

AUTHORS

IAPI DEBWEGIN AANSAAMB

ASHLEY J. W. DANIELS is an Anishinaabekwe-Dakota *winyan*, a member of Swan Lake First Nation with ties to Sioux Valley Dakota Nation, and cofounder of *Iapi debwewin aansaamb*. She is a Social Sciences and Humanities Research Council Canada Graduate Scholarship recipient and doctoral student with a research focus on Indigenous data, research, and spectrum sovereignty at the University of Manitoba.

ADRIENNE HUARD is an Anishinaabe two-spirit curator, writer, performer, and lecturer at the University of Manitoba in the Department of Indigenous Studies and a registered member of Couchiching First Nation in Treaty 3 Territory, currently residing in Winnipeg. Huard is a PhD candidate at the University of Manitoba, researching two-spirit, trans, and queer Indigenous aesthetics and epistemologies.

NICOLE STONYK is a Red River Métis woman born and raised in Winipèk, Manitowapow, located in the heart of Treaty 1 Territory. She is an Indigenous studies scholar and classically trained pianist and musician whose research looks at ways of decolonizing Western musical performance within themes of possessive logics, Indigenous relationality, language, and aesthetics.

MYLÈNE YANNICK GAMACHE, cross-appointed in Indigenous studies and women's and gender studies at the University of Manitoba, is urban Franco-Métis, with place-based relations in St. Pierre-Jolys, Îles-des-Chênes, St. Vital, and St. Boniface, Manitoba. Her research focuses on collaborative inter-Indigenous feminist world-building and cross-disciplinary literary analyses of psyche and telepathy.

HOPE ACE is a member of M'Chigeeng First Nation and a PhD candidate in the Department of Indigenous Studies at the University of Manitoba. Her research focuses on gender, governance, and sovereignty understood through Anishinaabe ontologies and epistemologies.

JENNA BARNHARDT is an Indigenous PhD student in the Clinical Neuropsychology Stream at York University, where she also attained her master's degree in clinical developmental psychology. She plans to pursue lifespan psychology within her own Indigenous communities.

SYDNEY BECKMANN is an assistant professor in American Indian studies at California State University, Fresno. Focusing broadly on Indigenous religious traditions and urban Indigeneity, she examines how government policies and discourse around urbanity perpetuate colonial ideologies designed to erase Indigenous people and further entrench settler colonial domination of Indigenous lands.

YVONNE BOHR is a community child and family clinical psychologist as well as an associate professor of clinical developmental psychology specializing in community participatory action mental health research. A settler residing on the territory of the Mississaugas of the Credit First Nation, she aspires to be an ally.

VALENTINA DIMITROVA-GRAJZL is a professor of economics at the Virginia Military Institute and a nonresident visiting scholar at the Center for Indian Country Development at the Federal Reserve Bank of Minneapolis. Her research focuses on the economics of institutions, American Indian economic development, law and economics, postsocialist economies and politics, and economic history.

NICHAELA GARVEY is a Black master's student in the Clinical Developmental Psychology Program at York University. Her research focuses on centering and amplifying the voices, experiences, and stories of resilience of Black and Indigenous communities, with particular interest in exploring the relationship between self-compassion and well-being.

PETER GRAJZL is the John F. Hendon Professor of Economics at Washington and Lee University, a Center for Economic Studies–Ifo Institute Research Network Fellow, and a nonresident visiting scholar at the Federal Reserve Bank of Minneapolis. His research interests lie in comparative institutional economics, law and economics, and political economy.

JEFFREY HANKEY, a postdoctoral fellow in psychology at York University, is a queer, white settler-ally, researcher-advocate, and policy geek with professional experience spanning education, psychology, psychiatry, sociology, and philosophy—all centered on ethics and resilience using an ecological lens. Jeffrey now serves as a policy development officer at Toronto Children's Services.

MICHOU KOKODOKO is a senior policy analyst in the Community Development and Engagement department at the Federal Reserve Bank of Minneapolis. He leads efforts to promote effective community-bank partnerships by increasing awareness of community development trends and investment opportunities, especially those related to the Community Reinvestment Act.

KATHERINE MORTON RICHARDS is a cultural sociologist interested in intersectional identity, cultural heritage, political discourses, and violence. She researches and teaches at Memorial University of Newfoundland and is an adjunct professor at Acadia University. Her work has primarily focused on the meaning-making housed within contested forms of mobility, gender, settler colonialism, and media discourses.

ELIOT A. SINGER pursued his graduate studies in folklore at the University of Pennsylvania, teaching for many years in the College of Education at Michigan State. He pushed for “cultural congruence” in educating students from diverse backgrounds, developing an alternative-approach curriculum using authentic materials to teach about other cultures, challenging the pervasive use of fakelore picture books and related misrepresentations.

LAUREL WHEELER is an applied microeconomist working as an assistant professor at the University of Alberta and a research fellow at the Center for Indian Country Development at the Federal Reserve Bank of Minneapolis. She holds a PhD in economics (Duke), an MSc in economics for development (Oxford), and a BA in political science (University of Florida).

KANOE WILSON holds a doctorate in education from the University of Hawai'i at Mānoa, specializing in Kanaka 'Ōiwi school leadership. She is a senior project manager at Kamehameha Schools, integrating Hawaiian culture-based educational practices in leadership development and curriculum design.