

During the summer term Master of Arts in Teaching (MAT) candidates take two courses: EDUC 628: Centering Race and Unlearning Racism and EDUC 629: Engaging Teaching Dilemmas to Foster Culturally Responsive Practice.

Throughout the summer candidates engage questions such as:

- What does it mean to be a culturally responsive and antiracist practitioner?
- How do my experiences and intersectional identities impact my cultural responsiveness?
- How does individual, interpersonal, and systemic racism manifest in classrooms and schools?
- What does it mean to name and unlearn socialized assumptions, beliefs, and practices about race?
- What actions can I take to interrogate my biases and social location and to contribute collaboratively to the ongoing work of equity?

MAT candidates explore two dilemmas they experienced during student teaching. In the first exploration, candidates write a paper about a dilemma related to culturally responsive teaching. In the second exploration, candidates center race as a lens for inquiry and create an alternative project. Alternative projects have included artist books, videos, sculptures, unit plans, resources lists, etc. In addition to creating the alternative projects candidates use a writing template to share an inquiry question, to examine evidence from their teaching practice, and to use research to re-frame their thinking and actions.

This Special Issue of the Race and Pedagogy Journal features artist statements and images of projects created by MAT 2021 candidates.



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