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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

Twitter: @EqualityFRED

Linkedin: http://www.linkedin.com/groups/Forum-Research-into-Equality-Diversity-7417440?trk=my_groups-b-grp-v

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REFERENCES