Contributors’ Notes

Teaching for Justice

PHOTO BY MICHELLE DING ON UNSPLASH
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Andrea Cornwall is a political anthropologist who specialises in the anthropology of democracy, citizen participation, participatory research, gender and sexuality. She has worked on topics ranging from women’s reproductive struggles in Nigeria and Zimbabwe, public engagement in UK regeneration programmes, the quality of democratic deliberation in new democratic spaces in Brazil, the use and abuse of participatory appraisal in Kenya, domestic workers’ rights activism in Brazil and sex workers’ rights activism in India.

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Sarah Trembath is a professorial lecturer in the Writing Studies Program at American University. She is also an editor, writer, performance artist, and educator. Her written work has appeared in the Santa Fe Writer’s Project Quarterly, the Rumpus, Everyday Feminism, Sally Hemings Dream zine, Azure literary journal, DCist, and the Grace in Darkness anthology of DC women writers. Her first book (a collection of poetry and prose on coloniality, race, and class) was called This Past Was Waiting for Me and came out in 2018. Her collection of poems on temptation and loss (It Was the Scarlet that Did It) is due out in 2019. She is a graduate of Temple University in Philadelphia and Howard University in DC.

Shane McCoy is a Lecturer in the department of English at Middle Tennessee State University in Murfreesboro, Tennessee. His research focuses on Africana women’s literature, critical and feminist pedagogies, social justice, and pedagogies of empowerment. His courses have focused on contemporary transnational literature, women of colour and black feminisms, Hurricane Katrina, and comedy as social and cultural critique. He is currently at work on a book.
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Shadia Siliman is an Instructional Consultant focused on Diversity, Equity, and Inclusion at the Ohio State University’s Institute for Teaching and Learning. She assists instructors in accounting for identity differences along such lines as race, class, gender, nationality, sexual orientation, (dis)ability, citizenship, and more, and helps instructors cultivate intersectional, rather than just inclusive, pedagogies. To do so, she draws from her ongoing activist work, as well as her dissertation research centering on Women of Color feminisms.

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