

## Britishness And Diversity Understanding Society

*A free open access ebook is available upon publication. Learn more at [www.luminosoa.org](http://www.luminosoa.org). Multiculturalism as a distinct form of liberal-democratic governance gained widespread acceptance after World War II, but in recent years this consensus has been fractured. Multiculturalism in the British Commonwealth examines cultural diversity across the postwar Commonwealth, situating modern multiculturalism in its national, international, and historical contexts. Bringing together practitioners from across the humanities and social sciences to explore the legal, political, and philosophical issues involved, these essays address common questions: What is postwar multiculturalism? Why did it come about? How have social actors responded to it? In addition to chapters on Australia, Britain, Canada, and New Zealand, this volume also covers India, Malaysia, Nigeria, Singapore, and Trinidad, tracing the historical roots of contemporary dilemmas back to the intertwined legacies of imperialism and liberalism. In so doing it demonstrates that multiculturalism has implications that stretch far beyond its current formulations in public and academic discourse.*

*What do we really know about immigration? Immigration is one of the most controversial issues these days. Keeping them out. Taking back control. Building that wall. Whether the debate centres on economics or identity, it is often framed as 'Them' (bad immigrants) against 'Us' (good locals). But immigrants aren't a burden or a threat – and if we make the right choices we all can thrive together. Drawing on first-hand reporting, compelling stories and the latest research and evidence from around the world, Philippe Legrain explains how immigration benefits us all in many ways. Immigrants start new businesses, bring different skills and help spark valuable new ideas. They help save lives – including Boris Johnson's. As key workers, they keep coronavirus-stricken societies going, while young newcomers care – and help pay – for our ageing population. For sure, learning to live together can be tough. The book also addresses tricky issues such as 'illegal' immigration, what immigration entails for national identity, what newcomers need to do to fit in, and how societies ought to adapt. And it suggests new ideas for how to persuade moderate sceptics about the merits of immigration. If patriotism means wanting the best for your country, we should be welcoming immigrants with open arms. It is time to close the gap between myth and reality – and, in the process, close the gap between 'Them' and 'Us'.*

*This book challenges the official discourse that shapes the debates on Equal Opportunities and Diversity (EO&D) at national, regional and European level and will be a key text for students and researchers of EO&D in many fields.*

*Media reporting on Islam and Muslims commonly relate stories about terrorism, violence, or the lack of integration with western values and society. Yet there is little research into how non-Muslims engage with and are affected by these news reports. Inspired by the overtly negative coverage of Islam and Muslims by the mainstream press and the increase in Islamophobia across Europe, this book explores the influence of these depictions on the thoughts and actions of non-Muslims. Building on extensive fieldwork interviews and focus groups, Laurens de Rooij argues that individuals negotiate media reports to fit their existing outlook on Islam and Muslims. Non-Muslim responses to these reports, de Rooij argues, are not only (re)productions of local and personal contextuality, but are co-dependent and co-productive to the reports themselves.*

*Identity and Participation in Culturally Diverse Societies presents an original discussion in an edited volume of how the links between identity, political participation, radicalization, and integration can provide a scientific understanding of the complex issue of coexistence between groups in culturally diverse societies. Offers a scientific understanding of the complex issue of coexistence between groups in culturally diverse societies Utilizes original theory which combines social psychology, sociology, and political science Includes an original and extensive discussion of combining the concepts of identity and diversity Innovatively and engagingly employs the latest research and state-of-the-art theory*

*This is a study into how the public discourse on migrant integration in the UK changed from 2000-2010. The book shows that the discursive construction of integration in the British public sphere shifted from one of cultural pluralism to one of neo-assimilation, informed by a wider spread of neo-liberalism that necessitates self-sufficiency and discourages state assistance. Situated within the Critical Discourse Studies tradition, the book employs a Discourse Historical approach to the data and includes innovative analysis combining 'top-down' (policy documents and media texts) and 'bottom-up' (focus groups with migrants and new citizens) sites of discourse production. In doing so, it provides a broad and detailed perspective of public discourse on integration in the UK. The book shows that understandings of 'integration' are diachronically and synchronically fluid and as such, the term plays an important role as a 'consensus concept' that different actors can support whilst construing it in different ways. Analysis of the data further reveals that integration is interdiscursively linked to other social fields, such as the economy, terrorism and public spending. The book also argues that integration policy has become directed not just at new migrants, but also long-term British citizens and that this has the potential to have considerable impact on community cohesion.*

*This book examines how new dimensions of diversity and difference, so often debated in the national context, are emerging at the neighbourhood level.*

*Seven authors describe the controversial nature of patriotism and citizenship education in their country, basing their account and recommendations upon their philosophical understanding of education and schooling. Offers differing national perspectives on patriotism across the United States, South Africa, New Zealand, Australia, Japan and England Discusses varying accounts of how patriotism and citizenship education should be handled as part of the school curriculum Provides crucial insights into how schools handle social and political demands on controversial topics*

[New Dimensions of Diversity and Difference](#)

[The Social Differentiations and Intersections of Inequality](#)

[Education, Extremism and Terrorism](#)

[How immigrants and locals can thrive together](#)

[Social work in a diverse society](#)

[Cultural Diversity in Britain](#)

[Understanding Stuart Hall](#)

[Countering Extremism in British Schools?](#)

[Multiculturalism in the British Commonwealth](#)

[Multiculturalism in Contemporary Britain](#)

[Four Frames of Racializing Discourse](#)

[Encyclopedia of Diversity in Education](#)

[New Scots](#)

[Understanding 'race' and Ethnicity](#)

Looks at all aspects of the pivotal intellectual relationship between two key figures of the Enlightenment

A study of the anti-Catholic movement in 19th-century Britain. Catholic emancipation in 1829 was followed by a Protestant backlash, stimulated by the growth of the evangelical movement and of Catholicism, and the political endeavours of Irish and British Tories.

This book seeks to investigate how the pedagogic space of schools and classrooms has been defined by the UK government's counter-terrorism 'Prevent' strategy, most notably through the requirement on teachers not to undermine 'fundamental British values' as part of the Teachers Professional Standards. The term 'fundamental British values' migrated from Prevent to the statutory framework that regulates teacher professionalism and has effectively securitized education practice. The Prevent strategy was conceived in response to the 7/7 bombings in London by so-called 'home-grown' Muslim terrorists. The need for teachers to promote British values is an attempt to forge a cohesive British identity among young citizens within a multiracial, multicultural and multilingual society. However, as the chapters in this book illustrate, the state project to harness education to engender belonging – or as some would argue, civic nationalism – whilst simultaneously undertaking surveillance of children and young people from the Muslim community for signs of radicalization, has led to the perception of a hierarchy of citizens or, conversely, 'insider-outsider' citizens. The imperative to promote, and not undermine, fundamental British values has, in some instances, transformed the safe space of the classroom where children and young people's right to explore their perceptions of current affairs, citizenship and belonging has been curtailed for fear of surveillance by teachers who may interpret their utterances as either undermining British values or to be signs of radicalization. This book explores these dilemmas for teachers and the implications for their professionalism, and examines how racist nativism has pervaded society, educational policy and practice through the promotion of a Britishness perceived by many as a raced, classed and exclusionary discourse. This book was originally published as a special issue of the Journal of Education for Teaching.

Debates in History Teaching encourages teachers to engage with and reflect on key issues, concepts and debates in their subject. It supports you in reaching your own informed judgements, enabling you to discuss and argue your point of view with deeper theoretical knowledge and understanding. Experts in the field consider the subject and its definition, perennial and new debates in the subject, the knowledge required to teach in the classroom, the philosophy of education and the subject, and the case for the subject in the curriculum.

Since 1945 the United Kingdom has changed from a polity that was overwhelmingly white, ethnically British, and Christian to one constituted by creeds, cultures, and communities drawn from all over the globe. The term 'multiculturalism' evokes these demographic changes, the policies and laws that arose as a result, and connected public debates. Political and public support for multiculturalism has been called into question in the new millennium, with British multiculturalism—and Britain itself—currently in a state of flux. This volume examines the policy, law, and political theory of multiculturalism in the British context, exploring how they inform each other. It covers topics such as national identity, immigration, integration, the welfare state, gender, freedom of religion, and human rights. It provides a deeper understanding of contemporary British multiculturalism in its various aspects, inexorably leading back to fundamental questions regarding the structure and purpose of the British polity. It also explores the connections between multiculturalism and current events, including Brexit, renewed calls for Scottish independence, and the broader rise of populism in the West. This book was originally published as a special issue of Critical Review of International Social and Political Philosophy, to which the editors have added a new concluding chapter.

'An enlightening, thoughtful and intelligent study.' The Independent There is a new anger brewing in Britain. In the pubs and estates, the cafes and football stadiums, the mood is unsettled. People kick back increasingly against whoever or whatever is presented as the latest scapegoat. Delving deep into the day-to-day of a marginalized section of the working class, Angry White People offers an unparalleled survey of this anxious, uncertain, febrile Britain. From the English Defence League (EDL) to UKIP activists, Hsiao-Hung Pai conducts a fantastically daring investigation. Amongst those she follows are Darren, a Lutonian who helped found the EDL but is now a dedicated anti-racist Labour activist, and Tommy Robinson, infamous founder of the EDL, whom Pai observes changing from a young, foul-mouthed kid to a suited-and-booted Oxford Union guest speaker and hate preacher. Uncovering disturbing levels of racism in our society which must be confronted, Pai also identifies concerns arising from exclusion and inequality in a post-industrial economy. Angry White People is the essential account of social discontent in Britain today.

Jon Stratton provides a pioneering work on Jews as a racialized group in the popular music of America, Britain and Australia during the twentieth and early twenty-first centuries. Rather than taking a narrative, historical approach the book consists of a number of case studies, looking at the American, British and Australian music industries. Stratton's primary motivation is to uncover how the racialized positioning of Jews, which was sometimes similar but often different in each of the societies under consideration, affected the kinds of music with which Jews have become involved. Stratton explores race as a cultural construction and continues discussions undertaken in Jewish Studies concerning the racialization of the Jews and the stereotyping of Jews in order to present an in-depth and critical understanding of Jews, race and popular music.

The authors examine the connections between cultural diversity, innovation and thriving, prosperous urban communities, in relation to the economic, social and cultural mix of Britain's population. They developed tools to harness the potential of diverse communities and their powers of innovation. These include a set of indicators of openness to check

the readiness of a city to take advantage of diversity, and the intercultural lens through which professionals can examine the familiar in a new light. The study evaluated six aspects of local activity: Public consultation and engagement, Urban planning and development, Business and entrepreneurship, Schools, The arts and creative industries, Sport

[A Portrait of Modern Britain](#)

[Scotland's Immigrant Communities since 1945](#)

[Fundamental British Values](#)

[EBOOK: Diversity, Difference and Dilemmas: Analysing concepts and developing skills](#)

[Us and Them?](#)

[What Should be Taught in Citizenship Education and Why](#)

[Angry White People](#)

[Constructions of Migrant Integration in British Public Discourse](#)

[The Road to Somewhere](#)

[The Protestant Crusade in Great Britain, 1829-1860](#)

[Islam in British media discourses](#)

[Religion, Identity and Conflict in Britain: From the Restoration to the Twentieth Century](#)

[Diversity, Intercultural Encounters, and Education](#)

[Advancing Race and Ethnicity in Education](#)

This timely collection focuses on domestic and international education research on race and ethnicity. As co-conveners of the British Education Research Associations (BERA) Special Education Group on Race and Ethnicity (2010-2013), Race and Lander are advocates for the promotion of race and ethnicity within education. With its unique structure and organisation of empirical material, this volume collates contributions from global specialists and fresh new voices to bring cutting-edge research and findings to a multi-disciplinary marker which includes education, sociology and political studies. The aim of this book is to promote and advocate a range of contemporary issues related to race, ethnicity and inclusion in relation to pedagogy, teaching and learning.

The terrorist attacks in the USA and UK on 9/11 and 7/7, and subsequent media coverage, have resulted in a heightened awareness of extremists and terrorists. Should educators be exploring terrorism and extremism within their classrooms? If so, what should they be teaching, and how? Dianne Gereluk draws together the diverging opinions surrounding these debates, exploring and critiquing the justifications used for why these issues should be addressed in schools. She goes on to consider the ways in which educators should teach these topics, providing practical suggestions. Education, Extremism and Terrorism is essential reading for undergraduate and postgraduate education students looking to engage with the philosophical, sociological and political issues that are central to this debate.

Virtues in the Public Sphere features seventeen chapters by experts from a variety of different perspectives on the broad theme of virtue in the public sphere. Spanning issues such as the notion of civic friendship and civic virtue, it sheds light on the role that these virtues play in the public sphere and their importance in safeguarding communities from the threats of a lack of concern for truth, poor leadership, charlatanism, and bigotry. This book highlights the theoretical complexity of putting virtue ethics into practice in the public domain at a time when it has been shaken by unpredictable political, social, technological, and cultural developments. With contributions from internationally acclaimed scholars in the fields of philosophy, psychology, sociology, and education, this book highlights the main issues, both theoretical and practical, of putting virtue ethics into practice in the public domain. Split into three sections - "Virtues and vices in the public sphere", "Civic friendship and virtue", and "Perspectives on virtue and the public sphere" - the chapters offer a timely commentary on the roles that virtues have to play in the public sphere. This timely book will be of great interest to researchers, academics, and post-graduate students in the fields of education, character and virtue studies, and will also appeal to practitioners.

This much-needed textbook combines historical and theoretical approaches to the issue of 'race' and ethnicity within welfare provision, including an examination of how minorities experience welfare in a range of service settings

'Jagdish S Gundara's own early experiences have given him unique insights into both the problems and the possibilities of relationships between cultures. His book reflects a life dedicated to fostering positive intercultural relations and provides an analysis of the role of education in overcoming the barriers. All who are interested in building genuinely inclusive notions of education and citizenship will benefit from reading this impressive book' - Geoff Whitty, Karl Mannheim Professor of Sociology of Education, University of London Jagdish S Gundara raises a range of critical issues for educators as a consequence of historical and contemporary aspects of social diversity. Using a historical and social scie

National identity and liberal democracy are recurrent themes in debates about Muslim minorities in the West. Britain is no exception, with politicians responding to claims about Muslims' lack of integration by mandating the promotion of 'fundamental British values' including 'democracy' and 'individual liberty'. This book engages with both these themes, addressing the lack of understanding about the character of British Islam and its relationship to the liberal state. It charts a gradual but decisive shift in British institutions concerned with Islamic education, Islamic law and Muslim representation since Muslims settled in the UK in large numbers in the 1950s. Based on empirical research including interviews undertaken over a ten-year period with Muslims, and analysis of public events organized by Islamic institutions, Stephen Jones challenges claims about the isolation of British Islamic organizations and shows that they have decisively shaped themselves around British public and institutional norms. He argues that this amounts to the building of a distinctive 'British Islam'. Using this narrative, the book makes the case for a variety of liberalism that is open to the expression of religious arguments in public and to associations between religious groups and the state. It also offers a powerful challenge to claims about the insularity of British Islamic institutions by showing how the national orientation of Islam called for by British policymakers is, in fact, already happening. The book uses this evidence to argue that the incorporation of Muslim minorities enables democratic renewal, with national identification having a positive impact on cultural minorities and political dissent.

Us and Them? explores the distinction between migrant and citizen through using the concept of 'the community of value'. The challenges of migration go to the heart of equality, rights, freedom, and membership. These are not only matters for migrants but go to the heart of citizens' politics.

The British state between the mid-seventeenth century to the early twentieth century was essentially a Christian state. Christianity permeated society, defining the rites of passage - baptism, first communion, marriage and burial - that shaped individual lives, providing a sense of continuity between past, present and future generations, and informing social institutions and voluntary associations. Yet this religious conception of state and society was also the source of conflict. The Restoration of the monarchy in 1660 brought limited toleration for Protestant Dissenters, who felt unable to worship in the established Church, and there were challenges to faith raised by biblical and historical scholarship, science, moral questioning and social dislocations and unrest. This book brings together a distinguished team of authors who explore the interactions of religion, politics and culture that shaped and defined modern Britain. They consider expressions of civic consciousness in the expanding towns and cities, the growth of Welsh national identity, movements for popular education and temperance reform, and the influence of organised sport, popular journalism, and historical writing in defining national life. Most importantly, the contributors highlight the vital role of religious faith and religious institutions in the understanding of the modern British state.

[Virtues in the Public Sphere](#)

[Interculturalism, Education and Inclusion](#)

[Ethnicity and Race in the UK](#)

[State of the Nation](#)

[Theory, History, Policy, Practice](#)

[Identity and Participation in Culturally Diverse Societies](#)

[Islam and the Liberal State](#)

[Public Commissions on Cultural and Religious Diversity](#)

[Citizenship, Civic Friendship and Duty](#)

[Narratives of Community in the Black British Short Story](#)

[Core Concepts, Policy and Practice](#)

[Community Cohesion in Crisis?](#)

[Understanding perceptions of Muslims in the news](#)

[Debates in History Teaching](#)

The political era one is living through always feels messy and fragmented from the inside. But looking back from the future, the first two decades of the 21st century will come to be seen as the moment when the politics of culture and identity rose to challenge the previous politics of left and right. David Goodhart's searing analysis considers this shift through his novel paradigm of the "nowhere" class and the "somewhere" class. Members of the "Nowhere" class dominate our culture and society. They tend to do well at school, then usually move from home to a boarding university in their late teens and on to a career in the professions that might take them to a capital city or even abroad for a year or two. Such people have portable "achieved" identities, based on educational and career success, which makes them generally comfortable with new places and people. The "Somewhere" people are by

definition more rooted and have ascribed identities based on group belonging and particular places, which is why they often find rapid change disturbing. One core group of Somewheres are often "left behind" - mainly older white working class men with little education. They have lost economically with the decline of well paid jobs for people with little education and culturally, too, with the disappearance of a distinctive working-class culture and the marginalization of their social conservatism in the public conversation. However Somewhere ambivalence about recent social trends spreads far beyond this core group and is shared by many in all social classes. The broad ideology of Nowhere people can be characterized as "progressive individualism." By contrast, the Somewheres are more socially conservative by instinct. This book will contend that the Nowhere people have counted for too much in the past generation and populist parties, such as the Tea Party, have emerged in part as a democratic counter-balance to that dominance. In a democracy the Somewheres cannot, however, be ignored.

This book concerns the challenges and tensions rising from mass migration flows, unbalanced north-south and east-west relations and the increasing multicultural nature of society. The scope of the book's theme is global, addressing diversity and identity, intercultural encounters and conflict, and the interrogations of a new socio-political order or paradigm. Thus, it highlights some of the most poignant and challenging outcomes of cultural diversity faced more or less palpably by everyone everywhere in today's societies. The book's theme of multi- and pluriculturality is of particular current interest in the academic, socio-political, economic and entrepreneurial spheres. It covers Western and non-Western perspectives, representing a valuable resource in terms of international dialogue and experimentation. The chapters are complimentary, completing a rigorous theoretical framework offering detailed presentation and analysis of the phenomenon of diversity as encountered in society and the educational setting and at large viewed in a multidisciplinary multiperspective fashion. Among the theories and concepts represented are those intrinsic to sociology, psychology, political science, economics, history, literature, pedagogy, communication and linguistics.

The diversity education literature, both nationally and internationally, is broad and diffuse. Consequently, there needs to be a systematic and logical way to organize and present the state of research for students and professionals. American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live, work, and lead. With continually evolving information on diversity policies, practices, and programs, it is important to have one place where students, scholars, teachers, and policymakers can examine and explore research, policy, and practice issues and find answers to important questions about how diversity in U.S. education-enriched with theories, research and practices in other nations-are explained and communicated, and how they affect institutional change at both the K-12 and postsecondary levels. With about 700 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education (4 volumes, in both print and electronic formats) will present research and statistics, case studies, and best practices, policies, and programs at pre- and postsecondary levels. Diversity is a worldwide phenomenon, and while most of the entries in the Encyclopedia will focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity, this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A-to-Z, this Encyclopedia will cover the full spectrum of diversity issues, including race, class, gender, religion, language, exceptionality, and the global dimensions of diversity as they relate to education. This four-volume reference work will be the definitive reference for diversity issues in education in the United States and the world.

Tracing the development of one of the most influential and respected figures within cultural studies, Helen Davis focuses on Stuart Hall's writings over a period of nearly 50 years, offering students and academics a cogent and exploratory route through complex and overlapping areas of analysis.

A lively and authoritative discussion of contemporary issues, this title features contributors from a range of disciplines exploring the very essence of 'Britishness'

A Moral Economy of Whiteness presents a working model for understanding the main ways in which white UK people make 'race' through talking about immigration in the twenty-first century. Based on extensive empirical interviews, Steve Garner establishes four overlapping frames through which white English people understand immigration. This comprises a narrative of unequal treatment, where 'equality' is a 'dirty word' because it is seen as an agenda for redistributing resources to 'undeserving' ethnic minorities, 'non-integrating' migrants and unproductive white people. Political correctness is seen as the ideological glue binding this unfair system. People are thus retreating from Britishness into a more exclusive Englishness. Garner explores the context of these understandings: the dominance of neoliberal market rationales, in which the State deprioritises anti-discrimination work. He concludes that these frames only make sense in a social world where Britain's imperial past has no bearing on the present, and where 'racism' in popular and media culture becomes purely a story of individual deviancy. This book generates numerous international points of comparison that deepen our understanding of the backlash against multiculturalism in the West. It will appeal to scholars and students of sociology, social policy, anthropology, political science, (im)migration, multiculturalism, nationalism and British studies.

Due to growing negative perceptions about relations between historically entrenched, dominant populations and various minority groups, issues relating to the need to better manage cultural and religious diversity have been intensifying in many countries. These negative perceptions have recently led to a significant increase in popular support for right and extreme right nationalist discourses, and have created so much public tension that national governments have had no choice but to respond. In the last two decades, in several Western contexts in particular, the issues raised by such combined challenges have culminated in the creation of government-initiated or private national commissions. This book presents the results of a

multidisciplinary analysis, from a broader framework that includes the national public commissions which have addressed the challenges of managing cultural and religious diversity in Belgium, Britain, Canada (Quebec), France, Morocco and Norway (including also other cases of public management in Australia and Singapore). It includes in-depth studies of the issues and controversies examined by each of the commissions, such as the ways they perceived the issues, their results and impact, the key political players involved, the media debates and reception surrounding each commission, the communication strategies and difficulties their leaders encountered, as well as the legal aspects each commission has raised. The reports represent a rich body of work charting the fundamental questions nations face about their nature, history and future while the impact on peoples' lives tells us much about different approaches to the issues of cultural identity between countries.

Understanding Digital Societies provides a framework for understanding our changing, technologically shaped society and how sociology can help us make sense of it. You will be introduced to core sociological ideas and texts along with exciting global examples that shed light on how we can use sociology to understand the world around us. This innovative, new textbook: Provides unique insights into using theory to help explain the prevalence of digital objects in everyday interactions. Explores crucial relationships between humans, machines and emerging AI technologies. Discusses thought-provoking contemporary issues such as the uses and abuses of technologies in local and global communities. Understanding Digital Societies is a must-read for students of digital sociology, sociology of media, digital media and society, and other related fields.

[Understanding Equal Opportunities and Diversity](#)

[Patriotism and Citizenship Education](#)

[Becoming British](#)

[Analysis, Reception and Challenges](#)

[Understanding Inclusion](#)

[A Moral Economy of Whiteness](#)

[Comparative Perspectives on Theory and Practice](#)

[Perspectives on the British Question](#)

["Jews, Race and Popular Music "](#)

[A Multidisciplinary Perspective](#)

[Brit\(ish\)](#)

[Understanding Digital Societies](#)

[Them and Us](#)

[Transformative practice with black and minority ethnic individuals and communities](#)

*Understanding Inclusion is a rich, comprehensive exploration of inclusion in education, challenging us to think about being 'inclusive' in its broadest sense. It unpicks a wide range of complex themes and issues that impact on educational practice, supporting educational professionals in helping teachers and learners understand difference as the norm, and not the exception. Underpinned by the latest research, discussion is brought to life through vignettes of real experiences and examples of practice from a range of settings and across continents. Chapters consider crucial aspects of inclusion: Social inclusion and social class Global perspectives on culture and identity Aspirations and social mobility Relationships and sexual behaviours Gender equality and diversity Perceptions of ability and disability Barriers to learning Multilingualism in schools Religion and belief Restorative justice for inclusion Inclusion and the arts Teaching Assistants and inclusion The central role of leadership. Written by experts with extensive experience in a range of educational contexts, Understanding Inclusion is designed for all those engaged in understanding the complexities of teaching and learning. With reflective questions and selected reading designed to support further study, it will be essential reading for students on Education Studies and related course, and pre- and in-service teachers.*

*Available Open Access under CC-BY-NC licence. 50 years after the establishment of the Runnymede Trust and the Race Relations Act of 1968 which sought to end discrimination in public life, this accessible book provides commentary by some of the UK's foremost scholars of race and ethnicity on data relating to a wide range of sectors of society, including employment, health, education, criminal justice, housing and representation in the arts and media. It explores what progress has been made, identifies those areas where inequalities remain stubbornly resistant to change, and asks how our thinking around race and ethnicity has changed in an era of Islamophobia, Brexit and an increasingly diverse population.*

*From Afua Hirsch - co-presenter of Samuel L. Jackson's major BBC TV series Enslaved - the Sunday Times bestseller that reveals the uncomfortable truth about race and identity in Britain today. You're British. Your parents are British. Your partner, your children and most of your friends are British. So why do people keep asking where you're from? We are a nation in denial about our imperial past and the racism that plagues our present. Brit(ish) is Afua Hirsch's personal and provocative exploration of how this came to be - and an urgent call for change. 'The book for our divided and dangerous times' David Olusoga*

*In 2014 an investigation into an alleged plot to 'Islamify' several state schools in Birmingham began. Known as the 'Trojan Horse' affair, this caused a previously highly successful school to be vilified. Holmwood, an expert witness in the professional misconduct cases brought against the teachers, and O'Toole, who researches the government's counter-extremism agenda, challenge the accepted narrative and draw on the potential parallel with the*

Hillsborough disaster to suggest a similar false narrative has taken hold of public debate. This important book highlights the major injustice inflicted on the teachers and shows how this affair was used to criticise multiculturalism, and justify the expansion of a broad and intrusive counter extremism agenda.

The gap between the theory and the practice of working with Black and minority ethnic groups presents an ongoing conundrum for social work. This exciting textbook presents a new theory based on a rich understanding of the constraints and creativities of practice. Taking a transformative approach, this accessible textbook presents evidence from both academics and practitioners. Contributions draw on real life practice scenarios and present case studies to illustrate the many dimensions of working in a diverse society, encouraging students and practitioners to form innovative solutions to service delivery. Covering practice themes including risk, coproduction, interpreting, multidisciplinary working and personalisation, this is vital reading for all students in social work, and practitioners undertaking continuing professional development.

*Narratives of Community in the Black British Short Story* offers the first systematic study of black British short story writing, tracing its development from the 1950s to the present with a particular focus on contemporary short stories by Hanif Kureishi, Jackie Kay, Suhayl Saadi, Zadie Smith, and Hari Kunzru. By combining a postcolonial framework of analysis with Jean-Luc Nancy's deconstructive philosophy of community, the book charts key tendencies in black British short fiction and explores how black British writers use the short story form to combat deeply entrenched notions of community and experiment with non-essentialist alternatives across differences of ethnicity, culture, religion, and nationality.

Kish Bhatti-Sinclair is a Reader in Social Policy and Social Work and Head of Social Work Programmes at the University of Chichester. Kish is known for her work on social work, race and racism, including researching border controls and IT in the EU; globalization in relation to social work values, troubled families, and black and minority ethnic children in care; and inter-professional working in a culturally-appropriate way. Chris Smethurst is Head of the Department of Childhood, Social Work and Social Care at the University of Chichester. Chris previously worked in a range of social work and social care settings: in community work, youth work, residential child care, day services, and in learning disability and community mental health teams. This experience informed a keen interest in the impact of social attitudes on social policy and on the day-to-day work of practitioners and organizations. How has the increasing diversity of service user groups transformed the practice of social work? Social workers are increasingly working in complex and diverse situations with a wide variety of groups including those disadvantaged by social class, race, ethnicity, disability, religion, culture, gender and sexual orientation. This book is therefore for social work professionals, students, academics and practice educators. The editors and authors draw on specialist knowledge, tools and methods regarding working with diversity to support the development of practice skills and behaviours along with positive attitudes. Readers are encouraged to analyse and reflect on dilemmas in social work arising from marginalisation and discrimination, while case studies and summaries highlight assumptions, stereotypes and labels faced by diverse service user groups such as Roma people, black and ethnic minority groups, and deafblind people. Topics covered include: • Diversity and difference • Inequality and social work • Cultural competence in social work practice • Being white and feeling guilty • Professional social work identities • Religion and spirituality \*\*\* This book forms part of the *Social Work Skills in Practice* series. The series focuses on key social work skills required for working with children and adult service users, families and carers. The books offer both theoretical and evidence-informed knowledge, alongside the application of skills relevant for day-to-day social work practice. They are an invaluable resource for pre-qualifying students, newly-qualified social workers, academics teaching and researching in the field, as well as social work practitioners, including practice educators, pursuing continuous professional development.

[The Dangerous Politics of Immigration Control](#)

[Essays in Honour of Keith Robbins](#)

[Policy, Law and Theory](#)

[Coming Face-to-Face with the British Far Right](#)

[A Toolkit for Cross-cultural Co-operation](#)

[Britishness](#)

[The Truth about the Birmingham Trojan Horse Affair](#)

[On Race, Identity and Belonging](#)

[National Identity and the Future of Muslim Britain](#)

[The Populist Revolt and the Future of Politics](#)