**RACE AND ETHNICITY IN LANGUAGE TEACHING AND LEARNING:**

**SELECTED REFERENCES**

**(Last updated 18 September 2017)**

Alley, D. C. (1994). Integrating Afro-Hispanic studies into the Spanish curriculum: A rationale and a Model. *Afro-Hispanic Review, 13*, 3-8.

Althen, G. (2009). Educating international students about “race.” *International Educator, 18*(3)*,* 88-93.

Amin, N. (1997). Race and the identity of the nonnative ESL teacher. *TESOL Quarterly*, *31*, 581-583.

Amin, N. (1999). Minority women teachers of ESL: Negotiating white English. In G. Braine (Ed.), *Non-native educators in English language teaching* (pp. 93-104). Mahwah, NJ: Lawrence Erlbaum.

Anthias, F., & Yuval-Davis, N. (1992). *Racialized boundaries: Race, nation, gender, colour and class and the anti-racist struggle*. London, UK: Routledge.

Banks, J. A. (1992). The stages of ethnicity. In P.A. Richard-Amato & M. A. Snow (Eds.), *The multicultural classroom: Reading for content-area teachers* (pp. 93-101). White Plains, NY: Longman.

Barth, F., (1969). Introduction. In F. Barth (Ed.), *Ethnic groups and boundaries: The social organization and cultural difference* (pp. 9-38). Boston, MA: Little, Brown and Company.

Bashir-Ali, K. (2006). Language learning and the definition of one's social, cultural, and racial identity. *TESOL Quarterly*, *40*(3), 628-639.

Berrey, E. (2015). *The enigma of diversity: The language of race and the limits of racial justice*. Chicago, IL: University of Chicago Press.

Bigelow, M. (2010). *Mogadishu on the Mississippi: Language, racialized identity, and education in a new land*. New York, NY: Wiley-Blackwell.

Black Lives Matter. (2015). About the Black Lives Matter network. Retrieved from http://blacklivesmatter.com/about/

Bond, M., & Yang, K. S. (1982). Ethnic affirmation versus cross-cultural accommodation: The variable impact of questionnaire language on Chinese bilinguals in Hong Kong. *Journal of Cross-cultural Psychology, 13*(2), 169-185.

Bonilla-Silva, E. (2003). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States.* Lanham, MD: Rowman & Littlefield.

Bonilla-Silva, E. (2009). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States* (3rd ed.)*.* Lanham, MD: Lowman & Littlefield.

Bonilla, Y., & Rosa, J. (2015). #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. American Ethnologist, *42*(1), 4-17.

Bridgeman, B., Trapani, C, & Attali, Y. (2012). Comparison of human and machine scoring of essays: Differences by gender, ethnicity, and country. *Applied Measurement in Education, 25*(1), 27-40.

Brookfield, S. D. (2015). Teaching our own racism. *Adult Learning, 25*(3), 89-95.

Chacón, C. T. (2006). My journey into racial awareness. In A. Curtis & M. Romney (Eds.), *Color, race, and English language teaching: Shades of meaning* (pp. 49-63). Mahwah, NJ: Lawrence Erlbaum Associates.

Clément, R. (1980). Ethnicity, contact, and communicative competence in a second language. In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), *Language: Social psychological perspectives* (pp. 147-154). New York, NY: Pergamon Press.

Cole, M. (2009). *Critical race theory and education: A Marxist response.* New York, NY: Palgrave Macmillan.

Connell, R. (2014). Using southern theory: Decolonizing social thought in theory, research and application. *Planning Theory, 13,* 210–223.

Curtis, A. (2006). A brief introduction to critical race theory, narrative inquiry, and educational research. In A. Curtis & M. Romney (Eds.), *Color, race, and English language teaching: Shades of meaning* (pp. 1-10). Mahwah, NJ: Lawrence Erlbaum Associates.

Curtis, A. (2006). Dark matter: Teaching and learning between black and white. In A. Curtis & M. Romney (Eds.), *Color, race, and English language teaching: Shades of meaning* (pp. 11-22). Mahwah, NJ: Lawrence Erlbaum Associates.

Curtis, A., & Romney, M. (Eds.). (2006). *Color, race, and English language teaching: Shades of meaning.* Mahwak, NJ: Lawrence Erlbaum.

Cyrus, S. A., & Legge, J. M. (1991). Afro-Hispanic literature: Cultural and literary enrichment for the foreign language classroom. In R. M. Terry (Ed.), *Acting on priorities: A commitment to excellence. Dimension: Languages ’90* (pp. 91-102). Valdosta, GA: Southern Conference on Language Teaching.

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

Darling‐Hammond, L. (2007). Race, inequality and educational accountability: The irony of ‘No Child Left Behind’. *Race Ethnicity and Education*, *10*(3), 245-260.

Davis, J. J. (1986). Approaches to the teaching of Afro-Hispanic culture. *Afro-Hispanic Review*, *5*, 28-30.

Davis, J. J. (2000). Reflections on the history and future of foreign language education at historically black colleges and universities. In D. W. Birckbichler (Ed.), *Refecting on the past to shape the future* (pp. 67-96)*.* Lincolnwood, IL: National Textbook Company.

Delgado, R., & Stefancic, J. (Eds.). (1997). *Critical white studies: Looking behind the mirror*. Philadelphia, PA: Temple University Press.

Delgado, R., & Stefancic, J. (2000), (Eds.), *Critical race theory: The cutting edge*. Philadelphia, PA: Temple University Press.

Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York, NY: New York University Press.

Duster, T. (2005). Race and reification in science. *Science*, *307*, 1050-1051.

Ellwood, C. (2009). Uninhabitable identifications: Unpacking the production of racial difference in a TESOL classroom. In R. Kubota & A. Lin (Eds.), *Race, culture, and identities in second language education: Exploring critically engaged practice* (pp. 101-117). New York, NY: Routledge.

European American Collaborative Challenging Whiteness (ECCW). (2010). White on white: Developing capacity to communicate about race with critical humility. In V. Sheared, J. Johnson-Bailey, S. A. J. Colin III, E. Peterson, & S. Brookfield (Eds.), *The handbook of race and adult education: A resource for dialogue on racism* (pp.145-157). San Francisco, CA: Jossey-Bass.

Fanon, F. (1967). *Black skin, white masks*. New York, NY: Grove Weidenfeld.

Fine, M., & Weise, L. (1993). *Beyond silenced voices: Class, race and gender in United States schools.* Albany, NY: State University of New York Press.

Fine, M., Weis, L., Powell, L. C., & Wong, L. M. (Eds.). (1997). *Off white: Readings on race, power, and society.* New York, NY: Routledge.

Fishman, J. A. (1989). *Language and ethnicity in minority sociolinguistic perspective*. Clevedon, UK: Multilingual Matters.

Fishman, J. A (1991). *Language and ethnicity*. Amsterdam, The Netherlands: John Benjamins Publishing Company.

Fishman, J. A., & Garcia, O. (Eds.). (2010). *Handbook of language and ethnic identity: Disciplinary and regional perspectives* (2nd ed.). Oxford, UK: Oxford University Press.

Flores, N. (2013). The unexamined relationship between neoliberalism and plurilingualism: A cautionary tale. *TESOL Quarterly, 47,* 500–520.

Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. Harvard Educational Review, *85*(2), 149-171.

Frankenberg, R. (1993). *White women, race matters: The social construction of Whiteness.* New York NY: Routledge.

Fujimoto, D. (2006). Stories through perceptual frames. In A. Curtis & M. Romney (Eds.), *Color, race, and English language teaching: Shades of meaning* (pp. 37-48). Mahwah, NJ: Lawrence Erlbaum Associates.

Gallagher, A., Bridgeman, B., & Cahalan, C. (2002). The effect of computer-based test on racial-ethnic and gender groups. *Journal of Educational Measurement, 39*(2)*,* 133-147.

Garcia, O. (2012). Ethnic identity and language policy. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 79-99). Cambridge, UK: Cambridge University Press.

Giles, H., Bourhis, R.Y., & Taylor, D.M. (1977). Towards a theory of language in ethnic group relations. In H. Giles (Ed.), *Language, Ethnicity and Intergroup Relations*, New York, NY: Academic Press.

Goldberg, D. T. (1993). *Racist culture: Philosophy and the politics of meaning*. Oxford, UK: Blackwell.

Grant, R. A., & Lee, I. (2009). The ideal English speaker: A juxtaposition of globalization and language policy in South Korea and racialized language attitudes in the United States. In R. Kubota & A. Lin (Eds.), *Race, culture, and identities in second language education: Exploring critically engaged practice* (pp. 44-63). New York, NY: Routledge.

Grant, R. A. , & Wong, S. D. (2008). Critical race perspectives, Bourdieu, and language education. In J. Albright & A. Luke (Eds.), *Pierre Bourdieu and literacy education* (pp. 187-208). New York, NY: Routledge.

Grayson, J. P. (2003). Language background, ethno-racial origin, and academic achievement of students at a Canadian university. *International Migration, 47*(2), 33-67. doi: 10.1111/2Fj.1468-2435.2008.00481

Green, T., Tran, M., & Young, R. (2005). The impact of ethnicity, socioeconomic status, language, and training program on teaching choices among new teachers in California. *Bilingual Research Journal, 29*(3), 583–598.

Grillo, T., & Wildman, S. M. (1997). Obscuring the importance of race: The implications of making comparison between racism and sexism (or other isms). In R. Delgado & J. Stefancic (Eds.), *Critical white studies: Looking behind the mirror* (pp. 619-629). Philadelphia, PA: Temple University Press.

Guerrettaz, A. M., & Zahler, T. (2016). Black lives matter in TESOL: De-silencing race in a second language academic literacy course. *TESOL Quarterly, 51*(1), 193-207.

Hill, J. H. (1998). Language, race, and White public space. *American anthropologist*, *100*, 680-689.

Hill, J. H. (2001). The racializing function of language panics. In R. D. González & I. Melis (Eds.), *Language ideologies: Critical perspectives on the official English movement* (pp. 245-267). Mahwah, NJ: Lawrence Erlbaum.

Hogan, D. E., & Mallott, M. (2005). Changing racial prejudice through diversity education. *Journal of College Student Development, 46*(2), 115-125. doi:10.1353/csd.2005.0015

Hucks, D. (2014). Damaging glances in education: Understanding the media’s role in stereotype reproduction and reinforcement of negative images of African American males. In V. Evans-Winters & M. Bethune (Eds.), *(Re)Teaching Trayvon: Education for racial justice and human freedom* (pp. 65-79). Rotterdam, the Netherlands: Sense Publisher.

Hutchinson, J. F. (2005). The past, present and future of race and health. *Anthropology News, 46*(8), 13.

Ibrahim, A. (1999). Becoming black: Rap and hip-hop, race, gender, identity and the politics of ESL learning. *TESOL Quarterly, 33*(3), 349-369.

Ibrahim, A. (2014). *The Rhizome of Blackness: A Critical Ethnography of Hip-Hop Culture, Language, Identity and the Politics of Becoming*. New York, NY: Peter Lang.

Irizarry, J., & Rosa, J. (2015). Complicating Black and Brown solidarity: Racial positioning and re-positioning in “Post-Racial America.” In K. A. Albert, C. Allen, K. J. Fasching-Varner, N. Hartlep, C. Hayes, G. R. Martin, R. Mitchell, & C. E. Matias (Eds.), The assault on communities of color: Exploring the realities of race-based violence (pp. 13-17). Lanham, MD: Rowman and Littlefield.

Jackson, S. M. (1978). Afro‐Hispanic literature: A valuable cultural resource. *Foreign Language Annals*, *11*(4), 421-425.

Jenks, C. (2017). *Race and ethnicity in English language teaching: Korea in focus.* Bristol, England: Multilingual Matters.

Kailin, J. (2002). *Antiracist education: From theory to practice*. Lanham, MD: Rowman & Littlefield.

Kim, S. Y., & Chao, R. K. (2009). Heritage language fluency, ethnic identity, and school effort of immigrant Chinese and Mexico adolescents. *Cultural Diversity and Ethnic Minority Psychology*, *15*(1), 27.

Kincheloe, J. L., & Steinberg, S. R. 1998. Addressing the crisis of whiteness. In J. L. Kincheloe, S. R. Steinberg, N. M. Rodriguez, & R. E. Chennault (Eds.). *White reign* (pp. 3-30). New York, NY: St. Martin’s Press.

Krettenauer, T. (2004). Metaethnical cognition and epistemic reasoning development in adolescence. *International Journal of Behavioral Development, 28*, 461-470.

Kubota, R. (2002). The author responds: (Un)raveling racism in a nice field like TESOL. *TESOL Quarterly, 36,* 84-92.

Kubota, R. (2003). New approaches to gender, class, and race in second language writing. *Journal of Second Language Writing, 12*, 31-47.

Kubota, R. (2015). Race and language learning in multicultural Canada: towards critical antiracism. *Journal of Multilingual and Multicultural Development*, *36*(1), 3-12.

Kubota, R. (2016). The multi/plural turn, postcolonial theory, and neoliberal multiculturalism: Complicities and implications for applied linguistics. *Applied Linguistics, 37,* 474–494.

Kubota, R., & Lin, A. (2006). Race and TESOL: Introduction to concepts and theories. *TESOL Quarterly, 40,* 471-493.

Kubota, R., & Lin, A. (Eds.). (2009). *Race, culture, and identities in second language education: Exploring critically engaged practice*. New York, NY: Routledge.

Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act? *TESOL Quarterly, 50,* 66–85.

Ladson-Billings, G. (1999). Just what is critical race theory, and what’s it doing in a *nice* field like education? In L. Parker, D. Deyhle, & S. Villenas (Eds.), *Race is—race isn’t: Critical race theory and qualitative studies in education* (pp. 7-30). Boulder, CO: Westview.

Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In N. K. Denzen & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 257-277). Thousand Oaks, CA: Sage.

Ladson-Billings, G., & Tate, W. F. IV. (1995). Toward a critical race theory of education. *Teachers College Record, 97*, 47-68.

Lawrence, B., & Dua, E. (2011). Decolonizing antiracism. In M. J. Cannon & L. Sunseri (Eds.), *Racism, colonialism, and indigeneity in Canada: A reader* (pp. 19–27). Oxford, UK: Oxford University Press.

Lee, E. (2011). Ethical issues in addressing inequity in/through ESL research. *TESL Canada Journal, 5,* 31–52.

Lee, E., & Simon-Maeda, A. (2006). Racialized research identities in ESL/EFL research. *TESOL Quarterly, 40*, 573-594.

Lee, S. J. (2005). *Up against whiteness: Race, school, and immigrant youth*. New York, NY: Teachers College Press.

Leigh, A., Booth, A., & Varganova, E. (2012). Does racial and ethnic discrimination vary across minority groups? Evidence from a field experiment. *Oxford Bulletin of Economics and Statistics, 74,* 547–573.

Leonardo, Z. (2002). The souls of white folk: Critical pedagogy, whiteness studies, and globalization discourse. *Race, Ethnicity, and Education, 5*, 29-50.

Le Page, R. B., & Tabouret-Keller, A. (1985). *Acts of identity: Creole-based approaches to language and ethnicity.* Cambridge, UK: Cambridge University Press.

Leung, C., Harris, R., & Rampton, B. (1997). The idealized native speaker, reified ethnicities, and classroom realities. *TESOL Quarterly, 31*, 543-560.

Lewis, G., & Phoenix, A. (2004). “Race”, “ethnicity” and identity. In K. Woodward (Ed.), Questioning identity: Gender, class, ethnicity (2nd ed., pp. 115-150). London, UK: Routledge.

Liggett, T. (2014). The mapping of a framework: Critical race theory and TESOL. *The Urban Review*, *46*(1), 112-124.

Lin, A. M. Y. (2006). From learning English in a colony to working as a female TESOL professional of color: A personal odyssey. In A. Curtis & M. Romney (Eds.), *Color, race, and English language teaching: Shades of meaning* (pp. 65-79). Mahwah, NJ: Lawrence Erlbaum Associates.

Mahboob, A. (2006). Confessions of an *enraced* TESOL professional. In A. Curtis and M. Romney (Eds.) *Color, Race and English Language Teaching: Shades of meaning* (pp. 173-188). Mahwah, NJ: Lawrence Erlbaum.

Margolis, J. (2008). *Stuck in the shallow end: Education, race, and computing.* Cambridge, MA: MIT Press.

May, S. (2001). *Language and minority rights: Ethnicity, nationalism and the politics of language*. London, UK: Longman.

McElhinny, B. (2001). See no evil, speak no evil: White police officers’ talk about race and affirmative action. *Journal of Linguistic Anthropology, 11*, 65-78.

McIntosh, P. (1997). White privilege and male privilege: A personal account of coming to see correspondences through work in women’s studies. In R. Delgado & J. Stefancic (Eds.), *Critical white studies: Looking behind the mirror* (pp. 291-299). Philadelphia, PA: Temple University Press.

McLaren, P., & Muñoz, J. (2000). Contesting whiteness: Critical perspectives on the struggle for social justice. In C. J. Ovando & P. McLaren (Eds.), *Multiculturalism and bilingual education: Students and teachers caught in the cross fire* (pp. 22-29). Boston, MA: McGraw Hill.

Memmi, A. (2000). *Racism*. Minneapolis, MN: University of Minnesota Press.

Miles, R. (1987). Recent Marxist theories of nationalism and the issues of racism. *The British Journal of Sociology, 38*, 24-43.

Miles, R. (1993). *Racism after ‘race relations.’* London, UK: Routledge.

Miles, R., & Brown, M. (2003). *Racism* (2nd ed.). London, UK: Routledge.

Motha, S. (2006). Racialized ESOL teacher identities in U. S. K-12 public schools. *TESOL Quarterly,* *40*, 495-518.

Motha, S. (2014). *Race, empire and English language teaching: Creating responsible and ethical anti-racist practice*. New York, NY: Teacher College Press.

Motha, S. (2015). *Race, empire, and English language teaching: Creating responsible and ethical anti-racist practice.* New York, NY: Teachers College Press.

Murji, K., & Solomos, J. (2005). Introduction: Racialization in theory and practice. In K. Murhi, & J. Solomos (Eds.), *Racialization: Studies in theory and practice* (pp. 1-27). New York: Oxford University Press.

Nero, S. (2006). An exceptional voice: Working as a TESOL professional of color. In A. Curtis & M. Romney (Eds.), *Color, race, and English language teaching: Shades of meaning* (pp. 23-36). Mahwah, NJ: Lawrence Erlbaum Associates.

Nero, S. (2012). Racial/ethnic segregation and Caribbean language in New York City schools. *Caribbean Journal of Education*, *34*(1/2), 1-38.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, UK: Longman.

O'Neill, N. S. (2000). Multicultural, multiracial high school students' feelings toward Hispanic cultures. *Foreign Language Annals*, *33*(1), 71-81.

Omi, M., & Winant, H. (1994). *Racial formation in the United States: From the 1970s to the 1990s* (2nd ed.). New York, NY: Routledge.

O’Regan, J. P. (2014). English as a lingua franca: An immanent critique. *Applied Linguistics, 35,* 533–552.

Oreopoulos, P. (2011, November). Why do skilled immigrants struggle in the labor market? A field experiment with thirteen thousand resumes. *American Economic Journal: Economic Policy, 3*(2011),148–171.

Outlaw, L. T., Jr. (2005). *Critical theory in the interests of black folks*. Lanham, MD: Rowman and Littlefield.

Parker, L. (2003). Critical race theory and its implications for methodology and policy analysis in higher education desegregation. In G. R. Lópex & L. Parker (Eds.) *Interrogating racism in qualitative research methodology* (pp. 145-180). New York, NY: Peter Lang.

Pawlowski, L. (2016). *Syllabus for race gender and sexuality in language*. St. Paul, MN: University of St. Thomas.

Pearson, A. R., Dovidio, J. F., & Gartner, S. L. (2009). The nature of contemporary prejudice: Insights form aversive racism. *Social and Personality Compass, 10*(11), 1-25.

Pennycook, A., & Otsuji, E. (2015). *Metrolingualism: Language in the city.* London, UK: Routledge.

Peterson, E. J., & Brookfield, S. D. (2007). Race and racism: A critical dialogue. In L. Servage & T. Fenwick (Eds.), *Proceedings of the 45th adult education research conference* (pp. 481-486). Halifax, Nova Scotia: Mount St. Vincent University.

Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education, 16*(2), 175–196.

Rampton, B. (1996). Youth, race, and resistance: A sociolinguistic perspective. *Linguistics & Education, 8*, 159-173.

Rivers, D. J., & Ross, A. S. (2013). Idealized English teachers: The implicit influence of race in Japan. *Journal of Language, Identity & Education, 12,* 321–339.

Rivers, D. J., & Ross, A. S. (2013). Uncovering stereotypes: Intersections of race and English native-speakerhood. In S. A. Houghton, Y. Furumura, M. Lebedko, & S. Li (Eds.), *Critical cultural awareness: Managing stereotypes through intercultural (language) education* (pp. 42-61). Newcastle-upon-Tyne, UK: Cambridge Scholar.

Roberts, C., Davies, E., & Jupp, T. (1992). *Language and discrimination: A study of communication in multi-ethnic workplace.* London, UK: Longman.

Rosa, J. (2016). Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts. ​Journal of Linguistic Anthropology. *26*(2), 162-183.

Rosa, J. (2016). Racializing language, regimenting Latinas/os: Chronotope, social tense, and American raciolinguistic futures. Language & Communication. *46*, 106-117.

Rosa, J. (2016). From mock Spanish to inverted Spanglish: Language ideologies and the racialization of U.S. Latinas/os. In H. S. Alim, A. Ball, & J. Rickford (Eds.), Raciolinguistics: How language shapes our ideas about race (pp.65-80). New York, NY: Oxford University Press.

Rosa, J. (2014). Nuevo Chicago?: Language, diaspora, and Latina/o panethnic formations. In Marquez, R., & Rojo, L.M. (Eds.), A sociolinguistics of diaspora: Latino practices, identities, and ideologies (pp. 31-47). New York, NY: Routledge.

Ruecker, T., & Ives, L. (2015). White native English speakers needed: The rhetorical construction of privilege in online teacher recruitment spaces. *TESOL Quarterly, 49*(4), 733-756.

Scanlan, M., & Palmer, D. (2009). Race, power, and (in)equity within two-way immersion settings. *The Urban Review*, *41*(5), 391-415.

Sheets, R. H. (2000). Advancing the field or taking center stage: The white movement in multicultural education. *Educational Researcher, 29*(9), 15-21.

Shuck, G. (2006). Racializing the nonnative English speaker. *Journal of Language, Identity & Education, 5*(4), 259-276.

Solomos, J. (2003). *Race and racism in Britain* (3rd Ed.). Hampshire, UK: Palgrave Macmillan.

Solórzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-story telling as an analytical framework for education research. *Qualitative Inquiry, 8*, 23-44.

Springer, L., Palmber, B., Terenzini, P. T., Pascarella, E. T., & Nora, A. (1996). Attitudes toward campus diversity: Participation in a racial or cultural awareness workshop. *Review of Higher Education, 20*(1), 53-68. doi:10.1353/.rhe.1996.0003

St. Louis, B. (2005). Racialization in the “zone of ambiguity.” In K. Murji & J. Solomos (Eds.), *Racialization: Studies in theory and practice* (pp. 29-50). New York, NY: Oxford University Press.

Stanley, P. (2013). *A critical ethnography of “Westerners” teaching English in China: Shanghaied in Shanghai.* New York, NY. Routledge.

Stefancic, J., & Delgado, R. (Eds.). (2013). *Critical race theory: The cutting edge* (3rd ed.). San Francisco, CA: Temple University Press.

Sterzuk, A. (2015). ‘The standard remains the same’: Language standardisation, race and othering in higher education. *Journal of Multilingual and Multicultural Development, 36*(1), 53-66.

Stokoe, E., & Edwards, D. (2007). “Black this, black that”: Racial insults and reported speech in neighbour complaints and police interrogations. *Discourse & Society*, *18*(3), 337–372.

Subtirelu, N. (2015). “She does have an accent but…”: Race and language ideology in students' evaluations of mathematics instructors on RateMyProfessors.com. *Language in Society, 44*(01), 35-62.

Sue, D. R. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. San Francisco, CA: Jossey-Bass.

Sue, D. R. (2016). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. San Francisco, CA: Jossey-Bass.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist, 62* (4), 271–286.

Sullivan, S. (2014). *Good white people: The problem with middle-class white anti-racism.* Albany, NY: State University of New York Press.

Takezawa, Y. (2006). Race should be discussed and understood across the globe. *Anthropology News, 47*(3), 6-7.

Tatum, B. D. (2003). *Why are all the black kids sitting together in the cafeteria: And other conversations about race*. New York, NY: Basic Books.

Taylor, E., Gilborn, D., & Ladson-Billings, G. (Eds.). (2015). *Foundations of critical race theory in education* (2nd ed.). New York, NY: Routledge.

Taylor, L. (2006). Wrestling with race: The implications of integrative antiracism education for immigrant ESL youth. *TESOL Quarterly, 40*(3), 519-544.

Taylor-Mendes, C. (2009). Construction of racial stereotypes in English as a foreign language (EFL) textbooks: Images as discourse. In R. Kubota & A. Lin (Eds.), *Race, culture, and identities in second language education* (pp. 64-80). New York, NY: Routledge.

Tse, L. (1998). Seeing themselves through borrowed eyes: Asian Americans in ethnic ambivalence/evasion. *Multicultural Review, 7*, 28-34.

Tse, L. (2000). The effects of ethnic identity formation on bilingual maintenance and development: An analysis of Asian American narratives*. International Journal of Bilingual Education and Bilingualism, 3*, 185-200.

Tuitt, F., Hanna, M., Martinez, L. M., Salazar, M. D. C., & Griffin, R. (2009). Teaching in the line of fire: Faculty of color in the academy. *Thought and Action, 65,* 65-74.

Ullucci, K., & Battey, D. (2011). Exposing color blindness/grounding color consciousness: Challenges for teacher education. *Urban Education, 46,* 1195–1225.

Van den Berg, H., Wetherell, M., & Houtkoop-Steenstra, H. (2003). *Analyzing race talk: Multidisciplinary perspectives on the research interview*. Cambridge, UK: Cambridge University Press.

van Dijk, T. (1993). *Elite discourse and racism*. London, UK: Sage.

Villegas Rogers, C. (2006). Improving the visibility of Afro-Latin culture in the Spanish classroom. *Hispania, 89*, 562-573.

Wade, P. (1995). White Women, Race Matters: The Social Construction of Whiteness. *Journal of the Royal Anthropological Institute*, *1*(2), 422-424.

Wang, G. (2015). Ethnic multilingual education in China: A critical observation. *Working Papers in Educational Linguistics, 30*(2), 35-47.

Watson, S. (2013). Teaching Afro–Latin American culture through film: Raíces de mi corazón and Cuba's Guerrita de los Negros. *Hispania*, *96*(1), 71-80.

Whitehead, K. A. (2009). Categorizing the categorizer: The management of racial common sense in interaction. *Social Psychology Quarterly*, *72*(4), 325–342.

Whitehead, K. A., & Lerner, G. (2009). When are persons “white”? On some practical asymmetries of racial reference in talk-in-interaction. *Discourse & Society*, *20*(5), 613–641.

Wolff, H. (1959). Intelligibility and inter-ethnic attitudes. *Anthropological Linguistics*, *1*(3), 34-41.

Yancy, G. (2004). *What white looks like: African American philosophers on the white question*. New York, NY: Routledge.

Yancy G. (2008). *Black bodies, white gazes: The continuing significance of race*. Lanham, MD: Rowman and Littlefield.

Yancy, G. (2012). *Look, a white! Philosophical essays on whiteness*. Philadelphia, PA: Temple University Press.

Yancy, G., & Guadalupe Davidson, M. (2014). *Exploring race in predominantly white classrooms: Scholars of color reflect.* New York, NY: Routledge.