

# Dismantling Living Legacies of White Supremacy

The UTD Antiracist Teach-In Collective

In this issue of *Athenaeum Review*, the School of Arts and Humanities’ “Dismantling Living Legacies of White Supremacy” teach-in collective offers a glimpse of its recent anti-racist work on and beyond campus. The teach-in series was created at UT Dallas during a time of global activism for anti-racism and racial justice. The fact that white supremacy’s legacy is alive in higher education and on our own campus was accentuated at a university town hall following George Floyd’s murder on May 25, 2020.

At that town hall, university leadership responded to a student question about the under-recognition of Juneteenth in a way that appeared to draw an equivalence between this holiday celebrating the emancipation of enslaved persons in Texas, and the state-mandated recognition of “Confederate heroes.” What lessons does our own institution need to learn about the histories of race and racism in Texas?, we wondered. What lessons do we need to learn about present efforts to support racial and other forms of justice in our own communities? The teach-in organizers recognize that the academy has much to learn about the living legacies of white supremacy, including in higher education at large and on our own campus in particular. We also recognize the wealth of knowledge in our communities: the practical expertise of people doing anti-racist work and the historical and cultural knowledge of scholars and artists. The teach-in series taps into this wealth, featuring conversations and calls to action with faculty, staff, students and community leaders.

Each teach-in is organized by faculty, staff, and students who come together to interrogate and respond to historical and ongoing local, national, and global emergencies. Through this service, organizers strengthen existing relationships while forging new connections across campus and the DFW community; and provide opportunities for students and staff to co-create shared spaces of collaboration and intellectual exchange. Cumulatively, the teach-ins create a local archive of anti-racist thought and action that is available as a resource to supplement educational materials in the classroom.

The teach-in series was launched on July 23, 2020 with a conversation about white supremacy and the structure and distribution of merit scholarships. Since then, teach-ins were held roughly every two weeks during the Fall 2020 semester. Sessions addressed police violence in Dallas; holidays, memorials, and racism in public memory; African Americans and human rights; diversity work in higher education; the trauma of racism and healing through creative expression; and border policing and ICE. Building on the strengths of UTD's vibrant interdisciplinary campus, interactive poetry readings and workshops were braided throughout the teach-ins to foster creative expressions of and responses to structural racism. Due to widespread support across campus, the teach-in series continued in the Spring 2021 semester. Recordings of all ten teach-ins from the 2020-21 academic year are available to watch on the School of Arts and Humanities' YouTube channel.

Hundreds of faculty, students, staff, and community members have attended these workshops, with an average of fifty audience members per session. Participants have responded enthusiastically, reporting that the teach-in series both enriches knowledge production across the campus community and provides an opportunity for marginalized members on campus to engage with programming that reflects their lived experiences. One audience member shared in a feedback survey: “This really helps fill in the blanks of where formal education has failed.”

Perhaps most crucially, these teach-ins provide a space where staff, faculty, and undergraduate and graduate students can fill in these blanks together. Campus community members labor in distinct roles and do not typically work together outside the classroom or office. As we organize and attend the teach-ins together, we learn not only about the historical legacies and contemporary inequities that shape our campus experiences—we also learn about each other’s experiences, the different forms of work we do every day, and the ways in which we can support each other from our distinct roles on campus. By creating new sites of learning together, the teach-ins help to make our campus more connected and collaborative, and ultimately, we hope, more just and equitable.

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### **White Supremacy, Merit Scholarships and UT Dallas**

The “White Supremacy, Merit Scholarships, and UT Dallas” teach-in scrutinized merit scholarships at UT Dallas and how they sustain racial and economic inequities on campus, the community, and beyond. The panel conversation interrogated the ways in which the merit scholarship model excludes Black, Indigenous, low-income, first generation, and disabled students from accessing a public education. Speakers discussed how “universal standards” like the SAT and ACT benefit predominantly wealthy and white students, and challenged UTD’s reliance on these standards to recruit and select students. This practice of exclusionary admissions creates a community not reflective of Dallas’ diversity. Students discussed their personal experiences with racism in UTD programs, while speakers from the Dallas community outlined how UTD could better meet the needs of historically excluded groups. They advocated for an overhaul of universal standards, and argued for the reallocation of merit scholarship funds to need-based and diversity scholarships.

Student activists affiliated with the McDermott Equity and Justice Committee, including Samee Ahmad (‘20), Areeb Siddiqui (‘20), and Sarah Whipple (‘20), co-organized this teach-in to highlight the injustice of large university scholarships, such as the McDermott Scholars Program, hoarding significant university resources while admitting fewer than ten Black students from 2009-2019. While merit scholarships received upwards of \$58 million in the fiscal year 2020 budget, UT Dallas administration allocated less than \$375,000 to the Diversity Scholars Program. The event was part of a public pressure campaign to push university leadership to re-envision the role of financial aid at UT Dallas. In November 2020, the McDermott Scholars Program administrators ceased all meetings with the student-led McDermott Equity and Justice Committee.

## Speakers

**Kawa Barreh** is a psychology student and Eugene McDermott scholar at UT Dallas. They are currently leading efforts in the Equity and Justice student committee for the McDermott Scholars. Their work on mental healthcare has taken them to Amman, Jordan, while they have also worked with the Refugee Trauma and Resilience Center.

**Kia Jackson** is a junior transfer student from Eastfield College at UT Dallas working on a Bachelors in Psychology. She is a commuter student from Pleasant Grove and hopes to use her skills in data literacy to combat online radicalization of white terrorist groups.

**Peggy Taylor Larney** is an American Indian who has served the Dallas community for over 30 years. She is an originator of a state bill designating the last Friday in September as American Indian Heritage Day in Texas and founded two non-profit organizations - American Indian Heritage Day in Texas and Indian Citizens against Racial Exploitation. She has worked with Dallas ISD to eliminate ten schools with American Indian names and mascots, to increase American Indian students' high school graduation rate, and to increase their higher education entrance rate.

**Dr. Katy Washington** is the director in the Office of Disability Access at the University of North Texas and the President-Elect of the Association on Higher Education and Disability. Dr. Washington is a highly motivated student affairs administrator with seventeen years of professional experience in various areas of student development such as disability services, standardized testing, student development, academic advising, and student success/retention programming.

**Andre Watson** is a schoolteacher who has taught at LV Berkner High School in Richardson ISD for 8 years. He teaches AP Biology and English as a Second Language. He was recently featured in the *Dallas Morning News* for his engagement with his students on issues of racial justice.

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## Interrogations of Police Violence

Throughout the summer of 2020, global uprisings surged to protest the police killing of George Floyd and Breonna Taylor—two now-infamous tragedies in the much longer and ongoing injustice of systematic state violence against Black people. On August 6, students, staff, faculty, and community leaders gathered to reckon with police violence in Dallas and to ask urgent questions: What does the future of safety and belonging look like in Dallas, and what change do we need to make that future a reality?

The conversation opened with a brief history of law enforcement on this land. Anne Gray Fischer, assistant professor of U.S. women's history, discussed how contemporary policing is rooted in this country's foundational violence: the violence of patriarchy, colonization, and slavery. "Law and order" has historically meant enforcing white property and white wealth through the theft,

dispossession, and forced labor of Black and Indigenous men, women, and children. When viewed from the perspective of the policed, “law and order” is experienced as criminalization and crisis. Four panelists contributed their unique expertise to discuss the ways that these violent legacies continue to impact the lives of Dallas residents today. Community leaders Jodi Voice Yellowfish (Missing and Murdered Indigenous Womxn Texas) and Chris Robinson (Faith in Texas), and Sara Mokuria (Institute for Urban Policy Research at UT Dallas), described how Black and Indigenous people navigate both police action and police neglect. Bryson Royal, an undergraduate student at UT Dallas, shared his experience of police violence while living on campus. Ultimately, the panelists discussed how the people in Dallas who are most criminalized are those who are most in need of social support. They closed by providing strategies for the audience to help create a future of safety, care, and dignity in Dallas.

### **Speakers**

**Jodi Voice Yellowfish** is Muscogee Creek, Oglala Lakota, and Cherokee. A product of the US government’s Relocation Program, Jodi was born and raised in Dallas, Texas and has lived in Oak Cliff her entire life. She attended Haskell Indian Nations University in Lawrence, Kansas where she received her Associate’s degree in Social Work and studied for her bachelor’s in Indigenous and American Indian Studies. Jodi is an ambassador for American Indian Heritage Day in Texas, Indian Citizens Against Racial Exploitation, Chair for Missing and Murdered Indigenous Womxn Texas, a member of the steering committee for Dallas Truth Racial Healing Transformation, and is also with Our City Our Future. Jodi is also an adoptive parent.

**Chris Robinson** is an organizer with Faith in Texas, who works to get more college and university students and young adults active in their communities, politics, and social justice. Chris is from Dallas, TX, and before attending college in Arkansas, he graduated from the Center of Law and Public Safety Program at Grand Prairie High School. While pursuing a double major in Political Science and Economics, Chris participated in building a county-wide program in Arkansas that dropped the crime rate by 45% and dropped the unemployment rate by almost 35%. In addition to his role at Faith in Texas, Chris is a high school coach. He believes that young adults and college students are vital in bringing much-needed change to our communities, and he hopes to coach young adults to not only prosper in life but to make a difference in the lives of others.

**Bryson Royal** is a senior electrical engineering student at UT Dallas. He has been involved in organizations on campus such as NSBE (the National Society for Black Engineers) and BSA (the Black Student Alliance) and is currently the lab manager for the ArtSciLab, a research lab in ATEC. In his free time, he enjoys reading novels and comic books, drawing, and listening to music.

**Sara Mokuria** is the Associate Director for Leadership Initiatives at the Institute for Urban Policy Research here at UT Dallas. She holds a bachelor’s degree from New School University and two master’s degrees from Simmons College. In addition to her work on campus, Sara is a co-founder of Mothers

Against Police Brutality, a founding partner of the Steward Cultural Development Group, and a co-founder of Young Leaders Strong City. Sara is a mother and lives with her family here in Dallas.

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### **The “African Americans and Human Rights” Read-In**

On September 17th, 2020, the Teach-In Series hosted a public reading of the 1946 National Negro Congress petition to the United Nations. This petition is significant to Arts and Humanities partly because it included or inspired several African American leaders important to the study of drama, history, music, and philosophy. These leaders include A. Philip Randolph, Paul Robeson, and W.E.B. Du Bois. The content of the petition demonstrates how professionals from different fields produced an argument relevant to domestic and international affairs.

In keeping with that example of collaboration, the Teach-In started with information about the regional chapter of the Association for the Study of African American Life and History (ASALH). W. Marvin Dulaney (Associate Professor of History Emeritus) described the ASALH chapter named in his honor and its ongoing work to present and support African American Studies research. Dr. Kimberly Burdine (then the Assistant Director of the UTD Student Counseling Center) provided strategies for processing the petitioners’ details of racial oppression in an effective and healthy way. Then the event continued with about twenty students, staff, and faculty reading the petitioners’ reasons for asking the U.N. Economic and Social Council to monitor human rights violations within the United States.

Those violations were presented in the following nine categories: occupations, family income, housing, health, education, other public services, civil liberties, and peonage and violence. Each category was supported by statistics and qualitative citations under the academic guidance of the historian Herbert Aptheker. During the Q&A that followed the reading, Dulaney, Will Guzman (Professor of History), Andrew Scott (Associate Professor of Visual Arts), and other scholars provided updates on those details based on their specific expertise.

Several readers followed up with questions and comments about the petition, such as regarding the role of religion and the diplomatic outcome. Potential comparisons to current events drew the most eager responses from participants. Some expressed surprise to hear certain topics from the past summer’s protest speeches echoed in the evidence from the petition. The parallels to statements from a U.N. panel in September 2016 and June 2020 were also noteworthy; these statements called on the U.S. to consider providing African Americans with reparations and additional protection from racial violence. The

level of participation from students and colleagues within and beyond the University of Texas at Dallas was impressive and appreciated.

### Speakers

**Dr. Kimberly Hill**, who organized this read-in, is an Assistant Professor of History at UT Dallas and the author of *A Higher Mission: The Careers of Alonzo and Althea Brown Edmiston in Central Africa* (University Press of Kentucky, 2020). She earned her B.A. in Plan II Interdisciplinary Honors (U.T. Austin) and her M.A. and Ph.D. in U.S. History (U.N.C. Chapel Hill) with coursework in church history (Duke Divinity School). Her work focuses on the intersections between religious education and black internationalism during the early twentieth century. The National Negro Congress petition was one of the primary sources analyzed by students enrolled in her interdisciplinary course on the Harlem Renaissance.

**W. Marvin Dulaney** is Associate Professor of History Emeritus, former Interim Director of the Center for African American Studies, and the former Chair of the Department of History at the University of Texas, Arlington. He is a graduate of Central State University in Wilberforce, Ohio, where he earned his Bachelor of Arts degree in History, magna cum laude. He earned his Master of Arts and Doctor of Philosophy degrees in American and African-American history at the Ohio State University in Columbus, Ohio. He is a native of Alliance, Ohio. Dr. Dulaney is also the namesake of the DFW branch of the Association for the Study of African American Life and History (ASALH).

**Dr. Kimberly Burdine** is a licensed psychologist. Until January 2021, she served as Assistant Director and Training Director at The University of Texas at Dallas Student Counseling Center.

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### Border Policing and ICE

On October 30th, the Border Policing and ICE Teach-In addressed the legal and historical factors which have contributed to the creation of U.S. border policy and its effect on the lives of immigrants. Samuel Worthington, UT Dallas PhD student and research assistant for the Center for U.S. Latin America Initiatives, opened the discussion with a brief historical background on Central American immigration patterns and motivating factors. Following this broad overview of regional instability and its causes, UT Dallas student Meha Srivastav provides a closer look at the migrant experience from Central America through Mexico through a discussion of her experiences as a student-volunteer working at *Hermanos en el Camino*—a migrant shelter in Ixtepec, Oaxaca, Mexico.

Dr. S. Deborah Kang, then UT Dallas associate professor of History and Fellow of the Anne Stark and Chester Watson Professorship in History, turned the discussion to the history of border policing in the U.S. Her commentary traced the advent of the US Border Patrol as a relatively small and explicitly peripheral law enforcement agency through its eventual evolution into a police force which has been granted the purview to carry out enforcement action in the US interior. The final

panelist, Lorena Tule-Romain, speaks to the realities of immigrant lives in the United States. As the co-founder of ImmSchools and the Education Coordinator for the North Texas Dream Team, Tule-Romain addressed the experiences of those who live in fear of raids and deportation and the ways Texas families are facing these challenges.

## Speakers

**Sam Worthington** is a PhD student in the History of Ideas program with a focus on Latin American History, Propaganda Studies, and Translation Theory. Sam is currently working as the CUSLAI Research Assistant for an interdisciplinary grant project focusing on Machine Learning approaches to the reading and interpretation of propaganda. Prior to enrolling at UT Dallas, Sam worked for over fifteen years as a professional translator and interpreter for state and federal judicial systems.

**Lorena Tule-Romain** was born in Michoacán, Mexico and immigrated at the age of 9 and has been living in the United States for the last 21 years. Ms. Tule-Romain started her journey as an undocumented student activist in Dallas, Texas, back in 2006. For the last four years, she co-led Teach For America DACA national work as their Managing Director supporting over 240 DACAdmented teachers in 25 cities across the country. Prior to working at Teach For America, Lorena was a Teacher Assistant in Bogota, Colombia. Ms. Tule-Romain's passion for education equity and liberation comes from personal experience growing up as an undocumented student living in a low-income community in Texas. Ms. Tule-Romain served as a founding board member for ImmSchools during its first two-years. Currently, she is pursuing her master's in Higher Education at Southern Methodist University and serves as the Education Coordinator for the North Texas Dream Team. She currently resides in Dallas, Texas.

**Meha Srivastav** is a recent graduate from UT Dallas, where she studied psychology and creative writing. She is passionate about migration policy and humanitarian issues, and is currently working within the social work field at a domestic violence shelter.

**S. Deborah Kang** served as the Anne Stark and Chester Watson Associate Professor of History at the University of Texas at Dallas. Her research focuses on both the historical and contemporary aspects of US immigration and border policy. Her first book, *The INS on the Line: Making Immigration Law on the US-Mexico Border, 1917-1954* (Oxford University Press, 2017) traces the history of US immigration agencies on the US-Mexico border and earned six awards and many accolades.

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## Diversity Work at UT-Dallas

This panel began by posing some basic, but urgent, questions: What are the challenges facing diversity workers on campus at UTD? What labor is currently being done, and who is doing this labor? What more can we do as a community to support work on diversity, equity, and inclusion (DEI)? What does an equitable, diverse UTD look like and how will we know when we have achieved it? How do we foster sustainability and accountability as advocates?



The scholar and writer Sara Ahmed has observed the double bind that shapes DEI work: “Being a diversity practitioner means you are in effect appointed by an employer to transform the employer. It is a difficult position...Even if you are appointed by an institution to transform the institution, it does not mean the institution is willing to be transformed.” Panelists shared cautionary tales from their work and discussed how to maintain their own critical consciousness about DEI practice as they do their jobs.

The panel also took stock of DEI work in this moment of exposure to pandemic and of the revival of the Black Lives Matter movement. There is, it seems, a broader awareness of the vulnerabilities and disparities that have been felt for centuries by those with marginalized identities. Panelists were asked to consider how such crises and public-policy responses, at levels ranging from the campus to the international scale, affect their work. The panel also considered that the passion and collective care that emerge at the start of a crisis can ebb and flow. Ta-Nehisi Coates, for example, has spoken about the reality that he will not likely be around to witness the fruits of his work. Panelists reflected on how to ensure their work lasts beyond them and is actually walking the walk.

The panel also invited personal reflections. Equity work is deeply personal and pulls up a number of emotional reactions. Panelists discussed what it is like to be seen as a privileged expert whose own struggles may be invisible to those seeking their help, and how to understand the defensiveness, confusion or threats that can be occasioned by DEI work.

Finally, panelists weighed in on questions for their practice going forward: What are some of the norms that we engage, or impose, in the academy and in higher education? What needs to shift in our culture, broadly and specifically at UT Dallas, based on your roles and interactions with students, colleagues and administrators on campus?

## Speakers

**Bruce August, Jr.**, is Assistant Director of Programming & Marketing for the Multicultural Center at UT Dallas.

**Dr. Kimberly Burdine** is a licensed psychologist who served as Assistant Director, Training Director at The University of Texas at Dallas Student Counseling Center until January 2021.

**Brianna Hobbs** is Assistant Director of Experiential Programs in the University Career Center. Hobbs also serves as the President of the Black Faculty & Staff Alliance employee resources group at UT Dallas.

**Poe Johnson** is Assistant Teaching Professor of Media and Communications at Drew University.

**Jacqueline Prince** is Assistant Director of Women's & Gender Equity Programs in the Gender Center at UTD.

## History, Holidays, Monuments and Memory

This last year has been, among many things, a year of reckoning with white supremacy. This is as true at UTD as it is anywhere in the nation. Last spring a group of UTD student leaders polled hundreds of Black students and produced a list of demands to create a more equitable UTD. The demands fall under three categories. The first included protecting and extending funds, as well as creating a single space, for campus offices that promote racial equity, including the Office of Diversity and Student Engagement, the Student Counseling Center, the Multicultural Center, and the Office of Diversity and Community Engagement. The second sought direct relief for Black and low-income students through scholarships, subsidized meal plans, and increased recruitment. The final goal advocated for hiring Black faculty and creating an African American and African Diaspora Studies program. These calls grew more urgent after the President's town hall in June equated Juneteenth, the holiday celebrating emancipation, with Confederate Heroes Day, a state holiday that distorts the past in order to preserve white supremacy.

The event began when Axum Taylor, a junior Interdisciplinary Studies major with a concentration in Public Health and secretary of the Black Student Alliance, explained the student desires that prompted this event. Ben Wright, an assistant professor of history, discussed the history of the Confederacy and Juneteenth, making clear why the latter is worth celebrating and the former certainly is not. Lindsay Chervinsky, presidential historian and author of *The Cabinet: George Washington and the Creation of an American Institution*, explored national trends in the removal of Confederate monuments. Dr. Sharron Conrad, a recent PhD graduate from UTD and current postdoctoral fellow at SMU's Center for Presidential History, discussed how black Americans have used history to resist racism. Dr. George Keaton, the founder and president of Remembering Black Dallas, applied these histories to the movements against racist monuments in Dallas. Finally, Tamara Havis, a senior computer engineering major and active participant in the National Society of Black Engineers and Black Congress, concluded the event by reiterating the demands issues earlier in the spring. A host of excellent questions and comments from students, staff, faculty, and the wider community concluded the event.

Despite major technical difficulties that prompted the rescheduling of the event, nearly 100 attendees participated in this lively exploration of the relationship between past and present and the struggle against white supremacy. The organizers continue to support the Black students at UTD and wish to see the adoption of the proposals issued in the spring petition.

## Speakers

**Axum Taylor** attended UT Dallas through Fall, 2020, where she majored in Interdisciplinary Studies with a concentration in Public Health. She formerly worked as a Student Success and Outreach Assistant for the Multicultural Center, and served on the Living Our Values Task Force.

**Dr. Ben Wright** is an assistant professor of US history at UT Dallas. He is the author of *Bonds of Salvation: How Christianity Inspired and Limited American Abolitionism* and the co-editor of both *Apocalypse and the Millennium in the American Civil War Era* and *The American Yawp: A Massively Collaborative, Open U.S. History Textbook*. He also works in the fight against human trafficking as a board member of Historians Against Slavery and Children at Risk.

**Dr. Lindsay Chervinsky** is Scholar in Residence at the Institute for Thomas Paine Studies at Iona College, Senior Fellow at the Robert H. Smith International Center for Jefferson Studies, and Professorial Lecturer at the School of Media and Public Affairs, George Washington University. She is a leading historian of the American presidency and is the author of *The Cabinet: George Washington and the Creation of an American Institution*.

**Dr. Sharron Conrad**, a recent PhD graduate from UTD, is currently a postdoctoral fellow at SMU's Center for Presidential History where she is completing a book manuscript on the memory of Presidents Kennedy and Johnson within the Black community. She previously served as Director of Education and Public Programs at The Sixth Floor Museum at Dealey Plaza.

**Dr. George Keaton** is the leading authority on the history of Black life in Dallas. He is the founder and president of Remembering Black Dallas and previously served for 31 years as a professional in the Dallas Independent School District.

**Tamara Havis** graduated from UT Dallas with a computer engineering degree in December, 2020. While attending UTD, she was involved in several student organizations such as the National Society of Black Engineers and Black Congress. She collaborated on the call to action that was sent to President Benson, as well as served on the Living Our Values taskforce.

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### **One Breath Poem: A Needful Message**

LabSynthE (xtine burrough, Sabrina Starnaman, et al)  
with Nomi Stone

*One Breath Poem: A Needful Message* is a telematic call and response in which the voice expresses a poetic phrase with the limitation of speaking in just one exhale. This edition of LabSynthE's *One Breath Poem* was prompted by the uprisings against police brutality and systemic racism during the summer of 2020. In this version we center Ross Gay's poem, "A Small Needful Fact," which explores the beauty of a man's life and the legacy of his death in the span of a breath.

The poem plays with the irony that a man who was prevented from breathing made it easier for others to breathe. Yet to trace the poem's form is to see the transformation it enacts: its single sentence of depleting breath as we read it is then met with the replenishment of breath, by the plants Garner has rooted in the earth. To preface our conversation on police brutality, we offer this work: a sorrow over the many Black lives lost in America to state-inflicted violence, alongside a recirculation of life and of memory—and breath.

For The University of Texas at Dallas' teach-in "Living Legacies of White Supremacy at UTD and Beyond" we translated and recorded "A Small Needful Fact" in Farsi, French, Italian, Korean, Portuguese, and Spanish with the help of student and faculty translators. Moving beyond English situates Garner's death and American police brutality within the global community. Moreover, the use of other languages de-centers English in America.

## Speakers

**xtime burrough** is a new media artist, author, and Professor of Arts, Technology, and Emerging Communication at The University of Texas at Dallas.

**Dr. Sabrina Starnaman** is an Associate Professor of Instruction in Literature at The University of Texas at Dallas. Their collaborations present critical explorations of women and labor in the twenty-first century. *The Laboring Self* is a media project funded by Humanities Texas, the Dallas Museum of Art, and Puffin Foundation West, Ltd. (2017). *Return to Sender* and *Conscious Machines* are touring workshops that extend ideas of the self in labor to sites outside the museum walls (2018). Their critical exploration of archives resulted in *An Archive of Unnamed Women*, supported by a Nasher Microgrant (online, 2019), and a commission from the Photographers' Gallery for their year-long program, *Data/Set/Match: Epic Hand Washing in a Time of Lost Narratives* (online, 2020), and *A Kitchen of One's Own* (The Photographers' Gallery Media Wall, London, 2020).

**Dr. Nomi Stone** is a poet, anthropologist, Assistant Professor in poetry at UT Dallas, and author of two collections of poetry. Winner of a Pushcart Prize and featured in *Best American Poetry*, her recent collection of poems, *Kill Class*, based on her fieldwork across the United States and the Middle East, was a finalist for the Julie Suk award. Her anthropological monograph, a winner of the *Atelier Series*, *Pinelandia: Human Technology and American Empire/ An Anthropology and Field-Poetics of Contemporary War* is forthcoming (University of California Press, 2022).

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