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# 批判的人種理論 (CRT) と教育

精選重要論文集・全4巻

## 1. Critical Race Theory in Education (4-vol. set)

**Series: Major Themes in Education**

*Edited by David Gillborn, University of Birmingham, UK,  
Adrienne D. Dixson, University of Illinois at Urbana-Champaign, USA,  
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Critical Race Theory (CRT) offers an account of society based on systemic, deep-rooted racist oppression that saturates our commonsensical judgements to such an extent that all but the most extreme racism appears normal and unexceptional, simply 'business as usual'. CRT is one of the fastest growing and most controversial fields of contemporary social theory, and education is the discipline where its most dynamic and challenging work is taking place.

Now, answering the need for an authoritative reference work to make sense of this sometimes shocking and often contentious body of thought, Routledge announces a new title in its Major Themes in Education series. In four volumes, Critical Race Theory in Education provides a unique 'mini library' that encompasses the very best CRT scholarship in education. As with other titles in the series, the collection's hallmark is its combination of the canonical and the cutting edge: every selection is either an established 'classic' or significantly challenges and advances thinking on current issues.

The first volume ('Tenets of Critical Race Theory in Education') sets out the core themes that distinguish the CRT approach. Volume II ('Whiteness and White Supremacy'), meanwhile, explores the construction and maintenance of assumptions and practices that take for granted the elevated status of white people's interests and perspectives. The third volume ('Global and Specific: CRT Off-shoot Movements') focuses on the development of CRT as an approach with an international reach, while simultaneously retaining space for distinctive developments that prioritize individual social groups within their particular historic, cultural, and economic contexts. The collection's final volume ('Doing CRT in Education') is dedicated to questions of method, ethics, and praxis in the everyday struggle to advance research and effect genuine anti-racist change amid systems that normalize racism and deny the legitimacy of race-conscious scholarship.

David Gillborn, the editor of the collection, is recognized internationally as a leading scholar of race inequity in education. He was one of the first writers to apply CRT outside North America.

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Introduction to Volume I by David Gillborn

## 1. The Legal and Educational Foundations of CRT

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## 2. The Interest Convergence Principle

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### 関連書ご案内

## **2.Sociology of Education II**

Edited by Stephen J. Ball

March 2017, 4 Vols/1566 pages, Hardback  
(Routledge) ISBN 9781138827882 **¥229,390**

A new title from Routledge's Major Themes in Education series, *Sociology of Education II* is a four-volume anthology of the very best scholarship. It is an essential successor to *Sociology of Education* (2000), also edited by Stephen J. Ball.

*Sociology of Education* (2000) was the first comprehensive compendium of the field's canonical and cutting-edge research, and this new collection now takes full account of the numerous important developments that have taken place since its appearance. Moreover, *Sociology of Education II* also includes coverage of many new areas and topics without the scope of the first collection.

With a full index, together with a comprehensive introduction, newly written by the learned editor, which places the collected material in its historical and intellectual context, *Sociology of*

*Education II* is an indispensable work of reference.

## **3.Intersectionality and "Race" in Education**

Edited by Kalwant Bhopal, & John Preston

Sept 2011, 238 pages, Hardback (Routledge)

ISBN 9780415888776 **¥28,030**

Paperback: Feb 2014, 9781138021518 **¥10,190**

*Education* is a controversial subject in which difficult and contested discourses are the norm. Individuals in education experience multiple inequalities and have diverse identifications that cannot necessarily be captured by one theoretical perspective alone. This edited collection draws on empirical and theoretical research to examine the intersections of "race," gender and class, alongside other aspects of personhood, within education. Contributors from the fields of education and sociology seek to locate the dimensions of difference and identity within recent theoretical discourses such as Critical Race Theory, Judith Butler and 'queer' theory, post-structural approaches and multicultural models, as they analyze whiteness and the education experience of minority ethnic groups. By combining a mix of intellectually rigorous, accessible, and controversial chapters, this book presents a

distinctive and engaging voice, one that seeks to broaden the understanding of education research beyond the confines of the education sphere into an arena of sociological and cultural discourse.

## 4. Multicultural Education

Edited by David Gillborn

Sept 2014, 4 Vols/1677 pages, Hardback (Routledge)  
ISBN 9780415500173 **¥228,110**

Multicultural education is a thriving – though sometimes controversial and increasingly contested – field of study and research. Its major aim and purpose has been described as to create equal educational opportunities for students from diverse racial, ethnic, social, and cultural backgrounds to help them acquire the knowledge, aptitudes, and skills needed to function effectively in a pluralistic democratic society. Multicultural education draws its content, concepts, paradigms, and theories from specialized interdisciplinary domains such as ethnic and women's studies (and from history and the social and behavioural sciences), as well as by interrogating, challenging, and reinterpreting the work of other established disciplines and applying it to pedagogy and curriculum development in educational settings.

As academic thinking about and around multicultural education continues to develop, this new title in the Routledge series, Major Themes in Education, meets the need for an authoritative reference work to make sense of the field's vast literature and the continuing explosion in research output. Compiled by David Gillborn, editor of the leading international journal, *Race, Ethnicity, and Education*, this new collection of major works brings together in four volumes the canonical and the best cutting-edge scholarship. The editor has drawn on the most important and influential research to create a one-stop 'mini library' which describes and analyses the nature, scope, and principal issues of global multicultural education today. Multicultural Education is fully indexed and has a comprehensive introduction, newly written by the editor, which places the collected material in its historical and intellectual context. It is an essential work of reference and is destined to be valued by scholars and students – as well as by educational policy-makers – as a vital research and pedagogic tool.

## 5. Racism and Education

### Coincidence or Conspiracy?

By David Gillborn

March 2008, 272 pages, Hardback (Routledge)  
ISBN 9780415418973 **¥28,030**

Education policy is not designed to eliminate race inequality but to sustain it at manageable levels. This is the inescapable conclusion of the first major study of the English education system using 'critical race theory'.

David Gillborn has been described as Britain's 'most influential race theorist in education'. In this book he dissects the role of racism across the education system; from national policies to school-level decisions about discipline and academic selection.

Race inequality is not accidental and things are not getting better. Despite occasional 'good news' stories about fluctuations in statistics, the reality is that race inequality is so deeply entrenched that it is effectively 'locked in' as a permanent feature of the system.

Built on a foundation of compelling evidence, from national statistics to studies of classroom life, this book shows how race inequality is shaped and legitimized across the system. The study explores a series of key issues including:

- \* the impact of the 'War on Terror' and how policy privileges the interests of white people
- \* how assessment systems produce race inequality
- \* exposes the 'gifted and talented' programme as a form of eugenic thinking based on discredited and racist myths about

intelligence and ability

- \* documents the Stephen Lawrence case revealing how policy makers have betrayed earlier commitments to race equality
- \* shows how 'model minorities' are created and used to counter anti-racism
- \* how education policy is implicated in the defence of white power.

*Conspiracy? Racism & Education* takes critical antiracist analyses to a new level and represents a fundamental challenge to current assumptions in the field. With a preface by Richard Delgado, one of the founders of critical race theory.

## 6. Can Education Change Society?

By Michael W. Apple

Oct 2013, 190 pages, Hardback (Routledge)  
ISBN 9780415875325 **¥25,400**

Despite the vast differences between the Right and the Left over the role of education in the production of inequality one common element both sides share is a sense that education can and should do something about society, to either restore what is being lost or radically alter what is there now. The question was perhaps put most succinctly by the radical educator George Counts in 1932 when he asked "Dare the School Build a New Social Order?", challenging entire generations of educators to participate in, actually to lead, the reconstruction of society. Over 70 years later, celebrated educator, author and activist Michael Apple revisits Counts' now iconic works, compares them to the equally powerful voices of minoritized people, and again asks the seemingly simply question of whether education truly has the power to change society.

In this groundbreaking work, Apple pushes educators toward a more substantial understanding of what schools do and what we can do to challenge the relations of dominance and subordination in the larger society. This touchstone volume is both provocative and honest about the ideological and economic conditions that groups in society are facing and is certain to become another classic in the canon of Apple's work and the literature on education more generally.

## 7. The Routledge International Handbook of Critical Education

Edited by Michael W. Apple, Wayne Au, & Luis Armando Gandin

Feb 2009, 506 pages, Hardback (Routledge)  
ISBN 9780415958615 **¥44,600**

The Routledge International Handbook of Critical Education is the first authoritative reference work to provide an international analysis of the relationship between power, knowledge, education, and schooling. Rather than focusing solely on questions of how we teach efficiently and effectively, contributors to this volume push further to also think critically about education's relationship to economic, political, and cultural power. The various sections of this book integrate into their analyses the conceptual, political, pedagogic, and practical histories, tensions, and resources that have established critical education as one of the most vital and growing movements within the field of education, including topics such as:

- social movements and pedagogic work
- critical research methods for critical education
- the politics of practice and the recreation of theory
- the freirian legacy.

With a comprehensive introduction by Michael W. Apple, Wayne Au, and Luis Armando Gandin, along with thirty-five newly-commissioned pieces by some of the most prestigious education scholars in the world, this Handbook provides the definitive statement on the state of critical education and on its possibilities for the future.

## 8. The Routledge International Handbook of the Sociology of Education

Edited by Michael W. Apple, Stephen J. Ball, & Luis Armando Gandin

Dec 2009, 430 pages, Hardback (Routledge)

ISBN 9780415486637 **¥44,600**

This collection brings together many of the world's leading sociologists of education to explore and address key issues and concerns within the discipline. The thirty-seven newly commissioned chapters draw upon theory and research to provide new accounts of contemporary educational processes, global trends, and changing and enduring forms of social conflict and social inequality.

The research, conducted by leading international scholars in the field, indicates that two complexly interrelated agendas are discernible in the heat and noise of educational change over the past twenty-five years. The first rests on a clear articulation by the state of its requirements of education. The second promotes at least the appearance of greater autonomy on the part of educational institutions in the delivery of those requirements. The Routledge International Handbook of the Sociology of Education examines the ways in which the sociology of education has responded to these two political agendas, addressing a range of issues which cover three key areas:

- perspectives and theories
- social processes and practices
- inequalities and resistances.

The book strongly communicates the vibrancy and diversity of the sociology of education and the nature of 'sociological work' in this field. It will be a primary resource for teachers, as well as a title of major interest to practising sociologists of education.

## 9. The Colour of Class

### The educational strategies of the Black middle classes

By Nicola Rollock, David Gillborn, Carol Vincent, & Stephen J. Ball

Nov 2014, 202 pages, Hardback (Routledge)

ISBN 9780415809818 **¥22,930**

How do race and class intersect to shape the identities and experiences of Black middle-class parents and their children? What are Black middle-class parents' strategies for supporting their children through school? What role do the educational histories of Black middle-class parents play in their decision-making about their children's education?

There is now an extensive body of research on the educational strategies of the white middle classes but a silence exists around the emergence of the Black middle classes and their experiences, priorities, and actions in relation to education. This book focuses on middle-class families of Black Caribbean heritage.

Drawing on rich qualitative data from nearly 80 in-depth interviews with Black Caribbean middle-class parents, the internationally renowned contributors reveal how these parents attempt to navigate their children successfully through the school system, and defend them against low expectations and other manifestations of discrimination. Chapters identify when, how and to what extent parents deploy the financial, cultural and social resources available to them as professional, middle class individuals in support of their children's academic success and emotional well-being. The book sheds light on the complex, and relatively neglected relations, between race, social class and education, and in addition, poses wider questions about the experiences of social mobility, and the intersection of race and class in forming the identity of the parents and their children.

The Colour of Class: The educational strategies of the Black middle classes will appeal to undergraduates and postgraduates on education, sociology and social policy courses, as well as academics with an interest in Critical Race Theory and Bourdieu.

The Colour of Class was awarded 2nd prize by the Society for Educational Studies: Book Prize 2016.

## 10. Teacher Agency for Equity A Framework for Conscientious Engagement

By Raquel Ríos

Sept 2017, 202 pages, Hardback (Routledge)

ISBN 9781138302617 **¥19,110**

This book provides educators with a conceptual framework to explore and develop authenticity and agency for equity. In response to growing cynicism within the field of education, Raquel Ríos argues that in order to become authentic agents of change, teachers must take a stance of mindful inquiry and examine the role of a teacher within the broader socio-political context. By utilizing the six principles of Conscientious Engagement, teachers can expand their awareness of the power of language and thought, the complex nature of our professional relationships, and how we channel energy in ways that can impede or strengthen our work for equity. Full of real-world stories and input from practitioners in the field, this book helps teachers of all levels develop the skills and confidence to grapple with tough philosophical and ethical questions related to social justice and equity, such as:

What is poverty consciousness and what responsibility do we owe students who come from poorer communities?

How does racist ideology impact our thinking and practice in education?

How can we tap into an evolutionary consciousness and collective purpose in order to transform how we advocate for equity?

How can we expand our professional network for the integration of new ideas?

How can teachers really make a difference that matters, a difference that extends beyond the four walls of the classroom?

## 11. Becoming Critical Teacher Educators Narratives of Disruption, Possibility, and Praxis

Edited by Julie Ellison Justice, & F. Blake Tenore

June 2017, 218 pages, Hardback (Routledge)

ISBN 9781138225138 **¥24,210**

The personal and professional are woven together in this collection of scholarly narratives by teacher educators who share their early critical experiences and model teaching practices to support continued resistance and possibilities in teacher education. Representing myriad contexts where teacher education takes place, the range of scholars included represent diverse racial, gendered, linguistic, economic, and ethnic intersectional perspectives. Each chapter suggests practical tools and encourages readers to reflect on their own journeys of becoming transformational teacher educators. This book adds an important dimension to the field with a new and generative approach to the introduction of critical literacies and pedagogies, and offers a potentially powerful way to explore theory, methodology, and social issues. Readers will enjoy the compelling storytelling of these powerful and vulnerable memoirs.

## 12.The Edge of Race

### Critical examinations of education and race/racism

Edited by Kalervo N. Gulson, Zeus Leonardo, & David Gillborn

Dec 2015, 172 pages, Hardback (Routledge)

ISBN 9781138189102 ¥25,480

The phrase 'the edge of race' can be used both as a description and as a response to two key concerns. The first of these is that while race is increasingly on the periphery of education policy – with a growing disregard shown for racist inequities, as education systems become dominated by market-driven concerns – it is important that we map the shifting relations of race in neoliberal politics and policies. The second concern is that at this time, within and outside the spaces of the academy, even to mention race equity is to risk condemnation, marginalization, and ridicule.

The authors in this collection use 'the edge of race' as a provocation in order to examine the concepts, methodologies, policies, politics, processes, and practices associated with race and racism in education. The chapters offer empirical examples of the perpetuation and perniciousness of racism that point to the continued salience of research about race. Additionally, the chapters make contributions to conceptual and methodological understandings of race and racism. The contributors illustrate the contingency, productivity, and fragility of race as a concept, and point to how educational research continues to be a contested site in, and from which to study, race and education. This book was originally published as a special issue of *Discourse: Studies in the Cultural Politics of Education*.

## 13. Foundations of Critical Race Theory in Education, 2nd Edition

Edited by Edward Taylor, David Gillborn, & Gloria Ladson-Billings

Sept 2015, 382 pages, Hardback (Routledge)

ISBN 9781138819443 ¥29,310

The emergence of Critical Race Theory (CRT) marked a pivotal moment in the history of racial politics within the academy and powerfully influenced the broader conversation about race and racism in the United States and beyond. Comprised of articles by some of the most prominent scholars in the field of CRT, this groundbreaking anthology is the first to pull together both the foundational writings and more recent scholarship on the cultural and racial politics of schooling. The collection offers a variety of critical perspectives on race, analyzing the causes, consequences and manifestations of race, racism, and inequity in schooling. Unique to this updated edition are a variety of contributions by key CRT scholars

published within the last five years, including an all-new section dedicated to the intersections of race and dis/ability within contemporary schooling. Each section concludes with a set of questions and discussion points to further engage with the issues discussed in the readings. This revised edition of a landmark publication documents the progress to date of the CRT movement and acts to further spur developments in education policy, critical pedagogy, and social justice, making it a crucial resource for students and educators alike.

## 14. Neoliberalism and Education Rearticulating Social Justice and Inclusion

Edited by Kalwant Bhopal, & Farzana Shain

Dec 2015, 198 pages, Hardback (Routledge)

ISBN 9781138182530 ¥25,480

Neoliberalism and Education: Rearticulating Social Justice and Inclusion offers a critical reflection on the establishment of neoliberalism as the new global orthodoxy in the field of education, and considers what this means for social justice and inclusion. It brings together writers from a number of countries, who explore notions of inclusion and social justice in educational settings ranging from elementary schools to higher education. Contributors examine policy, practice, and pedagogical considerations covering different dimensions of (in)equality, including disability, race, gender, and class. They raise questions about what social justice and inclusion mean in educational systems that are dominated by competition, benchmarking, and target-driven accountability, and about the new forms of imperialism and colonisation that both drive, and are a product of, market-driven reforms. While exposing the entrenchment, under current neoliberal systems of educational provision, of longstanding patterns of (racialised, classed, and gendered) privilege and disadvantage, the contributions presented in this book also consider the possibilities for hope and resistance, drawing attention to established and successful attempts at democratic education or community organisation across a number of countries. This book was originally published as a special issue of the *British Journal of Sociology of Education*.



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