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RACING THROUGH THE MAZE OF CATEGORISATION: AN EXPLORATION OF CONCERNS AROUND CATEGORISATION WHEN RESEARCHING THE MINORITY ETHNIC STUDENT EXPERIENCE WITHIN HIGHER EDUCATION

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OBJECTIVES

• Background and theoretical context
• Concepts of ‘race’ and ‘ethnicity’
• Generic classifications
• Pan-ethnic labels and specific categorisation
• Imposed/self-classification
• Implications for educational research
Background and Theoretical Context

• The fundamental difficulties
• The UK position
Race, ethnicity and the new multiculturalism

• The ‘race’ → ‘ethnicity’ trajectory (Smith, 2002; Warmington, 2009)

• Development of ‘multi-cultural’ education in the UK.

• The ‘diasporic concept’ (Anthias, 1998; Gilroy, 1997)
Discourse on general terminology and the politicisation and decline of the ‘black’ collective

• Problematic collective terminology;
• The decline of ‘black’ as acceptable collective terminology in the UK;
• The Asian perspective (Modood, 1997);
• Ethnocentricity and setting ‘white’ as the norm (Aspinall, 2009; Cousin, 2002).
Pan-ethnic labels and specific categorisation

- Pan-ethnic terminology;
- The difficulty with the pan-ethnic approach;
- Reliance of the 2011 Census categories in the UK;
- The potential collapse of classification (Aspinall, 2009).
Imposed/self-classification

• The need for self-identification (Burton et al, 2010; Smith, 2002);

• The need for interaction between self-classification and categorical ascription (Modood, 2002; Cole, 2003; Nazroo & Karlsen, 2003)
Implications for educational research

• The need to explore challenge within the research process (Finlay, 2002);
• Need to explore ethnicity as a variable and context dependent aspect of life (Nazroo & Karlsen, 2003);
• Willingness to ‘race wrestle’ as part of the research process (Pollock, 2004).
WEBSITE AND SOCIAL MEDIA

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