



Interrogating Whiteness and Relinquishing Power: White Faculty's Commitment to Racial Consciousness in STEM Classrooms (Social Justice Across Contexts in Education)

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Interrogating Whiteness and Relinquishing Power: White Faculty's Commitment to Racial Consciousness in STEM Classrooms is a collection of narratives that will transform the teaching of any faculty member who teaches in the STEM system. The book links issues of inclusion to teacher excellence at all grade levels by illuminating the critical influence that racial consciousness has on the behaviors of White faculty in the classroom. It functions as an analytical tool, scaffolding exemplary examples to inspire readers to engage in the complex and difficult work of assessing their own racial consciousness and teacher effectiveness. White pre-service teachers in STEM education rarely see the importance of the link between race and the teaching and learning of mathematics, in part because the White faculty who are teaching these subjects rarely engage in the study of racial projects in STEM. From this perspective, the authors of this book contend that the classroom is a racialized environment that, if not addressed, can reproduce racial structures and hierarchies in cyclical ways.

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