

Editorial Essay

We are two undergraduates currently enrolled at the University of Puget Sound, taking HUM 399, Library as Collaboratory. It is a new course designed as an experiential learning opportunity for students to explore how the humanities might be explored as a career through the completion of real world projects as well as offer a glimpse of the post graduate experience. Of the projects offered, we chose to work as digital editors on this special student issue of the *Race and Pedagogy Journal*.

Our work began with a regional call for student submissions, requesting essays discussing issues of race. We then reviewed and accepted four articles which approach race from different perspectives. First, Sloan Cidney Strader's essay *Diary of a White Ally in the Pacific Northwest* shows the journey of an early twentieth century artist, Abby Williams Hill, as she becomes a white ally to members of the black community. Next, Alissa Charvonia's essay *Becoming the "Other": How Bloodchild by Octavia Butler Helps Readers Frame Human Colonization of the Environment* explores how an allegorical science fiction story of slavery in the United States can be analyzed as a critique on colonization of human bodies and the environment. In *"See, I'm Not Racist!": Averse Racism, Peer Pressure, and Blaming Adolescents* by Samantha Scott, Chloe Miller, Leah Kelly, Maya Richman, and Lauren Park, the co-authors conduct a psychological study to evaluate crimes using averse race theory. Finally, Cody Chun's essay *Aesthetics, Ethics, and Narratives of Race in the Bombings of Hiroshima and Nagasaki* explores the ways in which popular cultural depictions of Japanese people in the United States enabled massive, unsympathetic violence towards them in World War II, culminating in the bombings of Hiroshima and Nagasaki.

This collection of essays about race spans major fields of study, including literature, psychology, and history. They reflect the liberal arts' fundamental focus on broad, interdisciplinary thought, as well as a dedication to an appreciation of commonality and difference. We hope you enjoy the culmination of our work as digital editors and the writing of the students who are published here.

Issue Editors,
Haley Newman and Paige Zimmerman