

# Sophie Rudolph

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/738144/publications.pdf>

Version: 2024-02-01

13  
papers

272  
citations

1307594

7  
h-index

1281871

11  
g-index

16  
all docs

16  
docs citations

16  
times ranked

184  
citing authors

#	ARTICLE	IF	CITATIONS
1	Education and racial capitalism. <i>Race Ethnicity and Education</i> , 2022, 25, 425-442.	2.6	31
2	Ngaga-dji, a call to action: education justice and youth imprisonment. <i>Australian Educational Researcher</i> , 2021, 48, 433-448.	2.3	0
3	Demanding dialogue in an unsettled settler state: implications for education and justice. <i>History of Education Review</i> , 2021, 50, 181-195.	0.4	2
4	Contested Citizenship Education in Settler Colonies on First Nations Land. , 2020, , 537-548.		1
5	Contested Citizenship Education in Settler Colonies on First Nations Land. , 2020, , 1-12.		1
6	To “uplift the Aborigine” or to “uphold” Aboriginal dignity and pride? Indigenous educational debates in 1960s Australia. <i>Paedagogica Historica</i> , 2019, 55, 152-165.	0.1	7
7	The impact of racism on the schooling experiences of Aboriginal and Torres Strait Islander students: A systematic review. <i>Australian Educational Researcher</i> , 2019, 46, 273-295.	2.3	59
8	Knowledge and racial violence: the shine and shadow of “powerful knowledge”™. <i>Ethics and Education</i> , 2018, 13, 22-38.	0.7	43
9	Teacher responsibility: shifting care from student to (professional) self?. <i>British Journal of Sociology of Education</i> , 2018, 39, 1-15.	1.8	31
10	Borders as the productive tension between the universal and the particular: challenges for education in a global era. <i>International Studies in Sociology of Education</i> , 2018, 27, 111-127.	1.8	1
11	The Politics of Post-Qualitative Inquiry: History and Power. <i>Qualitative Inquiry</i> , 2017, 23, 384-394.	1.4	56
12	The logic of history in “gap”™ discourse and related research. <i>Australian Educational Researcher</i> , 2016, 43, 437-451.	2.3	18
13	Drawing out the value of the visual: children and young people theorizing time through art and narrative. <i>Journal of Curriculum Studies</i> , 2015, 47, 486-507.	2.1	13