

BLACK WOMEN & SOCIAL JUSTICE EDUCATION: LEGACIES AND LESSONS

Edited by
Stephanie Y. Evans, Andrea Domingue, and Tania Mitchell

"For, after all, Social Justice, the desired goal, is not to be reached through any panacea by mass production. . . ." ~Anna Julia Cooper, 1930

Description

Social justice education (SJE) is a critical pedagogy where intersectionality and human rights converge. This collection explores Black women's expertise in teaching and learning about justice in a range of formal and informal educational settings. *Black Women and Social Justice Education: Legacies and Lessons* bridges historical legacies with contributions of groundbreaking leaders in the field.

In twenty chapters, this volume examines, evaluates, posits, and reinforces Black women's values of social justice in education at all levels. Grounded in Black feminist and womanist texts, this work advances educational philosophy by engaging foundational Black women's studies theorists. Authors offer resource guides, bibliographic citations, praxis, and best practices for broad use and reference in communities, schools, universities, agencies, and organizations.

Over two dozen authors expand conversation between community engagement, student affairs, and academic affairs. This collection enriches existing SJE scholarship and also identifies the impact of SJE innovations on humanities, social sciences, higher education, school development, counseling and professions such as social work, policy, law, business, non-profit, and NGO work.

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About the Editors

Dr. Stephanie Y. Evans is Chair of the Department of Africana Women's Studies, African American Studies, and History at Clark Atlanta University and is a former Director of African American Studies at the University of Florida. She is the author of *Black Women in the Ivory Tower, 1850-1954: An Intellectual History* (2007) and *Black Passports: Travel Memoirs as Tools for Youth Empowerment* as well as two other co-edited books, *Black Women's Mental Health: Balancing Strength and Vulnerability* (2017) and *African Americans and Community Engagement in Higher Education* (2009). Dr. Evans was awarded a Colonel Allan R. and Margaret G. Crow Term Professor for the College of Liberal Arts and Sciences, 2010-11 and she has conducted research at University of Dar es Salaam in Tanzania, Howard University's Moorland-Spingarn Research Center in Washington D.C. and through the University of Florida's Paris Research Center in Paris, France. While completing her dissertation, Dr. Evans worked as the Assistant Director for Youth Education Programs in the Swearer Center for Public Service at Brown University in Providence, Rhode Island and she was a research intern at Stanford University's Haas Center for Public Service. She is co-author of the forthcoming *Anna Julia Cooper: Human Rights Educator* with Roman & Littlefield.

Dr. Andrea D. Domingue is Hampshire College's new director of multicultural and international student services, responsible for the operation of the Lebrón-Wiggins-Pran Cultural Center and student services for the SOURCE (Students of Under-Represented Colors and Ethnicities) community. Since 2010 she has been a lecturer and instructor at UMass Amherst, at the same time earning her doctorate in student development with a concentration in social-justice education. She facilitated the Body Politics program for the Women of Color Leadership Network at UMass and has been coediting a book on black women in social-justice education. Previously, she was co-chair of the Consortium of Higher Education LGBT Resource Professionals, and assistant director of the Office of Lesbian, Gay, Bisexual, Transgender and Queer Student Services at New York University. In 2014, Domingue completed her dissertation, "'Give Light and People Will Find a Way': Black Women College Student Leadership Experiences with Oppression at Predominantly White Institutions." Currently, she is chair of the Commission for Social Justice Educators, part of the American College Personnel Association (ACPA), headquartered in Washington, D.C., where she has held leadership positions since 2008. In addition to her doctorate, Domingue holds an MA in higher-education administration from NYU and a BA in mathematics and sociology from the University of Texas at Austin.

Dr. Tania D. Mitchell is an assistant professor of higher education in the Department of Organizational Leadership, Policy and Development at the University of Minnesota's College of Education and Human Development. Her teaching interests include social justice theory, civic discourse, public service, leadership, college student development, action research methods, and the pedagogy, philosophy and practice of service-learning in higher education. Much of her research focuses on service-learning as a critical pedagogy to explore civic identity, social justice, student learning and development, race and racism, and community practice. Tania came to the University of Minnesota in August 2012 from Stanford University, where she spent five years leading an innovative program-based service learning and community engagement initiative for the Center for Comparative Studies in Race and Ethnicity. An internationally recognized scholar in service learning and community engagement, Mitchell was recognized with the Early Career Research Award by the International Association for Research on Service Learning and Community Engagement and the American Fellowship from the American Association of University Women. Her scholarship has been published in numerous books and journals and she is a co-editor of *Civic Engagement and Community Service at Research Universities: Engaging Undergraduates for Social Justice, Social Change, and Responsible Citizenship* (Palgrave Macmillan, 2016) and the *Cambridge Handbook of Service Learning and Community Engagement* (Cambridge University Press, 2017).