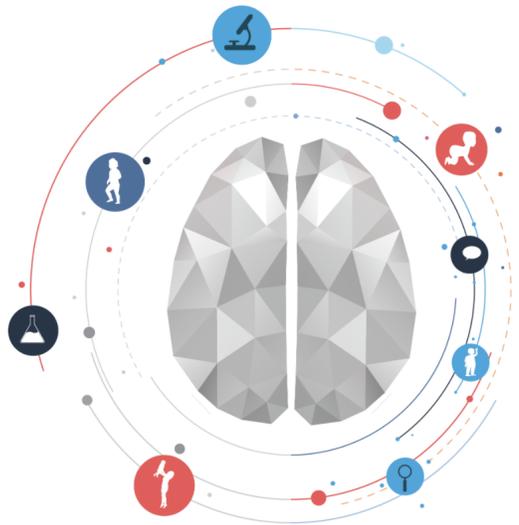


Compilation of Research Related to  
Social Justice:  
An Annotated Bibliography

Cognitive Development Society

November 23, 2020



## Introduction

In this annotated bibliography, we offer literature that contributes to our understanding of how racial prejudices develop. We include broad *Theories and Reviews*, as well as empirical work on:

*Race and Bases of Categorization of Social Groups,*  
*Perceptual Learning of Race and Racial Differences,*  
*Attitudes about Race and Outgroups,*  
*Socialization,* and  
*Interventions and Factors that Promote Resilience.*

While this is not an exhaustive list, we hope that it can serve as a growing resource for considering the myriad of ways in which prejudices manifest with age. We also hope that it acts as an easily accessible repository for scholars to use in their research, writing, and teaching.

The literature is sorted by the headings listed above, though many articles could belong to more than one group. For more refined classifications, please see the bolded tags under each citation. Pdfs of open-access articles and pre-prints are linked for each relevant citation. Here, 'open-access' means that the pdf could be found using a non-university associated Google Scholar search during October 2020. To contribute to future versions of this document, please see the [Get Involved](#) section.

# 1 Theory and Reviews

About, F. E. (2008). A social-cognitive developmental theory of prejudice (S. M. Quintana & C. McKown, Eds.). In S. M. Quintana & C. McKown (Eds.), *Handbook of race, racism, and the developing child*. John Wiley; Sons. <https://doi.org/10.1002/9781118269930.ch4>

**Racism/racial bias in children, Parenting practices that contribute to (or prevent) racism/racial bias, Mechanisms underlying the development of racism/racial bias**

*Please access through your institution.*

Anzures, G., Quinn, P. C., Pascalis, O., Slater, A. M., Tanaka, J. W., & Lee, K. (2013). Developmental origins of the other-race effect. *Current Directions in Psychological Science*, 22, 173–178. <https://doi.org/10.1177/0963721412474459>

**Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias, Mechanisms and consequences of racial socialization**

*Please access through your institution.*

Dunham, Y., Baron, A. S., & Banaji, M. R. (2008). The development of implicit intergroup cognition. *Trends in cognitive sciences*, 12, 248–253. <https://doi.org/10.1016/j.tics.2008.04.006>

**Examining the development of racial identity, Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias**

*Please access through your institution.*

Hirschfeld, L. A. (1998). *Race in the making: Cognition, culture, and the child's construction of human kinds*. MIT Press

**Mechanisms underlying the development of racism, racial bias**

*Please access through your institution.*

Hirschfeld, L. (2012). Children's developing conceptions of race (S. M. Quintana & C. McKown, Eds.). In S. M. Quintana & C. McKown (Eds.), *Handbook of race, racism, and the developing child*. John Wiley; Sons. <https://doi.org/10.1002/9781118269930.ch3>

**Mechanisms underlying the development of racism, racial bias**

*Please access through your institution.*

Hughes, D., Rodriguez, J., Smith, E., Johnson, D., Stevenson, H., & Spicer, P. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. *Developmental Psychology, 42*, 747–770. <https://doi.org/10.1037/0012-1649.42.5.747>

**Examining the development of racial identity, Documenting parenting practices that contribute to (or prevent) racism or racial bias, Mechanisms and consequences of racial socialization**

See pdf [here](#).

Perez-Brena, N. J., Rivas-Drake, D., Toomey, R. B., & Umaña-Taylor, A. J. (2018). Contributions of the integrative model for the study of developmental competencies in minority children: What have we learned about adaptive culture? *The American Psychologist, 73*, 713–726. <https://doi.org/10.1037/amp0000292>

**Examining the development of racial identity, Documenting parenting practices that contribute to (or prevent) racism or racial bias, Mechanisms and consequences of racial socialization**

Please access through your institution.

Raabe, T., & Beelmann, A. (2011). Development of ethnic, racial, and national prejudice in childhood and adolescence: A multinational meta-analysis of age differences. *Child Development, 82*, 1715–1737. <https://doi.org/10.1111/j.1467-8624.2011.01668.x>

**Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias**

See pdf [here](#).

Roberts, S. O., & Rizzo, M. T. (2020). The psychology of american racism. *The American Psychologist. https://doi.org/10.1037/amp0000642*

**Mechanisms underlying the development of racism, racial bias, Mechanisms and consequences of racial socialization, Interventions to reduce racism or racial bias**

See pdf [here](#).

Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. *Perspectives on Psychological Science. https://doi.org/10.1177/1745691620927709*

**Interventions to reduce racism or racial bias**

See pdf [here](#).

Skinner, A. L., & Meltzoff, A. N. (2019). Childhood experiences and intergroup biases among children. *Social Issues and Policy Review*, 13, 211–240. <https://doi.org/10.1111/sipr.12054>

**Documenting racism/racial bias in children, Documenting parenting practices that contribute to (or prevent) racism or racial bias, Mechanisms underlying the development of racism, racial bias, Interventions to reduce racism or racial bias**

*Please access through your institution.*

Stevens, F. L., & Abernethy, A. D. (2018). Neuroscience and racism: The power of groups for overcoming implicit bias. *International Journal of Group Psychotherapy*, 68, 561–584. <https://doi.org/10.1080/00207284.2017.1315583>

**Mechanisms underlying the development of racism, racial bias, Interventions to reduce racism or racial bias**

*See pdf [here](#).*

Tatum, B. D. (2017). *Why are all the black kids sitting together?: And other conversations about race*. Basic Books

**Examining the development of racial identity, Documenting racism/racial bias in children, Documenting parenting practices that contribute to (or prevent) racism or racial bias, Mechanisms underlying the development of racism, racial bias, Mechanisms and consequences of racial socialization, Interventions to reduce racism or racial bias**

*See pdf [here](#).*

Umaña-Taylor, A. J., Lee, R. M., Rivas-Drake, D., Syed, M., Seaton, E., Quintana, S. M., Cross, W. E., Schwartz, S. J., & Yip, T. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, 85, 21–39. <https://doi.org/10.1111/cdev.12196>

**Examining the development of racial identity, Mechanisms and consequences of racial socialization**

*See pdf [here](#).*

## 2 Race and Bases of Categorization of Social Groups

Apfelbaum, E. P., Pauker, K., Ambady, N., Sommers, S. R., & Norton, M. I. (2008). Learning (not) to talk about race: When older children underperform in social categorization. *Developmental Psychology, 44*, 1513–1518. <https://doi.org/10.1037/a0012835>

**Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias, Mechanisms and consequences of racial socialization**

See pdf [here](#).

Apfelbaum, E. P., Pauker, K., Sommers, S. R., & Ambady, N. (2010). In blind pursuit of racial equality? *Psychological Science, 21*, 1587–1592. <https://doi.org/10.1177/0956797610384741>

**Documenting parenting practices that contribute to (or prevent) racism or racial bias, Mechanisms underlying the development of racism, racial bias**

See pdf [here](#).

Kinzler, K. D., & Dautel, J. B. (2011). Children’s essentialist reasoning about language and race. *Developmental Science, 15*, 131–138. <https://doi.org/10.1111/j.1467-7687.2011.01101.x>

**Examining the development of racial identity, Mechanisms underlying the development of racism, racial bias**

Please access through your institution.

Lei, R., Leshin, R., & Rhodes, M. (2020). The development of intersectional social prototypes. *Psychological Science*

**Examining the development of racial identity, Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias**

See pdf [here](#).

Mandalaywala, T. M., Ranger-Murdock, G., Amodio, D. M., & Rhodes, M. (2019). The nature and consequences of essentialist beliefs about race in early childhood. *Child Development, 90*, e437–e453. <https://doi.org/10.1111/cdev.13008>

**Examining the development of racial identity, Mechanisms underlying the development of racism, racial bias**

See pdf [here](#).

Pauker, K., Ambady, N., & Apfelbaum, E. P. (2010). Race salience and essentialist thinking in racial stereotype development. *Child Development, 81*, 1799–1813. <https://doi.org/10.1111/j.1467-8624.2010.01511.x>

**Examining the development of racial identity, Documenting racism/racial bias in children, Mechanisms and consequences of racial socialization**

See pdf [here](#).

Roberts, S., Gelman, S., & Ho, A. (2017). So it is, so it shall be: Group regularities license children's prescriptive judgments. *Cognitive Science, 41*, 576–600. <https://doi.org/10.1111/cogs.12443>

**Examining the development of racial identity, Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias, Mechanisms and consequences of racial socialization**

See pdf [here](#).

### 3 Perceptual Learning of Race and Racial Differences

Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R. M. (2006). Nature and nurture in own race face processing. *Psychological Science, 17*, 159–163. <https://doi.org/10.1111/j.1467-9280.2006.01679.x>

**Examining the development of racial identity, Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias**

See pdf [here](#).

Kelly, D. J., Quinn, P. C., Slater, A. M., Lee, K., Gibson, A., Smith, M., Ge, L., & Pascalis, O. (2005). Three-month-olds, but not newborns, prefer own-race faces. *Developmental Science, 8*, F31–F36. <https://doi.org/10.1111/j.1467-7687.2005.0434a.x>

**Examining the development of racial identity, Mechanisms**

See pdf [here](#).

## 4 Attitudes about Race and Outgroups

Baron, A. S., & Banaji, M. R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood. *Psychological Science*, *17*, 53–58. <https://doi.org/10.1111/j.1467-9280.2005.01664.x>

**Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias**

See pdf [here](#).

Cooley, S., Burkholder, A. R., & Killen, M. (2019). Social inclusion and exclusion in same-race and interracial peer encounters. *Developmental Psychology*. <https://doi.org/10.1037/dev0000810>

**Examining the development of racial identity, Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias, Mechanisms and consequences of racial socialization, Interventions to reduce racism or racial bias**

See pdf [here](#).

Dunham, Y., Baron, A. S., & Banaji, M. R. (2006). From american city to japanese village: A cross-cultural investigation of implicit race attitudes. *Child Development*, *77*, 1268–1281. <https://doi.org/10.1111/j.1467-8624.2006.00933.x>

**Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias**

See pdf [here](#).

Dunham, Y., Baron, A. S., & Carey, S. (2011). Consequences of “minimal” group affiliations in children. *Child Development*, *82*, 793–811. <https://doi.org/10.1111/j.1467-8624.2011.01577.x>

**Mechanisms underlying the development of racism, racial bias, Mechanisms and consequences of racial socialization**

See pdf [here](#).

Dunham, Y., Chen, E. E., & Banaji, M. R. (2013). Two signatures of implicit intergroup attitudes: Developmental invariance and early enculturation. *Psychological Science*, *24*, 860–868. <https://doi.org/10/f4z678>

**Documenting racism/racial bias in children**

See pdf [here](#).

Goff, P. A., Jackson, M. C., Di Leone, B. A. L., Culotta, C. M., & DiTomasso, N. A. (2014). The essence of innocence: Consequences of dehumanizing black children. *Journal of Personality and Social Psychology, 106*, 526–545. <https://doi.org/10.1037/a0035663>

**Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias**

See pdf [here](#).

Yazdi, H., Barner, D., & Heyman, G. D. (2020). Children’s intergroup attitudes: Insights from iran. *Child Development, 16*. <https://doi.org/10.1111/cdev.13363>

**Documenting racism/racial bias in children, Mechanisms underlying the development of racism, racial bias**

See pdf [here](#).

## 5 Socialization

Chalik, L., & Rhodes, M. (2015). The communication of naive theories of the social world in parent-child conversation. *Journal of Cognition and Development, 16*, 719–741. <https://doi.org/10.1080/15248372.2014.949722>

**Documenting parenting practices that contribute to (or prevent) racism or racial bias**

See pdf [here](#).

Edmonds, C., & Killen, M. (2009). Do adolescents’ perceptions of parental racial attitudes relate to their intergroup contact and cross-race relationships? *Group Processes and Intergroup Relations, 12*, 5–21. <https://doi.org/10.1177/1368430208098773>

**Documenting parenting practices that contribute to (or prevent) racism or racial bias**

See pdf [here](#).

Lane, J. D., Conder, E. B., & Rottman, J. (2020). The influence of direct and overheard messages on children’s attitudes toward novel social groups. *Child Development, 91*, 829–845. <https://doi.org/10.1111/cdev.13238>

**Mechanisms underlying the development of racism, racial bias, Mechanisms and**

### **consequences of racial socialization**

See pdf [here](#).

Perry, S., Skinner, A., Abaied, J. L., Osnaya, A., & Waters, S. (2020). Exploring how parent-child conversations about race influence children's implicit biases. *PsyArXiv*. <https://doi.org/10.31234/osf.io/3xdg8>

### **Documenting parenting practices that contribute to (or prevent) racism or racial bias**

See pdf [here](#).

Scott, K. E., Shutts, K., & Devine, P. G. (2020). Parents' role in addressing children's racial bias: The case of speculation without evidence. *Perspectives on Psychological Science*. <https://doi.org/10.1177/1745691620927702>

### **Documenting parenting practices that contribute to (or prevent) racism or racial bias, Interventions to reduce racism or racial bias**

See pdf [here](#).

Segall, G., Birnbaum, D., Deeb, I., & Diesendruck, G. (2015). The intergenerational transmission of ethnic essentialism: How parents talk counts the most. *Developmental Science*, 18, 543–555. <https://doi.org/10.1111/desc.12235>

### **Documenting parenting practices that contribute to (or prevent) racism or racial bias**

Please access through your institution.

Smith-Bynum, M., Anderson, R., Davis, B., Franco, M., & English, D. (2016). Observed racial socialization and maternal positive emotions in african american mother-adolescent discussions about racial discrimination. *Child Development*, 87, 1926–1939. <https://doi.org/10.1111/cdev.12562>

### **Mechanisms and consequences of racial socialization**

See pdf [here](#).

## 6 Interventions and Factors that Promote Resilience

Killen, M. (2019). Developing inclusive youth: How to reduce social exclusion and foster equality and equity in childhood. *The American Educator*  
<https://files.eric.ed.gov/fulltext/EJ1231535.pdf>

### **Interventions to reduce racism or racial bias**

See pdf [here](#).

Neblett Jr., E. W., Rivas-Drake, D., & Umaña-Taylor, A. J. (2012). The promise of racial and ethnic protective factors in promoting ethnic minority youth development. *Child Development Perspectives*, 6, 295–303. <https://doi.org/10.1111/j.1750-8606.2012.00239.x>

### **Examining the development of racial identity, Mechanisms and consequences of racial socialization**

See pdf [here](#).

Okonofua, J. A., Paunesku, D., & Walton, G. M. (2016). Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents. *Proceedings of the National Academy of Sciences*, 113, 5221–5226. <https://doi.org/10.1073/pnas.1523698113>

### **Interventions to reduce racism or racial bias**

See pdf [here](#).

Qian, M. K., Quinn, P. C., Heyman, G. D., Pascalis, O., Fu, G., & Lee, K. (2019). A long-term effect of perceptual individuation training on reducing implicit racial bias in preschool children. *Child Development*, 90. <https://doi.org/10.1111/cdev.12971>

### **Mechanisms underlying the development of racism, racial bias, Interventions to reduce racism or racial bias**

See pdf [here](#).

Rivas-Drake, D., Markstrom, C., Syed, M., Lee, R., Umaña-Taylor, A. J., Yip, T., Seaton, E. K., Quintana, S., Schwartz, S. J., French, S. E., Syed, M., on Ethnic, S. G., & in the 21st Century, R. I. (2014). Ethnic and racial identity in adolescence: Implications for psychosocial, academic and health outcomes. *Child Development*, 85, 40–57. <https://doi.org/10.1111/cdev.12200>

### **Examining the development of racial identity, Documenting racism/racial bias in**

**children, Mechanisms and consequences of racial socialization**

*See pdf [here](#).*

## Get Involved

This resource is updated tri-annually by the Cognitive Development Society.

**Many volunteers needed each semester:** If you want to suggest and annotate papers to include in the next iteration of this document, please click [here](#). The minimum commitment for this type of contribution is the length of time it takes you to read a paper and make summarizing notes. There is no maximum commitment! You can suggest and annotate as many papers as you deem important to the cognitive development of racial prejudices.

**One volunteer needed each semester:** If you want to be involved in adding newly reviewed papers to future iterations of this document, please click [here](#). The commitment for this type of contribution is approximately 10 hours either September 1st - December 31st, January 1st - April 30th, or May 1st - August 31st.

**Current document managers:** Marjorie Rhodes ([marjorie.rhodes@nyu.edu](mailto:marjorie.rhodes@nyu.edu)), Professor of Psychology at New York University; Camille Phaneuf ([cphaneuf@nyu.edu](mailto:cphaneuf@nyu.edu)), Lab Manager and Post-Baccalaureate Researcher at New York University

**Acknowledgements:** Thank you to Dr. Emily Foster-Hanson for early organizing efforts, and to Dr. Mark Sabbagh for designing and populating the first version of this document. Additionally, thank you to those that reviewed the papers included here:

Alice Skelton	Lori Markson
Amanda Mae Woodward	Lucia Alcalá
Ariel Starr	Madeline Harms
Beth Boerger	Marianna Zhang
Camille Phaneuf	Melanie Killen
Charisse Pickron	Melissa Kibbe
Emily Gerdin	Melissa Koenig
Eva Chen	Nicole Burke
Hailey Gibbs	Rosa Hunt
Helana Girgis	Ryan Lei
Jamie Amemiya	Sona Kumar
Jarwyn Cruz	Teresa Tang
Jonathan Lane	Tzipi Horowitz-Kraus
Katharine Scott	Yarrow Dunham
Lisa Chalik	

**Questions/comments/concerns:** Please report any inquiries about, issues with, or corrections to this document to [marjorie.rhodes@nyu.edu](mailto:marjorie.rhodes@nyu.edu) and [cphaneuf@nyu.edu](mailto:cphaneuf@nyu.edu).