Data were analyzed through grounded theory (Merriam, 2009; Strauss & Corbin, 1990). The research site was a regional comprehensive university in the Midwest where I worked as a professor of Multicultural Education. The students learn about themselves and about society, and together we may unlock the potential for these students to break through the codes of diversity discourse (Mason, 2014). These findings have implications for scholars and practitioners of teacher education who have worked for decades to find meaningful ways to build sociopolitical consciousness among predominately white preservice teachers. This helps to push toward deeper understandings of how today’s preservice teachers are conceiving of white racial identities and their own potential roles in our work toward justice in schools and beyond.

Selected references