

EDPS0214: Sociology of Race and Education

Module Leader: Alice Bradbury

View Online



1

Gillborn D, Demack S, Rollock N, et al. Moving the goalposts: Education policy and 25 years of the Black/White achievement gap. *British Educational Research Journal* 2017; **43**:848–74. doi:10.1002/berj.3297

2

Education, Skills and Training.
<https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training>

3

Archer L, Francis B. Understanding minority ethnic achievement: debating race, gender, class and 'success'. London: : Routledge 2007. doi:10.4324/9780203968390

4

Gillborn D. : Anti-Black Racism as Fluid, Relentless, Individual and Systemic. *Peabody Journal of Education* 2018;**93**:66–77. doi:10.1080/0161956X.2017.1403178

5

Banks JA. Race, Knowledge Construction, and Education in the USA: lessons from history. In: *The RoutledgeFalmer reader in multicultural education*. London: : RoutledgeFalmer 2004. 16–34.

6

Bell D. The Rules of Racial Standing. In: Faces at the bottom of the well: the permanence of racism. New York: : Basic Books 1992.

109–26.<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;idno=heb33001.0001.001>

7

Gillborn D, Rollock N. Education. In: Race and ethnicity in the 21st century. Basingstoke: : Palgrave Macmillan 2010.

138–65.<https://contentstore.cla.co.uk/secure/link?id=80d7e34e-7d39-e711-80c9-005056af4099>

8

Gillborn D, Ladson-Billings G. Introduction. In: The RoutledgeFalmer reader in multicultural education. London: : RoutledgeFalmer 2004. 1–4.

9

Gillborn D. Racism and education: coincidence or conspiracy? London: : Routledge 2008.
<https://www.taylorfrancis.com/books/9780203928424>

10

Pilkington A. Racial disadvantage and ethnic diversity in Britain. Basingstoke: : Palgrave Macmillan 2003.

11

Warmington P, Gillborn D, Rollock N, et al. "They can't handle the race agenda": stakeholders' reflections on race and education policy, 1993–2013. Educational Review 2017;:1–18. doi:10.1080/00131911.2017.1353482

12

Omi M, Winant H. On the theoretical status of the concept of race. In: The RoutledgeFalmer reader in multicultural education. London: : RoutledgeFalmer 2004.

7–15.<https://contentstore.cla.co.uk/secure/link?id=f0b357db-7e39-e711-80c9-005056af4099>

13

Back L, Solomos J. Theories of race and racism: a reader. Second edition. London: : Routledge 2009.

14

Brah A. Difference, Diversity, Differentiation.
<https://www.scielo.br/j/cpa/a/B33FqnvYyTPDGwK8SxCPmhy/?lang=pt>

15

Bulmer M, Solomos J. Racism. Oxford: : Oxford UP 1999.

16

Figueroa P. Multicultural Education in the United Kingdom. In: Handbook of research on multicultural education. San Francisco, Calif: : Jossey-Bass 2004. 997–1026.

17

Gillborn D. Racism and antiracism in real schools: theory, policy, practice. Buckingham: : Open UP 1995.

18

Gillborn D. Introduction. In: Racism and education: coincidence or conspiracy? London: : Routledge 2008.
<http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780203928424>

19

Hall S. The West and the Rest: discourse and power',. In: Formations of modernity. Cambridge: : Polity Press in association with Blackwell and the Open University 1992. 275–320.

20

Leonardo Z. Race, whiteness, and education. New York: : Routledge 2009.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203880371>

21

Cook T, Macpherson W, Sentamu J, et al. The Stephen Lawrence inquiry: report of an inquiry. London: : Stationery Office 1999.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf

22

Ladson-Billings G. Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education* 1998;**11**:7-24.
doi:10.1080/095183998236863

23

Warmington P. Critical race theory in England: impact and opposition. *Identities* 2019;;1-18. doi:10.1080/1070289X.2019.1587907

24

Gillborn D. Chapter 2: Critical Race Theory: a new approach to an old problem. In: *Racism and education: coincidence or conspiracy?* London: : Routledge 2008.
https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS21172964350004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US

25

Bradbury A. Identity performance and race: the use of poststructural and Critical Race Theory in understanding discrimination in schools. In: Race R, Lander V, eds. *Advancing Race and Ethnicity in Education*. London: : Palgrave Macmillan UK 2014.
doi:10.1057/9781137274762

26

Cole M. *The Color-Line and the Class Struggle: A Marxist Response to Critical Race Theory*

in Education as it Arrives in the United Kingdom. *Power and Education* 2009;**1**:111–24.
doi:10.2304/power.2009.1.1.111

27

Darder A, Torres RD. *After race: racism after multiculturalism*. New York: : New York University Press 2004.

28

Delgado R, Stefancic J. *Critical race theory: an introduction*. Second edition. New York: : New York University Press 2012. <http://www.jstor.org/stable/10.2307/j.ctt9qg9h2>

29

Dixson AD, Rousseau CK. *Critical Race Theory in Education: All God's Children Got a Song*. Hoboken: : Taylor and Francis 2014.
<http://ucl.eblib.com/patron/FullRecord.aspx?p=1694483>

30

Gillborn D, Banks Youdell D. *Critical Perspectives on Race and Schooling*. In: *The Routledge international companion to multicultural education*. New York, NY: : Routledge 2009.
https://ucl.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=14428019440004761&institutionId=4761&customerId=4760&VE=true

31

Gillborn D. Who's afraid of critical race theory in education? A reply to Mike Cole's 'The Color-Line and the Class Struggle'. *Power and Education* 2009;**1**:125–31.
<https://journals.sagepub.com/doi/abs/10.2304/power.2009.1.1.125>

32

Gillborn D. Full of sound and fury, signifying nothing? a reply to Dave Hill's 'Race and Class and in Britain: a critique of the statistical basis for critical race theory in Britain'. *Journal for Critical Education Policy Studies*; **8**:78–107.
<http://www.jceps.com/wp-content/uploads/PDFs/08-1-03.pdf>

33

Gillborn D, Warmington P, Demack S. QuantCrit: education, policy, 'Big Data' and principles for a critical race theory of statistics. *Race Ethnicity and Education* 2018;**21**:158–79. doi:10.1080/13613324.2017.1377417

34

Hill D. Race and Class in Britain: a Critique of the statistical basis for Critical Race Theory in Britain | JCEPS. *Journal for Critical Education Policy Studies*; **7**:1–40. <http://www.jceps.com/archives/609>

35

Mills CW. *The racial contract*. Ithaca: : Cornell University Press 1997. <https://www.jstor.org/stable/10.7591/j.ctt5hh1wj>

36

Stovall D. Forging community in race and class: critical race theory and the quest for social justice in education. *Race Ethnicity and Education* 2006;**9**:243–59. doi:10.1080/13613320600807550

37

Gillborn D, Ladson-Billings G. *Foundations of critical race theory in education*. 2nd ed. New York: : Routledge 2016.

38

Walters S. *Ethnicity, race and education: an introduction*. London: : Continuum 2012.

39

Zamudio M. *Critical race theory matters: education and ideology*. New York: : Routledge 2011. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203842713>

40

Bradbury A. Rethinking assessment and inequality: the production of disparities in attainment in early years education. *Journal of Education Policy* 2011;**26**:655–76. doi:10.1080/02680939.2011.569572

41

Gillborn D. Racism as Policy: A Critical Race Analysis of Education Reforms in the United States and England. *The Educational Forum* 2014;**78**:26–41. doi:10.1080/00131725.2014.850982

42

Bradbury A. A critical race theory framework for education policy analysis: the case of bilingual learners and assessment policy in England. *Race Ethnicity and Education* 2019;:1–20. doi:10.1080/13613324.2019.1599338

43

Apple MW. The Absent Presence of Race in Educational Reform. *Race Ethnicity and Education* 1999;**2**:9–16. doi:10.1080/1361332990020102

44

Apple MW. Between Neo and Post: critique and transformation in critical educational studies. In: *The RoutledgeFalmer reader in multicultural education*. London: : RoutledgeFalmer 2004. 211–24.

45

Bradbury A. Understanding early years inequality: policy, assessment and young children's identities. Abingdon: : Routledge 2013. <https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1630070>

46

Carrington B, Bonnett A, Nayak A, et al. New Teachers and the Question of Ethnicity. In:

Sociology of education today. Basingstoke: : Palgrave 2001.

47

Cassen R, Kingdon G, Joseph Rowntree Foundation. Tackling low educational achievement. York: : Joseph Rowntree Foundation 2007.
<https://www.jrf.org.uk/report/tackling-low-educational-achievement>

48

Coard B, Caribbean Education and Community Workers' Association. How the West Indian child is made educationally subnormal in the British school system: the scandal of the black child in schools in Britain. London: : New Beacon for the Caribbean Education and Community Workers' Association 1971.

49

Great Britain. Department for Education and Skills. Ethnicity and education: the evidence on minority ethnic pupils aged 5-16. 2006 ed. [London]: : Department for Education and Skills 2006. <http://dera.ioe.ac.uk/6306/>

50

Gillborn D, Youdell DC. Rationing education: policy, practice, reform and equity. Buckingham: : Open UP 2000.
<https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=6212130>

51

Knoester M, Au W. Standardized testing and school segregation: like tinder for fire? Race Ethnicity and Education 2017;**20**:1–14. doi:10.1080/13613324.2015.1121474

52

Leonardo Z. Race, whiteness, and education. New York: : Routledge 2009.
<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203880371>

53

Strand S, Great Britain. Department for Children, Schools and Families. Minority ethnic pupils in the longitudinal study of young people in England: extension report on performance in public examinations at age 16. [London]: : Department for Children, Schools and Families 2008. <http://dera.ioe.ac.uk/7916/1/DCSF-RR029.pdf>

54

Strand S. The White British–Black Caribbean achievement gap: tests, tiers and teacher expectations. *British Educational Research Journal* 2012;**38**:75–101. doi:10.1080/01411926.2010.526702

55

Tomlinson S. *Race and education: policy and politics in Britain*. Maidenhead: : Open University Press 2008. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780335235568>

56

Warmington P, Gillborn D, Rollock N, et al. "They can't handle the race agenda": stakeholders' reflections on race and education policy, 1993–2013. *Educational Review* 2017;**1**:1–18. doi:10.1080/00131911.2017.1353482

57

Youdell * D. Engineering school markets, constituting schools and subjectivating students: the bureaucratic, institutional and classroom dimensions of educational triage. *Journal of Education Policy* 2004;**19**:407–31. doi:10.1080/0268093042000227474

58

Youdell D. Identity Traps or How Black Students Fail: The interactions between biographical, sub-cultural, and learner identities. *British Journal of Sociology of Education* 2003;**24**:3–20. doi:10.1080/01425690301912

59

Tereshchenko A, Bradbury A, Archer L. Eastern European migrants' experiences of racism in English schools: positions of marginal whiteness and linguistic otherness. *Whiteness and Education* 2019;1–19. doi:10.1080/23793406.2019.1584048

60

Bradbury A. Identity performance and race: the use of Critical Race Theory in understanding institutional racism and discrimination in schools. In: *Advancing race and ethnicity in education*. Basingstoke: : Palgrave Macmillan 2014. 17–31. <https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1725737>

61

Rollock N. Legitimizing Black academic failure: deconstructing staff discourses on academic success, appearance and behaviour. *International Studies in Sociology of Education* 2007;17:275–87. doi:10.1080/09620210701543924

62

Archer L, Francis B, Miller S, et al. The symbolic violence of setting: A Bourdieusian analysis of mixed methods data on secondary students' views about setting. *British Educational Research Journal* 2018;44:119–40. doi:10.1002/berj.3321

63

Campbell, Tammy. Selected at seven: The relationship between teachers' judgments and assessments of pupils, and pupils' stream placements. 2014. <http://discovery.ucl.ac.uk/10021491/1/qsswp1410.pdf>

64

Campbell T. Stereotyped at Seven? Biases in Teacher Judgement of Pupils' Ability and Attainment. *Journal of Social Policy* 2015;44:517–47. doi:10.1017/S0047279415000227

65

Connolly P. Racism, gender identities, and young children: social relations in a multi-ethnic, inner-city primary school. London: : Routledge 1998. <https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=165316>

66

Picower B. The unexamined Whiteness of teaching: how White teachers maintain and enact dominant racial ideologies. *Race Ethnicity and Education* 2009;**12**:197–215. doi:10.1080/13613320902995475

67

Youdell D. *School trouble: Identity, power and politics in education*. London: : Routledge 2011. doi:10.4324/9780203839379

68

Franceschelli M. Chapter 2: Constructing a British Muslim Identity. In: *Identity and upbringing in South Asian Muslim families: insights from young people and their parents in Britain*. London: : Palgrave Macmillan 2016. 37–83. <https://contentstore.cla.co.uk/secure/link?id=7d1b55d0-1126-e811-80cd-005056af4099>

69

Khattab N, Modood T. Accounting for British Muslim's educational attainment: gender differences and the impact of expectations. *British Journal of Sociology of Education* 2018; **39**:242–59. doi:10.1080/01425692.2017.1304203

70

Archer L. *Race, masculinity and schooling: Muslim boys and education*. Maidenhead: : Open University P. 2003.

71

Bhatti G. Good, Bad and Normal Teachers: the experiences of South Asian children. In: *The RoutledgeFalmer reader in multicultural education*. London: : RoutledgeFalmer 2004. 139–62.

72

Franceschelli M, O'Brien M. 'Islamic Capital' and Family Life: The Role of Islam in Parenting. *Sociology* 2014;**48**:1190–206. doi:10.1177/0038038513519879

73

Lewis P. Young, *British and Muslim*. London: : Continuum 2007.

74

Mac an Ghaill M, Haywood C, editors. *Muslim students, education and neoliberalism: schooling a 'suspect community'*. London: : Palgrave Macmillan 2017.

75

Portes A, Fernández-Kelly P, Haller W. The Adaptation of the Immigrant Second Generation in America: A Theoretical Overview and Recent Evidence. *Journal of Ethnic and Migration Studies* 2009;**35**:1077–104. doi:10.1080/13691830903006127

76

Shain F. *New folk devils: Muslim boys and education in England*. Stoke-on-Trent: : Trentham 2011. <https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1816065>

77

Leonardo Z. The Color of Supremacy: Beyond the discourse of 'white privilege'. *Educational Philosophy and Theory* 2004;**36**:137–52. doi:10.1111/j.1469-5812.2004.00057.x

78

Bradbury A. From model minorities to disposable models: the de-legitimation of educational success through discourses of authenticity. *Discourse: Studies in the Cultural Politics of Education* 2013;**34**:548–61. doi:10.1080/01596306.2013.822618

79

Annamma SA, Connor D, Ferri B. Dis/ability critical race studies (DisCrit): theorizing at the intersections of race and dis/ability. *Race Ethnicity and Education* 2013;**16**:1–31. doi:10.1080/13613324.2012.730511

80

Gillborn D. Intersectionality, Critical Race Theory, and the Primacy of Racism. *Qualitative Inquiry* 2015;**21**:277–87. doi:10.1177/1077800414557827

81

Allen RL. What about poor White people? In: *Handbook of social justice in education*. New York: : Routledge 2009. 209–30. doi:10.4324/9780203887745

82

Ansley FL. White Supremacy (And What We Should Do about It). In: *Critical white studies: looking behind the mirror*. Philadelphia: : Temple University Press 1997. 592–5. <https://www.jstor.org/stable/j.ctt1bw1kc5>

83

Babla L, Raby R, Pomerantz S. 'I don't want to stereotype... but it's true': Maintaining whiteness at the centre through the 'smart Asian' stereotype in high school. *Whiteness and Education* 2016;**1**:54–68. doi:10.1080/13613324.2015.1122661

84

Brah A, Phoenix A. Ain't I woman? Revisiting intersectionality. *Journal of International Women's Studies* 2004;**5**. <https://www.sfu.ca/iirp/documents/Brah%20and%20Phoenix%202004.pdf>

85

Chadderton C. Towards a research framework for race in education: critical race theory and Judith Butler. *International Journal of Qualitative Studies in Education* 2013;**26**:39–55. doi:10.1080/09518398.2011.650001

86

Au W, Chang B. You're Asian, How Could You Fail Math? *Rethinking Schools* 2007;**22**. <https://www.rethinkingschools.org/articles/you-re-asian-how-could-fail-math>

87

Crenshaw K. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review* 1991;**43**. doi:10.2307/1229039

88

Davis K. Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory* 2008;**9**:67–85.
doi:10.1177/1464700108086364

89

Gillborn D. The White Working Class, Racism and Respectability: Victims, Degenerates and Interest-Convergence. *British Journal of Educational Studies* 2010;**58**:3–25.
doi:10.1080/00071000903516361

90

Gillborn D. Chapter 2: The White Working Class, Racism and Respectability: Victims, Degenerates and Interest-Convergence. In: *Intersectionality and 'race' in education*. New York: : Routledge 2012. <https://doi.org/10.4324/9780203802755>

91

Gutierrez K, Arshad A, Henriquez C. Syncretism and Hybridity: Schooling, Language, and Race and Students from Non-dominant Communities. In: *The Routledge international handbook of the sociology of education*. London: : Routledge 2010.
doi:10.4324/9780203863701

92

Hancock A-M. When Multiplication Doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm. *Perspectives on Politics* 2007;**5**.
doi:10.1017/S1537592707070065

93

Kolano L. Smartness as cultural wealth: an AsianCrit counterstory. *Race Ethnicity and Education* 2016;**19**:1149–63. doi:10.1080/13613324.2016.1168538

94

Li G, Wang L. *Model minority myth revisited: an interdisciplinary approach to demystifying Asian American educational experiences*. Charlotte: : Information Age Publishing 2008.

95

McCall L. The Complexity of Intersectionality. *Signs: Journal of Women in Culture and Society* 2005;**30**:1771–800. doi:10.1086/426800

96

Phoenix A, Pattynama P. Editorial: Intersectionality. *European Journal of Women's Studies* 2006;**13**:187–92. doi:10.1177/1350506806065751

97

Rampersad R. Interrogating Pigmentocracy: The Intersections of Race and Social Class in the Primary Education of Afro-Trinidadian Boys. In: *Intersectionality and 'race' in education* . New York: : Routledge 2012. <https://doi.org/10.4324/9780203802755>

98

Verloo M. Multiple Inequalities, Intersectionality and the European Union. *European Journal of Women's Studies* 2006;**13**:211–28. doi:10.1177/1350506806065753

99

Yuval-Davis N. Intersectionality and Feminist Politics. *European Journal of Women's Studies* 2006;**13**:193–209. doi:10.1177/1350506806065752

100

Bhopal K. 'What about us?' Gypsies, Travellers and 'White racism' in secondary schools in England. *International Studies in Sociology of Education* 2011;**21**:315–29. doi:10.1080/09620214.2011.640520

101

Migliarini V. 'Colour-evasiveness' and racism without race: the disablement of asylum-seeking children at the edge of fortress Europe. *Race Ethnicity and Education* 2018;**21**:438–57. doi:10.1080/13613324.2017.1417252

102

Leonardo Z. The Souls of White Folk: Critical pedagogy, whiteness studies, and globalization discourse. *Race Ethnicity and Education* 2002;**5**:29–50. doi:10.1080/13613320120117180

103

Leonardo Z. The war on schools: NCLB, nation creation and the educational construction of whiteness. *Race Ethnicity and Education* 2007;**10**:261–78. doi:10.1080/13613320701503249

104

Leonardo Z. *Race, whiteness, and education*. New York: : Routledge 2009. <http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780203880371>

105

Leonardo Z. Chapter 9: Pale/ontology: the status of whiteness in education. In: *The Routledge international handbook of critical education*. New York: : Routledge 2009. 123–36. doi:10.4324/9780203882993

106

Li G, Wang L. *Model minority myth revisited: an interdisciplinary approach to demystifying Asian American educational experiences*. Charlotte: : Information Age Publishing 2008.

107

Livingstone G. Dilemmas of race-rememory buried alive: popular education, nation and diaspora in critical education. In: *The Routledge international handbook of the sociology of*

education. London: : Routledge 2010. doi:10.4324/9780203863701

108

Mirza HS, University of London. Institute of Education. Race, gender and educational desire: an inaugural professorial lecture. London: : University of London, Institute of Education 2008.

<http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9780854739707>

109

Pang V, Palmer J. Model minorities and the model minority myth. In: Encyclopedia of diversity in education. Los Angeles: : SAGE Reference 2012.

<http://sk.sagepub.com/reference/diversityineducation>

110

Preston J. Whiteness and class in education. Dordrecht: : Springer 2007.

<http://dx.doi.org/10.1007/978-1-4020-6108-0>

111

Solomon, Patrick ; Portelli, John ; Daniel, Beverly - Jean ; Campbell, Arlene. The Discourse of Denial: How White Teacher Candidates Construct Race, Racism and 'White Privilege'. Race, Ethnicity and Education 2005;**8**

:147-69.<https://www-tandfonline-com.libproxy.ucl.ac.uk/doi/full/10.1080/13613320500110519>

112

Gillborn D, Rollock N, Vincent C, et al. 'You got a pass, so what more do you want?': race, class and gender intersections in the educational experiences of the Black middle class.

Race Ethnicity and Education 2012;**15**:121-39. doi:10.1080/13613324.2012.638869

113

Vincent C. Cohesion, citizenship and coherence: schools' responses to the British values policy. British Journal of Sociology of Education 2019;**40**:17-32.

doi:10.1080/01425692.2018.1496011

114

Vincent C. Cohesion, citizenship and coherence: schools' responses to the British values policy. *British Journal of Sociology of Education* 2019;**40**:17–32.
doi:10.1080/01425692.2018.1496011

115

Vincent, C, Neal S, Iqbal H. Encounters with Diversity: Children's Friendships and Parental Responses. *Urban Studies* Published Online First: 2016.
<https://journals-sagepub-com.libproxy.ucl.ac.uk/doi/full/10.1177/0042098016634610>

116

Neal S, Vincent C. Multiculture, middle class competencies and friendship practices in super-diverse geographies. *Social & Cultural Geography* 2013;**14**:909–29.
doi:10.1080/14649365.2013.837191

117

Iqbal H. Ethnic-Racial Socialisation in the UK: The Use of Egalitarianism Parenting in Explaining Meanings of Race and Ethnicity in Non-Immigrant White and British South Asian Families. In: Dimitrova R, Bender M, van de Vijver F, eds. *Global Perspectives on Well-Being in Immigrant Families*. New York, NY: : Springer New York 2014. 135–50.
doi:10.1007/978-1-4614-9129-3_8

118

Crozier G. Beyond the call of duty: the impact of racism on black parents' involvement in their children's education. In: *Activating participation: parents and teachers working towards partnership*. Stoke on Trent: : Trentham 2005.

119

Crozier G, Davies J. 'The trouble is they don't mix': self-segregation or enforced exclusion? *Race Ethnicity and Education* 2008;**11**:285–301. doi:10.1080/13613320802291173

120

Reay D, Mirza HS. Doing parental involvement differently: black women's participation as educators and mothers in black supplementary schooling. In: Activating participation: parents and teachers working towards partnership. Stoke on Trent: : Trentham 2005.

121

Ball S, Rollock N, Vincent C. The colour of class: the educational strategies of the Black middle classes. London: : Routledge 2015. <https://doi.org/10.4324/9781315741680>

122

Rollock N, Gillborn D, Vincent C, et al. The Public Identities of the Black Middle Classes: Managing Race in Public Spaces. *Sociology* 2011;**45**:1078–93. doi:10.1177/0038038511416167

123

Vincent C, Rollock N, Ball S, et al. Being strategic, being watchful, being determined: Black middle-class parents and schooling. *British Journal of Sociology of Education* 2012;**33**:337–54. doi:10.1080/01425692.2012.668833

124

Vincent C, Rollock N, Ball S, et al. Raising Middle-class Black Children: Parenting Priorities, Actions and Strategies. *Sociology* 2013;**47**:427–42. doi:10.1177/0038038512454244

125

Archer L. The Impossibility of Minority Ethnic Educational 'Success'? An Examination of the Discourses of Teachers and Pupils in British Secondary Schools. *European Educational Research Journal* 2008;**7**:89–107. doi:10.2304/eej.2008.7.1.89

126

Ahmed S. On being included: racism and diversity in institutional life. Durham: : Duke University Press 2012.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3710593440004761&institutionId=4761&customerId=476

0

127

Archer L, Francis B. Challenging Classes? Exploring the role of social class within the identities and achievement of British Chinese pupils. *Sociology* 2006;**40**:29–49. doi:10.1177/0038038506058434

128

Archer L, Francis B. *Understanding Minority Ethnic Achievement*. Routledge 2006. doi:10.4324/9780203968390

129

Archer L, Hollingworth S, Halsall A. 'University's not for Me — I'm a Nike Person': Urban, Working-Class Young People's Negotiations of 'Style', Identity and Educational Engagement. *Sociology* 2007;**41**:219–37. doi:10.1177/0038038507074798

130

Archer L, Hollingworth S, Mendick H. *Urban youth and schooling: the experiences and identities of educationally 'at risk' young people*. Maidenhead: : Open University Press 2010.

131

Ball SJ, Rollock N, Vincent C, et al. Social mix, schooling and intersectionality: identity and risk for Black middle class families. *Research Papers in Education* 2013;**28**:265–88. doi:10.1080/02671522.2011.641998

132

Bhopal K, Maylor U, Meeto V. *Educational inequalities: difference and diversity in schools and higher education*. New York, NY: : Routledge 2013. doi:10.4324/9781315886190

133

Natasha K. Warikoo. *The Diversity Bargain*. Chicago: : Chicago Press 2016.

134

Kalwant Bhopal. *White Privilege*. Bristol: : Policy Press 2018.

135

Natasha K. Warikoo. *The Diversity Bargain*. Chicago: : Chicago Press 2016.

136

Ahmed S. The language of diversity. *Ethnic and Racial Studies* 2007;**30**:235–56.
doi:10.1080/01419870601143927

137

Maylor U. Is it because I'm Black? A Black female research experience. *Race Ethnicity and Education* 2009;**12**:53–64. doi:10.1080/13613320802650949

138

Bhopal K, Preston J. *Intersectionality and 'race' in education*. New York: : Routledge 2012.
[http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&
;package_service_id=3580237690004761&institutionId=4761&customerId=4760](http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3580237690004761&institutionId=4761&customerId=4760)

139

Blair M. The myth of neutrality in educational research. In: *Researching racism in education: politics, theory and practice*. Buckingham: : Open UP 1998.

140

Brown C. Researching children's schooling identities: Towards the development of an ethnographic methodology. *Review of Education* 2014;**2**:69–109. doi:10.1002/rev3.3027

141

Chadderton C. Problematising the role of the white researcher in social justice research. *Ethnography and Education* 2012;**7**:363–80. doi:10.1080/17457823.2012.717203

142

Connolly P, Troyna B. *Researching racism in education: politics, theory and practice*. Buckingham: : Open UP 1998.

143

Gillborn D. Critical Race Theory and Education: Racism and anti-racism in educational theory and praxis. *Discourse: Studies in the Cultural Politics of Education* 2006;**27**:11–32. doi:10.1080/01596300500510229

144

Gunaratnam Y. *Researching race and ethnicity: methods, knowledge, and power*. London: : Sage Publications 2003.
http://ucl.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=3580163020004761&institutionId=4761&customerId=4760

145

Hylton K. Talk the talk, walk the walk: defining Critical Race Theory in research. *Race Ethnicity and Education* 2012;**15**:23–41. doi:10.1080/13613324.2012.638862

146

Pennington JL, Prater K. The veil of professionalism: An autoethnographic critique of white positional identities in the figured worlds of white research performance. *Race Ethnicity and Education* 2016;**19**:901–26. doi:10.1080/13613324.2014.885431

147

Phoenix A. *Practising feminist research: the intersection of gender and race in the research*

process. In: Researching women's lives from a feminist perspective. London: : Taylor & Francis 1994.

148

Pollock M. Race Wrestling: Struggling Strategically with Race in Educational Practice and Research. *American Journal of Education* 2004;**111**:25–67. doi:10.1086/424719

149

Solórzano DG, Yosso TJ. Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research. *Qualitative Inquiry* 2002;**8**:23–44. doi:10.1177/107780040200800103

150

Rizvi F, Sikes PJ, Troyna B. Researching race and social justice in education: essays in honour of Barry Troyna. Stoke-on-Trent: : Trentham 1997.

151

Warmington P. Taking race out of scare quotes: race conscious social analysis in an ostensibly post-racial world. *Race Ethnicity and Education* 2009;**12**:281–96. doi:10.1080/13613320903178253

152

Pilkington A. The interacting dynamics of institutional racism in higher education. *Race Ethnicity and Education* 2013;**16**:225–45. doi:10.1080/13613324.2011.646255

153

Ahmed S. The language of diversity. *Ethnic and Racial Studies* 2007;**30**:235–56. doi:10.1080/01419870601143927

154

Tereshchenko A, Bradbury A, Archer L. Eastern European migrants' experiences of racism

in English schools: positions of marginal whiteness and linguistic otherness. *Whiteness and Education* 2019;:1–19. doi:10.1080/23793406.2019.1584048

155

Gillborn D. : Anti-Black Racism as Fluid, Relentless, Individual and Systemic. *Peabody Journal of Education* 2018;**93**:66–77. doi:10.1080/0161956X.2017.1403178

156

Warmington P. Critical race theory in England: impact and opposition. *Identities* 2019;:1–18. doi:10.1080/1070289X.2019.1587907

157

Migliarini V. 'Colour-evasiveness' and racism without race: the disablement of asylum-seeking children at the edge of fortress Europe. *Race Ethnicity and Education* 2018;**21**:438–57. doi:10.1080/13613324.2017.1417252

158

Vincent C. Cohesion, citizenship and coherence: schools' responses to the British values policy. *British Journal of Sociology of Education* 2019;**40**:17–32. doi:10.1080/01425692.2018.1496011

159

Neal S, Vincent C. Multiculture, middle class competencies and friendship practices in super-diverse geographies. *Social & Cultural Geography* 2013;**14**:909–29. doi:10.1080/14649365.2013.837191

160

Kalwant Bhopal. *White Privilege*. Bristol: : Policy Press 2018.

161

Natasha K. Warikoo. *The Diversity Bargain*. Chicago: : Chicago Press 2016.

162

Maylor U. Is it because I'm Black? A Black female research experience. *Race Ethnicity and Education* 2009;**12**:53–64. doi:10.1080/13613320802650949

163

Bradbury A. A critical race theory framework for education policy analysis: the case of bilingual learners and assessment policy in England. *Race Ethnicity and Education* 2019;:1–20. doi:10.1080/13613324.2019.1599338