

We Will Have Gained Ourselves Narrative Experiences Of African Women Pursuing Higher Education In The United States Of America

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Discover profound narrative experiences shared by African women who have pursued higher education in the United States. This compelling content offers unique insights into their academic journeys, cultural adaptations, and personal growth achieved while navigating universities across America.

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We Will Have Gained Ourselves

"We Will Have Gained Ourselves is an important contribution to the fields of feminist research methods, global/transnational feminism, and higher education. Mumbi Mwangi's analyses of African women's experiences studying in the U.S. illuminate the consequences of their decisions on their understanding of themselves as women, wives, mothers, and citizens. Her work includes important policy recommendations to promote women's access to higher education and provides new insights into feminist qualitative methodology." — Leslie Rebecca Bloom, Roosevelt University, author of *Under the Sign of Hope: Feminist Methodology and Narrative Interpretation*

The Migration of Professional Women from Nigeria to the UK

Based on interviews with women who were professionals in different fields in Nigeria prior to migrating, *The Migration of Professional Women from Nigeria to the UK* examines the ways in which professional, middle-class women make sense of their lived experiences, their roles in migration decision-making and their experiences of adaptation in the UK. Drawing on the thought of Mead on the symbolic reconstruction of the past from the standpoint of the present, and employing a feminist approach to qualitative research, the book considers the reflexive construction of women's narratives concerning their lived experiences in Nigeria and sheds light on their decisions to migrate. Using intersectionality and critiquing the concept of "Strong Black Woman"

Championing Change

A collection of articles about international women's experiences in higher education.

African-born Women Faculty in the United States

"This book explores the lived experiences of African immigrants in the United States in their pursuit of the fabled American dream. It examines and documents their travails, successes, and fate vis-à-vis the problematics of race, ethnicity, and anti-Black violence"--

As a new generation of African Americans completes college, an increasing number of students are aspiring to the Ph.D. as a stepping stone to a career in the academy and to fully participate in shaping our society. Most African Americans are conscious that they are the first in their families to embark on this journey. They are aware they will meet barriers and prejudice, are likely to face isolation and frustration, and find few sources of support along the way. This book, by twenty-four Black scholars who “have been there,” offers a guide to aspiring doctoral students to the formal process and to the personal, emotional and intellectual challenges they are likely to face. The authors come from a wide range of disciplines – from computing, education and literature to science and sociology. Although their experiences and backgrounds are as varied as they are as individuals, their richly diverse chapters cohere into a rounded guide to the issues for those who follow in their footsteps. From questioning the reader about his or her reasons for pursuing a doctorate, offering advice on financial issues, the choice of university and doctoral program, and relocation, through the process and timetable of application, interviews, acceptance and rejection, the authors go on to describe their own journeys and the lessons they have learned. These men and women write candidly about their experiences, the strategies they used to maintain their motivation, make the transition from HBCUs to PWIs, balance family and work, make the right choices and keep focussed on priorities. They discuss how to work effectively with advisors and mentors, make all-important connections with teachers and build professional and personal support networks. They recount how they dealt with tokenism, established credibility, handled racism, maintained their values and culture, and persuaded supervisors to legitimize their research interests in African American issues. This is both an inspirational and practical book for every African American considering pursuit of a doctoral degree.

African Immigrants and the American Experience

In cities across the nation, communities of color find themselves resisting state disinvestment and the politics of dispossession. Students at the Center—a writing initiative based in several New Orleans high schools—takes on this struggle through a close examination of race and schools. The book builds on the powerful stories of marginalized youth and their teachers who contest the policies that are destructive to their communities: decentralization, charter schools, market-based educational choice, teachers union-busting, mixed-income housing, and urban redevelopment. Striking commentaries from the foremost scholars of the day explore the wider implications of these stories for pedagogy and educational policy in schools across the United States and the globe. Most importantly, this book reveals what must be done to challenge oppressive conditions and transform our schools for the benefit of all students.

American Doctoral Dissertations

The Chosen We elevates the oral histories of 105 accomplished, college-educated Black women who earned success despite experiencing reprehensible racist and sexist barriers. The central argument is that these women succeeded in and beyond college by developing a Chosen We—a community with one another. The book builds on their words and insights to offer a powerful rethinking of educational success that moves away from individualistic and competitive models and instead imagines success as a result of recognizing what people owe to one another. It also uncovers the importance of the type of institutions that students attend for higher education, comparing Black women's experiences not only by region and era but also by whether they attended a predominantly White institution (PWI) or a historically Black college or university (HBCU). The Chosen We features theoretical and methodological exemplars for how to conduct research across lines of difference. The Black women's oral histories shared here manifest the wisdom from which many groups in the United States might benefit—that liberation is only found through community.

Journey to the Ph.D.

In educational leadership, aspiring leaders from traditionally marginalized backgrounds face a difficult range of challenges that hinder their ability to thrive. This problem is not confined to a single facet but extends its reach across the educational landscape, impacting diversity, equity, and inclusivity within academic institutions. As the demand for authentic and practical guidance in navigating the leadership pipeline becomes increasingly urgent, institutions struggle to prepare aspiring leaders effectively and develop a more inclusive curriculum. These issues are deeply interconnected, forming a complex and multifaceted problem that demands an all-encompassing solution. Within the pages of Pursuing Equity and Success for Marginalized Educational Leaders, the remedy for this intricate challenge unfolds.

This groundbreaking book emerges as a product of collaboration between seasoned practitioners and esteemed researchers, presenting a comprehensive guide aimed at empowering aspiring leaders hailing from marginalized backgrounds. It is a valuable resource, offering practical guidance and research-backed strategies.

Pedagogy, Policy, and the Privatized City

The SoJo Journal: Educational Foundations and Social Justice Education is an international, peer-reviewed journal of educational foundations. San Jose State University hosts the journal. It publishes essays that examine contemporary educational and social contexts and practices from critical perspectives. The SoJo Journal: Educational Foundations and Social Justice Education is interested in research studies as well as conceptual, theoretical, philosophical, and policy-analysis essays that challenge the existing state of affairs in society, schools, and (in)formal education. The SoJo Journal: Educational Foundations and Social Justice Education is necessary because currently there is not an exclusively international foundations of education journal. For instance, three of the leading journal in education foundations journals (e.g., The Journal of Educational Studies, British Journal of Sociology of Education, The Journal of Educational Foundations) solicit manuscripts and support scholarship mainly from professors who reside in Britain and the United States. This journal is also unique because it brings together scholars and practitioners from disciplines outside of educational foundations, who are equally committed to social change and promoting equity and social justice inside and outside of K–16 schools. The SoJo Journal: Educational Foundations and Social Justice Education's audience is K–12 teachers, K–12 teacher educators, educational leaders, social activists, political economists, and higher education personnel across the globe. The journal is marketed to Educational Foundation, Teacher Education, and Educational Leadership programs, which have embraced the intellectual work of the various editorial members.

The Chosen We

This handbook provides an up-to-date, advanced analysis of all relevant issues involved in educational research. The expert contributors represent diverse fields within and outside education, as well as quantitative, qualitative, and mixed method approaches to research.

Pedagogy of the Oppressed

Younger-Generation Korean Experiences in the United States: Personal Narratives on Ethnic and Racial Identities compares the formation of ethnic and racial identities in two generational cohorts of a contemporary immigrant group. Through personal essays, the book reveals how external factors helped younger-generation Korean Americans who grew up in the 1980s and early 1990s retain more of their cultural heritage than had preceding generations.

Handbook of Curriculum Theory, Research, and Practice

EBONY is the flagship magazine of Johnson Publishing. Founded in 1945 by John H. Johnson, it still maintains the highest global circulation of any African American-focused magazine.

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The SoJo Journal

Reformed American Dreams explores the experiences of low-income single mothers who pursued higher education while on welfare after the 1996 welfare reforms. This research occurred in an area where grassroots activism by and for mothers on welfare in higher education was directly able to affect the implementation of public policy. Half of the participants in Sheila M. Katz's research were activists with the grassroots welfare rights organization, LIFETIME, trying to change welfare policy and to advocate for better access to higher education. Reformed American Dreams takes up their struggle to raise families, attend school, and become student activists, all while trying to escape poverty. Katz highlights mothers' experiences as they pursued higher education on welfare and became grassroots activists during the Great Recession.

The SAGE Handbook for Research in Education

This work uses autoethnography as an enterprise to deconstruct barriers that support the invisibility of diverse epistemologies. The reality of invisibility and silence has plagued "unvalued others" in their attempt to make known the cultural significance found in the planning and execution of research. As a result, this book purposes to support the visibility and voice of marginalized scholars who conduct autoethnographic research from a racial, gendered, and critical theoretical framework. This work further supports authentic inquiry as it examines and reexamines culturally diverse epistemologies as a viable and valuable framework for conducting autoethnographic research. Specifically, this work highlights racialized epistemologies as an inescapable factor in autoethnographic research in the context of schools.

Younger-Generation Korean Experiences in the United States

For Black women faculty members and student affairs personnel, this book delineates the needed skills and the range of possible pathways for attaining administrative positions in higher education. This book uses a survey that identifies the skills and knowledge that Black women administrators report as most critical at different stages of their careers as a foundation for the personal narratives of individual administrators' career progressions. The contributors address barriers, strategies, and considerations such as the comparative merits of starting a career at an HBCU or PWI, or at a public or private institution. Their stories shine light on how to develop the most effective leadership style, how to communicate, and the importance of leading with credibility. They dwell on the necessity of listening to one's inner voice in guiding decisions, of maintaining integrity and having a clear sense of values, and of developing a realistic sense of personal limitations and abilities. They illustrate how to combine institutional and personal priorities with service to the community; share how the authors carved out their distinct and purposeful career paths; and demonstrate the importance of the mentoring they received and provided along the way. A theoretical chapter provides a frame for reflecting on the paths traveled. These accounts and reflections provide enlightenment, inspiration, and nuggets of wisdom for all Black women who want to advance their careers in higher education.

Ebony

The purpose of this book series is to promote research on educational leadership for social justice. Specifically, we seek edited volumes, textbooks, and full-length studies focused on research that explores the ways educational leadership preparation and practice can be a means of addressing equity concerns throughout P-20 education. Within this book *Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice* the contributors provide a variety of rich perspectives to the social justice phenomenon from the lens of empirical, historical, narrative, and conceptual designs. These designs reiterate the importance of bridging theory and practice while simultaneously producing significant research and scholarship in the field. Collectively, the authors seek to give voice to empowering, social justice-focused research—an area that continues to garner much interest in the areas of educational leadership research, teaching, and learning. In conjunction with the "theme" of this issue, the chapters offer research from an American perspective and offer suggestions, and implications for the field of educational leadership on both a national and international level. The collection contributes to research, theory and practice in educational and community settings.

Ebony

Compared to the literature on the impact of post-secondary institutions on undergraduate institutions, the literature on the academic experiences of graduate students from underrepresented populations is comparatively meager. This book remedies this gap by gathering a rich collection of personal narratives and empirical research to provide a comprehensive account of the actual lived experiences of graduate students of color and their perception of the campus climate. This volume examines issues of access, retention, and transition; and explores the personal experiences of students of color in advanced-degree programs. The contributors cover issues such as financial aid; the culture, mission and racial climate at doctoral granting institutions; the transitional challenges STEM undergraduates face on entering graduate programs; mentoring; the distinct concerns and challenges that African, Asian and Latina/o students encounter in doctoral and professional programs; and the need to acknowledge and support their spirituality. Franklin Tuitt concludes the book by summarizing the issues raised, and making recommendations to faculty, administrators, and directors of graduate programs about what they can do to promote the well-being and success of graduate students of color.

Reformed American Dreams

How do faculty members include social justice issues related to race/ethnicity in their curricula? How are issues associated with race or ethnicity discussed in the classroom by students, as well as minority and nonminority faculty? This book deals with these questions.

Autoethnography as a Lighthouse

This is a book for any student affairs professional who wants to strategically shape his or her career path—and will be particularly helpful for people in early or mid-career, or contemplating a career, in student affairs. By engagingly offering us the fruits of the reflective and strategic approach she has used to shape her own career, and of the theoretical and practical approaches she has undertaken to map out the culture and dynamics of student affairs, and by gathering the voices of 25 professionals who offer the insights and advice derived from their own experiences, Sonja Ardoyn has created a guide for everyone in student affairs who wants to be intentional in setting the course for their professional and personal development. She begins by describing the changing and varied student populations who are the heart of this field, and outlines the typical organizational structures of student affairs, the range of functional areas, and how practice varies by size and type of institution. She highlights major trends, discusses the typical paths of entry to the profession, the expectations and realities of starting in a new position, the process of socialization, and the required skills and competencies. She devotes the core of the book to the five key elements for developing a career strategy: Lifelong Learning, Extending Your Experiences, Planning for Professional Development, Networking/Connecting, and Self-Reflection, and provides advice on the job search, from application through interview. In doing so she ranges over choices to be made about formal qualifications, and describes activities – from volunteering and committee work to conference presentations, writing and teaching – that we can use to strategically develop the proficiencies to attain our goals.

Pathways to Higher Education Administration for African American Women

Storied Lives: Emancipatory Educational Inquiry—Experience, Narrative, & Pedagogy in the International Landscape of Diversity contains exemplary research practices, strategies, and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction (JCI~>CI). Founding Editor Tonya Huber initiated the JCI~>CI in 1997, as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study. The journal was distinguished by its requirement that the scholarship be the result of the first author's graduate research—according to Cabell's Directory, the first journal to do so. Equally important, the third issue of each volume targeted wide representation of cultures and world regions. "Current thinking on ..." written by members of the JCI~>CI Editorial Advisory Board explores state-of-the-art topics related to curriculum inquiry. Illustrations, photography (e.g., Sebastião Salgado's Workers in vol. 2), collage, student-generated art/artifacts, and full-color art enhance cutting-edge methodologies extending educational research through Aboriginal and Native oral traditions, arts-based analysis, found poetry, data poetry, narrative, and case study foci on liberatory pedagogy and social justice action research.

Leadership for Social Justice

BLACK ENTERPRISE is the ultimate source for wealth creation for African American professionals, entrepreneurs and corporate executives. Every month, BLACK ENTERPRISE delivers timely, useful information on careers, small business and personal finance.

Standing on the Outside Looking In

Telling Stories to Change the World is a powerful collection of essays about community-based and interest-based projects where storytelling is used as a strategy for speaking out for justice. Contributors from locations across the globe—including Uganda, Darfur, China, Afghanistan, South Africa, New Orleans, and Chicago—describe grassroots projects in which communities use narrative as a way of exploring what a more just society might look like and what civic engagement means. These compelling accounts of resistance, hope, and vision showcase the power of the storytelling form to generate critique and collective action. Together, these projects demonstrate the contemporary power of stories to stimulate engagement, active citizenship, the pride of identity, and the humility of human connectedness.

Social Justice Issues and Racism in the College Classroom

This book offers a broader, more positive picture of African American fathers. Featuring case studies of African-descended fathers, this edited volume brings to life the achievements and challenges of being a black father in America. Leading scholars and practitioners provide unique insight into this understudied population. Short-sighted social policies which do not encourage father involvement are critically examined and the value of father engagement is promoted. The problems associated with the absence of a father are also explored. The second edition features an increased emphasis on: the historical issues confronting African descended fathers the impact of health issues on Black fathers and their children the need for therapeutic interventions to aid in the healing of fathers and their children the impact of an Afrikan-centered fathering approach and the need for research which considers systemic problems confronting African American fathers community focused models that provide new ideas for (re)connecting absent fathers learning tools including reflective questions and a conclusion in each chapter and more theory and research throughout the book. Part I provides a historical overview of African descended fathers including their strengths and shortcomings over the years. Next, contributors share their personal stories including one from a communal father working with underserved youth and two others that highlight the impact of absent fathers. Then, the research on father-daughter relationships is examined including the impact of father absence on daughters and on gender identity. This section concludes with a discussion of serving adolescents in the foster care system. Part II focuses on the importance of a two-parent home, communal fathering, and equalitarian households. Cultural implications and barriers to relationships are also explored. This section concludes with a discussion of the struggles Black men face with role definitions. The book concludes with a discussion of the impact of adoption and health issues on Black fathers and their children, and the need for more effective therapeutic interventions that include a perspective centered in the traditions and cultures of Afrika in learning to become a father. The final chapter offers an intervention model to aid in fatherhood. An ideal supplementary text for courses on fathers and fathering, introduction to the family, parenting, African American families/men, men and masculinity, Black studies, race and ethnic relations, and family issues taught in a variety of departments, the book also appeals to social service providers, policy makers, and clergy who work with community institutions.

The Strategic Guide to Shaping Your Student Affairs Career

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Storied Inquiries in International Landscapes

This book presents students' reflections on their intercultural student experiences, and utilizing the UNESCO Story Circle methodology, illustrates how such reflection can aid the development of intercultural competence (IC). The volume features a broad range of first-person narratives that showcase the diversity of student experience encountered whilst studying abroad in a variety of cultural and institutional settings. Engaging with issues in relation to identity negotiation, stereotypes, cultural difference, and communities of support, the text demonstrates application of the UNESCO Story Circle approach in developing IC. Further, vignettes are analyzed and guiding questions are offered

to structure readers' reflection and discussion to facilitate further honing of intercultural competencies. The volume promotes IC amongst individual educators, trainers, international students, and community members and provides guidance in addressing international students' wellbeing more broadly. This text will benefit scholars, academics, and students in the fields of higher education, multicultural education, and intercultural communication. Those involved with international and comparative education as well as student affair practice and higher education administration will also benefit from this volume.

Black Enterprise

As many organizations expand, it becomes increasingly important to implement collaboration and leadership practices that help ensure their overall success. Being able to work and lead effectively in diverse settings can greatly benefit individual employees and the organization as a whole. *Cross-Cultural Collaboration and Leadership in Modern Organizations* provides an interdisciplinary analysis of how organizations can responsibly embrace complex problem-solving and creative decision making. Providing essential practical tools and critical guidelines, this publication is a necessary reference source benefiting business professionals, managers, researchers, and students interested in leadership and collaboration strategies and their application to various disciplines such as human resources management, professional development, organizational development, and education.

Telling Stories to Change the World

How do Black women experience education in Britain? Within British educational research about Black students, gender distinctions have been largely absent, male-dominated or American-centric. Due to the lack of attention paid to Black female students, relatively little is known about how they understand and engage with the education system, or the influences which shape their long-term strategies and decision-making in order to gain educational 'success'. This book will illustrate the educational experiences and journeys of Black British women graduates and considers the influence of the intersections of race, gender, ethnicity, culture and social class on their educational journeys. April-Louise Pennant uniquely documents the entire educational journey - from primary school to university - within both predominantly white (PW) and predominantly global majority (PGM) educational institutions in order to examine the various accessibility, financial and academic hurdles which face Black girls and women. The book combines theoretical frameworks such as Critical Race Theory, Bourdieu's Theory of Practice and Black Feminist epistemology, alongside the personal accounts of the author and a range of Black British women graduates. Through analysis of the strategies, choices and decisions made by Black British women in their educational journeys, the book ultimately provides insights into how to navigate the education system effectively, and provides alternatives to normalized understandings of educational 'success'.

Black Fathers

The 11 chapters in this book provide a glimpse into the journeys that women from diverse backgrounds and ethnic differences take in their higher education undergraduate or graduate careers. The diverse women include ethnicities of Arabic, Asian, African-American, American Indian, and Latina.

Black Enterprise

The double-edged impact of policy and education in the lives of poor women.

Developing Intercultural Competence in Higher Education

Many universities in the twenty-first century claim "diversity" as a core value, but fall short in transforming institutional practices. The disparity between what universities claim as a value and what they accomplish in reality creates a labyrinth of barriers, challenges, and extra burdens that junior faculty of color must negotiate, often at great personal and professional risk. This volume addresses these obstacles, first by foregrounding essays written by junior faculty of color and second by pairing each essay with commentary by senior university administrators. These two university constituencies play crucial roles in diversifying the academy, but rarely have an opportunity to candidly engage in dialogue. This volume harnesses the untapped collective knowledge in these constituencies, revealing how diversity claims, when poorly conceived and under-actualized, impact the university as an intellectual work environment and as a social filter for innovative ideas.

Cross-Cultural Collaboration and Leadership in Modern Organizations

On Black feminism

Resources in Education

The growing presence of discrimination and isolation has caused negative changes to human interactions. With the ubiquity of these practices, there is now an increasingly urgent need to close this divide. *Discrimination and Diversity: Concepts, Methodologies, Tools, and Applications* provides a critical look at race, gender, and modern day discrimination and solutions to creating sustainable diversity across numerous contexts and fields. Including innovative studies on anti-discrimination measures, gender discrimination, and tolerance, this multi-volume book is an ideal source for professionals, practitioners, graduate students, academics, and researchers working in equality, as well as managers and those in leadership roles.

Babygirl, You've Got This!

The premier study Bible used by scholars, pastors, undergraduate and graduate students, The New Oxford Annotated Bible offers a vast range of information, including extensive notes by experts in their fields; in-text maps, charts, and diagrams; supplementary essays on translation, biblical interpretation, cultural and historical background, and other general topics. Extensively revised--half of the material is brand new, this edition features a new design to enhance readability, brand-new color maps, revised maps, charts, and diagrams to further clarify information found in the Scripture text. -- Provided by publisher

Girls and Women of Color In STEM

Reclaiming Class