

# PREFACE

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*The St. John's University Humanities Review*, founded in 2002 by Paul Devlin, is home to an extraordinary group of editors, guest editors, poets, writers, artists, contributors and volunteers. The importance of historical and political movements within the humanities continues to fill the pages of *The Humanities Review*, and we would like to thank everyone who has contributed to our publication over the last eighteen years.

In this issue, *The St. John's University Humanities Review* Volume 17, Issue 1, 2020, we seek to provide educators with invigorating, practical, and effective pedagogical methods to apply to their classrooms. This issue addresses the current state of the classroom and how instructors can use their platforms to promote and instill the drive within students to perform active anti-racism, societal reform, and to create a socially-aware population. The texts within contemplate how instructors approach topics including, but not limited to, effective student engagement, decanonization, decolonizing education, inclusive education, pop culture pedagogy, etc., and how these topics address aforementioned social issues including, but not limited to, racism, exclusivity, elections, human rights (and the violations thereof), and so on. These scholars write on the topic of student engagement and answer the following questions: how do we make students energized to engage in critical thought and conversation with their peers? How do we encourage students to see the importance in listening and acting to affect change? What pedagogical tools and practices encourage active thinking, listening, and discussion in today's classroom? We are excited to share these many talented voices with you including poetry by Tiffany L. Davis and Stephen Paul Miller, articles by Justine Nicole Wilson, Mel Michelle Lewis, Marie Gugnischev, Dasharah Green, Sarah Glessner, and Tina L. Margolis, essays by Regina A. Bernard-Carreño and Jordan Charlton, and a book review by Kainat Abidi Puetz.

We hope these texts inspire you and provide you with new methods of engaging your students!

Justin Lerner, *Editor*

Colleen McClintock, *Assistant Editor*

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