bobst Library, NYU). His more recent collections include: *Music, Writing and Cultural Unity in the Caribbean* (2005), *Topographies of Race and Gender: Mapping Cultural Representations* (co-ed, 2008-9) and *Ngũgĩ in the American Imperium* (in press). He is finishing a book on Descartes, arguing that his thinking evolved in response to his age's political practice and thought, and another on the Renaissance as a stage in long continental and transoceanic intercultural exchanges.

Noah Romero is a PhD candidate in Critical Studies in Education/Māori and Indigenous Education at the University of Auckland, New Zealand. His research explores resistance, resurgence, and relational becoming through queer theory, postcolonial feminism, new materialism, and punk rock.

Asser Saint-Val was born in Haiti in 1974 and moved to South Florida in 1988. He earned a BFA in painting and graphic design from the New World School of the Arts. His art has been exhibited in

Florida, Washington, DC, New York and throughout the Caribbean. His works are represented in numerous private collections, including those of Francie Bishop Good, Dr. Arturo Mosquera, the Rubell collection and Carlos Sanchoo collection. Saint-Val has twice received the prestigious South Florida Cultural Consortium Fellowship Award, the Diaspora Vibe Cultural Arts Incubator Award, and four Community Grant Awards for the “Art in the Sky” Project, an interactive, multi-sensory, public art installation in Miami.

Muna Saleh is an Assistant Professor in the Faculty of Education at Concordia University of Edmonton. Her research interests include multi-perspectival narrative inquiry, mothering and motherhood, curriculum studies, social studies education, and familial curriculum-making. She is the author of “Stories We Live and Grow By: (Re)Telling Our Experiences as Muslim Mothers and Daughters” and is currently researching alongside Muslim refugee mothers of children with disabilities.

Jane Namuyimbwa Sewali-Kirumira received her Bachelor of Arts degree (in Luganda and German) from Makerere University, Uganda and her Master’s degree in Journalism from the University of Dortmund, Germany. Jane worked as a journalist for Radio Deutsche Welle in Cologne and Bonn, Germany and CBC Radio in Nova Scotia, Canada. She was an academic English and intercultural studies’ lecturer at the Technical University of Dortmund, Germany. She also taught Canadian Law and English at Holy Angels High School in Nova Scotia. Besides working full-time with the Alberta Immigrant Nominee Program for the Government of Alberta, Jane also co-facilitates Unconscious Bias sessions for government employees and other community stakeholders. She is also a full-time PhD student in Social Justice and International Studies at the University of Alberta. Her research interests lie in transnational feminism, antiracist pedagogy, and postcolonial studies.

Amrit Singh, “Noyz” represents the demographic diversity at the heart of the Greater Toronto Area. Born in the region to immigrant parents, his lyrics explore themes of self-discovery and growth. As importantly, Amrit Singh’s work equally represents the fun and energy of hip-hop park jams, and the socio-political commentary from and in which the genre was born.

In addition to headlining shows in the United States, UK, and across Canada, Noyz has performed on festival stages at TIFF, SXSW, Manifesto, Canadian Music Week & NXNE. He has been featured on platforms such as Complex, Vice, GQ, DJ Booth, The Needle Drop, Huffington Post, and Major League Soccer. Noyz stays active in his community by facilitating hip hop and mental health workshops where he engages with youth through the healing and transformational powers of music and song writing. <https://www.noyzhiphop.com/>

Qingyan Sun has an MA in Intercultural Communication and a MEd in Theoretical, Cultural, and International Studies in Education. He is a doctoral student in the specialization of Social Justice and International Studies in Education in the Department of Educational Policy Studies at the University of Alberta. His research interests include masculinities, intersectionality, race and anti-racism, and critical discourse analysis.