

**June 9-11, 2026**

College of Charleston Avery Research Center for  
African American History and Culture  
presents

**THOSE WHO HAVE  
MUST TURN AROUND AND GIVE:**

**Celebrating 40 Years of Preserving Black History  
and Education**

# Thank You

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## Those Who Have Must Turn Around and Give:



### Celebrating 40 years of Preserving Black History and Education



The "Avery" Family  
Junior College in  
visiting the Pot

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COLLEGE OF CHARLESTON LIBRARIES

## A Welcome from the Dean of Libraries

*Those Who Have Must Turn Around and Give: Celebrating 40 Years of Preserving Black History and Education*

*The Avery Research Center for African American History and Culture*

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Dear Friends, Colleagues, and Distinguished Guests,

On behalf of the College of Charleston Libraries, it is my privilege to welcome you to *Those Who Have Must Turn Around and Give: Celebrating 40 Years of Preserving Black History and Education*. We are honored that you have chosen to spend these days with us, learning and growing in community and celebrating the legacy that the Avery Research Center for African American History and Culture has built over four decades of collecting, preserving, and promoting Black history and education.

Throughout my tenure as Dean of Libraries, the College of Charleston Libraries has prided itself on a dedication to intellectual curiosity, to creative and collaborative learning, and to an uncompromising commitment to open and equitable access to information. We work to make that vision real for everyone who visits our campus or calls it home. In the coming days, you will see it come to life in the workshops, sessions, and activities that fill your three days with us.

The Avery Research Center has long been a beacon. Its history shows how archives, libraries, interpretation, and public history inform and strengthen one another. *Those Who Have Must Turn Around and Give* exemplifies that work. The Center supports the vision of our library system by providing a home for innovative scholarship, fostering access to historical materials, and bringing community members and scholars across disciplines together.

I hope you will leave inspired. I hope you will discover new avenues for sharing your knowledge and imagine new possibilities for working with libraries and archives in your own communities.

Welcome to Charleston. We are thrilled you are here.

With warm regards,

A handwritten signature in black ink, appearing to read 'John W. White', with a long horizontal flourish extending to the right.

**John W. White, Ph.D.**

*Dean of Libraries  
College of Charleston*

June 2026

It is my honor to welcome *you* home. As a fourth-generation Geechee girl from Johns Island, this *is* home. Welcome to the South Carolina Lowcountry, one of the many entry points into the Gullah Geechee Cultural Heritage Corridor—which stretches from Wilmington, North Carolina to Saint Augustine, Florida (and 30 miles inland). While the Gullah Geechee diaspora extends far beyond the boundaries of the Corridor, those who live in the Corridor continue to advance the memories and craft the futures of Gullah Geechee culture and identity.

Avery Research Center, which is in the heart of the Corridor, continues to do such work. For me, Avery is home as it is like a grandparents' home—built by determined ancestors, maintained by diligent hands, and filled with blueprints we've inherited. This year's symposium is a reminder of what comes with the title of heir/heirress: a never ceasing responsibility to protect, preserve and pass along. At the Avery Research Center, this team knows well that we are stewards of gifts—the photographs, paintings, tapestries, oral histories, and written words of ancestors.

What will you feel when you enter the brick and white picket fence? Is it a deep sense of pride for the lives that have been transformed by both Institute and Archive? Maybe it is curiosity into the lives of the architects, brickmasons, and carpenters. Is it humility and awe at the three-story terracotta building that has stood for nearly 2 centuries? Maybe you sense the joy of graduating seniors gathered on the front steps for photographs. Will you spend time gazing into the blue bottles or holding new shoots of sweetgrass in the front garden? Whatever you feel, I hope it is life-changing and affirming. However you spend your time at the Avery Research Center, I hope that it is the medicine that you need.

This welcome is also a thank you. Thank you to DaNia Childress and Aisha Haykal for bringing this symposium to fruition. Thank you to Tey Saunders, Nate Hubler, Veer Mehta and D'Aujai Kelley for all the time and creativity you each poured into this program. Thank you to *you*. In these unprecedented times, I do not take visitors for granted. Thank you for making the time to visit with us. I am grateful for your willingness to share your wisdom, and for the sacrifices you made to be here. I look forward to leaning in and learning from you.

Once again, thank you and welcome home.



Tamara T. Butler, Ph.D.

Executive Director, Avery Research Center for African American History & Culture

Associate Dean, Strategic Planning & Community Engagement, College of Charleston Libraries

Dear Friends, Colleagues, and Distinguished Guests,

On behalf of the symposium committee and the Avery Research Center for African American History and Culture at the College of Charleston, it is my profound honor and joy to welcome you to *Those Who Have Must Turn Around and Give: Celebrating 40 Years of Preserving Black History and Education*. We are so grateful that you are here, and that you have chosen to spend these days with us in community, in scholarship, and for a purpose. The symposium committee poured tremendous care and energy into shaping a program that is both diverse and intellectually rigorous. One of the things that makes this gathering truly unique is that it brings together scholars and practitioners from multiple fields including, but not limited to, education, archives, libraries, and memory work broadly, thus creating a rare and generative space where these disciplines can speak to one another, learn from one another, and build together. Reading your submissions and learning about the breadth of work happening across these areas was genuinely one of the great privileges of this process, and we cannot wait to experience it more fully in person.

Charleston is a city of deep and layered histories — a place where the past is never far from the present, and where the work of memory is always urgent. I hope that beyond the sessions and keynotes, you will take time to enjoy this city: its food, its culture, and the stories carried in its very soil. I hope, too, that you will take full advantage of this gathering to forge new connections and reconnect with old friends and kindred spirits. Relationships built in rooms like these are part of how our communities endure and grow stronger.

We do this work knowing that there are those who would prefer our histories be erased, who have moved, with increasing boldness to remove Black history from curricula, defund institutions of memory, and silence the voices that dare to say: we were here, we built this, and we matter. The efforts to erase us are not new, but neither is our resistance. The work being done at this symposium, and at the Avery Research Center every single day, is a direct challenge to those efforts. Every collection processed, every story recovered, every scholar and community member gathered in this room is an act of defiance and affirmation.

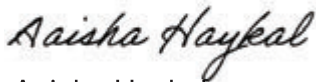
This symposium would not be possible without the transformative support of the Andrew W. Mellon Foundation for the Avery and Liberatory Literacies: Commemorating 160 Years of Black Education project. It has enabled us to uncover, describe, and make accessible histories that have long been obscured. The work of uncovering our history is not merely academic; it is an act of justice, of restoration, and of love. Making these materials more accessible ensures that the people and struggles and triumphs they document are not lost to time, but available to future generations of scholars, students, community members, and descendants. The project also places the Avery Research Center squarely within the tradition of the Black museum movement, rooted in the conviction that Black communities must control the telling of their own histories. Our work deliberately centers Black voices and epistemologies, not as supplement to some broader narrative, but as the very foundation from which we build our understanding of the past, the present, and what is

possible. This work is explicitly explored in the newest exhibition, *The Radical Quad: The History of the Avery Research Center* opening this week.

The title of this symposium honors the words of Dr. Myrtle Glascoe, the Avery Research Center's first executive director, whose vision gave shape to everything we do. Her words remind us that preservation is not passive, it is an obligation that we must turn and support one another with what we have been given. I hope these three days honor that charge, and that each of you leaves feeling uplifted, renewed, and connected to the extraordinary community gathered here.

Welcome home. We are so glad you are here.

With gratitude,

A handwritten signature in black ink that reads "Aaisha Haykal". The signature is written in a cursive, flowing style.

Aaisha Haykal

Manager of Archival Services

Co-PI

Avery and Liberatory Literacies: Commemorating 160 Years of Black Education



## City of Charleston

WILLIAM S. COGSWELL, JR.  
MAYOR

June 9, 2026

Dear Attendees,

Welcome to Charleston and thank you for being here to celebrate forty years of the Avery Research Center's work preserving Black history and advancing education.

Over the next several days, you'll hear from scholars, educators, and community leaders whose work continues to shape how we understand our past and move forward. I encourage you to take it all in and make the most of your time—both at the symposium and around the city.

Charleston has a deep and complex history, and institutions like the Avery Research Center play an important role in making sure that history is preserved, shared, and understood. This milestone is a reflection of decades of dedication, and it's something worth recognizing.

Thank you for being part of this moment, and I hope your time here is both meaningful and memorable.

Sincerely,

William S. Cogswell, Jr., Mayor



*Aaron Polkey*  
*District 4*  
*City Council*

June 2026

Welcome to *Those Who Have Must Turn Around and Give: Celebrating Forty Years of Preserving Black History and Education!*

I am elated to be connected to Avery Research Center through Ida Tobias Jackson, my beloved maternal grandmother. She graduated from Avery Normal Institute in 1937, earned a B.S. in Elementary Education from Morris College, completed graduate studies at Columbia University in New York City, and taught elementary school on Charleston's Eastside for over 30 years.

The theme *Those Who Have Must Turn Around and Give* is powerful. Just as my grandmother gave the power of education to our treasured youth, she gave the power of inspiration to me.

When I was in second grade, my grandmother took me to City Hall and photographed me inside of our ornate City Council chamber. I had no idea that she would go on to glory a year or so after we visited City Hall. Yet I have reason to believe she had an idea that I would someday serve on City Council.

I thank Avery for igniting my grandmother's legacy and wish you all an enlightening and inspirational symposium!

Very truly yours,

Aaron Tobias Polkey



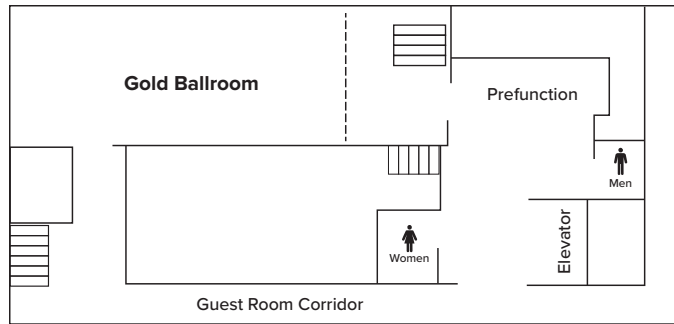
**THOSE WHO HAVE MUST TURN AROUND AND GIVE  
CELEBRATING 40 YEARS OF PRESERVING BLACK  
HISTORY AND EDUCATION**

**JUNE 9–11, 2026 | CHARLESTON, SC**  
**Reminders**

- When you arrive: Please check in with the registration team at the Avery Research Center (6/9) or the Francis Marion Hotel (6/10 & 6/11) to receive your badge and bag.
- Before the session starts, please ask permission before taking photos and/or recording any presentations.
- Please hold your questions until the designated time in each session. There will be time to talk with panelists and presenters throughout the symposium.
- If you post about the conference on social media, please use the hashtags #Averysymposium and #TheAveryWay and tag the Avery Research Center @averyresearchcenter
- Breakfast and lunch buffets will be available. There will be space in the Gold Ballroom to eat.
- Please contact anyone with a “Volunteer” or “Committee” badge for any needs.

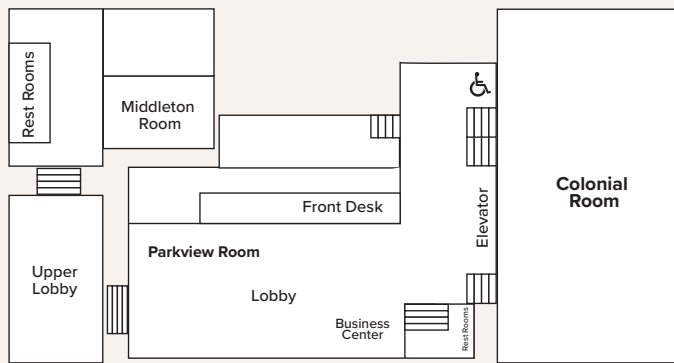
Enjoy the symposium!

# Meeting Maps



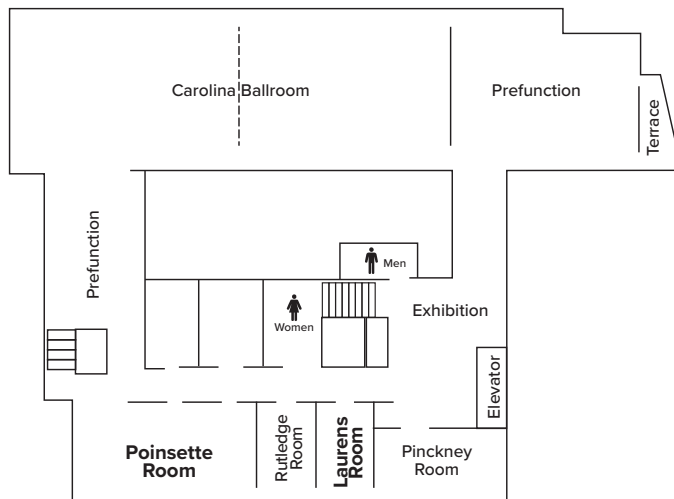
## Second Floor Gold Ballroom

Registration  
Breakfast, Lunch and Keynotes  
Closing Reception  
Concurrent Sessions




## Lobby Level Colonial Ballroom Parkview Room

Un-Networking Reception  
Concurrent Sessions



## Mezzanine Level Laurens Room, Poinsette Room

Concurrent Sessions



**Thank You to “Those Who Have Must Turn Around and Give:  
Celebrating 40 Years of Preserving Black History and Education”  
Program Committee**

Dr. C. M. Dominguez, College of Charleston

Dr. Alexis Johnson, College of Charleston

Cassandra Harris, Harvard University

Dr. Tiffany Harris, College of Charleston

Miranda Mims, Nomadic Archivists Project

Zakiya Collier, Memory Worker and Archivist

Mary Jo Fairchild, College of Charleston

Ayanna Goines, South Carolina Department of Archives and History

Micha Broadnax, BlackTeacherArchive at Harvard University Library

College of Charleston Avery Research Center for  
African American History and Culture faculty and staff:

Dr. Tamara Butler

Savannah Frierson

Aaisha Haykal

Georgette Mayo

Daron Lee Calhoun II

Tey Saunders

Erica Veal


Avery and Liberatory Literacies Staff:

DaNia Childress

Veer Mehta

Nate Hubler

D'Aujai Kelley





## Those Who Have Must Turn Around and Give:

Celebrating 40 years of Preserving Black History and Education

**DAY 1**  
JUNE 9

### AVERY RESEARCH CENTER FOR AFRICAN AMERICAN HISTORY AND CULTURE

**9:30 am – 10:15 am, McKinley Washington Auditorium**  
Breakfast

**10:00 am – 4:00 pm, Community Gallery**  
Registration

**10:30 am – 12:00 pm, McKinley Washington Auditorium**  
Nomadic Archivists Workshop: *Build a Community Archive Together*

**12:10 pm – 12:45 pm, McKinley Washington Auditorium**  
Lunch

**1:00 pm – 2:30 pm, McKinley Washington Auditorium**  
Workshop Education Hearing: *Liberation Again and Again*

**2:45 pm – 4:15 pm, McKinley Washington Auditorium**  
Workshop Collaborative Citizenship, Freedom, and Liberation: *A Community School Collaborative Zine Workshop*

**5:30 pm – 7:00 pm, McKinley Washington Auditorium**  
Exhibit Opening *The Radical Quad: The History of the Avery Research Center*

**Workshops  
and Exhibit Opening**

# Symposium sessions

Workshops: Avery Research Center

<b>Breakfast</b>	<b>McKinley Washington Auditorium</b>	<b>9:30 am – 10:15 am</b>
<b>Registration</b>	<b>Community Gallery</b>	<b>10:00 am – 4:00 pm</b>
<b>Archival Workshop</b>	<b>McKinley Washington Auditorium</b>	<b>10:30 am – 12:00 pm</b>



Steven G Fullwood



Miranda Mims

## ***Build a Community Archive Together*** ***Workshop Organization: The Nomadic Archivists Project***

Facilitators:

**Steven G Fullwood** is a documentarian, archivist and writer. He is the co-founder of the Nomadic Archivists Project (with Miranda Mims), an initiative that partners with organizations, institutions, and individuals to establish, preserve, and enhance collections that explore the African Diasporic experience. Fullwood is the former assistant curator of the Manuscripts, Archives & Rare Books Division at the Schomburg Center for Research in Black Culture. In 1999, he founded the In the Life Archive (ITLA) to aid in the preservation of materials produced by LGBTQ people of African descent housed at the Schomburg Center. Fullwood co-edited the following anthologies and collections: *Artists as Writers* (with Seph Rodney, 2025); *Black Gay Genius: Answering Joseph Beam's Call* (with Charles Stephens, 2014), *To Be Left with the Body* (with Cheryl Clarke, 2008); and *Carry the Word: A Bibliography of Black LGBTQ Books* (with Lisa C. Moore, 2007).

**Miranda Mims** (she/her) is an archivist and memory worker with nearly 20 years of experience in the cultural heritage field. She is the former Director of Rare Books, Special Collections, and Preservation at the University of Rochester and spent nearly a decade at the Schomburg Center for Research in Black Culture. Her work is rooted in a lifelong commitment to family history, legacy, and Black memory, inspired by her mother's work as a genealogist. In 2017, she co-founded the Nomadic Archivists Project (NAP) to support local and community-driven approaches to preserving Black history.



## Those Who Have Must Turn Around and Give:



### Celebrating 40 years of Preserving Black History and Education



JUNE 09

**Culinary Expressions Foodways and Lunch with Rashaunda Grant**

**McKinley Washington Auditorium**

**12:10 pm – 12:45 pm**

**Workshop Education**

**McKinley Washington Auditorium**

**1:00 pm – 2:30 pm**



*Ashby Combahee*

### ***Hearing Liberation Again and Again*** **Workshop Organization: Georgia Dusk**

Facilitator:

**Ashby Combahee** is the Library and Archives Manager at the Highlander Research and Education Center. A flagship program of the Library & Archives is the Southern Memory Workers Institute, a collective memory popular education program. Ashby is co-founder of Georgia Dusk: a southern liberation oral history. She is also a research associate for the Folk Education Association of America and the African American Craft Alliance.

**Workshop Education**

**McKinley Washington Auditorium**

**2:45 pm – 4:15 pm**



*Nate Hubler*

### ***Citizenship, Freedom, and Liberation: A Community School Collaborative Zine***

Facilitator:

**Nate Hubler** is a project archivist at the Avery Research Center for African American History and Culture. She earned her Masters of Library and Information Science at Drexel University and previously worked at Temple University's Special Collections Research Center and the German Society of Pennsylvania's library.

# Symposium sessions

Workshops: Avery Research Center



Erica Veal

**Erica Veal** is the Research Archivist and Interpretation Coordinator at the College of Charleston's Avery Research Center for African American History. She is an at-large board member with the National Association for Interpretation (NAI) and has been an NAI Certified Interpretive Guide since 2011, and an NAI Certified Interpretive Trainer since 2021. She has trained over 100 Certified Interpretive Guides throughout the Gullah Geechee Cultural Heritage Corridor and beyond. She is a former Master Naturalist instructor with over 18 years' experience leading cultural and natural history tours.



James Njonjo

**James Njonjo** is a Charleston-based photographer, filmmaker, and organizer with the Lowcountry Action Committee and the Tri-County Tenant Union. He also serves as Freedom School Coordinator for the Charleston branch of the Association for the Study of African American Life and History. His work includes public housing tenant organizing, advocacy around conditions at Al Cannon Detention Center, and efforts to protect Black burial grounds and historic sites. He is especially focused on connecting research, public memory, and organizing so that working-class Black communities can build power, fight displacement, and shape their own futures.

**Exhibit Opening**

**McKinley Washington Auditorium**

**5:30 pm – 7:00 pm**

## ***The Radical Quad: The History of the Avery Research Center***

The Radical Quad: The History of the Avery Research Center traces the formation of the Avery Research Center for African American History and Culture from its roots as the Avery Normal Institute, the work of the Avery Institute of Afro American History and Culture to preserve 125 Bull Street, to its present role as an archive and research center of African American history. The exhibition highlights the vision and leadership of its directors, whose work transformed the Avery Research Center into a vital site of preservation, scholarship, and community engagement. Through photographs, documents, and art work, Radical Quad explores how the Avery Research Center has fostered a liberatory legacy through our pillars of being an archive, library, community hub and museum collections.



## Those Who Have Must Turn Around and Give:

Celebrating 40 years of Preserving Black History and Education

# DAY 2

JUNE 10

### FRANCIS MARION HOTEL

**8:30 am – 9:30 am, Gold Ballroom**

Breakfast

**8:30 am – 4:00 pm, Gold Ballroom Hallway**

Registration

**9:30 am – 9:45 am, Gold Ballroom**

Welcome

**9:30 am – 9:45 am, Gold Ballroom**

Education Morning Keynote: *Soul Work in the Hearing and Telling of Black Teachers' Stories in the Movement and Beyond*

**11:00 am – 12:15 pm, Poinsette Room**

*Turning Memory into Action: Training the Next Generation of Gullah Geechee Cultural Stewards through the Campbell-Wright HBCU Internship*

**11:00 am – 12:15 pm, Gold Ballroom**

*Plantations to Pollution: Black Communities, Legacy Pollution, and the Path Forward*

**11:00 am – 12:15 pm, Colonial Ballroom**

*Education Toward Freedom: Black Feminist Thought, Cultural Memory, and Freedom Schools and Saving Our African American Treasures*

**12:45 pm – 2:15 pm, Gold Ballroom**

Lunch and Keynote Education Panel: *Teaching Freedom: Black Educators, Organizing Traditions, and Educational Justice*

**2:30 pm – 3:45 pm, Colonial Ballroom**

*Centering & Documenting Black Teacher Voices: Black Teachers as Knowledge Builders & Change Makers*

**2:30 pm – 3:45 pm, Gold Ballroom**

*Southern Roots and Personal Collections*

**2:30 pm – 3:45 pm, Poinsette Room**

*Advocacy and Curriculum*

**4:00 pm – 5:15 pm, Poinsette Room**

*Research, Words, and Action: On Bringing Septima Poinsette Clark's Life and Legacy to the Stage*

**4:00 pm – 5:15 pm, Gold Ballroom**

*Black Bodies, Black Minds: Education as a Site of Knowledge and Agency in the Deep South*

**4:00 pm – 5:15 pm, Laurens Room**

*Black Epistemologies: The (Re)construction of Knowledge Through Food, Art, and the Spirit*

**6:00 pm – 7:30 pm, Colonial Ballroom**

*Un-Networking Convening*

***Education Focus and  
Un-Networking Convening***

# Symposium sessions

Education Focus: Francis Marion Hotel

Breakfast	Gold Ballroom	8:30 am – 9:30 am
Registration	Gold Ballroom Hallway	8:30 am – 4:00 pm
Welcome by Dr. Tamara Butler	Gold Ballroom	9:30 am – 9:45 pm
Education Morning Keynote	Gold Ballroom	9:30 am – 9:45 pm



Derrick P. Alridge

## *Soul Work in the Hearing and Telling of Black Teachers' Stories in the Movement and Beyond*

**Derrick P. Alridge** is the Philip J. Gibson Professor in the School of Education and Human Development at the University of Virginia. A scholar of African American educational and intellectual history, his work explores the lived experiences, ideas, and community strategies that shaped Black schooling in the U.S. South. He is the founder and director of the Teachers in the Movement Project, an expansive oral history initiative that has conducted more than 500 videotaped interviews with teachers involved in the civil rights movement and its ongoing legacies. Alridge's scholarship appears in major journals and edited collections, and his recent book, *Liberation and Education: Perspectives on Black Educational Thought*, examines the educational philosophies of Black educators and intellectuals from the early twentieth century to the present. His current book project, *Soul Work: An Oral History of Teachers in the Civil Rights Movement*, extends the insights of his recent article in the *Oral History* journal of the British Oral History Society, where he introduced his emerging framework of soul-work epistemology and method.



## Those Who Have Must Turn Around and Give:



### Celebrating 40 years of Preserving Black History and Education



# JUNE 10

**Education Concurrent Sessions**

**Poinsette Room**

**11:00 am – 12:15 pm**

### *Turning Memory into Action: Training the Next Generation of Gullah Geechee Cultural Stewards through the Campbell-Wright HBCU Internship*

Panelists: **Corrie Claiborne**, Morehouse College  
**Tendaji Bailey**, Morehouse College  
**Omar Culbreath, Jr.**, Morehouse College

The Campbell-Wright HBCU Gullah Geechee Internship (CWI) is an innovative, HBCU-led initiative dedicated to preserving and sharing the cultural and historical legacy of Gullah Geechee communities across the Southeast. Supported by a \$670,000 Mellon Foundation grant, the program connects HBCU students with immersive, place-based learning experiences in historical interpretation, cultural preservation, oral history, and archival practice throughout the Gullah Geechee Corridor. This presentation highlights how CWI trains HBCU students each year through paid internships that fully support travel, housing, and meals. Interns work directly with historic sites such as Penn Center, Historic Mitchelville Freedom Park, and Daufuskie Island, where they gain hands-on experience creating oral history collections, community archives, digital databases, and virtual exhibits rooted in local knowledge. Rather than treating archives as distant or academic, CWI centers community voices and living traditions—storytelling, material culture, waterway histories, and intergenerational knowledge—as essential historical records.

**Education Concurrent Sessions**

**Gold Ballroom**

**11:00 am – 12:15 pm**

### *Plantations to Pollution: Black Communities, Legacy Pollution, and the Path Forward*

Panelists: **Tasha Durett**, Southern Environmental Law Center, Senior Communications Manager  
**Richard Habersham**, Phillips Community Association, President  
**Robby Maynor**, Southern Environmental Law Center, Policy Advocate  
**Lisa Jones**, Historic Charleston Foundation, Director of Advocacy  
Moderator: **Jason Crowley**, Gaylord and Dorothy Donnelley Foundation, Lowcountry Program Director

Southern Environmental Law Center’s Plantations to Pollution series is powerful multimedia storytelling series that traces the often-unbroken line from plantation slavery to today’s environmental injustices found across the region. Acting both as an archive and an educational tool, the project reveals the past, exposes the present, and charts a path toward a brighter tomorrow in the American South, documenting why Black communities specifically bear a disproportionate burden of environmental harm. In this session, attendees will explore the use of

# Symposium sessions

Education Focus: Francis Marion Hotel

storytelling to preserve the stories and histories of communities who bear the burden of generations of intentional decision making and the use of storytelling in legal and policy advocacy when highway projects threaten these communities. throughout the Gullah Geechee Corridor.

**Education Concurrent Sessions**

**Colonial Room**

**11:00 am - 12:15 pm**

## ***Education Toward Freedom: Black Feminist Thought, Cultural Memory, and Freedom Schools and Saving Our African American Treasures***

Panelists: **Sharayna Ashanti Christmas**, New Generation Scholars, Black Femme Freedom School  
**Naima Starr**, New Generation Scholars, Black Femme Freedom School

Political education has long served as a cornerstone of Black liberation movements, from Reconstruction-era schooling efforts to the Freedom Schools of the Civil Rights Movement and beyond. This panel examines the importance of political education and community coalitions through the lens of New Generation Scholars: Black Femme Freedom School (BFFS), a program of the intergenerational institute Muse 360 (est. 2004), is a contemporary educational model rooted in Black Feminist Thought, collective care, and radical imagination. BFFS operates as a space of learning for youth ages 14+ centering Black Feminist pedagogy while equipping scholars with practical tools for civic engagement, critical analysis, and self-determination. Drawing from the legacy of freedom and organizing schools, this panel explores how politically grounded education nurtures agency, cultivates leadership, and sustains movements beyond crisis. Specific attention is given to Black Feminist Thought disrupting traditional hierarchies of knowledge production and reclaims education as a communal, archival, and liberatory practice.

## ***Save Our African American Treasures***

Panelist: **Dr. Vanessa Cogdell Moore**, National Museum of African American History and Culture

Save Our African American Treasures is a collaboration among cultural institutions, community leaders, and the public to preserve and collect African American material culture.



## Those Who Have Must Turn Around and Give:



### Celebrating 40 years of Preserving Black History and Education



# JUNE 10

**Lunch and Keynote Education Panel**  
**Introduction by Georgette Mayo**

**Gold Ballroom**

**12:45 pm – 2:15 pm**



*Dr. Bobby Donaldson*

### *Teaching Freedom: Black Educators, Organizing Traditions, and Educational Justice*

**Dr. Bobby Donaldson** is a distinguished scholar, public historian, and archivist whose work has profoundly influenced the preservation and interpretation of African American history. An award-winning educator and respected community leader, he is widely recognized for his dedication to documenting African American life and the broader historical landscape of the American South. Dr. Donaldson currently serves as the founding Executive Director of the Center for Civil Rights History and Research at the University of South Carolina, where he also holds the James E. and Emily E. Clyburn Endowed Chair of Public Service and Civic Engagement and serves as an Associate Professor of History. He earned his undergraduate degree in History and African American Studies from Wesleyan University in Middletown, Connecticut, and completed his Ph.D. in American History at Emory University. A scholar of Southern history and African American life and culture in the 19th and 20th centuries, Dr. Donaldson has written and lectured extensively on African American intellectual thought, education, religion, and print culture. He is the lead scholar and director of Columbia SC 63: Our Story Matters, a groundbreaking documentary and public history initiative launched in 2013 in partnership with Columbia Mayor Steve Benjamin and Historic Columbia.



*Dr. Ashley Dennis*

**Dr. Ashley D. Dennis** is an Assistant Professor of History at the College of Charleston. She is also the Public History Coordinator of the MA program in History and a faculty affiliate of the African American Studies Program. Dr. Dennis is a scholar of African American history, with specialties in Black women's history, the history of Black education, and Black intellectual history. Her current book manuscript, *Intellectual Emancipation: Black Women, Education, and Anti-Blackness in the Age of Jim Crow*, explores how and why Black women teachers, librarians, and authors promoted the study of Black history and culture among children during the mid-twentieth century. She examines their involvement in debates about book banning,

# Symposium sessions

Education Focus: Francis Marion Hotel



Dr. Kellie Carter Jackson

the causes and solutions to racism, the nature of slavery in the U.S., and the relationship between Africa and the African diaspora. As a public historian, Dr. Dennis has written a digital tour for the Smithsonian National Museum of African American History and Culture and given tours at Roosevelt House Public Policy Institute, and the American Museum of Natural History. She is a Certified Interpretive Guide with the National Association for Interpretation.

**Dr. Kellie Carter Jackson** is the Michael and Denise Kellen '68 Associate Professor of Africana Studies and the Chair of the Africana Studies Department Wellesley College. She is the award winning author of *We Refuse: A Forceful History of Black Resistance* and the award winning book, *Force & Freedom: Black Abolitionists and the Politics of Violence*. Her essays have been published in *The New York Times*, *Washington Post*, *The Atlantic*, *The Guardian*, *CNN*, *The Nation*, and a host of other outlets. She has been featured in numerous documentaries for Netflix, PBS, MSNBC, and AppleTV. She co-hosts the podcast, *This Day (A History Show)* with Jody Avirgan and Nicole Hemmer.



Dr. Justin Coles

**Dr. Justin A. Coles** is an Associate Professor of Social Justice Education in the department of Student Development at University of Massachusetts Amherst -- College of Education and an affiliate faculty member in the W. E. B Du Bois department of Afro-American studies. Within the college, Dr. Coles serves as the inaugural Director of Arts, Culture, and Political Engagement at the Center of Racial Justice and Youth Engaged Research (CRJ). At the CRJ, Dr. Coles directs the award-winning Black Healing Joy and Justice Collective. Dr. Coles' socially and community engaged, literacy and arts-based research engage Black urban youth creativity and activism to inform counter structures to oppressive US schooling policies, processes, and histories. Dr. Coles is a former William T. Grant Theories of Blackness, Indigeneity, and Racialization in Research to Reduce Inequality in the Lives of Young People Writing Fellow. In 2023, Dr. Coles was inducted into the Martin Luther King Jr. Collegium of Scholars at Morehouse College. Formerly a Co-Editor-in-Chief for Equity & Excellence in Education, Dr. Coles currently serves on the International Editorial Board for *Curriculum Inquiry*, an academic journal based at the Ontario Institute for Studies in Education and is a Co-Editor for the *American Education Research Association journal Review of Research in Education* (volumes 51 and 53). In addition to his editorial roles, Dr. Coles is an appointed Research Foundation Trustee for the National Council of



## Those Who Have Must Turn Around and Give:



**Celebrating 40 years of Preserving Black History and Education**



# JUNE 10



Dr. Crystal Sanders

Teachers of English. Dr. Coles is published in a myriad of academic journals and published his first book project, *Resisting Antiblackness in Education: A Pedagogy of Black Youth Aesthetics*, in December 2025 with Teachers College Press at Columbia University. Dr. Coles is a Fulbright Specialist.

**Dr. Crystal R. Sanders** is an award-winning historian of the United States in the twentieth century. Her research and teaching interests include African American History, Black Women’s History, and the History of Black Education. She received her BA (cum laude) in History and Public Policy from Duke University and a Ph.D. in History from Northwestern University. She is an Associate Professor of African American Studies at Emory University. Previously, she was the Director of the Africana Research Center at Pennsylvania State University. Sanders is the author of *A Forgotten Migration: Black Southerners, Segregation Scholarships*, and *The Debt Owed to Public HBCUs*, published by the University of North Carolina Press in 2024. The book won the 2025 Pauli Murray Book Prize from the African American Intellectual History Society; the 2025 Outstanding Publication Award from SIG 168 of the American Educational Research Association; the 2025 Lillian Smith Book Award from the Southern Regional Council; the 2025 Outstanding Book Award from the Association for the Study of Higher Education; and the 2025 Willie Lee Rose Prize for the best book in southern history from the Southern Association for Women Historians. Sanders is also the author of *A Chance for Change: Head Start* and *Mississippi’s Black Freedom Struggle* published by the University of North Carolina Press in 2016 as part of the John Hope Franklin Series in African American History and Culture.

# Symposium sessions

Education Focus: Francis Marion Hotel

Education Concurrent Sessions

Colonial Ballroom

2:30 pm - 3:45 pm

## *Centering & Documenting Black Teacher Voices: Black Teachers as Knowledge Builders & Change Makers*

Panelists: **Kevin Burgess**, Research for Action  
**Oris T. Bryant**, Research for Action  
**Dr. Zachary Thaggard**, Research for Action  
**Alexis Thomas**, Research for Action  
**Tahquai-Alyce Mason**, Research for Action

Our research reckons with the antiblackness that harms Black children and educators while also honoring the historical and ongoing significance of Black teachers protecting, loving, and guiding Black students. By centering the wisdom and praxis of Black teachers, our work not only preserves essential narratives, but also transforms them into actionable insights that inform policy, pedagogy, and advocacy for equitable education. We conducted interviews and story circles with Black teachers in Tulsa, New Orleans, Jackson, and Savannah to understand how Black educators experience and respond to historical and ongoing patterns of systemic disinvestment that shape their daily work in schools. Our findings demonstrate how Black teachers create learning spaces that honor the identities of Black children, while also seeking to protect their own wellbeing. Black educators carry deep knowledge that strengthens school communities, yet many work in conditions marked by disinvestment and limited support. Their resilience reveals both the weight they carry and the skills they bring to their classrooms, databases, and virtual exhibits rooted in local knowledge. Rather than treating archives as distant or academic, CWI centers community voices and living traditions—storytelling, material culture, waterway histories, and intergenerational knowledge—as essential historical records.

Education Concurrent Sessions

Gold Ballroom

2:30 pm - 3:45 pm

## *Southern Roots and Personal Collections*

**99 and ½ Won't Do: Jeanes Teachers and the Rural Infrastructures of Southern Schooling, 1908–1968,**  
**Brittney Kilgore**

This interdisciplinary session examines the work of Georgia's Jeanes teachers—African American women educators whose pedagogical innovation and community labor transformed rural Black communities between 1908 and 1968. Funded by the Negro Rural School Fund, Jeanes teachers' extended education beyond the classroom, delivering health advocacy, agricultural training, and cultural preservation while embodying the principle of "turning around to give." Their work challenges deficit narratives of rural Black



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Southern educational life and reframes teaching as holistic, community-centered labor. Despite their impact, Jeanes teachers have been largely erased from educational histories. Drawing on archival materials from the Atlanta University Center Woodruff Library, Emory University Archives, and Harvard’s Black Teacher Archive, this session recovers these overlooked narratives and examines how archival silences have shaped our understanding of Black educational leadership. Participants will explore how these women functioned as teachers, organizers, health advocates, and cultural workers—and why their contributions remain absent from national memory.

#### ***Sharing 150 Years of Plantation Records at Historic Brattonsville, York County, South Carolina***

**Dr. Lisa Bratton, Tuskegee University**

This presentation will utilize some of the 150 years of Brattonsville’s plantation records which date from 1790 to 1940—the bulk of which are from the era of enslavement. It will focus on the repositioning of the concept of resistance by enslaved people as told through these primary sources. This work will counter the myth of enslaved men and women as passive participants to their own oppression. It will analyze store records, work records, “runaway” ads, newspaper articles, and sharecropping agreements to demonstrate unique ways that Africans resisted enslavement and the oppression of Reconstruction.

#### ***From Family Archives to Classrooms: Decolonizing Pee Dee History Through Art and Education***

**Dr. Terrie Gaskins-Bryant, Saint Teresa Community Outreach and Empowerment (STCOE)**

This paper explores the intersection of family archival research, Black memory work, and educational innovation through a case study of the Cockfield family and the P.D. Cockfield House in Lake City, South Carolina. Tracing the family’s lineage from William Cockfield’s arrival in 1670 to present-day preservation efforts, the research highlights the persistence of enslavement, generational inequities, and the resilience of African American communities in the Pee Dee region. Central to this study is Josiah Cockfield (1755), who served in General Francis Marion’s militia. Ongoing research seeks to secure his formal recognition as a Patriot and to illuminate the broader contributions of African American and Native American soldiers in the Revolutionary Era. The narrative also examines Washington Cockfield (1797), who fathered children both with his enslaved housekeeper, Lena, and his wife, illustrating complex genealogical and social histories that intersect with systems of oppression and wealth.

#### ***A Force Within Our Midst: The Global Significance of Septima Clark***

**Dr. Karen Jackson-Weaver, The Leadership Alliance**

As researchers, historians, and archivists, what instructive lessons can we learn from historical women leaders such as Septima Clark regarding their ability to cultivate leadership and socio-political change in an environment plagued with racism, violence, social unrest, and inter/intra-racial, class and gender oppression? Where are the silences, omissions, and obscurities in the discipline’s cannon which promote and maintain racial and gender inequity (and how they intersect class, culture, etc.) In particular, my presentation builds upon my recently published article and my archival research on Septima Clark which seeks to disrupt the canonization, reproduction, and persistent depictions with regards to the portrayal and representation of women like Septima Clark.

# Symposium sessions

Education Focus: Francis Marion Hotel

**Education Concurrent Sessions**

**Poinsette Room**

**2:30 pm – 3:45 pm**

## *Advocacy and Curriculum*

### ***Not well loved by all those white citizens:” How the Civil Rights Movement Transformed Physics Education in Mississippi***

**Ayshea Baner University of Wisconsin-Madison**

This paper explores the importance of science and math (“s&m”) literacy within Black education during Jim Crow. Using historicizing methods, I aim to challenge the emphasis placed on reading and writing (“r&w”) literacy when analyzing studies on Black education. My research stems from a larger project that historicizes the teaching of physics in segregated Black institutions and the ways that it was used as a tool for Black liberation. In this paper, I explore how Black education scholars’ naturalization of r&w literacy with Black education narrows the breadth of Black educators’ curriculum — implying that s&m literacy was not an essential part of it. Inspired by Robert Moses’s (1972) call for the Black masses to center s&m literacy, I consider ways that it has been centered and utilized by Black educators and activists. I argue that s&m literacy was foundational to Black education and must be included in discussions of its content, especially when examining how it was used for liberation.

### ***Gatekeeping and Advocacy: Black Mothers’ Lived Experiences in Supporting Mathematical Success***

**Renee Gibert, Purdue University West Lafayette**

I explore the challenges Black mothers face in advocating for their children’s mathematical success within K–12 public schools. Guided by the question, What do Black mothers identify as needs and challenges to enrich their children in mathematical success? The research draws on focus interviews and observations of three mothers whose children participate in a university-based STEAM out of school time enrichment program. Utilizing narrative analysis (Polkinghorne, 1995), three themes emerged. Black mothers (1) are deeply committed to their children’s mathematics learning, (2) do not understand the terminology used when interacting with school personnel (3) have problems advocating for higher level mathematics courses for their children. Furthermore, participants’ narratives revealed frustration because of limited understanding of tracking practices, which often restrict access to advanced mathematics courses.

### ***Unity, Culture, and Order” Amidst a Changing Academic Landscape: A Historical Analysis of Black Culture Clubs in Agua Fria High School Yearbooks (1991-1995)***

**Celina German, Arizona State University**

This paper examines the evolution of Agua Fria High School’s first Black Culture Club (BCC), “Harlembi/Black Awareness Club,” over a four-year period (1991-1995). Utilizing a historical content analysis of high school yearbooks (over 400 pages) and preliminary oral history interviews, this paper argues that the attention to Black education in one Arizona high school extracurricular setting parallels the incorporation of Police Liaisons on campus. In 1991, Agua Fria High School, located in Avondale, approximately 20 miles west of Phoenix, underwent several new academic changes: the introduction of Advanced Placement courses, a student preparation class



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period (i.e., study hall), and the division into two campuses (North and South campuses). Also in 1991, Shelia McGee, an officer with Avondale's Police Department, became the first police liaison and Harlembi club advisor at Agua Fria. Unlike MeCha's consistent school club presence since 1991, initiated by Latino faculty, the Black culture club at Agua Fria was potentially disbanded in two years and renamed Prizm in 1994.

#### ***Veils as Vantage: Honoring the Embodied Epistemologies of Multiply Marginalized Black Students***

**Tochukwu Awachie, University of Miami**

In textile terms, a veil is typically a thin, flexible, translucent piece of fabric that minimally obscures visibility from either side. In his seminal work *The Souls of Black Folk: Essays and Sketches* (1903), Du Bois conceptualizes the veil as a symbol of the separation between Black communities and white-supremacist society, a lens that shapes Black folks' understanding of racialized oppression and distorts and degrades white perceptions of Black humanity. The veil of anti-Black racism is a single layer of marginalization, the construction of which is modulated by factors related to the wearer (e.g. skin tone) and their environment (e.g. local racial demographics and dynamics). I argue that social discrimination against identity factors such as age, gender, sexuality, and disability are additional veils with varying weight, rigidity, and opacity. Multiply-marginalized Black people, particularly those in the South, wear multiple veils, which complexify their perception of the world, their understanding of themselves, and how various white-supremacist oppressions impact them. Rather than dismissing multiply-marginalized Black students as deficient, deviant, at-risk, or otherwise disadvantaged, educators should recognize their embodied wisdom as integral to deepening critical consciousness and pedagogical equity in academic spaces.

**Education Concurrent Sessions**

**Poinsette Room**

**4:00 pm – 5:00 pm**

#### ***Research, Words, and Action: On Bringing Septima Poinsette Clark's Life and Legacy to the Stage***

Panelists: **Dr. Patricia Williams Dockery**, Morgan State University

**Sharon Graci**, Pure Theater

**Zania Cummings**, Actor

In this panel, we will discuss our process for bringing the rich and revolutionary life of educator and civil rights activist, Septima P. Clark, to life on the theater stage. Dr. Dockery's work is grounded in anthropological theater, reflexive, afrogenic, and Womanist ethnography, and archival research. Together, with Sharon Graci's creative process as a director and dramaturg, and Zania's dynamic portrayal of Clark, her origin story and storied activism are told through dialogue, song, and dance as testament to the colossal impact she made which turned the tide in the Twentieth Century Civil Rights Movement. The discussion will include the impetus for the project, the development process, and reception by diverse audiences, and will feature clips from the production.

# Symposium sessions

Education Focus: Francis Marion Hotel

**Education Concurrent Sessions**

**Poinsette Room**

**4:00 pm – 5:00 pm**

## ***Black Bodies, Black Minds: Education as a Site of Knowledge and Agency in the Deep South***

Panelists: **Dr. Sylvea Hollis**, Montgomery College

**Dr. Tondra L. Loder-Jackson**, The University of Alabama at Birmingham (UAB)

**Dr. Penny S. Seals**, The University of Alabama at Birmingham (UAB)

**Dr. Nicole Ivy**, Author of *Materia Medica: Black Women, White Doctors and Spectacular Gynecology*

This panel examines the intersecting landscapes of P–12, medical, and museum education through Birmingham, Alabama’s deep archival record, highlighting how archives actively shape pedagogy, interpretation, and public memory. Tondra Loder-Jackson discusses a collaborative project with the University of Alabama at Birmingham’s Library titled *African American Education: History & Historiography*. Drawing on archival sources, including the Library of Congress’s collection about ex-slave teachers, she shows how the experiences of Black educators’ offer essential counterpoints to dominant narratives of schooling and democracy.

**Education Concurrent Sessions**

**Laurens Room**

**4:00 pm – 5:00 pm**

## ***Black Epistemologies: The (Re)construction of Knowledge Through Food, Art, and the Spirit.***

Panelists: **Cambria Conley**, University of Maryland

**mei bowyer**, University of Maryland

**Amber Chevaughn Johnson**, University of Maryland

This panel situates Black epistemologies in Black educational contexts that engage knowledge-making and knowledge (re)construction through food, art, and the spirit. In this session, we rely on (re)memory and cultural practices to highlight racialized and gendered knowledge that is perpetually devalued in the academy, while remaining indispensable, embodied, and continuously practiced within our communities.



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**Un-Networking Convening**

**Colonial Ballroom**

**6:00 pm – 7:30 pm**

### **Un-Networking**

We invite you to be a part of an “un” networking, networking event will be a space for us to have some appetizers together, learn a bit more about and from each other, and build supportive relationships and community. We are calling this an “un” networking event because we are styling it similar to unconferences. For those who haven’t been to an unconference before, what makes an unconference “un” is that it is not a formal space. Instead, it is designed to be a space where participants collectively decide critical discussion questions, issues, and connect together in community. This “un” networking event will be built around the people who show up, with topics emerging through the interests/concerns/desires/hopes of the participants. Participants decide the direction and facilitators help guide the process.

#### **Tables**

- University of South Carolina Center for Civil Rights History and Research
- This is also an opportunity to purchase books from Dr. Justin Coles
- The BlackTeacherArchive

# THE SOUTH CAROLINA BLACK HISTORY BUGLE

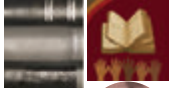
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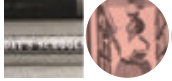
Image Credit: Bisa Butler 31  
High And Rising, 2023 From a  
photograph of Ella Okinda by  
Alissa Okinda Cotton, silk, wool,  
lace, sequins, vinyl and velvet  
quilted and appliquéd 93 x 55  
inches Private Collection Photo  
by Genevieve Hanson. Courtesy  
of the artist and Jeffrey Deitch,  
New York



# Those Who Have Must Turn Around and Give:



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# DAY 3

JUNE 11

## FRANCIS MARION HOTEL

**8:30 am – 9:30 am, Gold Ballroom**

Breakfast

**8:30 am – 12:00 pm, Gold Ballroom Hallway**

Registration

**9:30 am – 9:45 am, Gold Ballroom**

Welcome

**9:45 am – 10:45 am, Gold Ballroom**

Archival Morning Keynote Zakiya Collier Archivist and Memory Worker Practice

**11:00 am – 12:15 pm, Laurens Room**

*Love Thang: The Jacqui Love Thornell Collection - A 21st Century Black Woman Photography Collector*

**11:00 am – 12:15 pm, Gold Ballroom**

*Decolonizing Mary McLeod Bethune at 150: Black Women's Labor and the Politics of Accessible Memory*

**11:00 am – 12:15 pm, Parkview Room**

*Centering Oral History*

**12:45 pm – 2:15 pm, Gold Ballroom**

Lunch and Keynote Archive Panel: *Preserving Us: Black Archivists, Memory Work and the Call to Protect Our Histories*

**2:30 pm – 3:45 pm, Laurens Room**

*A School for the People: The Enduring Legacy of Charles Sumner School Museum and Archives*

**2:30 pm – 3:45 pm, Gold Ballroom**

*Black Feminism in Archives and Education*

**2:30 pm – 3:45 pm, Parkview Room**

*Personal Archiving Methods*

**4:00 pm – 5:15 pm, Laurens Room**

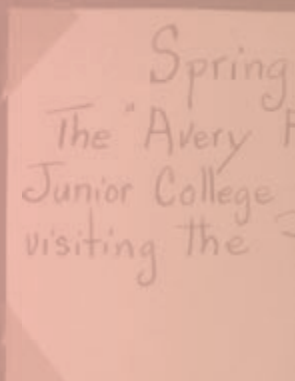
*Digital Humanities, and the Significance of Black Archival Work*

**4:00 pm – 5:15 pm, Parkview Room**

*Archives as Intellectual Praxis: Expanding Historical Understanding in the Classroom through Black Archives*

**6:00 pm – 7:30 pm, Gold Ballroom**

Closing Reception



**Archival Focus and Closing Reception**

# Symposium sessions

Archival Focus: Francis Marion Hotel

<b>Breakfast</b>	<b>Gold Ballroom</b>	<b>8:30 am – 9:30 am</b>
<b>Registration</b>	<b>Gold Ballroom Hallway</b>	<b>8:30 am – 12:00 pm</b>
<b>Welcome</b> by <b>Aaisha Haykal</b>	<b>Gold Ballroom</b>	<b>9:30 am – 9:45 pm</b>
<b>Archival Morning Keynote</b>	<b>Gold Ballroom</b>	<b>9:30 am – 10:45 pm</b>



Zakiya Collier

**Zakiya Collier** is an Afro-Carolinian archivist, memory worker, and educator. Her work and research explore the role of cooperative archival practices in sustaining cultural memory. She leads The Black Memory Workers, a community of over 300 members committed to practicing care and intention in the long-term preservation and celebration of Black life. Zakiya is currently an Adjunct Professor at Queens College (CUNY) and New York University, the Program Director for Archiving the Black Web, and recently a 2025 Create Change Bed-Stuy Artist-in-Residence with The Laundromat Project. She is also a co-producer on the forthcoming documentary film, *Somebody's Gone*, and co-editor of a special double issue of *The Black Scholar* on Black Archival Practice.

<b>Archival Concurrent Sessions</b>	<b>Laurens Room</b>	<b>11:00 am – 12:15 pm</b>
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## ***Love Thang: The Jacqui Love Thornell Collection - A 21st Century Black Woman Photography Collector***

Panelist: **Dr. Ramona La Roche**, African American Research Library and Cultural Center (AARLCC),

This presentation explores the intersection of Digital Humanities (DH) and restorative archival practices through the acquisition of the Jacqui Love Thornell Collection. Acquired in 2021 by Dr. Ramona La Roche for the African American Research Library and Cultural Center (AARLCC), this collection represents a vital intervention in the preservation of Black visual culture. Mrs. Jacquelyn “Jacqui” Love Thornell, a native of Miami’s Liberty City, spent fifteen years assembling over 1,300 images and artifacts documenting African American life from the mid-19th to the mid-20th century. Central to this session is the methodology of making archives accessible through



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digitization and community engagement. The Thornell Collection—featuring rare formats such as Daguerreotypes, Ambrotypes, Tintypes, and Cartes de visite—has been digitized to ensure both preservation and public utility. A significant highlight of the collection is the work of featured photographer Arthur Laidler Macbeth (1862–1944). Born in Charleston, South Carolina, Macbeth was a prolific entrepreneur who established three photography studios, including his inaugural 1886 studio at 529 King Street in Charleston.

**Archival Concurrent Sessions**

**Gold Ballroom**

**11:00 am – 12:15 pm**

### *Decolonizing Mary McLeod Bethune at 150: Black Women’s Labor and the Politics of Accessible Memory*

Panelists: **Dr. Crystal deGregory**, Bethune-Cookman University  
**DeLisa Minor Harris**, Fisk University

In the United States South, Black educational institutions have long served as sites of both knowledge production and historical vulnerability—charged with safeguarding cultural memory while navigating chronic underfunding, political scrutiny, and institutional instability. Yet HBCUs have also functioned as public-facing institutions of historical transmission, where archiving is sustained through programming, pedagogy, partnerships, and community engagement. In this sense, the archive is not only a place—it is a practice. Centering the 150th anniversary of Mary McLeod Bethune’s birth, this panel examines how Black women’s labor has shaped both the preservation of institutional memory and the public life of Black history. Building on traditions of Black pedagogy, Black digital humanities, and community-driven syllabus organizing, the panel argues that decolonizing archives requires more than expanded access—it requires naming power, recognizing labor, and redistributing authority over interpretation. The panel treats “access” not as a neutral technical goal, but as a political question shaped by power, labor, and institutional control. Anchored by the Mary McLeod Bethune 150 Syllabus Project (Bethune at 150), panelists explore how syllabus-building, strategic archival partnerships, and participatory public humanities function as contemporary strategies of archival intervention.

# Symposium sessions

Archival Focus: Francis Marion Hotel

**Archival Concurrent Sessions**

**Parkview Room**

**11:00 am – 12:15 pm**

## ***Centering Oral History***

### ***Oral History as Power, Method, and Archive: Centering Black Leadership in Community Colleges***

**Dr. Dre'Sha T. Singleton, North Carolina State University**

**Dr. Devon L. Graves, North Carolina State University**

This paper examines oral history as both a methodology and a critical archival practice for understanding the experiences of Black community college presidents. Despite their contributions, Black leaders remain underrepresented and under-documented within institutional archives, limiting the historical record of leadership. Drawing on oral history and critical race theory, we explore how Black presidents narrate their pathways into leadership and how their language reflects encounters with racism, power, and institutional structures. Oral history provides a counter-archive that not only preserves personal narratives but also challenges dominant epistemologies shaped by white supremacy (Trouillot, 1995). By centering the voices of Black community college presidents, this paper highlights how identity, cultural background, obligation, and agency influence leadership practice. This research also interrogates the politics of archival inclusion, emphasizing that what is preserved and who has access are forms of power.

### ***Archiving the Vanguard-Greenville's SC's Black Men and their impact on Black excellence.***

**Dr. Brandon Beck, University of Maryland, Baltimore County (UMBC)**

This essay introduces the idea of the Vanguard—Greenville, South Carolina's response to systemic racism and neglect of Black education and community life. Through oral histories, life histories, and digital archives, the narratives of leaders such as Joseph Elbert Beck, Lemmon A. Stevenson, Donald J. Sampson, Joe Dickey, and Henry Coleman highlight the role of Black men as educators, mentors, and surrogate fathers. Their work underscores the importance of preserving oral histories to honor the legacy of Black educators as builders of community, placemaking, and mentorship. The project emphasizes archival tools, counternarratives, perseverance, and spaces of Black joy (King, 2020). It situates Greenville's educators within broader scholarship (Buras, 2025; Givens, 2021; Walker, 1996; Ewing, 2025), offering an epistemic example of the Black male's impact on education and community. Rooted in King's ideas of racial literacy and historical consciousness, this work challenges dominant portrayals of Black men as barbaric, instead presenting them as Vanguards—prototypes of excellence, intellectualism, and compassion.

### ***Holding the Line: Black Male Educators, Institutional Memory, and the Work of Belonging***

**Dr. Dwan Jordon, Rivermont School—Alexandria**

Grounded in qualitative research with Black male educators working in contemporary K–12 settings, this presentation explores how belonging, mentorship, and identity-affirming leadership operate not only as retention mechanisms, but also as forms of Black memory work. While existing scholarship often centers students or



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institutions, this work positions Black male educators as cultural carriers whose presence sustains pedagogical traditions, institutional knowledge, and community continuity. Using the Avery Normal Institute as a historical anchor, the paper situates present-day challenges within a longer Southern tradition of Black educators serving as stabilizers, political actors, and epistemic agents. Parallels are drawn between historic normal schools, Freedom Schools, and modern public education systems to illustrate how policy decisions, structural isolation, and professional marginalization contribute simultaneously to educator attrition and archival silence. This presentation advances the argument that retention is a preservation strategy: when Black male educators exit schools, communities lose not only instructional expertise, but also historical memory, lineage, and cultural knowledge. The paper concludes with a conceptual framework for schools, districts, and archives to collaborate in documenting, sustaining and honoring Black educators' narratives through mentorship structures, community archiving practices, and institutional commitments that resist erasure.

**Lunch and Keynote Archive Panel**  
**Introduction by Aisha Haykal**

**Gold Ballroom**

**12:45 pm – 2:15 pm**



*Micha Broadnax*

### *Preserving Us: Black Archivists, Memory Work and the Call to Protect Our Histories*

**Micha Broadnax** is a memory worker and archival strategist currently residing on the ancestral land of the Nonotuck people. Inspired by Black feminist imaginations and space-making, she pursued the library profession to explore archiving as a practice of self-care and community development. Micha leads the execution of the BlackTeacherArchive, a project envisioned and co-principally investigated by Dr. Jarvis Givens and Dr. Imani Perry with support from the Mellon Foundation and Spencer Foundation. In collaboration with colleagues at Harvard Library and across the country, she co-develops workflows and coordinates labor to support the digital centralization of materials created by African American educators in the 20th century.

# Symposium sessions

Archival Focus: Francis Marion Hotel



Dorothy Berry

**Dorothy Berry** is an archivist and writer whose work can be found in *The Los Angeles Review of Books*, *The Public Domain Review*, and *Lapham's Quarterly*. Her writing is informed by archival methodologies from a range of cultural heritage institutions, where she continues to implement creative methods to make archival collections related to Black life available more broadly. Her debut book *The House Archives Built and Other Thoughts on Black Archival Possibilities*, a collection of essays, is in its third printing from We Here Press. The first two printings sold out within days of release.



DeLisa Minor Harris

**DeLisa Minor Harris** is the Director of Library Services at Fisk University, where she leads efforts to expand archival access and strengthen information resources for the university community through the John Hope and Aurelia E. Franklin Library. She serves as Project Director for the Mellon Foundation–funded initiative to digitize the Julius Rosenwald Fund Archives, a four-year project designed to expand public access to one of the most significant philanthropic archival collections related to African American education and community development in the early twentieth century. Ms. Minor Harris also serves on the Boards of the Conservation Center for Art & Historic Artifacts (CCAHA) and the Nashville Historical Foundation. She is currently pursuing a Ph.D. in Public History at Middle Tennessee State University. Her doctoral research examines the life and legacy of Henrietta Crawley Myers, the longest-tenured female director of the Fisk Jubilee Singers, with a broader focus on African American women's contributions to historic preservation and public memory.

**Kaitlyn B. Jones** is a multi-hyphenate steward of Black art, Black archives, and Black autonomy. She utilizes oral history, ancestral knowledge, and archival research to amplify the collective memories of Black America. Her curated projects, collaborations, and published writings manifest as interdisciplinary love letters to Black American history and culture. She is the founder and director of *The Black Ordinary*, an online multimedia publication, resource hub, and national database of community archives dedicated to preserving Black American history. Each episode of *The Black Ordinary's* seasonal podcast introduces listeners to Black artists, Black



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*Kaitlyn B. Jones*

community archivists, and Black historians from various parts of the U.S. who are redefining how they interact with institutional archives and substituting traditional museum-based archival practices for a more community-centered approach.

**Chaitra Powell** is the Associate University Librarian for Special Collections at Arizona State University. Prior to this role, she worked in several capacities in the Southern Historical Collection at the University of North Carolina, Chapel Hill, first as the African American Collections and Outreach Archivist (2014-2021), followed by the project director of the Mellon funded Community Driven Archives grant (2018-2021), and concluding as the inaugural Sarah Graham Kenan Curator of the Collection (2021-2025). Before coming to UNC, she worked as an archival consultant in Los Angeles, and as a contract archivist in Chicago, IL. Chaitra earned her BA in Sociology and her master's degree in library science from the University of Arizona in Tucson, AZ. Chaitra's research interests include archival management/administration, community archives, African American history, and the history and culture of the American South.



*Chaitra Powell*

# Symposium sessions

Archival Focus: Francis Marion Hotel

**Archival Concurrent Sessions**

**Laurens Room**

**2:30 pm – 3:45 pm**

## ***A School for the People: The Enduring Legacy of Charles Sumner School Museum and Archives***

Panelists: **Kimberly E. Springle**, Charles Sumner School Museum and Archives  
**Saleana K. Copeland**, Charles Sumner School Museum and Archives  
**Dr. Amber N. Wiley**, University of Oklahoma

In the immediate post-bellum era, the pursuit of education served as a pivotal foundation in expanding opportunities for the newly emancipated. Washington, DC led the way in the creation of a robust Black public school system that benefited from leaders in private Black education, work of the Freedman's Bureau, and advocacy of Radical Republicans in Congress. Emerging from this foundation, the 1872 Charles Sumner School served the city's youth for 106 years, closing in the late 1970s. Desegregation and the decommissioning of historically Black public schools forced the closure and even demolition of buildings that served as spaces to educate generations of Black students. Despite these developments, many of the nation's Black history museums and cultural spaces are housed in historic Black school buildings. These buildings have been re-adapted to support the continuous expansion of knowledge and serve as spaces for preservation and community engagement—illustrating the journey of African Americans through stories, documents, and material culture. The Charles Sumner School Museum and Archives is a leading example. The building was saved from demolition, and in 1986 was chartered as the official museum and archives to preserve the history of DC public schools, with an emphasis on the development of education for Black students.

**Archival Concurrent Sessions**

**Gold Ballroom**

**2:30 pm – 3:45 pm**

## ***Black Feminism in Archives and Education***

Panelists: **Dr. Jari Minnett**, The University of Southern Mississippi  
**Kourtney Frye**, Independent Scholar  
**Shannon Laribo**, University of Massachusetts Amherst

### ***Black Girls on the Frontline: Giftedness as Gendered Racial Intellectual Activism in Elementary School*** (Minnett)

This paper explores the gendered racial intellectual activism (GRIA) and elementary school experiences of xennial and millennial Black women with connections to the Southern United States. Black women's intellectual activism has historically been obscured and understudied. Furthermore, the lived experiences of Black women activists are often excavated through reclamation work by Black women historians. Therefore, the purpose of this paper, which stems from a larger dissertation study, was to illuminate the mainstream educational experiences and GRIA work



## Those Who Have Must Turn Around and Give:



### Celebrating 40 years of Preserving Black History and Education



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of contemporary Black women activists. Study findings are based on virtual, semi-structured, one-on-one oral history interviews and questionnaire responses from eight narrators. Critical Race Theory tenets (i.e., whiteness as property and counterstory).

#### ***Reconfiguring the Master's Tools: A Womanist Pedagogical Approach to Teaching Social Studies in Restrictive High School Classrooms*** (Frye)

In the last decade, southern and some Midwestern states have passed restrictive laws which prohibit or highly limit k-12 classroom discussions on race, gender, sexuality, and structural inequality. These policies constrain the teaching of Social Studies and narrows access to narratives that meaningfully frame the Black experience and Southern Histories. High School Social Studies teachers therefore must contend with the tensions between legal compliance and the ethical responsibility of teaching intellectually grounded content that produces emerging independent thinkers and civic participants. This paper specifically examines how Black women educators reconfigure these restrictive educational conditions through using a womanist pedagogical approach. Rather than rejecting the very tools that build these limiting systems, these educators rework approved curricula and state standards to create instructional practices that sustain historically responsible instruction. By centering the praxis of Black women educators in secondary Social Studies classrooms, this paper conceptualizes womanism as a lived pedagogical orientation which seeks to incorporate critical consciousness, ethical decision-making, and communal learning into the teaching of contested histories.

#### ***Collaborative Artistic Archiving of Global Blackness*** (Laribo)

The global legacy of Black Education lives in the archives of past and present Black life asserting the existence of Black life in the future. Black Education and archival practice necessitate Black-specificity in teaching and theorizing our livingness in the midst of school systems that devalue this inquiry. With the continual un-archiving of Black histories, erasure of Black life stories, and criminalization of Black youth knowledge production, co-creating a new artistic archive is paramount. Recognizing the global pervasiveness of anti-Blackness underscores the urgency for Afro-diasporic gatherings, dialogue, and collaborative artistry. Black artistic production and storytelling serve as tools to reconstruct and embody our archive as a transcendence of its attempted erasure. This creative conceptual paper describes what a new artistic archive could look like when collaboratively created with Afro-diasporic young people. The reciprocal relationship of listening and sharing has the liberatory power for Black epistemological reclamation. This paper explores storytelling and collective artmaking as research methods to inform education models that uplift global Black genius.

#### ***CRT Erasure from Education***

##### **Dr. Tijuani Phelps Jackson, Center for the Study of Race & Democracy/ASU**

The pedagogy of Critical Race Theory (CRT) was targeted by the Trump administration, prompting an all-out war against it in state legislatures. We observed that all the southern states, led by Republican governors, eliminated access to programs, most of which have historical significance. History taught in elementary schools and higher

# Symposium sessions

Archival Focus: Francis Marion Hotel

education institutions was summarily dismissed. Teachers were told that certain books in their classrooms related to race, class, and gender were unlawful. Curricula were revamped and subjected to the same rigorous scrutiny. Subjects and courses were eliminated amidst the crackdown on Critical Race Theory. The efforts to purge CRT are a discourse around antiblackness.

**Archival Concurrent Sessions**

**Parkview Room**

**2:30 pm – 3:45 pm**

## *Personal Archiving Methods*

### ***Maroonage as a Site of Historical Preservation and Radical Black Memory: A Comprehensive Review***

**Candida L. Davis, University at Buffalo**

This comprehensive review examines maroonage as a living archive and an enduring tradition of Black educational praxis that foregrounds the relationship between cultural erasure and community-based memory. Examining maroon histories across the US, it argues that these worlds functioned as self-sustaining knowledge systems that preserved history outside of colonial institutions. This review reframes maroon communities as intellectual architects of freedom.

### ***It is 2026, Of Course We Need Access to Digital Archive***

**Daraja Carroll, Independent Family Historian**

In this unprecedented time in our country's history, accessible digital archives are essential for preserving Black history, restoring erased narratives, and enabling families to reclaim their pasts. This essay will highlight the importance and urgent role of accessible archives in confronting the current widespread attempts at erasing Black history. After reading the essay, readers will hopefully be encouraged to explore archives accessible to them and better tell their own family's stories.

### ***Reconnecting Community Memory: Preserving Black Histories Through Collaborative Archival Processing and Public Engagement***

**Jinene Foye, South Carolina Historical Society**

As a Project Archivist working directly with historically Black collections, my work centers on bridging institutional archives with the communities whose stories they preserve. This presentation examines a current archival project focused on processing, describing, and increasing access to Black organizational records and personal papers—work that operates at the intersection of memory-keeping, education, and cultural stewardship in the U.S. South. The project highlights the need for sustainable archival practices that honor Black memory work while actively involving community members in shaping descriptive language, contextualizing materials, and identifying culturally specific knowledge embedded in the collections. Through collaboration with local educators, descendants, and cultural organizations, the project repositions archival description as a shared, community-grounded process rather than an institutional product.



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### ***The Nefertiti Effect: Diasporic Maroon Memory Theory and the Archival Power of Black Memory***

**Associate Professor Meya E. Hargett, MA., Pepperdine University's Graduate School of Education & Psychology**

The “Nefertiti Effect” serves as a decolonial framework for understanding how Black memory survives and reconfigures itself through symbolic lineage, refusal, and diasporic encoding. Guided by my original Diasporic Maroon Memory Theory (DMMT), this presentation examines how Afro-descended communities have long preserved historical knowledge outside of formal archives—through land, names, concealment practices, oral transmission, and coded testimony. This research draws upon the WPA slave narratives, maroon escape corridors, and tribal correspondences to reconstruct submerged patterns of Black and Afro-Indigenous resistance. These sources are analyzed using Lineage as Method and the *Idilé Kilombo* Frameworks, which prioritize familial storytelling, intergenerational memory, and ancestral epistemologies as archival forms. Rather than centering dominant documentary repositories, this work repositions spiritual and cultural memory as valid, sovereign forms of historical evidence.

**Archival Concurrent Sessions**

**Laurens Room**

**4:00 pm – 5:15 pm**

### ***Digital Humanities, and the Significance of Black Archival Work***

Panelists: **Dr. Karen Jackson-Weaver**, The Leadership Alliance

**Dr. Taiese Bingham-Hickman**, The Executive Director of the Leadership Alliance;

Members of the Leadership Alliance

For the last 30 years, the Leadership Alliance has served as a consortium for research institutions and historically black colleges to prepare undergraduate students to pursue their graduate education and become

# Symposium sessions

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college professors. Many students and faculty have had the unique opportunity to conduct research at the College of Charleston's Avery Research Center for African American History and Culture and explore critical intersections and archival practices. Furthermore, the Leadership Alliance has supported students and scholars who promote Black History, Pedagogies, and Epistemologies in their research and scholarly projects. As such, we welcome the opportunity to highlight the historical and synergistic relationship between Avery and the Leadership Alliance as well as the recent publication of the book, "A Legacy of Purpose."

**Archival Concurrent Sessions**

**Parkview Room**

**4:00 pm – 5:15 pm**

## ***Archives as Intellectual Praxis: Expanding Historical Understanding in the Classroom through Black Archives***

Panelists: **Tiffany Atwater Lee**, AUC Woodruff Library

**Dr. Nafeesa Muhammad**, Spelman College

**Dr. Janira Teague**, Morehouse College

As the expansion of technology and information networks grows ever larger, it is imperative that today's undergraduate students be equipped with strong information literacy skills, particularly within archival and primary source learning environments. Exposure to these skills helps students develop strategies to navigate the vast array of information resources now readily accessible to them. Focusing on undergraduate history students and expounding on the various skill components of information literacy, this panel will examine the collaboration among faculty members in the history departments at Morehouse and Spelman College and the AUC Woodruff Library's Archives Research Center to bring primary-source literacy into their curricula.

**Closing Reception**

**Gold Ballroom**

**6:00 pm – 7:30 pm**

## ***Closing Reception***

Join the Avery Research Center for African American History and Culture for our closing reception and recognizing individuals who have shaped the Avery Research Center as well as the current vanguards in archives and education.



## Those Who Have Must Turn Around and Give:



**Celebrating 40 years of Preserving Black History and Education**



## AWARDS



*Honorable Lucille Whipper Award honors an individual who has been an integral supporter of the Avery Research Center for African American History and Culture*

### **Award Recipient: Paul Garbarini**

“On the 29th of June 2012, I took my first solo research trip to Avery. I had already begun the hunt for William James Parker, the Tinsmith of Tradd Street, on behalf of his great-granddaughter, Dr. Y.M. Barnwell. The Avery Archives include multiple collections from churches, individuals, and event documentation where Parker appeared. The most surprising artifact was an image from a special exhibit Avery had on the 1901-02 Expo in Hampton Park—Parker's face on the front page of the D. C. newspaper covering the Expo. Most important was the archivists' assistance and guidance. Deborah Wright and Georgette Mayo were invaluable resources. They brought me files I had no idea would be integral to my project, and yet they were. Avery’s archives on local social history helped me fill in the gaps between who Parker was with and where he was in 19th-century Charleston, as well as what was going on around him. In 2024, I enrolled as a freshman in the College, majoring in African American Studies. The following year, Avery offered me a job as a student employee. Working here has turned into an ideal job. I couldn’t be more grateful.”





*Dr. Myrtle Glascoe Award is for a long-term staff who has assisted in molding the vision of the Avery Research Center*

### **Award Recipient: Daron Lee Calhoun II**

Daron Lee Calhoun II is a historian on the history of African American higher education. He currently serves as the facilities, outreach, and public programming manager and director of the Race and Social Justice Initiative at the College of Charleston's Avery Research Center for African American History and Culture. Calhoun is a producer and head researcher on *Travel Notes of a Geechee Girl*, a feature-length documentary film project with director Julie Dash on the life and work of South Carolina's Dr. Vertamae Grosvenor. He earned his bachelor of arts in African American Studies from Morehouse College and matriculated into the College of Charleston's History graduate program. Calhoun has served as the chair of the City of Charleston's 350th Anniversary Committee on Education and History; the chair of the City of Charleston's Equity, Inclusion, and Racial Conciliation Internal Review Special Committee; the president of the Morehouse College National Alumni Association's Lowcountry Chapter; and was named as one of South Carolina's Black Leaders to Know (2023). He is a community organizer, has served as an elected official on the Charleston County School District School Board, and, most importantly, is the proud father of Sevyn Ayn Calhoun (with one on the way) and husband to Anneishia Patterson-Calhoun.





## Those Who Have Must Turn Around and Give:



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## AWARDS



*Septima P. Clark Educator Award honors an educator or historian who is making meaningful strides in teaching Black history and advancing equitable educational pedagogies.*

### **Award Recipient: Dr. Tiffany Octavia Harris**

Dr. Tiffany Octavia Harris is an Assistant Professor of Educational and Social Foundations and affiliated faculty in the 1) African American Studies, 2) Environmental and Sustainability Studies, and 3) Women's and Gender Studies programs at the College of Charleston in South Carolina's Lowcountry region. She is a down-to-earth kumya from Atlanta, GA who is grateful to learn from and with Lowcountry binyas. Harris is proudly an inaugural mentor for Sisters of Septima, a teacher leadership initiative, geared towards women of color.



As a Southern Black Native or Afro-Indigenous woman from a working-class background with invisible disabilities, she investigates how social and cultural foundations in society relate to schools. Tiffany's interdisciplinary scholarship intertwines—autoethnography, culturally relevant pedagogy, Black Girlhood + Feminist studies, digital humanities, Indigeneity, speculative fiction, traditional ecological knowledge, and the U.S. South—all fused into teacher education. She, therefore, intentionally examines perspectives outside of education to address schooling disparities by envisioning pedagogy as activist, ancestral, metaphysical, familial, liberatory, and spatial elements.

Tiffany embraces a multifaceted archives approach to challenge historical narration and offers alternative storytelling. She recently has been featured as a background actor in three short films about Black Southern experiences, specifically Gullah Geechee communities. Harris embodies servant leadership functioning as a community liaison for place-based inquiry opportunities. Furthermore, her academic publications and creative craft include themes connected to ancestral knowledge, experiential learning, humanizing practices, and cultural organizing: all designed towards enacting and imagining a more equitable world.



*Oliver Smalls Archival Award honors an individual working in the archival field who demonstrates exceptional care and commitment to preserving Black records.*

**Award Recipient: Zakiya Collier**

Zakiya Collier is an Afro-Carolinian archivist and memory worker exploring the role of cooperative thought and improvisation in the preservation and sustainability of im/material cultural memory—particularly in African-diasporan, queer, and community-based organizations and cultural heritage institutions. She is passionate about uncovering ancestral memory-keeping traditions and developing archival practices that account for the material conditions of Black life.



# NOMADIC ARCHIVISTS PROJECT

**Documenting and Preserving the Global Black Experience**

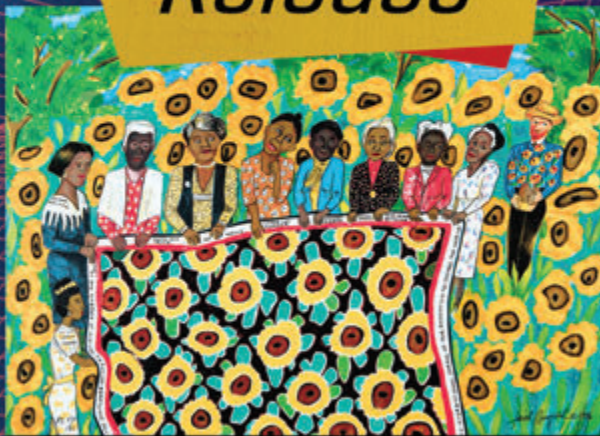
The Nomadic Archivists Project (NAP) preserves and celebrates collections documenting the global Black experience through partnerships with individuals, communities, and institutions. Our work includes the NAP Scholarship and Archival Community Hubs, supporting emerging archivists and strengthening community-based preservation efforts.



Learn more and connect with us  
[NOMADICARCHIVISTSPROJECT.COM](https://NOMADICARCHIVISTSPROJECT.COM)

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## **COLLECTIVE YEARNING**

*Black Women Artists from  
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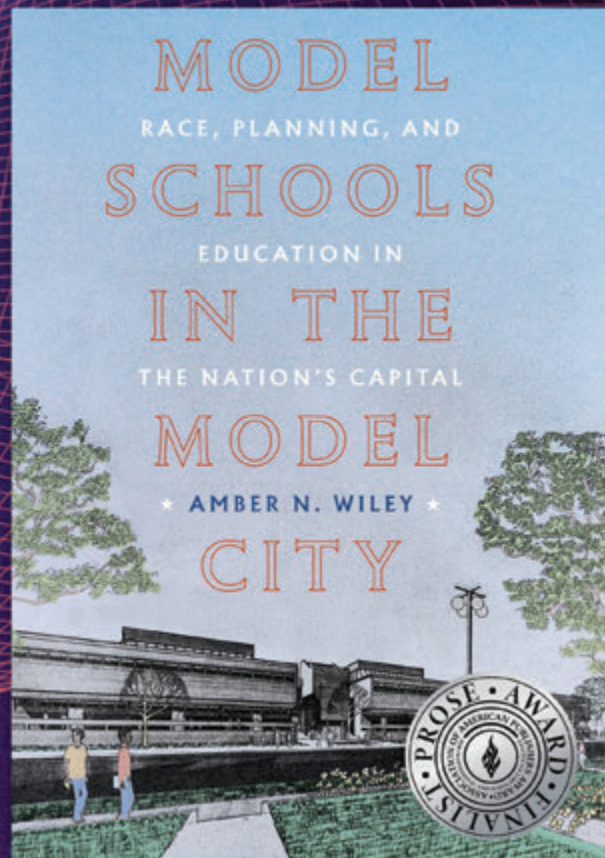
*Foreword by Nicole Simpson*

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## Center for Civil Rights History and Research

UNIVERSITY OF SOUTH CAROLINA

The Center for Civil Rights History and Research at the University of South Carolina is dedicated to preserving and sharing South Carolina's role in the Civil Rights Movement. Through archival collections, digital exhibits, educational resources, and public programs, we engage students, scholars and communities across the nation.

# BRIGGS V. ELLIOTT

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Launched by the Center for Civil Rights History and Research, *Briggs v. Elliott: From Clarendon County to the Supreme Court* is a free digital exhibit featuring original documents, oral histories, photographs, and court records that center the courageous families whose actions helped change the nation.



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