



# Advancing Social Justice: Tools, Pedagogies, and Strategies to Transform Your Campus

By Tracy Davis, Laura M. Harrison

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### Praise for *Advancing Social Justice*

"An important book that challenges social justice educators to continually manifest our core values and intentions in our practice—to authentically engage others with humility and compassion knowing we have memberships in both privileged and marginalized groups and the dynamics of oppression we confront today may be ones we unconsciously participate in tomorrow."

—Kathy Obear, founding faculty, Social Justice Training Institute

"In a field where social justice and critical social theory are all too often absent from the discussion, this bold, fresh text offers critical insights and guidance to those grappling with the difficulties of truly engaging in democratic education. Ultimately it reminds us that social justice is not a convenient add-on to student learning. Rather, it is the essence of education."

—Nolan L. Cabrera, assistant professor, Center for the Study of Higher Education, Education Policy Studies & Practice, College of Education, University of Arizona

"With a bit of humility and a huge dose of reality, Davis and Harrison provide the reader with a chance to revisit, rethink, and regroup around the topic of social justice and social justice education. They make the topic more accessible for many to examine and explore without rushing to political correctness."

—Jill Ellen Carnaghi, associate vice chancellor for students, dean of campus life, Washington University in St. Louis

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### **Editorial Review**

From the Inside Flap

#### **Tools and strategies to foster transformative change for social justice**

Many believe that social justice education is simply the new politically correct term for diversity-focused intervention or multiculturalism. The true definition, however, is more complex, nuanced, and important to understand. Higher education today needs clarity on both the concept of social justice and effective tools to successfully translate theory into practice. In *Advancing Social Justice: Tools, Pedagogies, and Strategies to Transform Your Campus*, Tracy Davis and Laura M. Harrison offer educators a clear understanding of what social justice is, along with effective practices to help higher education institutions embrace a broad social justice approach in all aspects of their work with students, both inside and outside of the classroom.

Theoretical, philosophical, and practical, the book challenges readers to take a step back from where they are, do an honest and unvarnished assessment of how they currently practice social justice, rethink how they approach their work, and re-engage based on a more informed and rigorous conceptual framework.

The authors begin by clarifying the definition of social justice as an approach that examines and acknowledges the impact of institutional and historical systems of power and privilege on individual identity and relationships. Exploring identity development using the critical lenses of history and context, they concentrate on ways that oppression and privilege are manifest in the lived experiences of students. They also highlight important concepts to consider in designing and implementing effective social justice interventions and provide examples of effective social justice education. Finally, the book provides teachers and practitioners with tools and strategies to infuse a social justice approach into their work with students and within their institutions.

From the Back Cover

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#### About the Author

**Tracy Davis** is a professor in the Department of Educational and Interdisciplinary Studies at Western Illinois University, where he also coordinates the College Student Personnel Program. In 2011 he began serving as director of the newly established Center for the Study of Masculinities and Men's Development.

**Laura M. Harrison** is an assistant professor in the Counseling and Higher Education Department at Ohio University. She has served as associate dean of students, Women's Community Center director, resident fellow, and instructor in feminist studies at Stanford University.

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