

**Political Autobiography:
Reflexive Inquiry in the Preparation of Social Justice Educators**

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ABSTRACT This paper is based upon the political autobiographies written by 15 graduate students in education at the Teachers College of Columbia University who participated in a semester-long course called "Human and Social Dimensions of Peace". The researcher first analysed the students' work through the lens of critical pedagogy and praxis (process). The researcher then analysed the political autobiographies through the lens of identity (content). She concludes that the use of political autobiography supports educators' own self-knowledge and (re)construction of identity in relation to early professional life choices. The students' own conclusions show how many of them used this exercise to make sense of their belief system, to clarify their need to care for themselves while addressing problems in their communities, and to affirm their career choice as an educator dedicated to caring and justice.