



NATIONAL ART EDUCATION ASSOCIATION

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COMMISSION

Cultural [Mis]Appropriation: Permissions and Honorable Practices for Cultural Ownership in Art Education

Cultural [Mis]Appropriation
Permissions and Honorable Practices
for Cultural Ownership in Art Education

Thursday, September 16, 2021
7-8 pm ET

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In our ever-changing society, art education has the potential to build bridges to the histories and backgrounds of our students, while promoting the learning of other cultures in safe and affirming spaces. As art educators, we are positioned to stimulate critical multicultural arts learning that elevates voices and honors differences through transformative pedagogy.

Let us explore how art educators can think through the permissions and honorable practices for cultural ownership in practice carefully, without erasing or stereotyping the often historically marginalized identities from which cultures originate.

The presenters offer educators a framework that aligns with the National Art Education Association's Position Statement on the Use of Imagery, Cultural Appropriation and Socially Just Practices, meant as a catalyst for respectful and relevant learning that makes connections to the realities or obstacles students may be facing. Supporting lessons and instructional strategies are transformative tools that are easily adapted to your context and presented in solidarity towards a greater shared understanding of individuals and cultures alike.

Please note that participation in this webcast does not provide NAEA professional development credit.

Presenters:



Browning M. Neddeau

Browning M. Neddeau (he/him/his), is enrolled in the Citizen Potawatomi Nation. He is a jointly appointed assistant professor of elementary teacher education and American Indian studies at California State University, Chico. He is Chair of NAEA's Equity, Diversity, and Inclusion Commission. Furthermore, he holds a position on the National Advisory Council for the National Conference on Race and Ethnicity in American Higher Education. He has three lines of research: art education, Native American culturally appropriate representation in schools, and agricultural education. He explores issues, challenges, and misconceptions of content integrity for interdisciplinary studies in education. His latest publications center on storytelling.

Presenters:



Krissy Ponden

Krissy Ponden, is the visual arts department chair at the Unquowa School in Fairfield, Connecticut, where she has taught for 16 years and serves as the cochair of the Inclusion, Diversity, Equity, and Antiracism Committee. Ponden is a 2019 graduate of the National Art Education Association's School for Art Leaders, and she was chosen as NAEA's Monthly Mentor in June 2020. Ponden has given workshops and presentations, and she has participated in panel discussions on equity and antiracism for a variety of organizations. She was selected as the 2021 Independent School Art Educator of the Year by the ISAE Interest Group of NAEA.



Elizabeth Barker

Elizabeth Barker, has been throwing clay and bringing the world to Lebanon High School in southwest Missouri for 25 years. Her horizons broadened to a "Globally Strong" perspective on an archaeological dig in Israel in the summers of 1993 and 1994. She received her master of science from Missouri State University in 1999. She serves as visual arts department head and sponsors the International Club and the Gender-Sexuality Alliance. She enjoys organizing mural projects, art trips, and cultural diversity fairs for her community. She is married to Robert Barker, and they have three children: Abram (17), Alia (15), and Adlai (12).



Emily Saleh

Emily Saleh, is a 4th- and 5th-grade elementary visual arts and design educator at the Village School in the West Windsor-Plainsboro Regional School District of West Windsor, New Jersey. Saleh serves as the Preservice Commissioner on the National Art Education Association's Equity, Diversity, and Inclusion Commission. She is also an advisor to the National Education Association Foundation. Saleh's undergraduate college capstone research is an autoethnography focused on the embroidery of her identity as an art educator. She served as an assistant coordinator to the

Graduate Research in Art Education. Saleh received her BFA in art education from Syracuse University and is a lifelong learner who aspires to earn a graduate degree.



Wanda B. Knight

Wanda B. Knight, is an associate professor of art education, African American studies, and women's, gender, and sexuality studies and is professor-in-charge of the art education program at Penn State. Knight chaired the NAEA Task Force on Equity, Diversity, and Inclusion that brought forth the recommendation to create the NAEA Equity, Diversity, and Inclusion Commission, on which she serves as At-Large Commissioner. Knight has worked as a preK-12 art teacher, art museum educator, and principal of both elementary and secondary public schools.

Her research concerning intercultural preservice teacher preparation, antiracist White identity development, culturally competent teaching and intercultural teacher education, critical race theory, social justice, and educational equity is published broadly both within and outside the field of art education. Her extensive record of presentations spans national and international borders, including Austria, Canada, Finland, Germany, Puerto Rico, South Korea, Sweden, and Taiwan. Her honors include the NAEA Distinguished Fellows Award, the Women's Caucus June King McFee and Maryl Fletcher DeJong Awards, the Pennsylvania Art Education Association Outstanding Higher Education Art Educator Award, the National Art Education Association J. Eugene Grigsby, Jr. Award for outstanding contributions to art education, and the Kenneth Marantz Distinguished Alumni Award from The Ohio State University, where she earned her PhD.