

Nurturing Knowledge:

Ending Epistemicide, Transforming Education, Strengthening Communities

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Outline for Today's Talk

- An American Education Story
- Introduce the concept of epistemicide and epistemic injustices and the harms occurring because of the injustices
- Transformative Equity
- Questions & Conversation

Special Thanks:

The Scholars who've been
doing this work

My co-authors: Dr. Melinda
Sebastian, Dr. Melissa Smith,
Dr. Sebastian Modrow, Tyler
Youngman, Jieun Yeon,
Danielle Bertolini, and
Alexandra Grimm

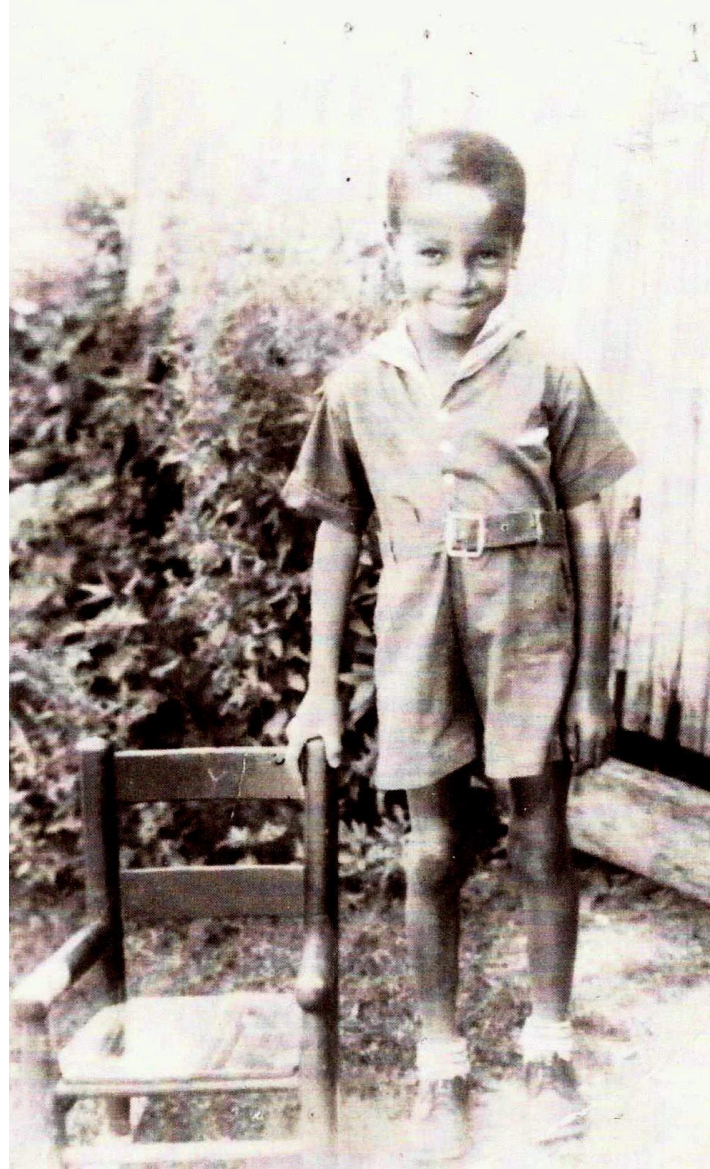
The logo consists of the letters 'L', 'A', and 'T' in a bold, black, serif font. The letter 'A' is tilted at an angle, positioned between the 'L' and the 'T'.

LAT

An American Education – Our Story

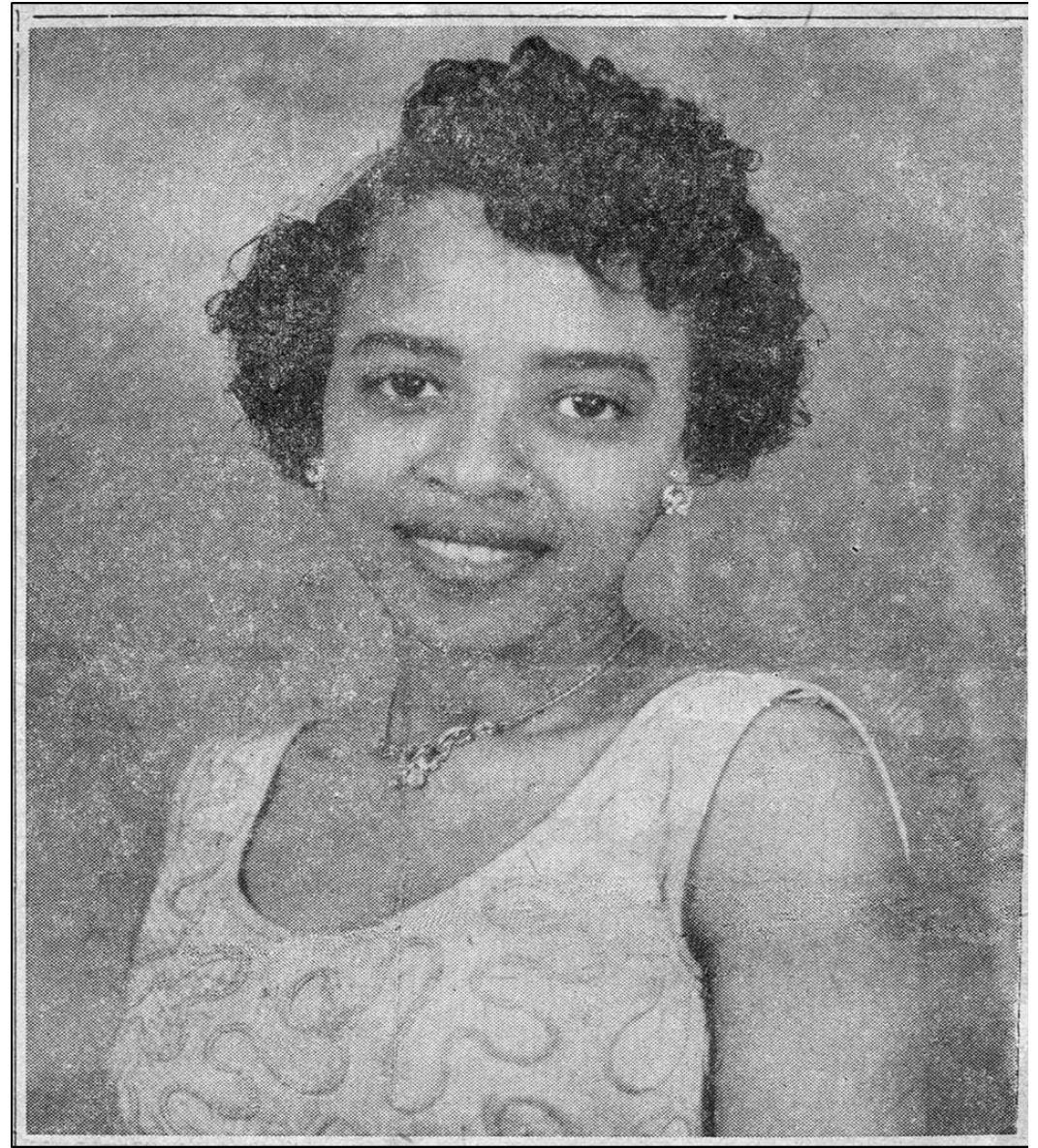


The Hereford Family

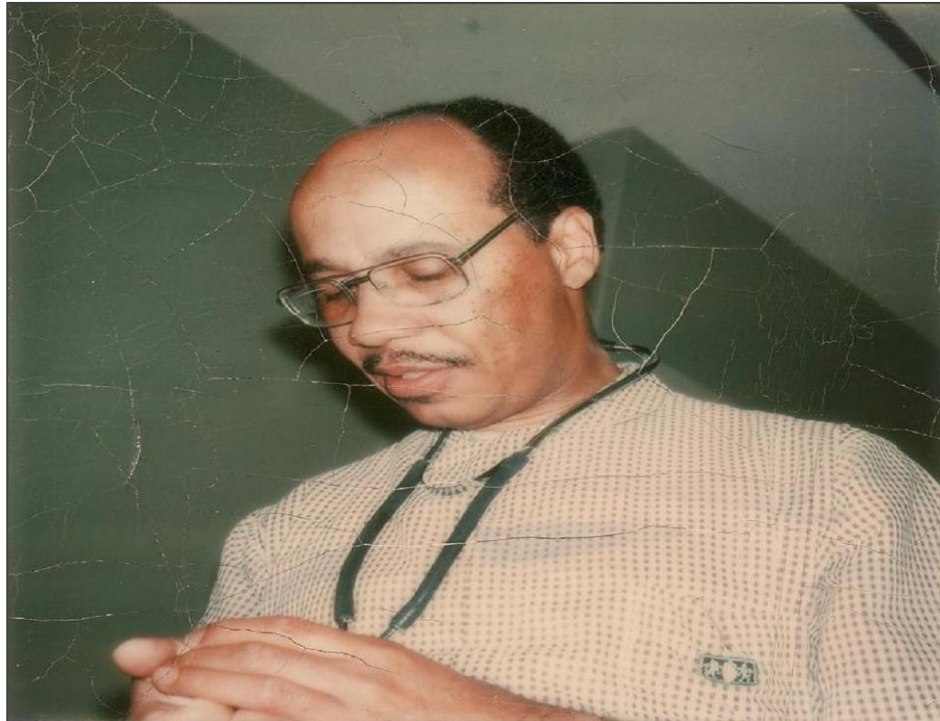


“If I wanted a particular book, I borrowed it or hoped some friend or relative had it or something similar to it, and sometimes we’d even pick books out of the trash [...] This library business really bothered me, as I had a thirst for knowledge and my family paid taxes, and still I couldn’t use the library.”

Dr. Sonnie Hereford III in *Beside the Troubled Waters* (2011)



Dr. Sonnie Wellington Hereford III & Dr. John Cashin



Community Service Committee
POST OFFICE BOX 52 - HUNTSVILLE, ALABAMA



THE HUNTSVILLE MIRROR

Huntsville Revisited

"To Reflect The Best Interest Of All The People All The Time"

VOL. 24—NUMBER 20 HUNTSVILLE, ALABAMA SATURDAY, APRIL 28, 1962 PRICE 10 CENTS

2 MINISTERS, MOTHER AMONG SIT-INNERS GIVEN 90 DAYS—

Pregnant Woman Sentenced To Jail



Martha Adams Hereford - 1962



Nº 11756

OFFICIAL RECEIPT

208 Auburn Ave., N.E.
Atlanta 3, Ga.
JACKSON 5-1763

Southern Christian Leadership Conference

Martin Luther King Jr., President

Wyatt Tee Walker, Director

\$ 364.85

MARCH 26, 19 62

THREE HUNDRED SIXTY-FOUR AND 85/100 DOLLARS

Thank You For Your Contribution to the Struggle in the South.

COMMUNITY SERVICE COMMITTEE
MR. J. E. HARRIS, TREASURER
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Signed L. H.
RALPH D. ABERNATHY, Treasurer

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DATE March 23, 1962 61-78
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TREASURER

[Signature]

PAY TO THE ORDER OF S. G. L. Co.
Three Hundred Sixty four DOLLARS

[Signature]

Charles L. Ray

NAME	PARENTS	ADDRESS	TELEPHONE	GRADE	NEW SCHOOL
Tabovin	Ray		534 8036	11	Butler
Jordan Joyce	Mrs Scruggs	2400 Hammonds		11	Butler
Conley, Ronald	Mrs. Tranita	903 Pulaski	534-8159		Butler
Sims, Dwendolyn	Mrs Ewing	1005 Magnolia	536-69079	10	Butler
Wilkins, Barry	Mrs. Wilkins	2214 Bell	534-1837	12	
Love, Anthony	Mrs. Elsie Love	2505 Bell	536-3129	1	Terry
Anthony					
Humphrey Doris	Mrs Jossie	307 F Pelham	536-1968	12	HHS
Humphrey Ruby	" "	307 F Pelham	536-1968	10	HHS
Rockelle Toney	Fred Toney	2212 Stanley	536-9393	10	Butler
Laura Ann Burks	Mrs. Ethel Jones		539-9866	10	HJH
Anderson, Marion	Mrs. Callie Anderson	Brandontown Rd	536-8274	10	Butler
Wilkins, Greg	Mr Robert Wilkins	3605 Blue Spring	852-0283	10	Lee High
Wilkins, Margony	Mr. Robert Wilkins	3605 Blue Spring	852-0283	10	Lee High
Jackson, Sorella	Mr. Lillian Jackson	2225 Bell	534-0440	10	Butler
Jackson, Lynette	Mr. Willie Jackson	2225 Bell	534-0440	12	Butler
Jackson, Marion	Mr. Willie Jackson	2225 Bell	534-0440	10.	Butler
Bennett, Larry	Mrs. Dessare Bennett	9405 Redstone PK	881-6469	11	Butler
Adams, Gleason	Mrs. Kitty Adams			10	Butler
Cowan					
Anderson, Bobbie	Mrs. Johnnie Anderson	2211 Hammonds	536-3109	10	Butler

HUNTSVILLE 1963
 Partial list of
 children to integrate
 by Sept, 1963 only
 4 families
 remained

United States District Court

FOR THE

Northern District of Alabama

SONNIE WELLINGTON HEREFORD, IV, a
minor, by Sonnie Wellington Hereford,
III, his father and next friend,
et al.

vs.

HUNTSVILLE BOARD OF EDUCATION, et al

CIVIL ACTION FILE NO.

63-109

No.

To ARNOLD V. SNEED, Chairman of the
Huntsville Board of Education

YOU ARE HEREBY COMMANDED to appear in the United States District Court for the
Northern District of Alabama
at Macon County in the city of Huntsville on
the 12th day of August 19 63 at 9:00 o'clock A. M. to
testify on behalf of Plaintiffs

In the above entitled action and bring with you (1) All petitions, letters, papers, and requests for transfer or assignment to schools submitted to the City Board of Education of the City of Huntsville within the last six years, especially those documents requesting desegregation of the Huntsville Public Schools; (2) the census reports on enrollments and attendances for the past four years; (3) map or maps used by the School Board, and particularly those showing the school system, including school districts and/or school zones for the past six years; (4) applications received by said school board requesting assignments or changes of assignments; (5) minutes and resolutions of all meetings of the City Board of Education of the City of Huntsville for the past six years.

August 5, 19 63.

Donell Kilbingsley
Attorney for Plaintiffs

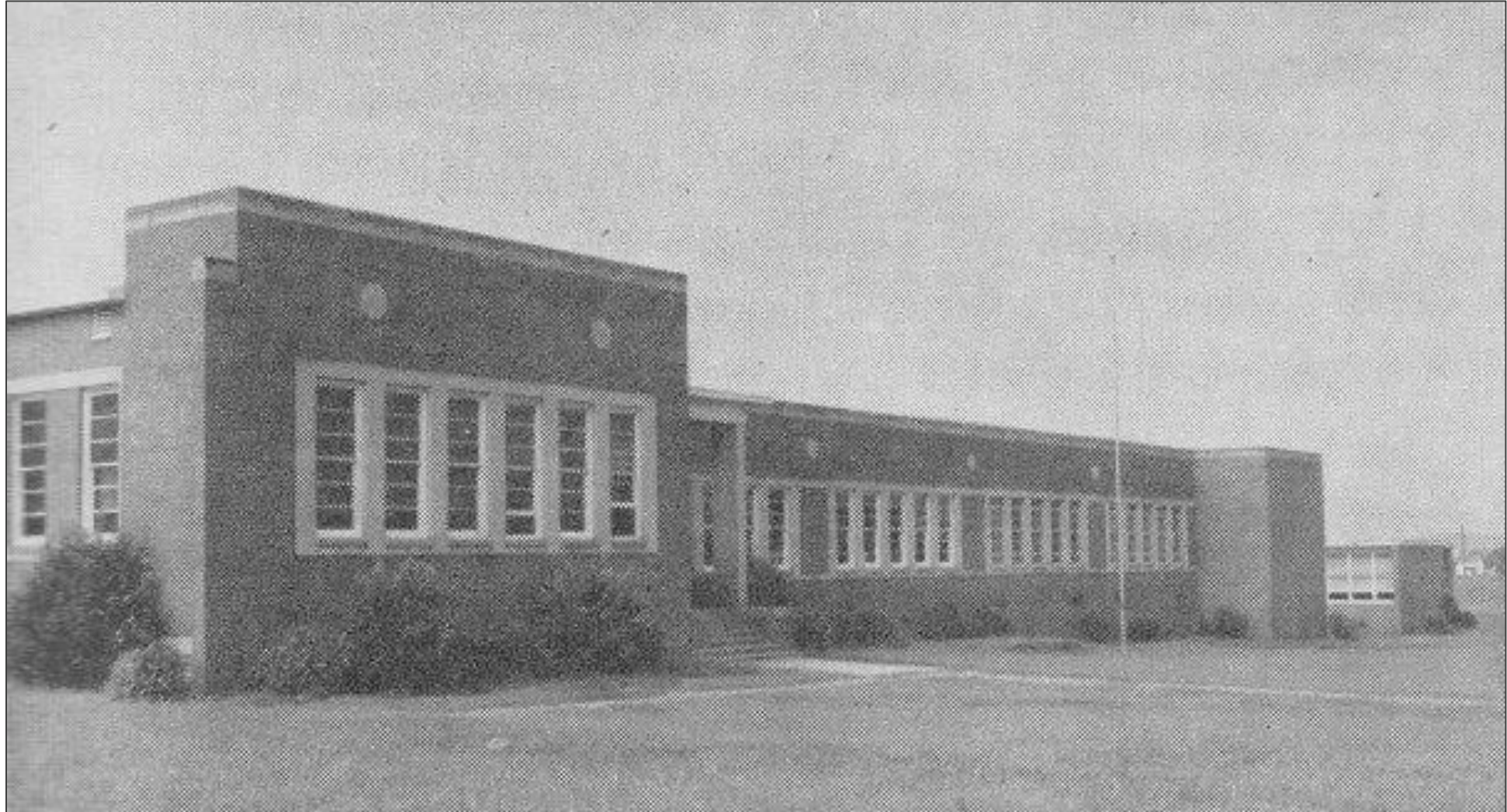
1630 4th Ave., No.
Address Bham., Ala.

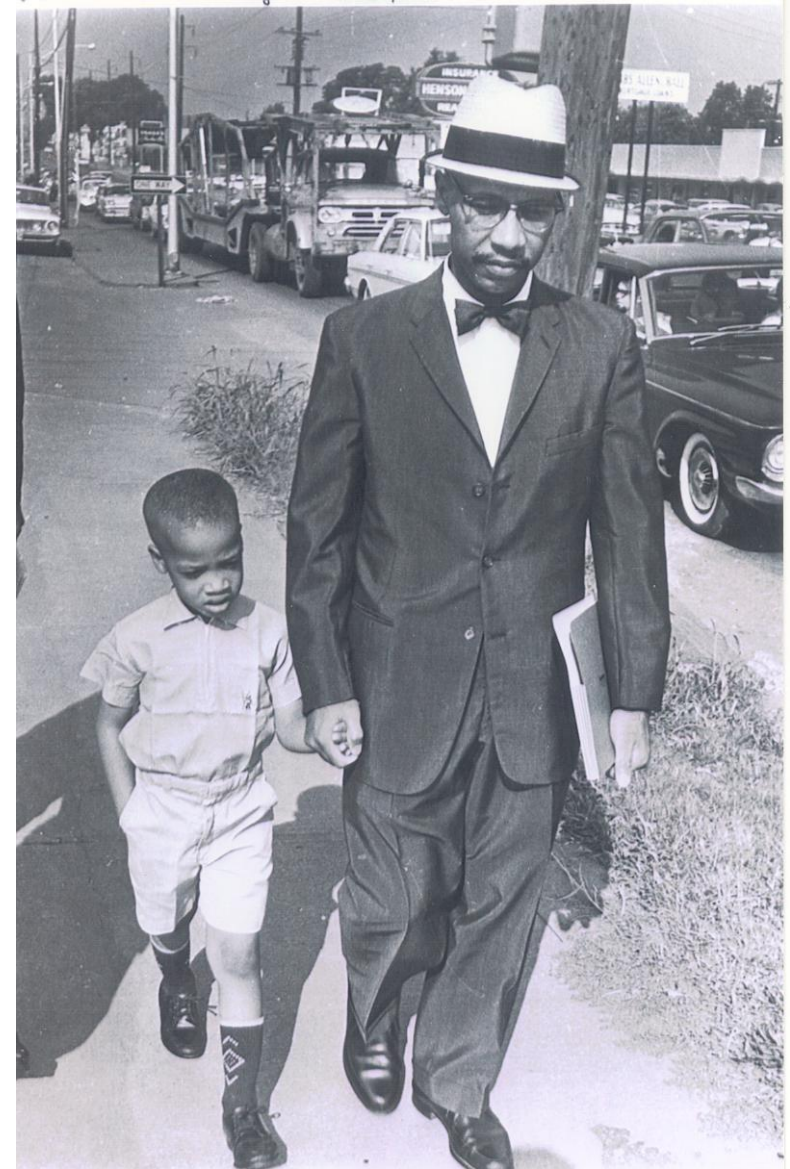
William E. Davis

By _____ Clerk.
Deputy Clerk.

RETURN ON SERVICE

Received this subpoena at _____ on _____





CLASS OF SERVICE

This is a free message unless its special character is indicated by the proper symbol.

WESTERN UNION TELEGRAM

W. P. MARSHALL, PRESIDENT

SF-1201 (1-60)

DAY LETTER	
NIGHT LETTER	
INTERNATIONAL LETTER	
DAY LETTER	

The filing time shown in this date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination.

1046A CST SEP 6 63 NSB049

NS HVA 104 COLLECT HUNTSVILLE ALA 6 1037A CST

ATTN CONSTANCE MOTLEY 235 + 23

1630 4 AVE N SUITE 510-512 BHAM

ATTN BILLINGSLEY. TOOK MY SON TO FIFTH AVE SCHOOL AT 8:45 AM
A SGT OF THE HIGHWAY PATROL MET ME AND SAID "SCHOOL IS CLOSED
BY GOVERNOR WALLACE'S ORDERS. YOU CANT GO IN" I DID NOT SEE
ANYONE ELSE ENTER

S W HEREFORD III MD

(46).

IMMEDIATE RELEASE

ALABAMA
September 9, 1963

Office of the White House Press Secretary

THE WHITE HOUSE

STATEMENT OF THE PRESIDENT

In the State of Alabama, however, where local authorities repeatedly stated they were prepared to carry out court directives and maintain public peace, Governor Wallace has refused to respect either the law or the authority of local officials. For his own personal and political reasons -- so that he may later charge Federal interference -- he is desperately anxious to have the Federal Government intervene in a situation in which we have no desire to intervene.

The Governor knows that the United States Government is obligated to carry out the orders of the United States court. He knows that the great majority of the citizens in Birmingham, Mobile, Tuskegee and Huntsville were willing to face this difficult transition with the same courage and respect for the law as did the communities in neighboring states. And he knows that there was and is no reason or necessity for intervention by the Federal Government, unless he wishes and forces that result.

This Government will do whatever must be done to see that the orders of the court are implemented -- but I am hopeful that Governor Wallace will enable the local officials and communities to meet their responsibilities in this regard, as they are willing to do.

Sonnie W. Hereford IV
Becomes the First
Black Student to
Desegregate Schools
in Alabama

September 9, 1963







Mrs. Dora Martin

FIFTH AVENUE SCHOOL
HUNTSVILLE, ALABAMA

Mrs. Louise S. Anderson

FILED

2015 Apr-21 PM 06:06
U.S. DISTRICT COURT
N.D. OF ALABAMA

**UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF ALABAMA
NORTHEASTERN DIVISION**

**SONNIE WELLINGTON
HEREFORD, IV, et al.,**

Plaintiffs,

v.

UNITED STATES,

Intervenor Plaintiff,

v.

**HUNTSVILLE BOARD OF
EDUCATION, et al.,**

Defendants.

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}
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}

Case No.: 5:63-cv-00109-MHH

MEMORANDUM OPINION

The United States of America and the Huntsville Board of Education have asked the Court to approve and enter a consent order in this 52-year-old school desegregation case. The 89-page proposed order maps a path toward a declaration of unitary status – the legal finish line for federal court oversight of the City of Huntsville public school system.

The proposed consent order represents thoughtful analysis and necessary compromise. The order is not perfect, but it is a perfect place to start the hard work of righting a constitutional wrong. In this opinion, the Court explains its

Alabama State Education Standards for 4th Grade

- ***SS.AAS.4.14:*** *Identify the purpose of the Civil Rights Movement; recognize important issues, leaders, and results of the movement.*
- ***SS.AAS.4.14a:*** *Identify vocabulary associated with the modern Civil Rights Movement, including discrimination, prejudice, segregation, integration, suffrage, and rights.*



[Advanced Search](#)

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- Alabama Photographs and Pictures Collection
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- Alabama Maps and Blueprints Collection
- Jim Pepler Southern Courier Photograph Collection
- Alabama Media Group Collection

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Sort by:

Title Ascending



Results per
page:

200



Search Terms:

Hereford, So...

Records 1-1 of 1



Photographs of the 1974 annual institute of the NAACP Legal Defense and Educational Fund (LDF) at the Hotel Americana in New York City.

1974 May

The institute was held each year in May to commemorate Brown v. Board of Education decision; 1974 was the 20th anniversary of the ruling. These photographs were taken by Jim Pepler, who worked as a photographer for the NAACP Legal Defense and Educational Fund (LDF)...
Alabama Photographs and Pictures Collection

Records 1-1 of 1



News

Archives Department acknowledges role in distorting Alabama's racial history

Updated Jun 23, 2020; Posted Jun 23, 2020



The Alabama Department of Archives and History building in Montgomery.
(Mike Cason/mcason@al.com)



47,336
shares

The Oppression of Knowledge

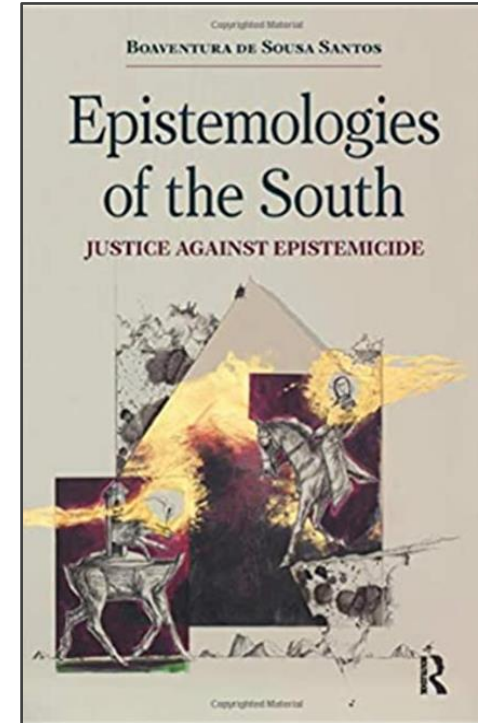
**As Educators,
Librarians, Info
Professionals, and
Academics, how do we
support people's
capacity to know?**

**As Librarians, Info
Professionals, and
Academics, how do we
harm people's
capacity to know?**

**Whom do we
support?
Whom do we harm?**

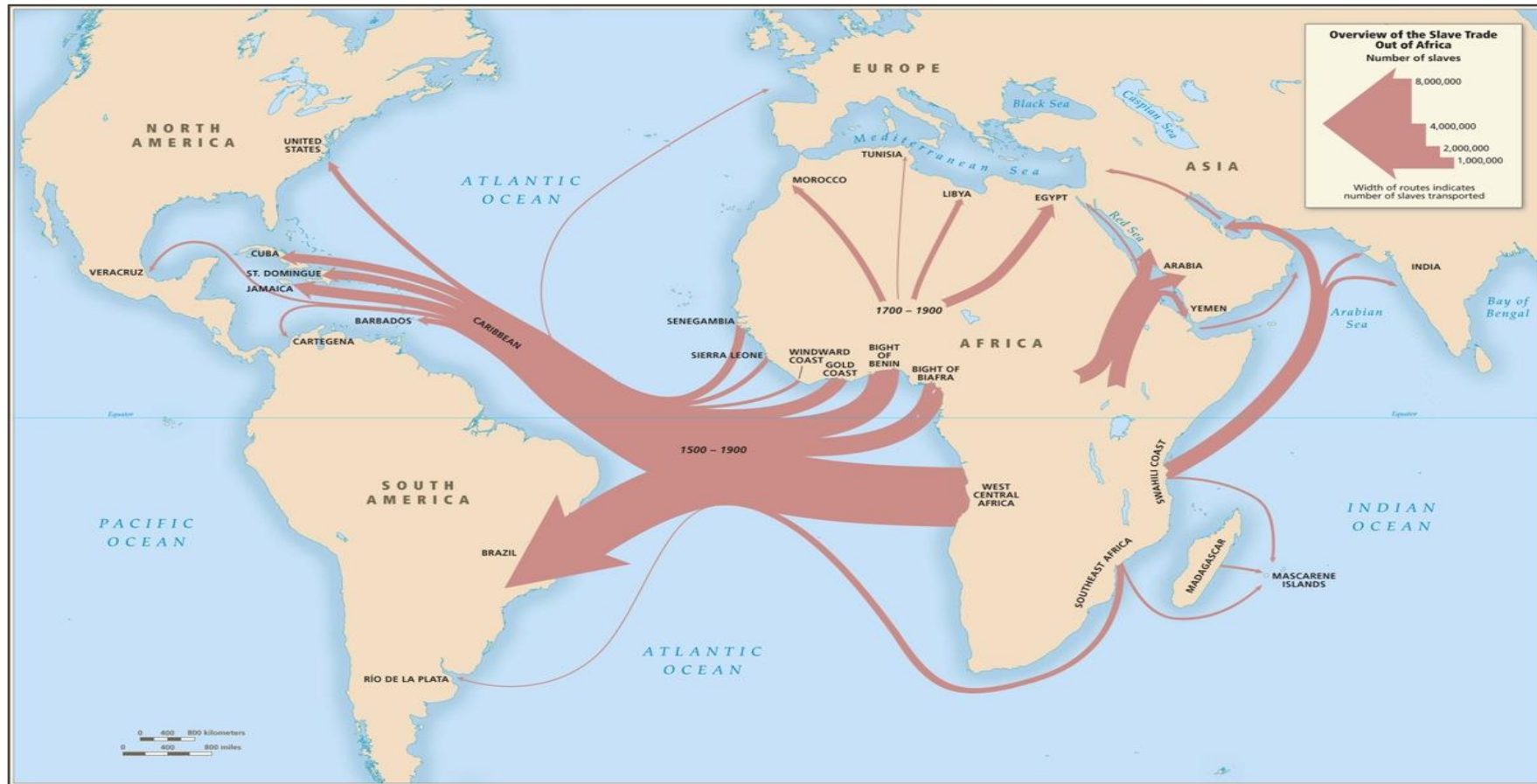
Epistemicide
is the “killing,
silencing,
annihilation, or
devaluing of a
knowledge
system”

(Patin et al., 2020)

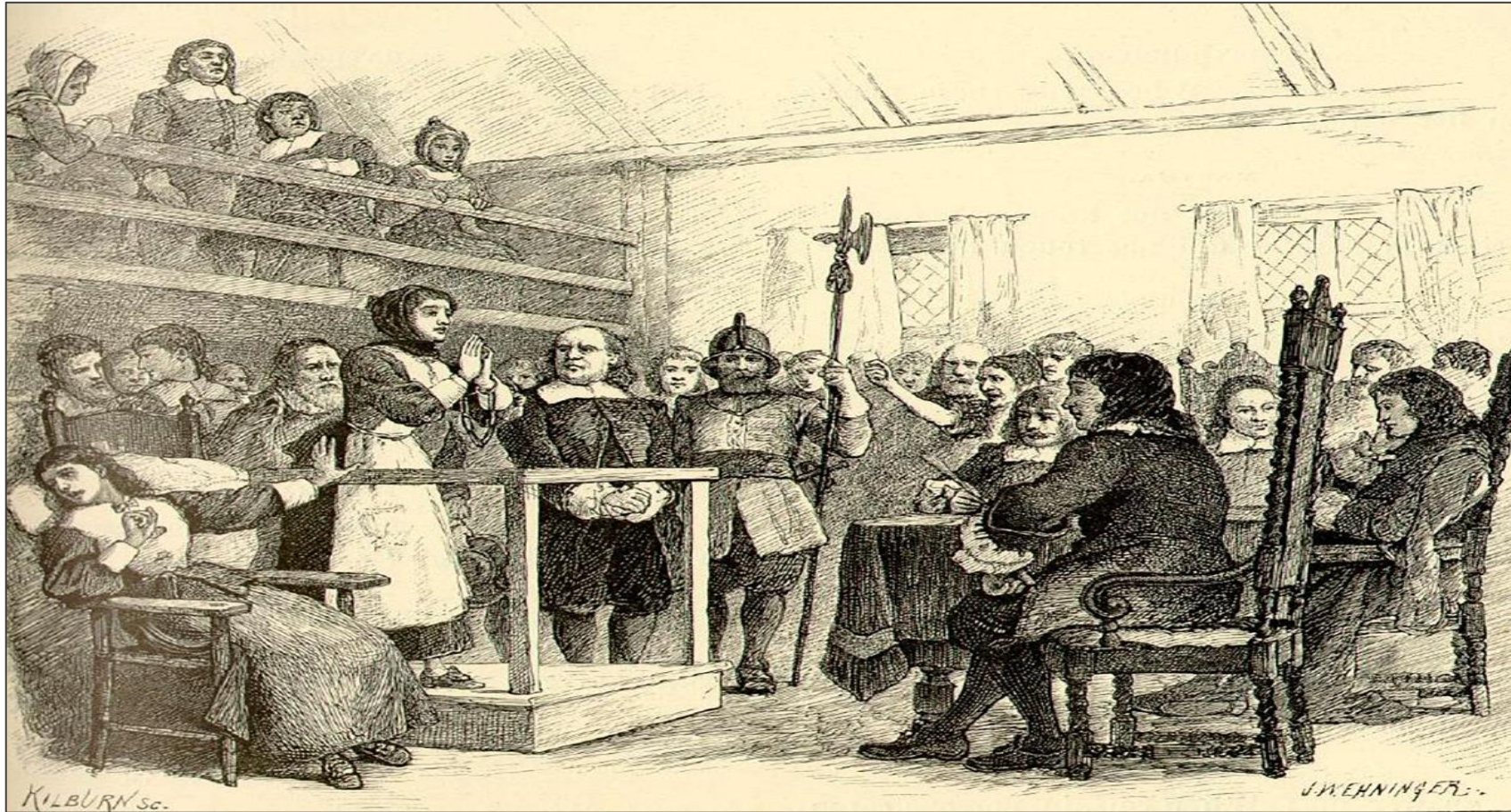


**Some examples of
epistemicide..**





David Eltis and David Richardson, *Atlas of the Transatlantic Slave Trade* (New Haven, 2010)



Martha Corey / Photo via Wikimedia Commons

6 May 1933: Looting of the Institute of Sexology



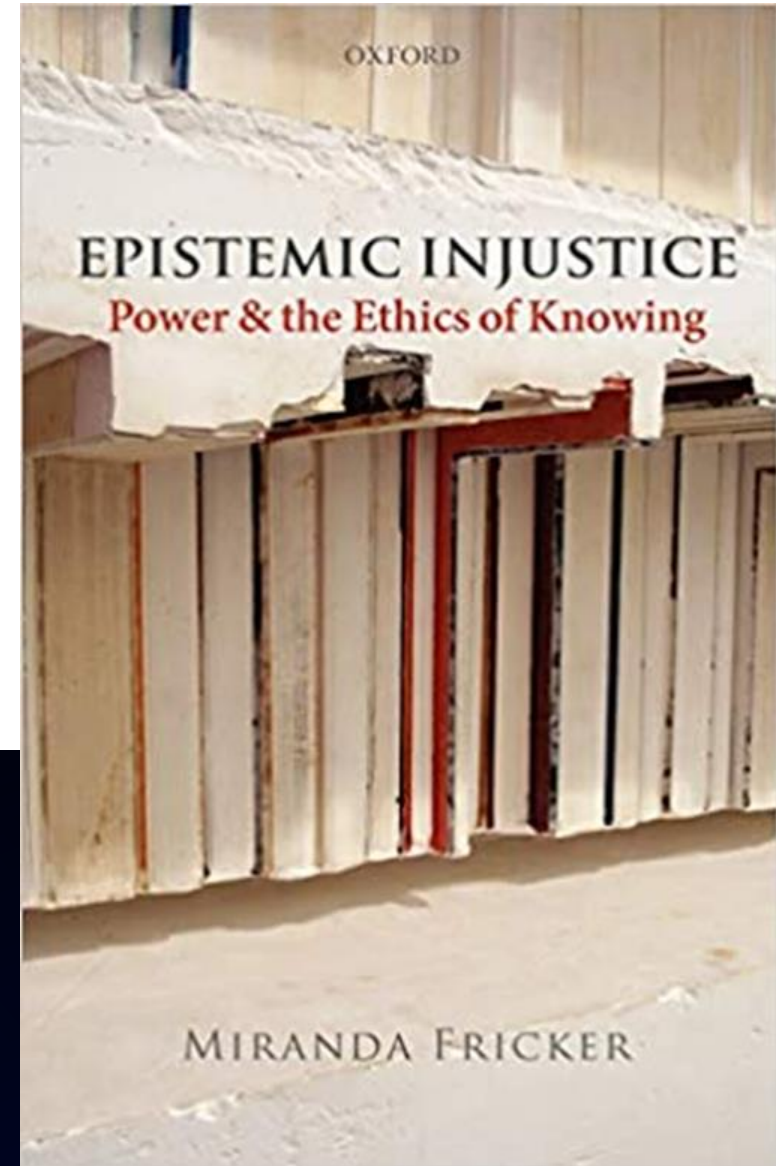
Book burning after
looting of the
Institute of Sexology



Indian Residential Schools | Wayne K. Spear

**Epistemicide happens when
several epistemic
injustices occur
collectively and reflect a
structured and systemic
oppression of particular
ways of knowing.**

Epistemic Injustice is the "wrong done to someone specifically in their capacity as a knower"
(Fricker, 2007, p. 1)



Types of Epistemic Injustices

- Testimonial
- Hermeneutical
- Participatory
- Curricular

**These injustices suppress "the epistemic agency of some members of the group while elevating that of others, thus producing privileged and derogated categories of knowers"
(Hill Collins, 2017, p. 120).**

Testimonial Injustice is when a “prejudice causes a hearer to give a deflated level of credibility to a speaker's word,” (Fricker, 2007, p. 1).



Universal | Variety Magazine



It was the Black woman's third trip to the emergency department because she was feeling short of breath. She was starting to panic. She knew the COVID-19 death toll was climbing and that it was far worse for Black people than white people, and yet the doctors told her to go home again. But this time she pleaded, "If you all don't admit me to the hospital, I'm going to die. I can't breathe."

Gary Fowler, a 56-year-old Black man, was denied COVID-19 testing and hospital admission by three Detroit emergency rooms where he complained of difficulty breathing. Deshaun Taylor, a 23-year-old Black man, was sent home twice from a Chicago hospital, even after testing positive. Reginald Relf, a 50-year-old Black man, was turned away from an urgent care clinic in suburban Chicago without being tested in spite of his labored breathing, fever, and cough. Kimora Lynum, a 9-year-old Black girl with a fever of 103 degrees, was sent home from a Florida academic medical center without being tested. They all died soon after.

<https://www.chcf.org/blog/health-care-system-has-black-community-choke-hold/>

Comparative Study

> *Anesth Analg.* 2007 Dec;105(6 Suppl):S18-23, tables of contents.

doi: 10.1213/01.ane.0000285988.35174.d9.

Dark skin decreases the accuracy of pulse oximeters at low oxygen saturation: the effects of oximeter probe type and gender

John R Feiner¹, John W Severinghaus, Philip E Bickler

Affiliations + expand

PMID: 18048893 DOI: 10.1213/01.ane.0000285988.35174.d9

Abstract

Introduction: Pulse oximetry may overestimate arterial oxyhemoglobin saturation (Sao₂) at low Sao₂ levels in individuals with darkly pigmented skin, but other factors, such as gender and oximeter probe type, remain less studied.

Hermeneutical Injustice is “a gap in collective interpretative resources” creating a barrier for someone who is trying to “make sense of their social experiences” (Fricker, 2007, p. 1).



Mark Reinstein/Corbis/Getty Image

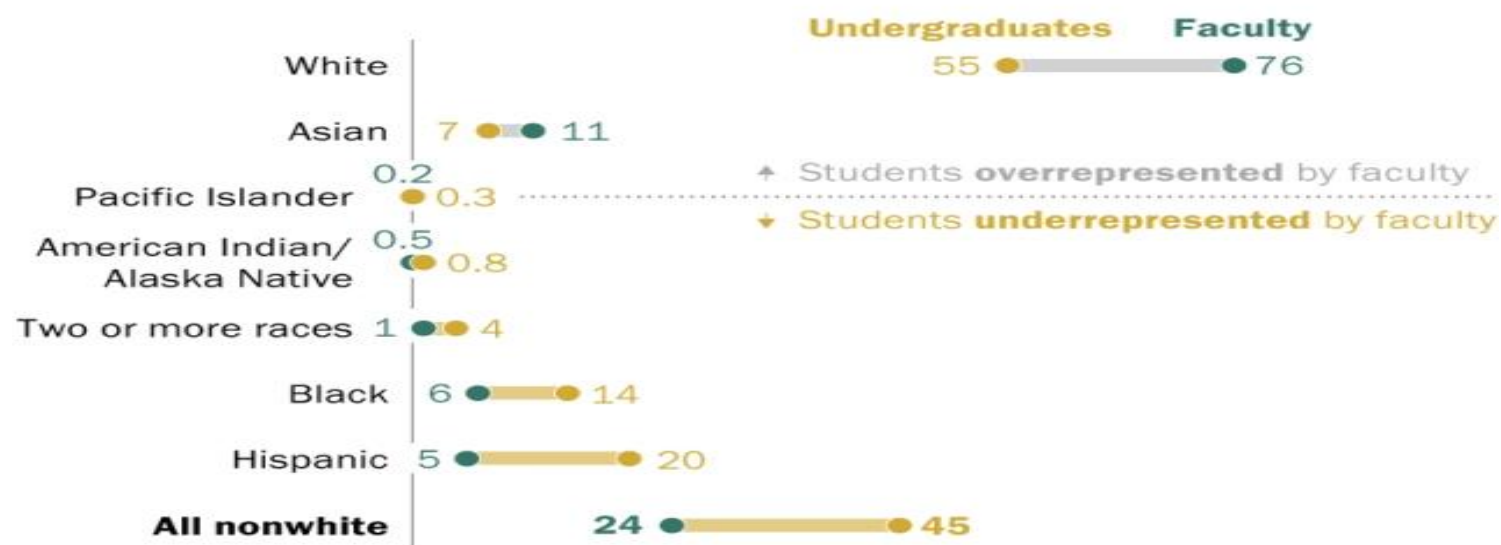


Levy & Mattsson, 2020

Hermeneutical

U.S. college students are twice as likely as faculty to be black, four times as likely to be Hispanic

% of undergraduates and postsecondary faculty by race and ethnicity, fall 2017

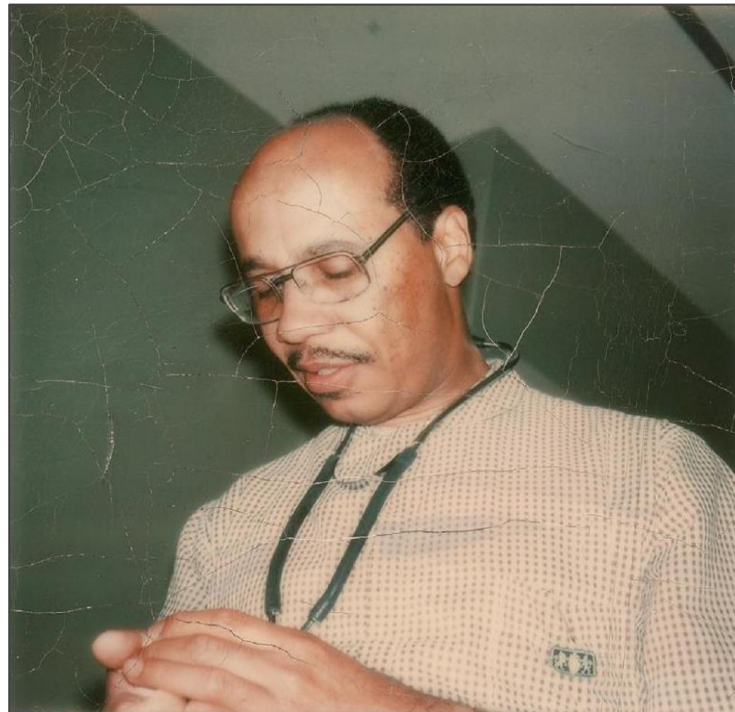


Note: "Nonwhite" includes blacks, Hispanics, Asians, Pacific Islanders, American Indians or Alaska Natives, and those of two or more races. Those categorized as "non-resident alien" and "race/ethnicity unknown" are not included in this analysis, so shares may not total to 100%.

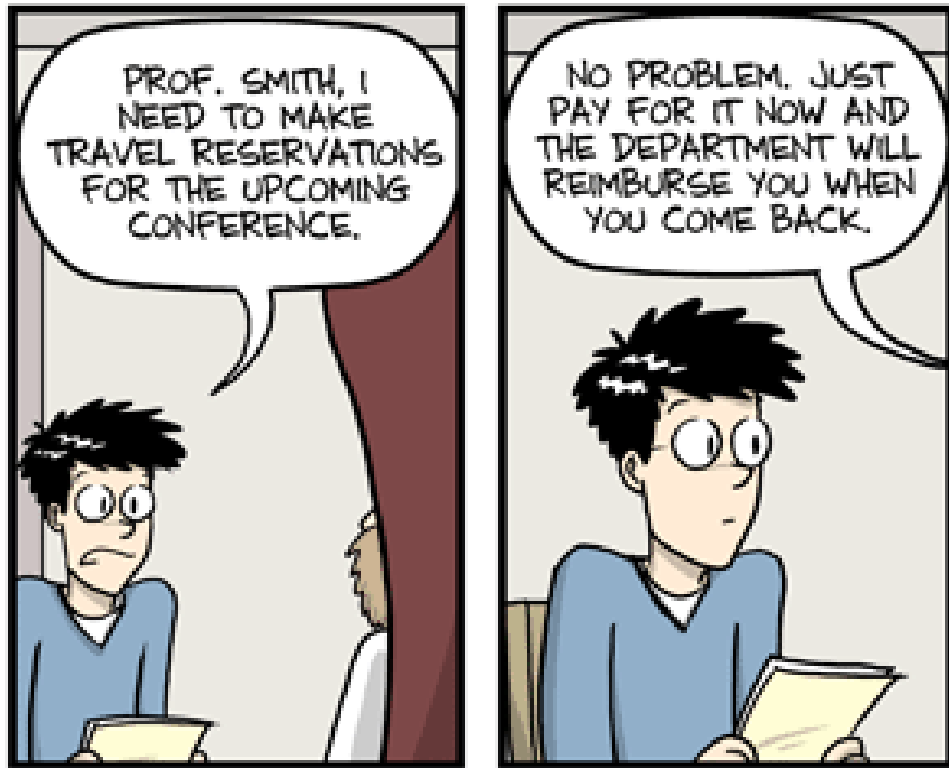
Source: National Center for Education Statistics.

PEW RESEARCH CENTER

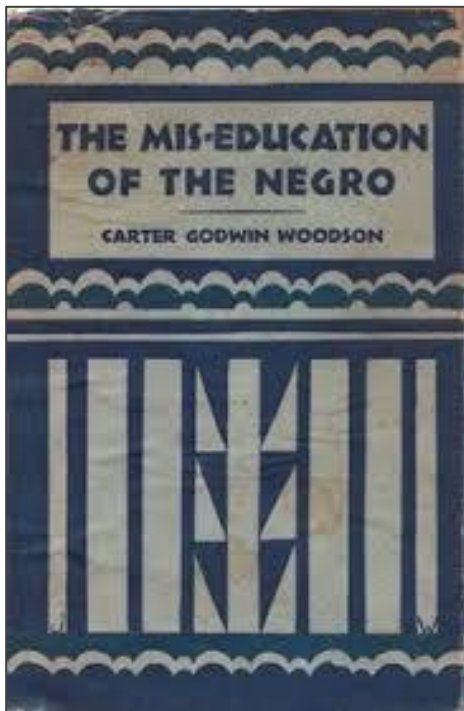
Participatory injustice is the exclusion of one's participation in their own epistemological development, including dismissive behaviors such as keeping someone *out-of-the-loop* (Patin et al., 2021).



Dr. Sonnie W. Hereford III | Hereford Family Archive



Curricular injustice happens when physical resources are not available to help support epistemic growth and are used to suppress and eliminate the creation of rival, alternative knowledges (Patin et al., 2021).



“From the teaching of science the Negro was likewise eliminated. The beginnings of science in various parts of the Orient were mentioned, but the Africans’ early advancements in this field were omitted. Students were not told that ancient Africans of the interior knew sufficient science to concoct poisons for arrowheads, to mix durable colors for paintings, to extract metals from nature and refine them for development in the industrial art” (Woodson, 1933, p. 10).



Training Dermatologists - Psoriasis

- Medical textbooks lack skin color diversity, mostly showing light skin as examples.
- A study published earlier this year found a scant 11% of images in Review of Dermatology were skin of color, and only two of the images were of very dark skin.

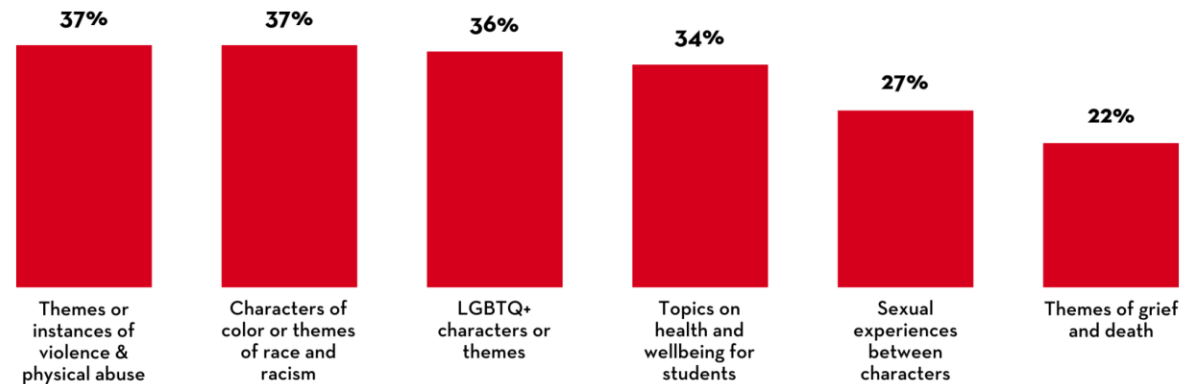
Curriculum Injustice



Subject matter of banned content

Of the 5,894 instances of book bans July 1, 2021 - June 30, 2023

Note: many titles contain more than one type of content.



Data from PEN America Index of School Book Bans.

**So, why is this
important for
educators, info
professionals and
academia?**

Harms of Epistemic Injustice

**Primary Harm
(Fricker, 2007)**

**Secondary Harm
(Fricker, 2007)**

**Third Harm
(Patin et al., 2020)**

Experienced by the Individual

Experienced by the Collective

Experienced in the Future



How do we move towards justice?

Type of Injustice

Examples of Injustice

Justice-Oriented Solutions

Testimonial Injustice

Disregarding a capacity as a knower

Devaluing minority research (Lloyd-Jones, [2014](#); Turner et al., [1999](#))

Invalidating an authority of person of color as a faculty member (Gibson, [2019](#))

Silencing an objection against injustice (Irvin, [2019](#))

Discrediting faculty of color, especially Black professors, in student evaluation (Bavishi et al., [2010](#))

Believe your community members when they share their experiences.

Work toward amplifying and/or recentering the voices and work of your community members.

Acknowledge when your own experience or knowledge is limited and someone else's experience may deserve more credibility.



Type of Injustice

Examples of Injustice

Justice-Oriented Solutions

Hermeneutical Injustice

Institutional failures lead to cultural taxation (Gewin, 2020)

Serving diversity committees

Mentoring students of color, including the students from outside the department

Educating others

Subject Headings, Controlled Vocabularies, Dated language

Make sure concepts and theories around race, gender, and oppression are understood by all faculty, staff and students so we are not exploiting the BIPOC community.

Transparency around indexing, ontological work, and cataloging

Type of Injustice

Examples of Injustice

Justice-Oriented Solutions

Participatory Injustice

Devaluing community and committee service (Gewin, [2020](#); Turner, [2002](#))

Consider how journal impact factor might contribute to a participatory injustice.

Discrimination in the tenure and promotion decision (Wijesingha & Ramos, [2017](#))

Consider the high cost of journal articles making knowledge less accessible.

Low level of engagement in education

Default to most accessible formats, procedures, policies, processes

Lack of a mentoring opportunity from faculty of color to students of color (Martinez-Cola, [2020](#))

Work toward creating more diverse and inclusive communities lessening the burden of BIPOC community members.

Correlation between the underrepresentation of student of color and faculty of color (Jaeger & Franklin, [2007](#))

Type of Injustice

Examples of Injustice

Justice-Oriented Solutions

Curricular Injustice

Loss of a chance to learn from diverse knowledge systems

Lack of diversity and cultural competence discussion (Cooke & Jacobs, [2018](#))

Lack of inclusion of Indigenous knowledge (Tumuhairwe, [2013](#))

Electives/Core course selection

Conduct a syllabus audit.

Intentionally practice citational justice to include missing voices.

Move away from textbooks to diversify the voices in our classrooms.

Train the next generation of IS students to identify and correct gaps in their own curricular experience.

Curricular Justice

Chidiebere Ibe said he hopes his creations will help change the field of medical illustration, which is predominately white and male.





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Thank you!!!
QUESTIONS?

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