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Titolo	Black Women's Liberatory Pedagogies : Resistance, Transformation, and Healing Within and Beyond the Academy // edited by Olivia N. Perlow, Durene I. Wheeler, Sharon L. Bethea, BarBara M. Scott
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ISBN	3-319-65789-5
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Descrizione fisica	1 online resource (XXIII, 331 p.)
Disciplina	370.81
Soggetti	Gender identity in education Higher education Gender and Education Higher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	1. The curriculum that has no name -- 2. Dismantling the master's house -- 3. Managing microaggressions -- 4. "Black skin, white masks" -- 5. "Black butterfly, set the sky on fire" -- 6. Black women challenging racism and sexism at the federal university of the recôncavo of bahia -- 7. Towards a more adequate assessment of black women faculty's teaching effectiveness -- 8. Teaching to transform: Social justice at the intersection of spirituality, feminism, art, and education -- 9. Calling on the divine and sacred energy of queens: Bringing Afrikan indigenous wisdom and spirituality to the academy -- 10. Pedagogy of healing in the creative writing classroom -- 11. Beyond diversity and inclusion -- 12. Challenging western hegemony through Caribbean literature -- 13. Philosophical "special topics" -- 14. How shall we learn to "sing our sacred song"?.-&nbs p;15. Can you hear (and see) me now? -- 16. Challenging State Violence through Students' Performance of Literature -- 17. "Uses of Anger" in the Classroom -- 18. Race-based learning communities -- 19. Critically engaged praxis -- 20. The Higher Education of Home. .
Sommario/riassunto	This interdisciplinary anthology sheds light on the frameworks and

lived experiences of black women faculty in the academy. Contributors for this anthology submitted works from an array of academic disciplines and learning environments, inviting readers to bear witness to black women faculty's classroom experiences, as well as their pedagogical approaches both inside and outside of the higher education classroom that have fostered transformative teaching-learning environments. Through this multidimensional lens, the editors and contributors view instruction and learning as a political endeavor aimed at changing the way we think about teaching, learning, and praxis. .
