

EDPS0214: Sociology of Race and Education

Module Leader: Alice Bradbury

View Online



1.

Gillborn, D., Demack, S., Rollock, N. & Warmington, P. Moving the goalposts: Education policy and 25 years of the Black/White achievement gap. *British Educational Research Journal* **43**, 848–874 (2017).

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'. (Routledge, 2007). doi:10.4324/9780203968390.

4.

Gillborn, D. : Anti-Black Racism as Fluid, Relentless, Individual and Systemic. *Peabody Journal of Education* **93**, 66–77 (2018).

5.

Banks, J. A. Race, Knowledge Construction, and Education in the USA: lessons from history. in *The RoutledgeFalmer reader in multicultural education* 16–34 (RoutledgeFalmer, 2004).

6.

Bell, D. The Rules of Racial Standing. in *Faces at the bottom of the well: the permanence of racism* 109–126 (Basic Books, 1992).

7.

Gillborn, D. & Rollock, N. Education. in *Race and ethnicity in the 21st century* 138–165 (Palgrave Macmillan, 2010).

8.

Gillborn, D. & Ladson-Billings, G. Introduction. in *The RoutledgeFalmer reader in multicultural education vol. Readers in education 1–4* (RoutledgeFalmer, 2004).

9.

Gillborn, D. *Racism and education: coincidence or conspiracy?* (Routledge, 2008).

10.

Pilkington, A. *Racial disadvantage and ethnic diversity in Britain*. (Palgrave Macmillan, 2003).

11.

Warmington, P., Gillborn, D., Rollock, N. & Demack, S. "They can't handle the race agenda": stakeholders' reflections on race and education policy, 1993–2013. *Educational Review* 1–18 (2017) 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 vol. Readers in education 7–15* (RoutledgeFalmer, 2004).

13.

Back, L. & Solomos, J. *Theories of race and racism: a reader*. vol. Routledge student readers (Routledge, 2009).

14.

Brah, A. Difference, Diversity, Differentiation.

15.

Bulmer, M. & Solomos, J. Racism. (Oxford UP, 1999).

16.

Figueroa, P. Multicultural Education in the United Kingdom. in Handbook of research on multicultural education 997–1026 (Jossey-Bass, 2004).

17.

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

18.

Gillborn, D. Introduction. in Racism and education: coincidence or conspiracy? (Routledge, 2008).

19.

Hall, S. The West and the Rest: discourse and power',. in Formations of modernity vol. Understanding modern societies: an introduction 275–320 (Polity Press in association with Blackwell and the Open University, 1992).

20.

Leonardo, Z. Race, whiteness, and education. vol. The critical social thought series (Routledge, 2009).

21.

Cook, T., Macpherson, W., Sentamu, J., Stone, R., & Great Britain. Home Office. The Stephen Lawrence inquiry: report of an inquiry. vol. Cm (Stationery Office, 1999).

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* **11**, 7-24 (1998).

23.

Warmington, P. Critical race theory in England: impact and opposition. *Identities* 1-18 (2019) 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?* (Routledge, 2008).

25.

Bradbury, A. Identity performance and race: the use of poststructural and Critical Race Theory in understanding discrimination in schools. in *Advancing Race and Ethnicity in Education* (eds. Race, R. & Lander, V.) (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* **1**, 111-124 (2009).

27.

Darder, A. & Torres, R. D. *After race: racism after multiculturalism*. (New York University Press, 2004).

28.

Delgado, R. & Stefancic, J. Critical race theory: an introduction. vol. Critical America (New York University Press, 2012).

29.

Dixson, A. D. & Rousseau, C. K. Critical Race Theory in Education: All God's Children Got a Song. (Taylor and Francis, 2014).

30.

Gillborn, D. & Banks Youdell, D. Critical Perspectives on Race and Schooling. in The Routledge international companion to multicultural education vol. Routledge international handbook series (Routledge, 2009).

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 **1**, 125–131 (2009).

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.

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 **21**, 158–179 (2018).

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.

35.

Mills, C. W. *The racial contract*. (Cornell University Press, 1997).

36.

Stovall, D. Forging community in race and class: critical race theory and the quest for social justice in education. *Race Ethnicity and Education* **9**, 243–259 (2006).

37.

Gillborn, D. & Ladson-Billings, G. *Foundations of critical race theory in education*. vol. *The critical educator* (Routledge, 2016).

38.

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

39.

Zamudio, M. *Critical race theory matters: education and ideology*. (Routledge, 2011).

40.

Bradbury, A. Rethinking assessment and inequality: the production of disparities in attainment in early years education. *Journal of Education Policy* **26**, 655–676 (2011).

41.

Gillborn, D. Racism as Policy: A Critical Race Analysis of Education Reforms in the United States and England. *The Educational Forum* **78**, 26–41 (2014).

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* 1–20 (2019) doi:10.1080/13613324.2019.1599338.

43.

Apple, M. W. The Absent Presence of Race in Educational Reform. *Race Ethnicity and Education* **2**, 9–16 (1999).

44.

Apple, M. W. Between Neo and Post: critique and transformation in critical educational studies. in *The RoutledgeFalmer reader in multicultural education* vol. *Readers in education* 211–224 (RoutledgeFalmer, 2004).

45.

Bradbury, A. Understanding early years inequality: policy, assessment and young children's identities. (Routledge, 2013).

46.

Carrington, B. et al. New Teachers and the Question of Ethnicity. in *Sociology of education today* (Palgrave, 2001).

47.

Cassen, R., Kingdon, G., & Joseph Rowntree Foundation. Tackling low educational achievement. (Joseph Rowntree Foundation, 2007).

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. (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. vol. *Research topic paper* (Department for Education and Skills, 2006).

50.

Gillborn, D. & Youdell, D. C. Rationing education: policy, practice, reform and equity. (Open UP, 2000).

51.

Knoester, M. & Au, W. Standardized testing and school segregation: like tinder for fire? *Race Ethnicity and Education* **20**, 1–14 (2017).

52.

Leonardo, Z. Race, whiteness, and education. vol. The critical social thought series (Routledge, 2009).

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. vol. Research report (Great Britain. Department for Children, Schools and Families) (Department for Children, Schools and Families, 2008).

54.

Strand, S. The White British–Black Caribbean achievement gap: tests, tiers and teacher expectations. *British Educational Research Journal* **38**, 75–101 (2012).

55.

Tomlinson, S. Race and education: policy and politics in Britain. vol. Introducing social policy (Open University Press, 2008).

56.

Warmington, P., Gillborn, D., Rollock, N. & Demack, S. "They can't handle the race agenda": stakeholders' reflections on race and education policy, 1993–2013. *Educational Review* 1–18 (2017) 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* **19**, 407–431 (2004).

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* **24**, 3–20 (2003).

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* 1–19 (2019) 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* 17–31 (Palgrave Macmillan, 2014).

61.

Rollock, N. Legitimizing Black academic failure: deconstructing staff discourses on academic success, appearance and behaviour. *International Studies in Sociology of Education* **17**, 275–287 (2007).

62.

Archer, L. et al. The symbolic violence of setting: A Bourdieusian analysis of mixed methods data on secondary students' views about setting. *British Educational Research Journal* **44**, 119–140 (2018).

63.

Campbell, Tammy. *Selected at seven: The relationship between teachers' judgments and assessments of pupils, and pupils' stream placements.* (2014).

64.

Campbell, T. Stereotyped at Seven? Biases in Teacher Judgement of Pupils' Ability and Attainment. *Journal of Social Policy* **44**, 517–547 (2015).

65.

Connolly, P. Racism, gender identities, and young children: social relations in a multi-ethnic, inner-city primary school. (Routledge, 1998).

66.

Picower, B. The unexamined Whiteness of teaching: how White teachers maintain and enact dominant racial ideologies. *Race Ethnicity and Education* **12**, 197–215 (2009).

67.

Youdell, D. School trouble: Identity, power and politics in education. vol. Foundations and futures of education (Routledge, 2011).

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 37–83 (Palgrave Macmillan, 2016).

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* **39**, 242–259 (2018).

70.

Archer, L. Race, masculinity and schooling: Muslim boys and education. vol. Educating boys, learning gender (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* vol. Readers in education 139–162 (RoutledgeFalmer, 2004).

72.

Franceschelli, M. & O'Brien, M. 'Islamic Capital' and Family Life: The Role of Islam in Parenting. *Sociology* **48**, 1190–1206 (2014).

73.

Lewis, P. Young, British and Muslim. (Continuum, 2007).

74.

Muslim students, education and neoliberalism: schooling a 'suspect community'. (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* **35**, 1077–1104 (2009).

76.

Shain, F. New folk devils: Muslim boys and education in England. (Trentham, 2011).

77.

Leonardo, Z. The Color of Supremacy: Beyond the discourse of 'white privilege'. *Educational Philosophy and Theory* **36**, 137–152 (2004).

78.

Bradbury, A. From model minorities to disposable models: the de-legitimisation of

educational success through discourses of authenticity. *Discourse: Studies in the Cultural Politics of Education* **34**, 548–561 (2013).

79.

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

80.

Gillborn, D. Intersectionality, Critical Race Theory, and the Primacy of Racism. *Qualitative Inquiry* **21**, 277–287 (2015).

81.

Allen, R. L. What about poor White people? in *Handbook of social justice in education* 209–230 (Routledge, 2009). doi:10.4324/9780203887745.

82.

Ansley, F. L. White Supremacy (And What We Should Do about It). in *Critical white studies: looking behind the mirror* 592–595 (Temple University Press, 1997).

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* **1**, 54–68 (2016).

84.

Brah, A. & Phoenix, A. Ain't I woman? Revisiting intersectionality. *Journal of International Women's Studies* **5**, (2004).

85.

Chadderton, C. Towards a research framework for race in education: critical race theory

and Judith Butler. *International Journal of Qualitative Studies in Education* **26**, 39–55 (2013).

86.

Au, W. & Chang, B. You're Asian, How Could You Fail Math? *Rethinking Schools* **22**, (2007).

87.

Crenshaw, K. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review* **43**, (1991).

88.

Davis, K. Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory* **9**, 67–85 (2008).

89.

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

90.

Gillborn, D. Chapter 2: The White Working Class, Racism and Respectability: Victims, Degenerates and Interest-Convergence. in *Intersectionality and 'race' in education* vol. 64 (Routledge, 2012).

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* (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* **5**, (2007).

93.

Kolano, L. Smartness as cultural wealth: an AsianCrit counterstory. *Race Ethnicity and Education* **19**, 1149–1163 (2016).

94.

Li, G. & Wang, L. Model minority myth revisited: an interdisciplinary approach to demystifying Asian American educational experiences. vol. Chinese American Educational Research and Development Association book series (Information Age Publishing, 2008).

95.

McCall, L. The Complexity of Intersectionality. *Signs: Journal of Women in Culture and Society* **30**, 1771–1800 (2005).

96.

Phoenix, A. & Pattynama, P. Editorial: Intersectionality. *European Journal of Women's Studies* **13**, 187–192 (2006).

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* vol. Routledge research in education (Routledge, 2012).

98.

Verloo, M. Multiple Inequalities, Intersectionality and the European Union. *European Journal of Women's Studies* **13**, 211–228 (2006).

99.

Yuval-Davis, N. Intersectionality and Feminist Politics. *European Journal of Women's Studies* **13**, 193–209 (2006).

100.

Bhopal, K. 'What about us?' Gypsies, Travellers and 'White racism' in secondary schools in England. *International Studies in Sociology of Education* **21**, 315–329 (2011).

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* **21**, 438–457 (2018).

102.

Leonardo, Z. The Souls of White Folk: Critical pedagogy, whiteness studies, and globalization discourse. *Race Ethnicity and Education* **5**, 29–50 (2002).

103.

Leonardo, Z. The war on schools: NCLB, nation creation and the educational construction of whiteness. *Race Ethnicity and Education* **10**, 261–278 (2007).

104.

Leonardo, Z. Race, whiteness, and education. vol. The critical social thought series (Routledge, 2009).

105.

Leonardo, Z. Chapter 9: Pale/ontology: the status of whiteness in education. in *The Routledge international handbook of critical education* 123–136 (Routledge, 2009). doi:10.4324/9780203882993.

106.

Li, G. & Wang, L. Model minority myth revisited: an interdisciplinary approach to

demystifying Asian American educational experiences. vol. Chinese American Educational Research and Development Association book series (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 (Routledge, 2010). doi:10.4324/9780203863701.

108.

Mirza, H. S. & University of London. Institute of Education. Race, gender and educational desire: an inaugural professorial lecture. (University of London, Institute of Education, 2008).

109.

Pang, V. & Palmer, J. Model minorities and the model minority myth. in Encyclopedia of diversity in education (SAGE Reference, 2012).

110.

Preston, J. Whiteness and class in education. (Springer, 2007).

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 **8**, 147–169 (2005).

112.

Gillborn, D., Rollock, N., Vincent, C. & Ball, S. J. '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 **15**, 121–139 (2012).

113.

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

114.

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

115.

Vincent, C., Neal, S. & Iqbal, H. Encounters with Diversity: Children's Friendships and Parental Responses. *Urban Studies* (2016).

116.

Neal, S. & Vincent, C. Multiculture, middle class competencies and friendship practices in super-diverse geographies. *Social & Cultural Geography* **14**, 909–929 (2013).

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 *Global Perspectives on Well-Being in Immigrant Families* (eds. Dimitrova, R., Bender, M. & van de Vijver, F.) 135–150 (Springer New York, 2014).
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* (Trentham, 2005).

119.

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

120.

Reay, D. & Mirza, H. S. 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* (Trentham, 2005).

121.

Ball, S., Rollock, N. & Vincent, C. *The colour of class: the educational strategies of the Black middle classes.* (Routledge, 2015).

122.

Rollock, N., Gillborn, D., Vincent, C. & Ball, S. The Public Identities of the Black Middle Classes: Managing Race in Public Spaces. *Sociology* **45**, 1078–1093 (2011).

123.

Vincent, C., Rollock, N., Ball, S. & Gillborn, D. Being strategic, being watchful, being determined: Black middle-class parents and schooling. *British Journal of Sociology of Education* **33**, 337–354 (2012).

124.

Vincent, C., Rollock, N., Ball, S. & Gillborn, D. Raising Middle-class Black Children: Parenting Priorities, Actions and Strategies. *Sociology* **47**, 427–442 (2013).

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* **7**, 89–107 (2008).

126.

Ahmed, S. *On being included: racism and diversity in institutional life.* (Duke University Press, 2012).

127.

Archer, L. & Francis, B. Challenging Classes? Exploring the role of social class within the identities and achievement of British Chinese pupils. *Sociology* **40**, 29–49 (2006).

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* **41**, 219–237 (2007).

130.

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

131.

Ball, S. J., Rollock, N., Vincent, C. & Gillborn, D. Social mix, schooling and intersectionality: identity and risk for Black middle class families. *Research Papers in Education* **28**, 265–288 (2013).

132.

Bhopal, K., Maylor, U. & Meetoo, V. *Educational inequalities: difference and diversity in schools and higher education*. (Routledge, 2013). doi:10.4324/9781315886190.

133.

Natasha K. Warikoo. *The Diversity Bargain*. (Chicago Press, 2016).

134.

Kalwant Bhopal. *White Privilege*. (Policy Press, 2018).

135.

Natasha K. Warikoo. *The Diversity Bargain*. (Chicago Press, 2016).

136.

Ahmed, S. The language of diversity. *Ethnic and Racial Studies* **30**, 235–256 (2007).

137.

Maylor, U. Is it because I'm Black? A Black female research experience. *Race Ethnicity and Education* **12**, 53–64 (2009).

138.

Bhopal, K. & Preston, J. *Intersectionality and 'race' in education*. vol. 64 (Routledge, 2012).

139.

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

140.

Brown, C. Researching children's schooling identities: Towards the development of an ethnographic methodology. *Review of Education* **2**, 69–109 (2014).

141.

Chadderton, C. Problematising the role of the white researcher in social justice research. *Ethnography and Education* **7**, 363–380 (2012).

142.

Connolly, P. & Troyna, B. *Researching racism in education: politics, theory and practice*.

(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* **27**, 11–32 (2006).

144.

Gunaratnam, Y. *Researching race and ethnicity: methods, knowledge, and power*. (Sage Publications, 2003).

145.

Hylton, K. Talk the talk, walk the walk: defining Critical Race Theory in research. *Race Ethnicity and Education* **15**, 23–41 (2012).

146.

Pennington, J. L. & 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* **19**, 901–926 (2016).

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* vol. *Gender & society* (Taylor & Francis, 1994).

148.

Pollock, M. Race Wrestling: Struggling Strategically with Race in Educational Practice and Research. *American Journal of Education* **111**, 25–67 (2004).

149.

Solórzano, D. G. & Yosso, T. J. Critical Race Methodology: Counter-Storytelling as an

Analytical Framework for Education Research. *Qualitative Inquiry* **8**, 23–44 (2002).

150.

Rizvi, F., Sikes, P. J. & Troyna, B. Researching race and social justice in education: essays in honour of Barry Troyna. (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* **12**, 281–296 (2009).

152.

Pilkington, A. The interacting dynamics of institutional racism in higher education. *Race Ethnicity and Education* **16**, 225–245 (2013).

153.

Ahmed, S. The language of diversity. *Ethnic and Racial Studies* **30**, 235–256 (2007).

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* 1–19 (2019) doi:10.1080/23793406.2019.1584048.

155.

Gillborn, D. : Anti-Black Racism as Fluid, Relentless, Individual and Systemic. *Peabody Journal of Education* **93**, 66–77 (2018).

156.

Warmington, P. Critical race theory in England: impact and opposition. *Identities* 1–18 (2019) 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* **21**, 438–457 (2018).

158.

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

159.

Neal, S. & Vincent, C. Multiculture, middle class competencies and friendship practices in super-diverse geographies. *Social & Cultural Geography* **14**, 909–929 (2013).

160.

Kalwant Bhopal. *White Privilege*. (Policy Press, 2018).

161.

Natasha K. Warikoo. *The Diversity Bargain*. (Chicago Press, 2016).

162.

Maylor, U. Is it because I'm Black? A Black female research experience. *Race Ethnicity and Education* **12**, 53–64 (2009).

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* 1–20 (2019) doi:10.1080/13613324.2019.1599338.