

ELIZABETH SUMIDA HUAMAN AND
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12. CONCLUDING THOUGHTS

We are honored to have worked with all of the contributors in this volume, including the members of the inaugural Pueblo graduate cohort in the School of Social Transformation at Arizona State University. We came to this particular writing project as Indigenous community members and as educators and scholars navigating Euro-centric models of knowledge validation. We have all flexed our own thinking and pounded at the walls of limitations that surround this type of work. But most importantly, we have done so with Indigenous peoples who are our colleagues, our co-learners, our co-teachers.

This Indigenous cohort remains deeply entrenched in their own community-based work, continues fulfilling their purposes on a daily basis, and envisioning work that now moves them forward together. They have described themselves as a family, and as a family, they are first and always mindful of their loved ones, of their communities. We share this commitment and thank the readers and Sense Publishers for journeying with us through this volume.



Figure 1. Mesa Verde, Colorado (from left to right: Rebecca Hammond, Crow Canyon archaeologist and cohort instructor; Dr. Carnell Chosa, Dr. Kenneth Lucero, Dr. Corrine Sanchez, Dr. Michele Suina, and Dr. Shawn Abeita)