Stanford



Eghosa Obaizamomwan Hamilton

STEP Secondary English Clinical Associate, Stanford Teacher Education Program (STEP)

Curriculum Vitae available Online

Bio

BIO

Dr. Eghosa Obaizamomwan-Hamilton is a Black/Nigerian motherscholar who prioritizes scholarship in service of her community. She works in the Graduate School of Education at Stanford University, and as a veteran secondary educator with 16 years of experience, her broad research and teaching focus centers on Black Educational Studies, endarkened feminist epistemologies, Black Feminist Thought, intersectionality, Ethnic Studies, and critical pedagogy. She is the co-founder of the nonprofit organization Making Us Matter and a co-founding editor of The Black Educology Mixtape "Journal". Her scholarship investigates the complex intersections of race, identity, and gender, with work appearing in peer-reviewed journals such as Harvard Educational Review, Equity & Excellence in Education, The Urban Review, Race Ethnicity and Education, and Educational Studies. Her work continues to explore interdisciplinary themes deeply informed by and engaging with Black intellectual traditions, as seen in her book "Articulations, A Radical Methodology for Black Pedagogy: Redefining Education through Black Women's Hair Experiences".

LINKS

- Recent Publications: https://scholar.google.com/citations?hl=en&user=2cSGJIAAAAAJ

Teaching

COURSES

2026-27

- Curriculum & Instruction Elective in English: EDUC 262D (Spr)
- Secondary Teaching Seminar: Assessment for Learning and Equity: EDUC 246C (Win)

2025-26

- Curriculum & Instruction Elective in English: EDUC 262D (Spr)
- Secondary Teaching Seminar: Assessment for Learning and Equity: EDUC 246C (Win)
- Secondary Teaching Seminar: Leading, Building and Sustaining Classroom Communities: EDUC 246B (Aut)

2024-25

- Curriculum & Instruction Elective in English: EDUC 262D (Spr)
- Secondary Teaching Seminar: Leading, Building and Sustaining Classroom Communities: EDUC 246B (Aut)
- Secondary Teaching Seminar: Race, Intersectionality, and Identity in Schools: EDUC 246A (Sum)

Publications

PUBLICATIONS

- **We be audacious: blackgirlwomen educators making space where there ain't none, being subversive & staying black** *GENDER AND EDUCATION*
  Jenkins, T., Obaizamomwan-Hamilton, E.
  2026
- **Pivot Pedagogy: Stepping Through, Around, and Beyond the Permanence of Anti-Blackness from the WNBA to the Classroom** *The Urban Review*
  Obaizamomwan-Hamilton, E.
  2026
- **Articulations, A Radical Methodology for Black Pedagogy Redefining Education through Black Women's Hair Experiences**
  Obaizamomwan-Hamilton, E.
  Routledge.2026
- **We See You: A Co-Constructed Autoethnography of Black Women Educators Subverting Carcerality in Community with Black Students** *EDUCATIONAL STUDIES-AESA*
  Obaizamomwan-Hamilton, E., Jenkins, T.
  2024; 60 (4): 407-424
- **We Will Not Walk Through Rotten Orchards: Abolition and (Re)nourishing the Soil of Black Communities Through Insulated Praxis in Education** *EQUITY & EXCELLENCE IN EDUCATION*
  Obaizamomwan-Hamilton, E.
  2024; 57 (3): 257-271
- **I Am My Hair: A Black Woman Educator's Autoethnography of Oppression and Liberation Through Schooling, Bantu Knots, Box Braids, Locs, and a Press** *Harvard Educational Review*
  Obaizamomwan-Hamilton, E.
  2024; 94 (4)
- **We are transformers: on being black, women, and pedagogues** *EQUITY & EXCELLENCE IN EDUCATION*
  Obaizamomwan-Hamilton, E.
  2023; 56 (4): 622-635
- **We out here: Remixing student engagement in education via black women's hip-hop narratives featuring rapsody's album eve** *Journal of Curriculum and Pedagogy*
  Obaizamomwan-Hamilton, E.
  2026
- **Black While Mothering: Retaining Motherhood, Scholarship, and Presence** *Black Motherscholarship Within and Beyond the Academy*
  Obaizamomwan-Hamilton, E.
  Springer Nature.2025: 111-122
- **Femmenoir pedagogies: rescripting the reproduction of Black women's marginalization in education** *RACE ETHNICITY AND EDUCATION*
  Obaizamomwan-Hamilton, E., Norris, A., Elsinbawi, M., Paley, M., Cohen, A.
  2025; 28 (3): 353-375