Application - Insight Development Grants

Identification

Applicant

Family Name:	van Kessel	**First Name:**	Cathryn
Middle Names:	Anne		
Current Position:	Assistant professor		
Primary Affiliation:	University of Alberta		
Department/Division:	Secondary Education		

Application

Application Title   Teacher Education, Diversity, and Worldview Threat

Committee   12 - Education and social work

Joint or special initiative   Select

Is this a research-creation project?   ○ Yes ◉ No

Does your proposal involve Aboriginal Research as defined by SSHRC?   ○ Yes ◉ No

Scholar Type

Are you an Emerging Scholar or Established Scholar?   Emerging

Have you received a previous grant (with the exception of a fellowship and/or knowledge mobilization grant) as principal investigator or project director, through any of the following organizations: SSHRC, Natural Sciences and Engineering Research Council, or Canadian Institutes of Health Research?
○ Yes ● No

When did or will you obtain your highest degree? For doctoral and master's degrees, this is the thesis defense date for the first highest degree obtained.
2016-09

Confirmed Scholar Type   Emerging

Administering Organization

Organization   University of Alberta

Department/Division   Secondary Education

Invitations

Role	Last Name	First Name	Organization	Department

Activity Details

Certification Requirements

Does the proposed research involve humans as research participants?
● Yes ○ No

Does the proposed research involve animals?
○ Yes ● No

Environmental Impact

A. Will any phase of the proposed research take place on federal lands in Canada, other than lands under the administration and control of the Commissioner of Yukon, the Northwest Territories or Nunavut, as interpreted in section 2(1) of the *Canadian Environmental Assessment Act, 2012* (CEAA 2012)?

○ Yes ◉ No

B. Will any phase of the proposed research take place outdoors and outside of Canada?

○ Yes ◉ No

C. (i) Will the grant permit a designated project, as listed in the CEAA 2012 *Regulations Designating Physical Activities* (RDPA), to be carried out in whole or in part?

○ Yes ◉ No

OR   (ii) Will any phase of the proposed research depend on a designated project, as listed in the RDPA, being carried out by a third party? *Regulations Designating Physical Activities*

○ Yes ◉ No

Keywords

List up to 10 keywords that best describe the proposal.

social studies, teacher education, terror management theory, multiple perspectives, plurality, focus groups, social psychology, worldviews, diversity, emotions

Disciplines

Indicate and rank up to three disciplines relevant to your proposal, with #1 the most relevant and #3 the least relevant.

1. Education   Teacher education
2. Education Sociology of Education
3. Education Educational Psychology

Areas of Research

Indicate and rank up to three areas of research relevant to your proposal, with #1 the most relevant and #3 the least relevant. If you select "Not Subject to Research Classification" in #1, the system will automatically remove any other areas of research when you save this page.

1. Education
2. Multiculturalism and ethnic studies
3.

Temporal Periods

Indicate up to two historical periods covered by your proposal.

	From		To	
	Year	Period	Year	Period
1.	2018	AD	2020	AD
2.				

Geographical Regions

Indicate and rank up to three geographical regions relevant to your proposal, with #1 the most relevant and #3 the least relevant.

1. Western Canada
2. North America
3.

Countries

Indicate and rank up to five countries relevant to your proposal, with #1 the most relevant and #5 the least relevant.

1. Canada
2. United States
3.
4.
5.

Revisions since previous application

Summary of Proposal

A pre-service teacher in Alberta is standing nervously in front of a class with a lesson plan about Indigenous perspectives. *How will the students react? Will they engage respectfully? What will I do if they do not?*

Social studies classrooms in Alberta are diverse. We have students from a wide variety of backgrounds, and we study divergent peoples, places, and time periods. Teachers say that navigating this territory can be intimidating, especially when they want students to engage respectfully with non-dominant worldviews.

There is an increased need to explore ways teachers can remove barriers to intercultural understanding.

Research in social psychology has illuminated unconscious defensive processes that prevent us from tolerating opposing worldviews. Terror management theory (TMT) recognizes that human motivation is multifaceted and layered, and yet our terror of death is the worm at the core. All animals seek to avoid death, but we know that humans can experience existential terror even in the absence of an immediate threat. Thus, we create defensive shields against this terror, including our cultural worldview, which tells us how we belong to a group that will endure after us. The problem with rigidly adhering to a cultural worldview to curb our existential terror is that all worldviews are somewhat arbitrary, and thus require continual validation from others in order remain believable. Therefore, exposure to cultures of people with alternate worldviews, especially those that are radically different from one's own, potentially undermines one's faith in their worldview and the psychological protection it provides, thus triggering defensive compensatory actions like derogation as well as attempts to assimilate or even annihilate. TMT has been supported by hundreds of experiments in multiple countries. Yet, until this project it has not been employed in an educational context.

This qualitative research project involves pre-service social studies teachers learning and implementing terror management theory (TMT). Through focus groups before and after their practicum placements, as well as reflective journals during their classroom experience and individual interviews in a subsequent year, I will explore how TMT can be a theoretical basis to foster respectful engagements with opposing worldviews.

This project will involve pre-service teachers learning about worldview threat, as well as developing educational strategies to apply TMT to their everyday lives in classrooms. The research is thus immediately impactful on the teacher community, but further knowledge mobilization will occur at teachers' conventions, in practitioner-oriented journals, and through the development of a website with open-access resources (e.g., videos, lessons plans) for teachers. The research will also be disseminated at academic conferences and in peer-reviewed journals to further scholarly conversations about intercultural dialogue and antiracist efforts.

Although all the hopes for humanity cannot rest on the shoulders of teachers, they have a massive impact of the lives of students and their families. TMT provides an opportunity to engage with our mortality in a way that can help us tolerate uncertainty regarding our own worldview, and thus help us relate in more amicable ways with those who hold different views. It is vital that those involved in the educational endeavour—teachers, researchers, policy-makers, and curriculum writers—disrupt the norms of inequalities that plague not only our classrooms, but also broader society. Such a task requires a complex set of tools and dispositions, and terror management theory is an important part of the puzzle to better human relations.

Roles and Responsibilities

As a former secondary social studies teacher, I bring 10 years of classroom experience and thus practical wisdom regarding the existing Alberta curriculum. First as a graduate student and now as a new professor, I have been teaching curriculum and instruction classes for undergraduate students with an overt anti-oppression focus on plurality. Drawing from social psychology and other fields, I have taught 13 classes of pre-service teachers since 2013 to attend to subtle forms of racism, particularly issues of white privilege and other sources of unintentional racism. Such work builds from my SSHRC-funded doctoral study, "Youth Conceptualizations of Evil: Implications for Social Studies Education." Part of this doctoral research illuminated how youths perceive the evils of large-scale violence (e.g., genocide) and systemic racism in terms of awareness and intention, and thus how teachers might alter curriculum and pedagogy to subvert harm at the individual and societal level. My work on identifying and troubling assumptions present in education, and society more generally, has been published in peer reviewed journals such as Educational Studies, the McGill Journal of Education, and Theory & Research in Social Education, as well as non-peer reviewed, teacher-focused publications like the Alberta Teachers' Association Magazine. Currently, I am not involved in other major research projects, and thus my research time will be devoted to this project.

Upon securing IDG research funds, I will be responsible for:
- hiring, training, and working closely with a Graduate Research Assistant from the Department of Secondary Education,
- initiating the REB Ethics review application,
- taking the lead on organizing and scheduling research planning meetings,
- administering the project (including handling expenditures per the project's budget), and
- taking the lead in conceptualizing conference presentations and publications for peer review, as well as knowledge mobilization such as teachers' conventions and the website, as well as future steps for the research (e.g., Insight Grant application).

Approximately 40% of my position is committed to research activity. Because this is my primary research project, approximately 90% of my research time will be devoted to it (including associated knowledge mobilization).

Roles and Training of Students

To help with the proposed research, I will hire and train a Graduate Research Assistant (GRA) from the department of Secondary Education. For each of the two years of this project, the Department of Secondary Education has agreed to match SSHRC funding for GRAs in the Fall and Winter terms.

My approach to mentoring is to follow in the footsteps of my former supervisor by treating them like a junior colleague. Some of my role will be to instruct them (e.g., on some content and techniques), but as much as possible I want to foster a collaborative working environment where their developing talent is engaged as fully as possible.

Serving as a GRA on this project will complement the academic and professional training provided by the University of Alberta and my department, Secondary Education. At both the university and departmental level, we strive to provide for graduate students with comprehensive professional development (e.g., seminars on professional development, career counselling, mentoring program). Throughout the project, I will train the GRA to participate in major aspects of the research project—research ethics applications, conducting studies, data collection, analysis, and dissemination.

The GRA will complete the Graduate Ethics Training (GET) program at the University of Alberta and the Tri-Council Policy Statement (TCPS 2, 2014) Course on Research Ethics (CORE), if these have not been completed already.

In the initial stage, I will train the GRA in terror management theory and regarding experimental design (in this case, focus group and interview procedures, as well as data collection and analysis). We will have weekly meetings, some of which will be to discuss assigned readings (e.g., an article on coding), while others will be to plan our research project specifically.

The GRA will assist with participant recruiting, the logistics of the focus groups and interviews (e.g., scheduling, room booking, recording), and will take on-the-fly field notes. After each session, we will compare field notes, and code the data separately—comparing as needed. When focus groups are not in session, the GRA will work on transcribing and analyzing the data, and exploring related educational and psychological literature as required. At this stage, we will meet every two weeks, or more as needed.

The GRA will help disseminate the results of this project, and I will mentor the GRA regarding the process of preparing and delivering academic presentations and teachers' convention sessions, as well as preparing and submitting research manuscripts. The GRA will also help develop resources for teachers. At this point we will meet as needed. The GRA will contribute as a second author on publications, presentation proposals, and resources, and together (with the assistance of the services of Technologies in Education) we will create a website with resources and a discussion forum for teachers, which we will advertise at teachers' conventions.

The budget includes the GRA's participation at two major conferences in education in the second year to report on preliminary data, and they may be able to attend a recommended additional conference of their

choosing with financial assistance in the form of travel grants from the Graduate Students' Association and the Faculty of Graduate Studies and Research.

Knowledge Mobilization Plan

This project will advance discipline knowledge in education, and thus the GRA and I will submit articles to top peer-reviewed journals in the field (e.g., Theory and Research in Social Education, the Journal of Teacher Education, Curriculum Inquiry). We will also utilize open-access options for disseminating our research (e.g., University of Alberta's Education & Research Archive).

We will disseminate our findings at key educational conferences in the second year of the project; e.g., the Social Studies Special Interest Group at the American Educational Research Association (AERA), April 2020. The major Canadian conference for education is the annual meeting of the Canadian Society for the Study of Education (CSSE), and we will submit a presentation to the Canadian Association for Curriculum Studies (CACS) within CSSE for May 2020. We will also submit a proposal regarding preliminary results to the top conference for social studies education research, the College and University Faculty Assembly (CUFA) at the National Council for the Social Studies (NCSS), for November 2019. The grant as proposed includes travel for van Kessel and the GRA to AERA and CUFA. CSSE will be paid out of van Kessel's professional expense account and the student will be encouraged to apply for graduate travel grants to cover their costs for CSSE.

This project also calls for knowledge translation. The research itself is a form of knowledge mobilization because it involves pre-service teachers reflecting on curriculum and pedagogy. We will also disseminate this research to current teachers. This endeavour will take the form of presentations at Alberta teachers' conventions (e.g., Edmonton, Calgary, and North-Central), articles for teachers (e.g., in the Alberta Teachers' Association Magazine), as well as an open-access website with files and videos available for download, links to other websites, and a discussion forum for teachers to share strategies and resources.

Expected Outcomes

Scholarly Benefits

Indicate up to three scholarly benefits of the proposed project. (required)	1. Student training/skill development 2. Enhanced theory 3. Enhanced curriculum

Summary of Expected Scholarly Outcomes

Student training/skill development: Through the mobilization of terror management theory (TMT) with pre-service teachers, this project will enhance the pedagogical skills of Bachelor of Education students regarding how they can foster pluralism in their classrooms. This skill increase, in turn, will help their secondary students increase their intercultural skills.

Enhanced theory: This project is unique within education research, particularly regarding individual responses to opposing worldviews. This enhances critical race theory, psychoanalytic approaches to education, and pedagogical theories of emotions and care in education.

Enhanced curriculum: The curriculum for undergraduate courses in social studies curriculum and instruction classes will be enhanced through the engagement with TMT, and both directly and indirectly this will affect curriculum in secondary social studies classrooms.

Societal Benefits

Indicate up to three societal benefits of the proposed project.

1. Critical knowledge
2. Enhanced professional practice
3. Cultural outcomes

Summary of Expected Societal Outcomes

Critical knowledge: This project will contribute to an understanding of how worldview threat plays out in our daily lives. Thus, this research can help members of Canadian society critically engage with the racism of Canada's past and present and work toward a more harmonious human existence.

Enhanced professional practice: This project will allow educators to refine their pedagogical engagements with a curriculum of multiple perspectives, in particular the history of Indigenous peoples, as well as meaningfully engagement with the diversity embodied in Alberta's classrooms, thus fostering more respectful relations between and among groups.

Cultural outcomes: Although a lofty goal of which this project can only be a small part, we are working towards a shift in the Western worldview as it manifests in Canada that engages more respectfully with those deemed different from us, specifically Indigenous peoples of Canada

Audiences

Indicate up to five potential target audiences for the proposed project.

1. Academic sector/peers
2. Postsecondary students
3. General public
4. Practitioner/professional/industrial associations
5.

Summary of Benefits to Potential Target Audiences

Academic: This project complements and expands research in education regarding respectful engagements with multiple perspectives as well as emotional aspects of curriculum and pedagogy.

Postsecondary students: Students in the Bachelor of Education program will benefit from enhanced training regarding respectful engagements with curriculum to foster classrooms of care.

General public: Students and their families will benefit when schools implement our recommendations, encouraging people to respect and nurture differences between societies and treat all people with dignity.

Professionals: By sharing results with the Alberta Teachers' Association and Alberta Education (with over 40,000 members), this project will provide valuable information to those who set policy, curriculum, and professional development. We will communicate results in teacher-centred publications, a website, and professional development at teachers' conventions, and develop pre-service training methods.

Funds Requested from SSHRC

Year 1

Personnel costs

Student salaries and benefits/Stipends	Number	Amount	Justification
Undergraduate			
Masters			
Doctoral	1	$18,000.00	1 doctoral GRA, 12 hours/week is approximately $9,000 per semester at the collectively bargained rate (including benefits). The Department of Secondary Education will cover 50% of the Fall and Winter terms, so the cost breakdown for SSHRC funds is $4,500 Fall, $4,500 Winter, and $9,000 Spring/Summer. http://www.hrs.ualberta.ca/PayandTaxInfo/~/media/hrs/PayandTaxInformation/SalaryScales/Graduate/GSA_2017-18.pdf
Subtotal		$18,000.00	

Non student salaries	Number	Amount	Justification
Postdoctoral			
Professional/Technical Services			
Other			
Subtotal		$0.00	

Travel and Subsistence Costs for Research	Number	Amount	Justification
Applicant/Team Member(s)			
Student(s)			
Subtotal		$0.00	

Travel and Subsistence Costs for Dissemination	Number	Amount	Justification
Applicant/Team Member(s)			
Student(s)			
Subtotal		$0.00	

Other Expenses	Amount	Justification
Supplies	$100.00	Photocopying consent forms, printing costs for handouts, posters, and invitation letters.

Non-disposable equipment			
Focus group refreshments		$200.00	Coffee, tea, snacks @ $50/session (4 sessions)
Gift card incentives for participants		$320.00	$10 gift card/session (assuming 16 participants and 2 sessions). The gift card will be to a local coffee shop popular with pre-service teachers near the University of Alberta's Education building (Good Earth).
Reflective journals		$50.00	$3 per book from Staples (assuming 16 participants).
Subtotal		**$670.00**	
Grand total year 1		**$18,670.00**	

Year 2

Personnel costs

Student salaries and benefits/Stipends	Number	Amount	Justification
Undergraduate			
Masters			
Doctoral	1	$18,000.00	1 doctoral GRA, 12 hours/week is approximately $9,000 per semester at the collectively bargained rate (including benefits). The Department of Secondary Education will cover 50% of the Fall and Winter terms, so the cost breakdown is $4,500 Fall, $4,500 Winter, and $9,000 Spring/Summer. http://www.hrs.ualberta.ca/PayandTaxInfo /~/media/hrs/PayandTaxInformation/SalaryScales /Graduate/GSA_2017-18.pdf
Subtotal		**$18,000.00**	

Non student salaries	Number	Amount	Justification
Postdoctoral			
Professional/Technical Services	1	$9,217.00	Website hosting (3 year term, $300), website support (configuration, architecture, adding content, $1000*), video work (recording, editing, GoAnimate for 3 videos, $4000), graphic design (logo, web template, $1500), Programming ($1150), service fee ($1267) *in addition to this $1000, the Faculty of Education supplies 5 hours of support, worth $500 (this is listed separately as in-kind support)
Other			
Subtotal		**$9,217.00**	

Travel and Subsistence Costs for Research	Number	Amount	Justification
Applicant/Team Member(s)			
Student(s)			
Subtotal		$0.00	

Travel and Subsistence Costs for Dissemination	Number	Amount	Justification
Applicant/Team Member(s)	1	$6,024.00	Travel to 2 conferences: 1) CUFA/NCSS in Austin, TX in Nov. 2019. Flight ($500), hotel ($360/night, 3 nights = $1,080), university per diem rate ($60 USD x 3 = $180 USD = $226), ground transportation ($50), registration ($420) = $2,276 2) AERA in San Francisco in Apr. 2020. Flight ($400), hotel ($430/night, 6 nights = $2,580), university per diem rate ($60 USD x 6 = $360 USD = $452), ground transportation ($50), registration ($266) = $3,748
Student(s)	1	$5,753.00	Travel to 2 conferences as 2nd author on presentations: 1) CUFA/NCSS in Austin, TX in Nov. 2019. Flight ($500), hotel ($360/night, 3 nights = $1,080), university per diem rate ($60 USD x 3 = $180 USD = $226), ground transportation ($50), registration ($149) = $2,005 2) AERA in San Francisco in Apr. 2020. Flight ($400), hotel ($430/night, 6 nights = $2,580), university per diem rate ($60 USD x 6 = $360 USD = $452), ground transportation ($50), registration ($188) = $3,748
Subtotal		$11,777.00	

Other Expenses		Amount	Justification
Supplies		$100.00	Photocopying consent forms, printing costs for handouts, posters, and invitation letters.
Non-disposable equipment			
Second gift card incentives for participants		$100.00	$10 gift card/interview (assuming 10 participants). The gift card will be from Starbucks because there are countless locations throughout the city.
Open access publishing fee		$3,800.00	For the publication of one paper for dissemination as Green Open Access in a peer-reviewed journal; e.g., Taylor & Francis Online currently charges $2950 USD: http://authorservices.taylorandfrancis.com/publishing-open-access-with-taylor-francis/

Subtotal	$4,000.00
Grand total year 2	**$42,994.00**
Grand total	**$61,664.00**

Funds from Other Sources

You must include all contributors (e.g., individuals, not-for-profit organizations, philanthropic foundations, private sector organizations) that are providing contributions for the project. Indicate whether or not these contributions have been confirmed.

If a funding source is not listed, you must:

    (a) type the source name in Funding Source
    (b) identify the contribution type
    (c) enter an amount.

If you have received, from a single funding source, more than one contribution of the same type (e.g., cash) and confirmation status, you must combine these into one entry (e.g., two $20,000 confirmed cash contributions from a university become one $40,000 confirmed cash contribution).

For examples of Canadian and international sources of eligible cash and/or in-kind support, see SSHRC's Guidelines for Cash and In-Kind Contributions.

Note: All contributions must be indicated in Canadian currency.

Funding Source	Contribution Type	Confirmed	Year 1	Year 2	Total
Faculty of Education	In-kind	Yes	$0.00	$500.00	$500.00
Details	5 hours of support from Technologies in Education: Support and Solutions (Faculty of Education) for website design and development (customizing a Drupal content management system)				
Department of Secondary Education	Cash	Yes	$9,000.00	$9,000.00	$18,000.00
Details	The Department of Secondary Education will match SSHRC funding for a GRA in the Fall and Winter terms.				
					$0.00
Details					
Grand total					$18,500.00

Reviewer Exclusion

Excluded Reviewers

Exclusion Type	Family Name / Collaboration	First Name	Initials	Organization	Department	Email
No records to display.						

OBJECTIVES

How might we help secondary pre-service teachers work toward a sense of common humanity in Alberta's diverse classrooms? This research project involves pre-service and early career teachers learning and implementing terror management theory (TMT; Solomon, Greenberg, & Pyszczynski, 2015). TMT emerged from social psychology and has been supported by the evidence from hundreds of experiments in multiple countries (Pyszczynski et al., 2006). Yet, until this project, TMT has not been the basis for a qualitative study in a specifically educational context (van Kessel, den Heyer, & Schimel, 2017).

Based on the work of Ernest Becker (1971, 1973, 1975), TMT posits that human motivation is multifaceted and layered, and yet death is the worm at the core. Humans, like all animals, seek to avoid death, but humans are gifted/cursed with the knowledge of our doom even in the absence of an immediate threat. Thus, *we need to manage our existential terror* through coping mechanisms, in this case, cultural worldviews—human-created, shared, symbolic conceptions of reality that infuse human existence with a sense of meaning and enduring significance. Aspects of worldviews can be, among other things, religious or secular (e.g., creationism or evolution), shared by a larger group (e.g., "Western society") or limited to a niche culture (e.g., "goths"). By living up to the standards and values that define what it means to be a valued member of the group, people earn a sense of self-esteem (i.e., that one is a valued and protected member of the cultural meaning system). Ultimately, maintaining faith in a cultural worldview and self-esteem serve to alleviate the fear of inevitable death by providing people with symbolic immortality. The problem with rigidly adhering to a cultural worldview as an antidote for existential terror is that all worldviews are to some extent arbitrary assemblages about the nature of reality, and thus require continual validation from others in order remain believable. Therefore, exposure to cultures of people with alternate worldviews potentially undermines one's faith in their worldview and the psychological protection it provides (Greenberg et al, 1992; Hayes, Schimel, & Williams, 2008; Schimel et al., 2007). Thus, contact with anyone with a divergent worldview may undermine your own, which partially explains why people with different worldviews throughout history have had such a difficult time getting along.

Teachers can struggle with teaching for plurality in both culturally diverse and homogeneous contexts (Bolgatz, 2005; Marx & Pennington, 2003; Tatum, 1997; Thomas, 2015). Recently, there has been a sharp increase in harassment and violence against non-dominant groups in Canada (Ciolfe, 2017; Harris, 2017; Statistics Canada, 2017). *Teachers report that the discomfort in classrooms regarding divergent worldviews has been exacerbated by recent socio-political events, and yet many valiantly seek to create dialogue across cultural differences* (Kuang, 2016; Richmond, 2017). This situation poses a challenge to education in general, but is exacerbated in secondary social studies classrooms. By studying human groups in a variety of contexts, the curriculum calls for a respectful engagement with divergent worldviews (Alberta Education, 2005). *This research project will develop specific strategies for learning and applying TMT* as *a practical tool for facilitating difficult conversations*, and thus adds to educational research about the psychodynamic difficulties of learning about different perspectives and experiences.

CONTEXT

Brown et al. (2017) called for researchers in education to "intentionally work to expand research to include classroom discussions of race that address all racial groups" (p. 472), and TMT answers this call by providing a *universal (without being universalizing) sense of care* among humans to encourage members of different groups (both dominant and non-dominant) to see beyond their cultural differences to a sense of shared human precariousness. Current and historical educational researchers in the areas of critical theories, psychoanalysis, as well as emotions and care have explored related issues and commitments in ways that have been helpful when engaging students with perspectives different from their own. *TMT is unique from these approaches in its analysis of the human need for social validation of the accepted worldview (and consequently the lack of tolerance for divergent worldviews) that shape*

human cognition and behavior. TMT gives us *new insights* into what we already know that students, their parents, school boards, and even politicians can become angry when teachers challenge their worldview in classrooms; for example, Arizona legislators passing HB 2281, which banned Critical Race Theory from classrooms (Seitz-Wald, 2012).

Critical research in education has provided depth and breadth into how ethnoracism can manifest itself in students' lives. This includes the obstacles teachers face regarding engagements with perspectives different from normative whiteness, how non-dominant communities are pathologized (Gutiérrez et al., 2017), and how white students react to information about their dominance, such as anger (DiAngelo & Sensoy, 2014), denial (Trainor, 2005), and avoidance (Gay & Kirkland, 2003). *TMT does not contradict such research; rather, TMT helps explain these findings regarding white reactions and adds an explanation for similar reactions in any ethnoracial context.* Although, the damage is exacerbated when dominant groups (versus non-dominant groups) partake in derogation as well as attempts at assimilation or even annihilation, TMT explains such processes as part of a human problem. Potentially, this framing provides a less personally threatening approach to the teaching of issues like white privilege because it *attends to intergroup relations more broadly*, and thus adds to the research on hopeful possibilities within dominant groups for social change (e.g., Crowley, 2016; Dei, 2015; Martin, 2014; Segall & Garrett, 2013; Sonu et al., 2012). Furthermore, studies have shown that teachers being non-judgemental is key to successfully dialoguing across ethnoracial differences (Bolgatz, 2005). Along similar lines, *TMT posits hopeful possibilities for how we might live together given the psychological roots of worldview threat among all humans, rather than examining only individuals.*

Psychoanalytic approaches address, in part, inter-group conflict, namely Britzman's (1998, 2013) concept of "difficult knowledge" and the related emotional challenges apparent while attending to rapprochement speak to the complexities of harmful sides of social life—a "cascade of responses" (Garrett, 2017, p. 19). Although present in any discipline, social studies education evokes much difficult knowledge because of curricular foci like war and upheaval. As such, Garrett (2017) has explored the passionate responses (and avoidance of those responses) that students can experience while studying the social world. There is often a troubling initial reaction to difficult knowledge: "[T]he force of an event is felt before it is understood" (Pitt & Britzman, 2003, p. 758). This idea illustrates a tie to TMT, namely that what we say and do comes after we have been affected and thus we are not as rational as we may wish to believe. Psychoanalytic approaches to education have provided (and continue to provide) a meaningful framework to explore traumatic topics in social studies and beyond. *TMT is a generative addition to difficult knowledge by explaining a specific type of such difficult knowings—our existential situation.* Indeed, Garret (2017) calls for "… a recognition of the universal truth that is our vulnerability to injury and, ultimately, death, is not necessarily hopelessness… hope is located in the particularities of the ways people navigate, and struggle within their lives with a recognition rather than disavowal of that radical condition of precariousness" (p. 23), and TMT can function in this way in our classrooms.

Emotions and Care in Educational Research asks teachers to create classrooms that can nurture differences, which requires the building of trust between teachers and students, as well as among students. Many aspects of a caring classroom climate would not be unique to a TMT approach (e.g., Jaffee, 2016; Parker, 2016; Solís, Kattan, & Baquedano-López, 2009); however, *theoretical and empirical engagements with emotions in the context of education is lacking*, especially in social studies (Sheppard, Katz, & Grosland, 2015). Similarly, individual teachers might attend to difficult emotional spaces very well in their classrooms, but such a worthy endeavor needs to be explicit in teacher education and teacher professional development. Some education scholars have attended to the emotional component of teaching; for example, Boler (2004) engaged with the emotional habits that are necessary to recognizing one's privilege, and Zembylas (2007) examined the emotional effects of trauma narratives in terms of empathy and reconciliation. *TMT provides a different way to frame an emotional aspect of the classroom toward the goal of reconciliation—defensive compensatory reactions arising from existential threat.*

The sharing of experience can be a meaningful form of empowerment if implemented with great care when talking about difficult histories (Sheppard, 2010); however, experience can work against social justice aims when taken as unmediated and authoritative, such as privileged students overwriting the experiences of the marginalized (Applebaum, 2008) or antiracist education becoming focused solely on the transformation of white students, and thus students of color are, again, neglected (Blackwell, 2010). Thus, scholars like Applebaum (2008) call for educators to teach their students that experience itself is an interpretation. *Such discussions of experience and dominant narratives would benefit from the explanation from TMT of the source of some of the uncomfortable emotions that arise as those conversations occur.* The hope is that *if we metacognitively anticipate our threat-and-defense cycle, we can rise above it to an extent*—it is likely not possible to overcome our innate existential fear, but we can manage it if we "monitor and alter" unhelpful reactions, and thus be "more self-determined in the choices [we] make and the actions [we] take" (Solomon, Greenberg, & Pyszczynski, 2015, p. 225).

There are many challenging components regarding student emotions arising from discomfort; namely: grappling with student reactions; talking about emotions openly; negotiating the political dimensions of teaching in multicultural/diverse classrooms; and being emotionally available to students as they undertake the process of dealing with discomfort (Cutri & Whiting, 2015). Zembylas (2016) has examined the "therapisation" of social justice education, in other words, the danger of pathologizing systemic injustices like racism as individual deficiencies (van Kessel & Crowley, 2017). Like Zembylas (2016), *this project helps us exist in the tension between blaming supposedly deficient individuals and diffusing responsibility to the point where no one takes responsibility* (e.g., simply blaming an amorphous entity like society), thus avoiding "new racism" (i.e., evaded, falsely antiracist, everyday racism; Kohli, Pizarro, & Nevárez, 2017). By attending to the worldview threat that an individual might face (e.g., arising from antiracist education), there is an opportunity to assign responsibility to an individual without a deficit model that neglects the institutional aspect. Thus, *a TMT approach adds to such work on the underlying and often hidden emotional components of teaching difficult knowledge* (i.e., TMT adds death anxiety as difficult knowledge), an aspect of the "emotional ecology" of which Zembylas (2007) has described.

METHODOLOGY

Through interviews, focus groups, and reflective journals, I will explore TMT as a curricular and pedagogical lens for the development of educational strategies that can facilitate respectful engagements between those with opposing worldviews. This study uses an "a priori theoretical syntax" as opposed to a "top down logic-of-inquiry" (Brown et al., 2017, p. 459). In other words, the theoretical footing of TMT will be addressed in relation to participant responses, thus providing insights into the potential role of TMT in the classroom. Such a theoretical syntax improves on a purely top down approach that lacks the mechanisms to describe responses that fall outside of the initial framework.

Like many qualitative projects, this project seeks to explore a new topic in the hopes of provoking participants "into thinking about or seeing something differently," and thus can "serve as an intervention, stimulate self-reflection, [and] generate social awareness" (Leavy, 2017, p. 6). Milner (2006) states that: "research ought to do more than merely tell us something or give us some information; it should be used to empower researchers and research participants to actually do something to improve circumstances and situation" (pp. 367-368). *This project is designed not only to fill a gap in educational research, but also to provide teachers with a method to work toward meaningful social change.* As such, this project follows Shahjahan's (2005) identification of a goal of research as being "to heal… and to work towards equity and social justice for human beings and all creation" (p. 690).

Pilot Study (currently underway). I am interviewing six participants individually. They are former students who learned TMT in my curriculum and instruction classes for secondary social studies, and who have recently undertaken their final teaching practicum. Using a deductive approach with consistent initial questions and variable follow-up questions (Brenner, 2006), I am posing questions such

as: In what contexts did you consider using TMT with your students? Did you finally choose to use TMT, why or why not? If yes, what do you think was the relative success of this attempt? If not, what supports (if any) might you need to engage with TMT in your classroom? To what extent were you able to identify students in a state of worldview threat?

Thus far, some participants have indicated a need for further resources, including teacher-centred and/or academic articles as well as concrete examples in a curricular context. One participant thus far has actively engaged with TMT—a student who has taken three classes with me previously (and thus has more "training"). The data from this study (to be completed by March 2018) will shape the content and emphasis of my proposed IDG study beginning May 2018.

Year 1 (June 2018 to May 2019). After training my graduate research assistant (GRA) and obtaining ethics approval, we will meet twice with two sets of six university students who are preparing to be secondary social studies teachers—once for a *group training session* and once for a *focus group session*. Each term, participants will be drawn from students in the Introductory Professional Term (IPT) course in the Department of Secondary Education at the University of Alberta. We will repeat the study in the second term to ensure sufficient participants for Year 2. Each group will meet twice over the semester, and write in a reflective journal during their practicum. I chose smaller groups because the subject matter is of a sensitive nature (Barbour 2007; Berg 2004; Stewart & Shamdasani, 1990). My GRA and I will serve as moderators to keep discussion flowing with all participants contributing (Puchta & Potter, 2004), and will take on-the-fly interview notes as well as reflexivity notes (Leavy, 2017).

The group training session will be held during the latter part of their 8 weeks of coursework before their teaching practicum. During this 3-hour session I will teach participants about TMT and facilitate discussions regarding: the nature of worldview threat, the forms that defensive compensatory reactions can take in the classroom (e.g., derogation), and the mitigation by teachers of those reactions.

During their practicum placement in a school, participants are asked to *journal their experiences related to the use of TMT*. I will ask them to write a short entry once a week. Pre-service teachers often feel overwhelmed during their practicum (Badali, 2008), and so some may not complete the journal. This is one reason why this project will repeat the same study over 2 semesters. A series of guiding questions will be given to participants to foster a collaborative inquiry instead of participants feeling distanced from the research (Reason & Heron, 2001). I have planned similar guiding questions as from the pilot study, but these may be altered once I have learned more from my analysis of the pilot study.

The focus group session will be three hours of semi-structured time, and will be held at the end of the semester after students' practicum placements. This session will involve participants discussing how and why (or not) they were able to engage with TMT in their classrooms, and the perceived effects. I will use focus groups because they are helpful for ascertaining participant perceptions of issues and methods (Ellefsen, 2016), particularly the extent to which participants find concepts difficult or easy to understand and implement (Löfström, 2014). My GRA and I will support participants in their recollections and reflections (Polkinghorne, 2005).

Year 2 (June 2019-May 2020). I will meet once with at least 6 of the 12 participants from the pilot study and Year 1's focus groups for semi-structured individual interviews. I will recruit from those who are currently teaching or substitute teaching in the greater Edmonton area to see whether their engagement with TMT has changed at all, given the passage of time and a slightly different context. Questions and prompts will be formulated between Years 1 and 2 of the study. From Jan. to Aug. 2020, my GRA and I will analyze the data, develop a website with resources for teachers (e.g., videos, summaries, lesson plans) and a discussion forum, and disseminate our findings in academic and professional contexts.

Analysis of Transcripts from the Pilot, Year 1, and Year 2 Studies. My GRA and I will separately code the participant responses by initially dividing sections of the transcripts into stanzas to chunk the data into manageable sections (Saldaña, 2014). Coding will include participant-generated words and phrases, as well as researcher-generated ones that indicate attitudes, experiences, and

emotions. Thus, coding will be done by human eyes and hands. In the analysis, we will refrain from reducing participant responses into simplistic meaning categories; rather, we will attend to the plurality of their responses (Jackson & Mazzei, 2012; Koro-Ljungberg, 2016). Through reading and re-reading the transcripts and journals, significant details will become more nuanced, and new insights will likely emerge (Saldaña, 2014). In general, I expect some participants to embrace the use of the TMT, some to resist, and some in between. Within those groups, there will likely be a host of concerns and hopes.

RESEARCH SIGNIFICANCE, TRAJECTORY, AND FEASIBILITY

There is converging evidence in social psychology that anxiety-induced intolerance can be countered by fostering and rewarding tolerance as an aspect of a cultural worldview and by making tolerance both a value and a highly accessible option (Greenberg, et al., 1992, p. 218). Furthermore, there is an opportunity to move *beyond mere tolerance* into the realm of *acceptance and even nurturance* of difference if we employ TMT as nourishing a sort of culturally sustaining pedagogy (Paris, 2012). *With a TMT approach, we can mitigate defensive reactions to alternative worldviews, and instead create real dialogue across difference in our classrooms.* Information alone is not nearly enough to change human opinion or behaviour (Crocco et al., 2017), and so merely learning about TMT is insufficient. TMT is, however, a starting point for the focus on unpleasant feelings beyond the rational intellect.

TMT helps us move discussions of group dynamics such as power and privilege to a more general human level. TMT explains prejudice in multiple contexts, not just the context of white privilege, but without being colorblind to ethnoracism (Bonilla-Silva, 2006). The need to attend to emotions in education is vital, regardless of whether students are perceived to be oppressed, neglected, or privileged members of society. Research on classroom conversations about race reveals that there is often "focus on the emotional burden of reconciling Whiteness for participants, [and] in some cases the emotional burden overwhelms discussions of antiracism, race, and racism" (Brown et al., 2017, p. 471). *This research project seeks to attend to emotional components to build resilience for inter-group relations without losing a focus on antiracism.*

The world is increasingly interconnected, and in Canada one major challenge is that descendants of settlers and newcomers need to work toward reconciliation with Indigenous peoples; thus, contact between conflicting worldviews is inevitable. Justice Murray Sinclair has called for a certain gentleness even with non-Indigenous people through ways of reconciliation that do not "make them feel ashamed or guilty or that they were to blame… they needed to see that they were victims, too, of this history" (Sinclair, quoted in Kennedy, 2015, para. 10-11). TMT provides one gentle way of facilitating dialogue between the divergent cultures of Indigenous and non-Indigenous peoples, but, importantly, between any human group and the nuances within any group.

The results of this project will impact the *academic* community through peer-reviewed articles and conference presentations; the *professional* community through the focus groups of pre-service teachers, teachers' convention presentations, as well as articles in practitioner journals and magazines; and the *general population* through the benefits of cross-cultural dialogue in K-12 schools for students and their families. The trajectory of my research plan will further this impact, as I conduct additional studies, including projects in partnership with teachers in Edmonton in the context of both elementary and secondary schools, as well as further work with pre-service teachers at my university and elsewhere. The project will be accomplished easily *on time* because the studies are timed with the pre-service teacher training schedule, and *on budget* because the major costs (e.g., personnel) are fixed. The personnel cost for the GRA is set by the collective agreement with the graduate student union, and I will use research dollars for conference travel responsibly by booking in advance to maximize savings, and staying at hotels with special conference rates. I am well-suited for this project because I have taught TMT with much success to secondary school students from 2013-2015, and to pre-service teachers since 2013.

Teacher Education, Diversity, and Worldview Threat—Timeline

	Task	Team Member(s)	Year 1 (June 2018-May 2019)												Year 2 (June 2019-May 2020)											
			Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Organization	GRA Training	PI & GRA	X	X																						
	Ethics Board Approval	PI		X																						
	Recruitment of Participants	GRA				X				X								X				X				
	Plan focus groups / training sessions	PI & GRA			X	X				X																
	Plan interviews	PI & GRA			X	X											X	X				X				
Research	Conduct Focus Groups / training sessions	PI & GRA					X		X		X		X													
	Conduct interviews	PI & GRA																	X	X	X					
	Transcription	GRA					X		X		X		X							X	X	X	X			
	Participants write in journals	n/a						X	X		X	X														
	Analysis	PI & GRA						X	X	X	X	X	X	X	X	X		X	X	X	X	X	X			
Knowledge Mobilization & Translation	Develop & write Publications	PI & GRA													X	X	X						X	X	X	X
	Develop website with resources	PI & GRA															X				X			X		
	Present preliminary results at CUFA*, Austin	PI & GRA																			X					
	Present at Alberta teachers' conventions	PI & GRA																						X	X	
	Present at AERA**, San Francisco	PI & GRA																							X	
	Present at the Canadian Society for the Study of Education, Location TBA	PI (& GRA, if desired)																								X
	Submit article for a practitioner magazine	PI																								X
	Submit publication(s) for peer review	PI															X									X

PI = Cathryn van Kessel   GRA = Graduate Research Assistant—Doctoral level
*College & University Faculty (CUFA) at the National Council for the Social Studies (NCSS)
**American Educational Research Association

REFERENCES

Alberta Education. (2005). *Social studies kindergarten to Grade 12: Program rationale and philosophy*. Edmonton, Canada: Alberta Education.

Applebaum, B. (2008). "Doesn't my experience count?" White students, the authority of experience and social justice pedagogy. *Race, Ethnicity and Education, 11*, 405-414. doi: 10.1080/13613320802478945

Badali, S. (2008). Student teacher stress in the extended practicum: A Canadian context. *Policy and Practice in Education, 14*, 10-36. Retrieve from http://ourspace.uregina.ca/bitstream/handle/10294/601/PPE_14_1-2.pdf?sequence=4&isAllowed=y

Barbour, R. (2007). *Doing focus groups*. London, England: Sage.

Berg, B. (2004). *Qualitative research methods for the social sciences*. Boston, MA: Pearson.

Blackwell, D. M. (2010). Sidelines and separate spaces: Making education anti-racist for students of color. *Race, Ethnicity and Education, 13*, 473-494. doi:10.1080/13613324.2010.492135

Boler, M. (2004). Teaching for hope: The ethics of shattering worldviews. In D. Liston & J. Garrison (Eds.), *Teaching, Learning and Loving* (pp. 117-131). New York, NY: RoutledgeFalmer.

Bolgatz, J. (2005). Teachers initiating conversations about race and racism in a high school class. *Multicultural Perspectives, 7*, 28-35.

Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. New York, NY: Rowman & Littlefield.

Brenner, M. E. (2006). Interviewing in educational research. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Handbook of complementary methods in education research* (pp. 357-370). Mahwah, NJ: Lawrence Erlbaum.

Britzman, D. P. (1998). *Lost subjects, contested objects: Toward a psychoanalytic inquiry of learning*. Albany, NY: State University of New York Press.

Britzman, D. P. (2013). Between psychoanalysis and pedagogy: Scenes of rapprochement and alienation. *Curriculum Inquiry, 43*, 95-117. doi:10.1111/curi.12007

Brown, A.F., Bloome, D., Morris, J.E., Power-Carter, S., & Willis, A.I. (2017). Classroom conversations in the study of race and the disruption of social and educational inequalities: A review of research. In M.T. Winn & M. Souto-Manning (Eds.), *Review of research in education: Disrupting inequality through education research* (Vol. 41, pp. 453-476). Thousand Oaks, CA: Sage. doi:10.3102/0091732X16687522

Ciolfe, T. (2017, June 13). A closer look at the rise in hate crimes in Canada. *Maclean's*. Retrieved from http://www.macleans.ca/news/canada/a-closer-look-at-the-rise-in-hate-crimes-in-canada/

Crocco, M., Halvorsen, A.L., Jacobsen, R., & Segall, A. (2017). Teaching with evidence. *Phi Delta Kappan, 98*, 67-71.

Crowley, R.M. (2016). Transgressive and negotiated white racial knowledge. *International Journal of Qualitative Studies in Education, 29*, 1016-1029. doi: 10.1080/09518398.2016.1174901

Cutri, R. M., & Whiting, E. F. (2015). The emotional work of discomfort and vulnerability in multicultural teacher education. *Teachers and Teaching, 21*, 1010-1025. doi:10.1080/13540602.2015.1005869

Dei, G. J. S. (2015). Forward to the second edition. In D. E. Lund & P. R. Carr (Eds.), *Revisiting the great white north: Reframing whiteness, privilege, and identity in education* (2nd ed., pp. xix-xxiii). Rotterdam, Netherlands: Sense.

DiAngelo, R.J., & Sensoy, O. (2014). Getting slammed: White depictions of race discussions as arenas of violence. *Race Ethnicity and Education*, *17*, 103-128.

Ellefsen, L. (2016). An investigation into perceptions of Facebook use in higher education. International Journal of Higher Education, 5, 160-172. doi: 10.5430/ijhe.v5n1p160

Garrett, H.J. (2017). *Learning to be in the world with others: Difficult knowledge and social studies education*. New York, NY: Peter Lang.

Gay, G., & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in pre-service teacher education. *Theory into Practice*, *42*, 181–187.

Greenberg, J., Simon, L., Pyszczynski, T., Solomon, S., Chatel, D. (1992). Terror management theory and tolerance: Does mortality salience always intensify negative reactions to others who threaten one's worldview? *Journal of Personality and Social Psychology, 63*, 212-220.

Gutiérrez, K.D., Cortes, K., Cortez, A., DiGaicomo, D., Higgs, J., Johnson, P., … Vakil, S. (2017). Replacing representation with imagination: Finding ingenuity in everyday practice. In M.T. Winn & M. Souto-Manning (Eds.), *Review of research in education: Disrupting inequality through education research* (Vol. 41, pp. 30-60). Thousand Oaks, CA: Sage. doi:10.3102/0091732X16687523

Harris, K. (2017, June 13). Hate crimes against Muslims in Canada up 60%, StatsCan reports. *CBC News*. Retrieved from http://www.cbc.ca/news/politics/hate-crimes-muslims-statscan-1.4158042

Hayes, J., Schimel, J., & Williams, T. (2008). Fighting death with death: The buffering effects of learning that worldview violators have died. *Psychological Science, 19*(5), 501-507).

Jackson, A., & Mazzei, L. (2012). Thinking with theory in qualitative research: Viewing data across multiple perspectives. London, England: Routledge.

Jaffee, A.T. (2016) Social studies pedagogy for Latino/a newcomer youth: Toward a theory of culturally and linguistically relevant citizenship education, *Theory & Research in Social Education, 44*, 147-183. doi: 10.1080/00933104.2016.1171184

Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. New York, NY: Guildford.

Löfstöm, J. (2014). How Finnish upper secondary students conceive transgenerational responsibility and historical reparations: Implications for the history curriculum. *Journal of Curriculum Studies, 46*(4), 515-539.

Kennedy, M. (2015, May 23). Teachings about aboriginals 'simply wrong', says Murray Sinclair. *Ottawa Citizen*. Retrieved from http://ottawacitizen.com/news/politics/teachings-about-aboriginals-simply-wrong-says-murray-sinclair

Kohli, R., Pizarro, M., & Nevárez , A. (2017). The "new racism" of K-12 schools: Centering critical research on racism. In M.T. Winn & M. Souto-Manning (Eds.), *Review of research in education: Disrupting inequality through education research* (Vol. 41, pp. 182-202). Thousand Oaks, CA: Sage. doi:10.3102/0091732X16686949

Koro-Ljungberg, M. (2016). *Reconceptualizing qualitative research: Methodologies without methodology*. Los Angeles, CA: Sage.

Kuang, K.K.S. (2016, April 20). What's the "Trump effect" in schools? Here's how 2,000 teachers explain it. *PRI*. Retrieved from https://www.pri.org/stories/2016-04-20/whats-trump-effect-schools-heres-how-2000-teachers-explain-it

Martin, M. (2014). A witness of whiteness: An autoethnographic examination of a white teacher's own inherent prejudice. *Education as Change, 18*, 237-254.

Marx, S., & Pennington, J. (2003). Pedagogies of critical race theory: Experimentations with white preservice teachers. *International Journal of Qualitative Studies in Education, 16*, 91-110. doi: 10.1080/0951839022000036381

Milner, H. R. (2006). Culture, race and spirit: A reflective model for the study of African Americans. *International Journal of Qualitative Studies in Education, 19*, 367-385.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher, 41*, 93-97.

Parker. C. (2016). Pedagogical tools for peacebuilding education: Engaging and empathizing with diverse perspectives in multicultural elementary classrooms. *Theory & Research in Social Education, 44*, 104-140. doi: 10.1080/00933104.2015.1100150

Pitt, A., & Britzman, D. (2003). Speculations on qualities of difficult knowledge in teaching and learning: An experiment in psychoanalytic research. *International Journal of Qualitative Studies in Education, 16*, 755-776. doi: 10.1080/09518390310001632135

Polkinghorne, D.E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counselling Psychology, 52*(2), 137-145. Doi:10.1037/0022-0167.52.2.137

Puchta, C., & Potter, J. (2004). *Focus group practice*. London, England: Sage.

Pyszczynski, T., Greenberg, J., Solomon, S., & Maxfield, M. (2006). On the unique psychological import of the human awareness of mortality: Theme and variations. *Psychological Inquiry, 17*, 328-356.

Reason, P. & Heron, J. (2001). The practice of co-operative inquiry: Doing research "with" rather than "on" people. In P. Reason & H. Bradbury (Eds.), *The Sage handbook of action research: Participative inquiry and practice* (pp. 114-154). London, England: Sage.

Richmond, E. (2017, August 7). The "Trump effect" on Canada's classrooms. *The Atlantic*. Retrieved from https://www.theatlantic.com/education/archive/2017/08/the-trump-effect-canadian-classrooms/535425/

Saldaña, J. (2014). Coding and analysis strategies. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (§28). Oxford, England: Oxford University Press. DOI: 10.1093/oxfordhb/9780199811755.013.001

Schimel, J., Hayes, J., Williams, T. & Jahrig, J. (2007). Is death really the worm at the core? Converging evidence that worldview threat increases death-thought accessibility. *Journal of Personality and Social Psychology, 92*(5), 789-803.

Segall, A., & Garrett, J. (2013). White teachers talking race. *Teaching Education, 24*, 265-291.

Seitz-Wald, A. (2012, March 21). How Breitbart and Arizona seized on "critical race theory." *Salon*. Retrieved from http://www.salon.com/2012/03/21/how_breitbart_and_arizona_seized_on_critical_race_theory/

Shahjahan, R.A. (2005). Spirituality in the academy: Reclaiming from the margins and evoking a transformative way of knowing the world. *International Journal of Qualitative Studies in Education, 18*, 685-711.

Sheppard, M.G. (2010). Creating a caring classroom in which to teach difficult histories. *The History Teacher, 43*, 411-426.

Sheppard, M., Katz, D., & Grosland, T. (2015). Conceptualizing emotions in social studies education. *Theory & Research in Social Education, 43*, 147-178.

Solís, J., Kattan, S., & Baquedano-López, P. (2009). Socializing respect and knowledge in a racially integrated science classroom. *Linguistics and Education, 20*, 273-290.

Solomon, S., Greenberg, J., & Pyszczynski, T. (2015). *The worm at the core: On the role of death in life*. New York, NY: Random House.

Sonu, D., Oppenheim, R., Epstein, S.E., & Agarwal, R., (2012). Taking responsibility: The multiple and shifting positions of social justice educators. *Education, Citizenship and Social Justice, 7*, 175-198. doi: 10.1177/1746197912440855

Statistics Canada. (2017, November 28). Police-reported hate crime, 2016. *Statistics Canada: The Daily*. Retrieved from https://www.statcan.gc.ca/daily-quotidien/171128/dq171128d-eng.htm

Stewart, D., & Shamdasani, P. (1990). *Focus groups: Theory and practice*. Newbury Park, CA: Sage.

Tatum, B. (1997). *"Why are all the black kids sitting together in the cafeteria" and other conversations on race*. New York, NY: Basic Books.

Thomas, E.E. (2015). "We always talk about race." Navigating race talk dilemmas in the teaching of literature. *Research in the Teaching of English, 50*, 154-175.

Trainor, J.S. (2005). "My ancestors didn't own slaves": Understanding white talk about race. *Research in the Teaching of English*, *40,* 140–167.

van Kessel, C., & Crowley, R. M. (2017). Villainification and evil in social studies education. *Theory & Research in Social Education, 95*(4), 427-455 . doi:10.1080/00933104.2017.1285734

van Kessel, C., den Heyer, K., & Schimel, J. (2017). *Terror Management Theory and Worldview Threat: Engaging with Multiple Perspectives in Social Studies*. Manuscript submitted for publication.

Zembylas, M. (2007). The politics of trauma: Empathy, reconciliation and education. *Journal of Peace Education, 4*, 207-224. doi: 10.1080/17400200701523603

Zembylas, M. (2016). The therapisation of social justice as an emotional regime: Implications for critical education. *Journal of Professional Capital and Community, 1*, 286-301.