PSYC 394-06: Racialized Stress, Human Development, and Social Policy

9:40-10:40am Mon/Wed/Fri
Olin-Rice, Room 370

Prerequisites: Intro Psych, one intermediate Psych course
General Education Designations: U.S. Identities and Differences

Meet your Professor:



Keira Leneman (she/her)
You can call me Professor Leneman or Keira

Office: Olin-Rice 359D
Email: kleneman@macalester.edu

A bit about me: I was born and raised in a small town outside of Los Angeles and am a mother of a 5-year old. I love backpacking, live music (an eclectic array!), and jigsaw puzzles.

Research: My primary research focus is on antiracism development for white youth and how stress biology may serve as both a barrier to and a motivator for engagement. Interests and expertise more broadly include stress biology, adolescence, antiracism, critical consciousness, racial identity development, and racial socialization.

Come see me!

Student Hours: Mondays 1:30-2:30 (unless otherwise specified) and by appointment. In person (359D) unless arranged otherwise.

During my student hours, I am available to meet with students on a first-come, first-served basis. My preference is to meet in person, but if you'd prefer to meet by zoom, email me and I'll send you a link.

To schedule appointments outside of student hours, email me a few times (M-F 9am – 3pm) that work for you. I will select a time and confirm it with you.

Beyond student hours and appointments, email is the best way to contact me. Outside of work, I spend as much time as possible with my kiddo and partner, so I can only guarantee email responses during work hours (approximately 9am – 3pm on weekdays). I make every effort to respond within 48 hours.





Course Overview & Objectives:

The primary academic goals of this course are to (1) critically examine why we see racial differences in stress, health, and well-being, and (2) explore ways that youth and those surrounding them learn about and resist these realities. Focusing on the United States context, we will name and interrogate the causes and consequences of racism and white supremacy, and explore stress and policy as mechanisms of racial disparities in health and well-being. We will also identify sources of resilience and resistance against the negative consequences of racism and white supremacy.

There are two supplementary goals that enrich the academic learning in this course: dialogue and community engagement. The first goal is to gain skills for engaging in dialogue surrounding charged topics. In order to gain a deeper understanding of an issue and create lasting change, it is important to understand each other's perspectives and build coalitional communities. This requires a willingness to be vulnerable in sharing your views, listen with curiosity and openness to the views of others, and continuously reflect on alignment with group agreements and purpose. This course aims to create a safe-enough space that will support students' skills and resilience in navigating dialogue. The second goal is to apply learning directly by participating in community-engaged action. In partnering with a community organization (our partner this semester is Hallie Q. Brown Community Center), you will contribute to an organization that is actively building resilience and resistance against systemic racism, experience the realities of policy-making, and learn skills for community engaged work. **If you have any concerns about your ability to participate fully in this community engagement component of the course, it is important that you let me know.**

Course Materials:

There is no textbook for this course. Instead, there will be a combination of academic articles, popular press readings, videos, and podcasts provided on Moodle for us to engage with. ***Materials must be reviewed and engaged with ahead of class start time***. Classes are discussion-based and center on the assigned materials. Therefore, not only your grade but also your in-class learning will be limited if you have not taken this step. I will do my best to restrict the number of assigned materials per class session to two (although sometimes I may assign two shorter pieces in the place of one). ***Materials may be changed as we go through the semester, but I will provide at least two days warning about any changes.***

An effort has been made to include materials that consider impacts of racism on all youth of color, address intersections with other elements of identity, and also interrogate whiteness. However, you will notice a focus on Black youth due to prominent representation in the literature and disproportionate, deeply historical impact of systemic racism for this group, especially in the U.S. I welcome students sharing additional materials that will allow us to explore more variability in experiences and impacts. Note that you can receive "extra credit" for suggesting a supplemental piece of material (see Course Requirements)!

Course Design and Culture:

Accessibility and engagement. This class is heavily discussion-based and grounded in a philosophy that, especially for upper division courses like this, learning is maximized when students and the instructor co-create knowledge rather than from the 'top down.' Therefore, your

engagement is key! Come to class prepared to share your thoughts and ideas (including the contentious ones), contribute to critical conversations with your peers and me, and help me understand and address any barriers to your full and open engagement.

Any presentation slides will be posted before the start of class (please notify me if I have forgotten—it happens!). This is to support more live engagement with the content, including via: handwritten note-taking that helps you absorb the key takeaways more[1] avoidance of frantic note-taking to capture all the details (that doesn't help you digest the main takeaways), and limiting the reliance on technology that can be a major source of distraction (for you, fellow students, and me!).

Flexibility. I look forward to building a community with you all this term. This includes acknowledging that we all experience economic, health, and sociopolitical realities in different ways. I am committed to working with each of you to maximize success in this course. **A core part of this is communication.** To be a successful student (and human being), it is important to learn that it is okay to ask for help. The deadlines and policies outlined below can be adjusted for those having difficulties. Please reach out with any requests for adjustments as soon as possible after challenges arise so that we can work together to make a plan. I also reserve the right to change parts of the course as we go through, based on what is working and not working. I will make sure to notify you of any changes and provide advance notice.

Inclusion and respect. This course aims to be an inclusive learning environment that not only respects, but also sees value in diverse perspectives, beliefs, and lived experiences. Therefore, all interactions should be conducted with respect, conscientiousness, and humanity. This is especially important as **a large portion of the class is centered on group discussion** and the content of the class can be sensitive and charged. Each of us come to this content from different perspectives and lived experiences, and topics will likely hit each of us differently. It is important that we acknowledge this and also each do what we need to take care as we process and discuss these topics.

Not assuming knowledge. In this class, I will do my best to take nothing for granted. We will review all foundational definitions and concepts and not assume any base knowledge of the content. If you feel you are already familiar with a specific topic or assigned material, take it as an opportunity to dive deeper, critically evaluate in a new way, or learn how others are understanding and processing. There is always more that we can learn! If you feel knowledge is being assumed, please bring it to my attention.

Openness to new ideas and feedback. Be open to new ideas and perspectives. Be willing to be challenged. Get comfortable being uncomfortable—knowing that I will support your right to safety, and also that discomfort and safety are not synonymous. As the Instructor, I also welcome and encourage respectful critique for ensuring that my actions and course content are in alignment with course aims. Therefore, please share any concerns along these lines, or others, knowing that I am welcoming of this and that providing feedback will never impact my assessment of your performance in the class. In order to support this, I implement regular anonymous feedback surveys and posting boards into the class, but also encourage you to come speak to me directly if you have any concerns.

Awareness of positionality. Positionality is how our social identities (e.g., race, ethnicity, gender, socioeconomic status, religion) shape lived experiences, perspectives, insights, and biases.

[1] https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/

The reality of living in a country that has been structured around a racial hierarchy means that we are all shaped by race: how others perceive and interact with us, how we perceive ourselves and choose to behave, and what structural barriers or opportunities we face. Awareness of our social identities, and how they shape our attitudes and behaviors, is important for every domain of life, but is particularly important in a class centered on discussions of race, including intersections with other domains of social identity. Awareness of our positionality helps us be: aware of what perspectives we can contribute to the conversation, respectful of others' lived experiences and contributions, and also sensitive to relative positions of power and privilege. We will name and discuss this in class and it is expected that everyone will continue to reflect on how their positionality shapes engagement with and contributions to the class across the term. I include myself in this.

Grading – Contract for B:

My goal is for you to learn and grow: as a student, academic, community member, and human. Often times, grades can get in the way of this by focusing us more on achievement and outcome rather than growth and process. However, I do still need to assign a grade for you. Therefore, we will be using a portfolio-style grading approach called **Contract for B** instead of traditional grading systems. Throughout the term, I will provide feedback to you across the semester and you will engage in self-reflection and have opportunities for growth. However, I will not *grade* anything until the final portfolio. This allows me to serve as a mentor without letting grades get in the way, and it also encourages you to take ownership and accountability for your own education. Then, at the end of the semester, we will both review your portfolio. If you have met the baseline Course Requirements (outlined next)*, the lowest grade you could possibly receive in the course is a B.* In other words, the contract provides you with a grade safety net; even if the quality of your final portfolio is below a B, your behavior in the course (e.g., punctuality, hard work, and improvement) would be enough to warrant a B in the course. Excellent engagement and demonstration of growth across the semester will be required to earn higher grades.

If you break contract, you will move to a more traditional grading system (see Additional Course Policies and Support).

Staying on contract requires being an active member of our classroom community, a dedicated participant with our community partner, as well as a fair amount of work outside of class. I recognize that you are balancing many competing demands on your time and energy, and I want you to also prioritize your well-being. Therefore, in addition to the course policy on flexibility (outlined above), I offer **three "flexibility tokens"** that allow you to stay on contract despite small infractions. One token may be redeemed for one additional absence, one 48-hour extension, or one week of sub-par engagement with the community partner. Once your three tokens are gone, additional absences, extensions, or reduced engagement will only be granted in extreme circumstances.

Course Requirements:

1. Class Participation

Purpose: Actively engage with course content and deepen learning via dialogue.

This portion of your portfolio will be assessed via **self-evaluation at the middle and end of term**, with the Instructor providing feedback. Part of this self-evaluation approach allows for variability in how people best participate (e.g., more internal vs. external) and weakness in some areas can be compensated for by excellence in others, however missing a significant portion of any of these components will result in a grade decrease. Alignment with expectations on each component will be documented, mostly for my own record keeping, but also as a source of feedback to you. Participation expectations are as follows:

1. **Attendance:** Your presence in this course is essential for shared learning. Therefore, students are expected to ***arrive on time*** to each class and ***stay until the end*** of class. Three late days or early departures will be equivalent to one absence. Students may have two absences without penalty to being on contract. Please speak with the Instructor if you anticipate having two or more absences this quarter or if life circumstances change and we will work together to make accommodations for you.

2. **Materials Engagement:** Students are expected to engage in pre-class reflection on assigned content that will be discussed in class. Make sure to come to class prepared to discuss and reference the assigned materials, including raising any questions, curiosities, connections, and critiques.

3. **In-Class Engagement:** Students are expected to engage with and participate in class activities (e.g., group discussions, posting boards, 'quiz' games) and adhere to community norms. The majority of this will be comprised of thoughtful, relevant, on-topic contributions to group discussions that ***draw from the assigned materials*** and any lecture content. Part of this can also be demonstrated through active listening (e.g., looking at people when they are talking, making connections to what was already shared). However, note that ***group discussion is a core component of this course and is therefore expected***. Additionally, while I am aware that laptops/pads will be very useful (especially for referencing specific pieces of materials), I encourage you to ***rely on technology as little as possible*** for reasons stated above (participation/engagement) and below (policy on technology).

2. Class Co-Lead

Purpose: Strengthen skills in crafting effective discussion questions and leading discussions, strengthen public speaking/presentation skills, strengthen communication and clear summarization skills.

For one of the class sessions, you will sign up to lead part of the content and discussion for that day (see Moodle for sign up sheet). On most days, two students will be presenting, so co-presenters should work together to divide up the workload evenly. Each person should present for around 15-minutes and the combined presentation (total of 30-minutes) should include two key parts that will set us up well for discussion: (1) a presentation of key terminology and takeaways from the assigned materials, and (2) preparing at least four thought-provoking and/or critical questions related to reflections on the topic and assigned materials. You are also invited to get creative with this! As long as you have clearly addressed the two key components, feel free to add in a poll, quiz game (e.g., Kahoot), supplemental video clip, summary of historical context, etc.

To stay on contract, you must each meet the baseline expectations for this, summarized on Moodle.

3. Community Engagement

Purpose: Strengthen skills for community engaged work and reflecting on positionality in direct application spaces.

This semester, we will be partnering with Hallie Q. Brown Community Center to support their work and learn about community engagement and policy-making. A big part of community-engaged work is being responsive to community needs and timelines, while clearly communicating about your skillset and capacity.

To fulfill the community engagement requirement, you are expected to:

1. Contribute an average of 3-4 hours per week to this project (travel time not included), depending on the needs. Some elements of participation may require using public transit to travel to off-campus sites.
2. Complete a personal reflection journal entry every other week.
3. Engage in at least one community immersion experience (see list and HQB calendar).
4. Abide by all community engagement best practices.

If you have any concerns about your ability to participate fully in this component of the course, it is important that you let me know. If ability changes across the semester, it is critical that you let me know immediately so that we can communicate with the community partner and make adjustments as needed.

To stay on contract, you must meet the baseline expectations for assignments (e.g., due dates, required components) summarized on Moodle, contribute 3-4 hours/week to the project, and engage respectfully and authentically.

4. Empirically-Informed Final Reflection Paper

Purpose: Strengthen skills for understanding and communicating about social policy, finding and summarizing empirical research and non-empirical evidence, and connecting academic concepts to real world examples.

This final reflection paper can build and draw from your journal entries, but will require you to connect academic themes from class and empirical articles to experiences at HQB and learnings about Rondo.

To stay on contract, you must each meet the baseline expectations for this, summarized on Moodle.

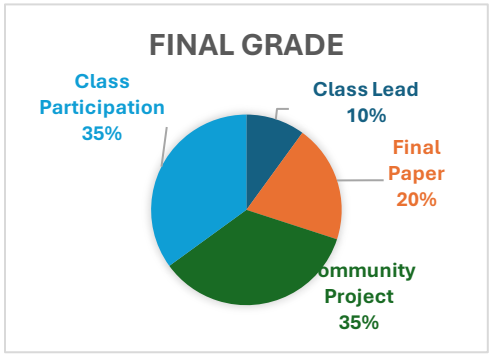
"Extra Credit" Opportunities (each of these can factor in to your overall portfolio from the semester, each compensating for a minor contract deviation like being late)

i. **Suggest a song** for the class playlist by emailing the song and artist name to the Instructor. Include a short description (2-3 sentences) of why you have selected this song. This can be submitted anytime *before the second to last week of class*.
ii. **Suggest a piece of material** (reading (any type)/podcast/video/creative output) that you think would add to learning and application of a given topic (retrospective or ahead of time). Include a short explanation of the content and how you think it would support engagement with one of the topics we cover. This can be emailed directly to the Instructor at any time in the semester.
iii. **Feedback surveys** (typically two per semester).
iv. **Additional community immersion experiences.**

Additional Course Policies & Support:

Grade scale:

- If you go off contract, your grade will be determined by the breakdown to the right. Typically, students who are off-contract do not earn higher than a B because their behavior in the course (e.g., missing class, missing deadlines, unsatisfactory engagement) cannot justify a higher grade.
- Your grade will be determined according to the scale shown here. Note that ***percentages are not rounded up***. For example, an 89.9995% is not an A-; you must earn at least 90.0% to get an A-. There is also no "curve" (grades are not adjusted relative to your peers), and the percentage that you earn is the grade that you earn.
- During the semester, I will do everything I can to help you learn the material, improve your work, and earn the best grade that you possibly can. After the class is over, I will not change the grade you have earned.



A	93-100%	C	73-76.9%
A-	90-92.9%	C-	70-72.9%
B+	87-89.9%	D+	67-69.9%
B	83-86.9%	D	63-66.9%
B-	80-82.9%	D-	60-62.9%
C+	77-79.9%	F	0-59.9%

Technology in class:

- The expectation is that ***laptops are set to airplane mode*** and ***phones are on silent*** before class, and if you must use your phone during class time, please discretely step outside. ***Phones are not to be used in class.*** Laptops and tablets are welcome as long as they are used as learning aids (e.g., for note-taking). "Multi-tasking" (e.g., checking email or social media during class) can impede your learning and it can be distracting to those around you, including me! I reserve the right to ban technology that becomes detrimental to our classroom culture.

Plagiarism:

- Plagiarism is the presentation of others' thoughts, ideas, or words as your own. Plagiarism can be blatant, such as directly copying other's words, or it can be subtle, such as failing to properly cite another's ideas. Either way, plagiarism violates Macalester College's expectation

that all members of the community act with academic integrity. If you are unsure about citations, wording, or similarity of structure, please meet with me to discuss these issues, and I can help you make sure that you are citing and paraphrasing appropriately. If I have any reason to suspect your integrity in this class, I will contact you. After that meeting, I will determine what steps are appropriate (e.g., a score of 0 on the assignment), and I may refer you to the Director of Academic Programs, who will determine additional consequences. If you have any questions, please contact me or refer to this webpage: www.macalester.edu/academicprograms/academicpolicies/academicintegrity/

- All final work needs to be your own. Any work pulled directly from other sources (including AI) needs to be cited correctly. PurdueOWL is the most reliable source for looking up APA7 formatting (what we will use in this class), found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html. Tip: do not just rely on the "auto-cite" function, but also use the pages on the left side bar.

Generative Artificial Intelligence:

- Generative Artificial Intelligence (AI) can be a great tool! We definitely shouldn't (and honestly can't) run from it. However, as with all tools, it is not useful for all tasks. Great for idea generation on projects or written assignments. Potentially great for providing additional summaries of content for research purposes (also see caveat below). Really quite awful for generating written work that asks you to reflect on course-specific examples and content (as the written assignments for this class do).
- Make sure to always check original sources! Text or images generated by AI tools have no human author, but they are trained on materials created by humans with human biases. Unlike humans, AI tools cannot reliably distinguish between biased material and unbiased material when using information to construct their responses. Here is a helpful resource from Mac on how to navigate AI use critically and responsibly: https://libguides.macalester.edu/c.php?g=1329270&p=9819346
- The expectation is that you use this tool responsibly (if at all). For each assignment, you will be asked to report if and how you used AI. This is for a degree of accountability, but also to help me understand how AI is useful to students!

Health and Well-Being:

- I encourage you to make your well-being a priority throughout this semester (and throughout your entire career at Mac). Beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. Investing time into taking care of yourself will help you engage more fully in your academics.
- In the classroom, you are welcome to eat when you are hungry, drink water, use the restroom, and step out if you are upset or need some air. Please do what is necessary so long as it ***does not impede your or others' ability to be mentally and emotionally present in the course***.
- There is a list of resources below. If you are having difficulties maintaining your wellbeing, please reach out to me and/or find support from those listed sources.

Supportive Resources:

- **Counseling Services (and more) at the Laurie Hamre Center for Health & Wellness**: https://www.macalester.edu/health-and-wellness/counseling/
    - Leonard Center, Room 53
    - 651-696-6275
      health@macalester.edu
    - **Great support for mental health, including identity-specific care**
- **Lealtad-Suzuki Center for Social Justice**:
  https://www.macalester.edu/lscsj/lealtadsuzuki/programs/
    - Kagin Commons, First Floor
    - 651-696-6243
      lsc@macalester.edu
    - **Great support for students from marginalized groups and students wanting to strengthen their engagement in critical conversations**
- **Center for Disability and Resources**: https://www.macalester.edu/disability-resources/
    - Kagin Commons
      651-696-6748
      disabilityresources@macalester.edu
    - **If you know (or believe) you have a disability that affects your learning process, I encourage you to meet with the Director of Disability Services.** Doing so will allow you to receive accommodations. The website is your best guide to this process. Disability Services will then send me a letter detailing your accommodations and we can work together to ensure your learning needs are met.
- **Academic Success Resources**: https://www.macalester.edu/academic-success/
    - Writing Center (WC): third floor of the library, in Library 309 - **Great for writing support!**
    - Science and Quantitative Center (SciQ): first floor of the library, in the alcove on the south side
    - Academic Coaching and Supplemental Instruction (SI) Program (housed in WC and SciQ)
    - **Great for developing strong study habits, time management, and more general academic and life skills!**
- **Library**: https://www.macalester.edu/library/
    - **Great for research support!**

Schedule:

Green highlight = available for co-leading
Yellow highlight = still being determined

*note: All unscheduled Fridays are in-class community project work and troubleshooting time. All assignment deadlines are EOD (end of day; midnight) unless otherwise specified.

Date	Topic	Materials	Assignments
SECTION 1	**FOUNDATIONS**		
	WEEK 1: Orienting & Grounding		
Wed. 9/9	Course overview	Syllabus	
Fri. 9/11	Building classroom community	(optional) Academic articles: the art of skimming: https://www.umassd.edu/accessibility/resources/students/classroom-strategies/how-to-skim/ Positionality & Research: How our Identities Shape Inquiry (2.5m) https://www.youtube.com/watch?v=fTHFud7fr8c Positionality & Research: Awareness Strategies (2m) https://www.youtube.com/watch?v=ORrF7cKktrQ *(skim with a focus on understanding the assignment)* Jacobson, D., & Mustafa, N. (2019). Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research. *International Journal of Qualitative Methods*, *18*, 1-12. https://doi.org/10.1177/1609406919870075	Before class: Social Identity Map Bring to class: Heritage item Sunday: 1-1 w/ Prof. sign up
	WEEK 2: Theory & Partnership Foundations		
Mon. 9/14	Developmental Science & Theory	SRCD Anti-Racism Task Force Full Final Report (2024) Rogers, L. O., Niwa, E. Y., Chung, K., Yip, T., & Chae, D. (2021). M(ai)cro: Centering the Macrosystem in Human Development. *Human Development*, *65*(5–6), 270–292. https://doi.org/10.1159/000519630 ***Optional:***	

		Historical chronology: Examining psychology's contributions to the belief in racial hierarchy and perpetuation of inequality for people of color in U.S. - https://www.apa.org/about/apa/addressing-racism/historical-chronology Syed, M., Santos, C., Yoo, H. C., & Juang, L. P. (2018). Invisibility of racial/ethnic minorities in developmental science: Implications for research and institutional practices. *American Psychologist*, *73*(6), 812–826. https://doi.org/10.1037/amp0000294	
Wed. 9/16	Dev theory applied: Race	none!	
Fri. 9/18	HQB project overview	HQB website: scan all, but read/view in depth: Homepage video, Our Story page, Legacy page video, at least two of the Archives page selections - https://www.hallieqbrown.org/ RAAD article: https://spokesman-recorder.com/2026/07/31/rondo-african-american-arts-district-launch/ RAAD website (scan all): https://www.rondoclt.org/RAAD	Come to meeting prepared to ask questions
Friday 9/18, 3:30 – 6pm (but prepare for a later end time)	Rondo pilgrimage *(meet at roundabout between JW all and Carnegie; depart at 3:30 sharp)*	Interstate 94: A History and Its Impact (26m) - http://tpt.org/interstate-94-a-history-and-its-impact/ Debbie Montgomery: https://spokesman-recorder.com/2026/03/03/debbie-montgomery-st-paul-leader/ Frank White: Star Tribune article PDF or https://www.startribune.com/longtime-st-paul-athletics-leader-rondo-neighborhood-is-late-blooming-historian/600141789?utm_source=copy Rondo Community Land Trust: https://www.rondoclt.org/about-us ***Recommended:*** Saint Paul African American Historic and Cultural Context, 1837 To 1975–*skim, but focus more on section 3.0 Historic and Cultural Context and fully read section 3.2.1.1 on Rondo*	1-1 meeting with Prof. HQB Engagement Survey Sunday: class co-lead sign up
	WEEK 3: Critical Theory & Approaches	**Community work begins!**	
Mon. 9/21	Critical race theory & other critical considerations	Delgado & Stefancic (2001, 2017) Critical Race Theory: An Introduction—Introduction and Hallmark CRT Themes Emergence of the U.S. Racial Hierarchy (2m) - https://www.racepowerofanillusion.org/videos/emergence-us-racial-hierarchy	

		What is Social Darwinism? From Natural Selection to Unnatural Selection (3m) https://www.youtube.com/watch?v=_lG6IrPWnmk ***Recommended:*** Survival, Resistance and Resilience (Mitchell, Spring 2023) - https://www.learningforjustice.org/magazine/spring-2023/survival-resistance-and-resilience Allegories on Race and Racism (20m): https://www.youtube.com/watch?v=GNhcY6fTyBM ***Optional:*** Salter, P., & Adams, G. (2013). Toward a critical race psychology. *Social and Personality Psychology Compass*, *7*(11), 781-793. Black Joy: Resistance, Resilience and Reclamation - https://nmaahc.si.edu/explore/stories/black-joy-resistance-resilience-and-reclamation The urgency of intersectionality, Kimberlé Crenshaw (19m) - https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality Origin of the Idea of Race (Audrey Smedley) https://www.racepowerofanillusion.org/articles/origin-idea-race (more at the end of the Syllabus)	
Wed. 9/23	Racial Capitalism – Guest Speaker: Hadija Steen Mills	Jenkins, Destin, and Justin Leroy, eds. 2021. *Histories of Racial Capitalism*. New York: Columbia University Press. (**Read a portion of the introduction (p. 1-15))** Paret, Marcel, and Zachary Levenson. 2024. "Two Racial Capitalisms: Marxism, Domination, and Resistance in Cedric Robinson and Stuart Hall." *Antipode* 56(5):1802–29. doi: 10.1111/anti.13054. ***Optional:*** Chapter 3: The Constructive View. 2022. Pp. 69–103 in Reconsidering reparations: worldmaking in the case of climate crisis, Philosophy of race series. New York: Oxford University Press. Soled, Derek Ross, Avik Chatterjee, Daniele Olveczky, and Edwin G. Lindo. 2021. "The Case for Health Reparations." *Frontiers in Public Health* 9. doi: 10.3389/fpubh.2021.664783.	

		Lawrence, Jourdyn A., Joy Shi, Jaquelyn L. Jahn, Kathryn E. W. Himmelstein, Justin M. Feldman, and Mary T. Bassett. 2024. "Methodological Approaches to Structural Change: Epidemiology and the Case for Reparations." *American Journal of Epidemiology* kwae336. doi: 10.1093/aje/kwae336. Hadija Steen Mills teaching positionality	
Fri. 9/25	Applied community engagement grounding	Principles of Ethical and Effective Service	Before Class: Community engagement reflection 1a
	WEEK 4: Biology		
Mon. 9/28	Stress biology foundations	Sapolsky, R. M. (1998) Chapter 1: Why Don't Zebras Get Ulcers? In *Why Zebras Don't Get Ulcers* Robert Sapolsky: The Psychology of Stress (3m) - https://www.youtube.com/watch?v=bEcdGK4DQSg ***Recommended:*** Stress - Portrait of a Killer documentary https://www.youtube.com/watch?v=eYG0ZuTv5rs ***Optional:*** "Excessive Stress Disrupts the Architecture of the Developing Brain" 2014 National Scientific Council on the Developing Child How stress affects your brain, Madhumita Murgia (4m): https://www.youtube.com/watch?v=WuyPuH9ojCE	Before Class: Community engagement reflection 1b CE group contracts draft
Wed. 9/30	Stress bio, race, and racism	Shonkoff, J. P., Slopen, N., & Williams, D. R. (2020). Early Childhood Adversity, Toxic Stress, and the Impacts of Racism on the Foundations of Health. *Annual Review of Public Health*, *42*, 115–134. https://doi.org/10.1146/annurev-publhealth-090419-101940 ***Recommended:*** Interview on race definitions and genetics with Pilar Ossorio (2002) - https://www.racepowerofanillusion.org/interviews/interview-pilar-ossorio-2002 ***Optional:***	

		Trent, M. et al. (2019). The impact of racism on child and adolescent health. *Pediatrics*, *144*(2). https://doi.org/10.1542/peds.2019-1765 (cultural somatics, intergenerational trauma) Resmaa Menakem "Notice the Rage; Notice the Silence," interview on On Being podcast (50min) - https://onbeing.org/programs/resmaa-menakem-notice-the-rage-notice-the-silence/ (access however you like for podcasts) (consideration of context, weathering hypothesis) Hiding in Plain Sight: What's Missing in Health Equity, Keri Norris, TEDxEmory (19m) - https://www.youtube.com/watch?v=-3BXF2aY3Ys Heard-Garris, N. J., Cale, M., Camaj, L., Hamati, M. C., & Dominguez, T. P. (2018). Transmitting Trauma: A systematic review of vicarious racism and child health. *Social Science & Medicine*, *199*, 230–240. https://doi.org/10.1016/j.socscimed.2017.04.018 Hicken, M. T., Lee, H., Ailshire, J., Burgard, S. A., & Williams, D. R. (2013). "Every Shut Eye, Ain't Sleep": The Role of Racism-Related Vigilance in Racial/Ethnic Disparities in Sleep Difficulty. *Race and Social Problems*, *5*(2), 100–112. https://doi.org/10.1007/s12552-013-9095-9 (foundational paper linking racism to mental and physical health) Paradies, Y., Ben, J., Denson, N., Elias, A., Priest, N., Pieterse, A., Gupta, A., Kelaher, M., & Gee, G. (2015). Racism as a determinant of health: A systematic review and meta-analysis. *PLoS ONE*, *10*(9), 1–48. https://doi.org/10.1371/journal.pone.0138511	
Fri. 10/2	Group CE work		Individual Community Engagement Plan
SECTION 2	**M(AI)CRO INFLUENCES**		
	WEEK 5: Bias & Discrimination		
Mon. 10/5	Development of racial bias—Guest speaker: Norwood Glaspie	[TBD] ***Recommended:*** The danger of a single story (Chimamanda Ngozi Adichie; 18min) - https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story	CE group contracts final

		Ortega, R. P. (2022, September 14) Discrimination causes nearly instantaneous spikes in stress hormones. *Science.* Skinner-Dorkenoo, A. L., George, M., Wages, J. E., Sánchez, S., & Perry, S. P. (2023). A systemic approach to the psychology of racial bias within individuals and society. *Nature Reviews Psychology*, *2*(7), 392–406. https://doi.org/10.1038/s44159-023-00190-z ***Optional:*** Payne, B. K., & Hannay, J. W. (2021). Implicit bias reflects systemic racism. *Trends in Cognitive Sciences*, *25*(11), 927–936. https://doi.org/10.1016/j.tics.2021.08.001 Waxman, S. R. (2021). Racial Awareness and Bias Begin Early: Developmental Entry Points, Challenges, and a Call to Action. *Perspectives on Psychological Science*, *16*(5), 893–902. https://doi.org/10.1177/17456916211026968 (historical context and progression of common stereotypes) Melson-Silimon, A., Spivey, B. N., & Skinner-Dorkenoo, A. L. (2024). The construction of racial stereotypes and how they serve as racial propaganda. *Social and Personality Psychology Compass*, *18*(1), e12862. https://doi.org/10.1111/spc3.12862	
Wed. 10/7	Applications to policy & stress:	Levy, D. J., Heissel, J. A., Richeson, J. A., & Adam, E. K. (2016). Psychological and Biological Responses to Race-Based Social Stress as Pathways to Disparities in Educational Outcomes. *American Psychologist*, *71*(6), 455–473. https://doi.org/10.1037/a0040322 ***Optional:*** Suttie, J. (2017, March 23). Five Ways to Reduce Racial Bias in Your Children. *Greater Good Magazine*. https://greatergood.berkeley.edu/article/item/five_ways_to_reduce_racial_bias_in_your_children Perry, S., Skinner-Dorkenoo, A. L., Abaied, J., Osnaya, A., & Waters, S. (2020). Initial evidence that parent-child conversations about race reduce racial biases among White US children. *PsyArXiv* Chen, J. A., Zhang, E., & Liu, C. H. (2020). Potential Impact of COVID-19–Related Racial Discrimination on the Health of Asian Americans. *American Journal of Public Health*, *110*(11), 1624–1627. https://doi.org/10.2105/AJPH.2020.305858 Want to Close Racial Gaps, Advance Equity? Try These Policy Ideas. (2021). *Institute for Policy Research - Northwestern University.*	

		Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, *48*(6), 1267–1278. https://doi.org/10.1016/j.jesp.2012.06.003	
Fri. 10/9	**Keira OOT; use time to do Group CE work**		Community engagement reflection #2
	WEEK 6: Co-working		
Mon. 10/12	**NO CLASS**		
Wed. 10/14	In-class project work		Mid-semester Participation Self-Evaluation Sign up for 1-1 w/ Prof.
Fri. 10/16	**NO CLASS – FALL BREAK**		
	WEEK 7: Colorblindness		
Mon. 10/19	Overview:	Neville, H. A., Awad, G. H., Brooks, J. E., Flores, M. P., & Bluemel, J. (2013). Color-blind racial ideology: theory, training, and measurement implications in psychology. *American Psychologist*, *68*(6), 455. https://doi.org/10.1037/a0033282 ***Recommended:*** bell hooks 1997 Representing Whiteness in the Black Imagination - Displacing Whiteness: Essays in Social and Cultural Criticism. https://doi.org/10.1215/9780822382270-006 Bonilla-Silva, E. (2015). The Structure of Racism in Color-Blind, "Post-Racial" America. *American Behavioral Scientist*, *59*(11), 1358–1376. https://doi.org/10.1177/0002764215586826	
Wed. 10/21	Applications to policy & stress:	**Read:** Apfelbaum, E. P., Norton, M. I., & Sommers, S. R. (2012). Racial Color Blindness: Emergence, Practice, and Implications. *Current Directions in Psychological Science*, *21*(3), 205–209. https://doi.org/10.1177/0963721411434980 **Then work with pair/quad to pull out a reference from one of the sections (will be assigned) to share with the class (Jigsaw).** ***Recommended:***	

		Teachers College Columbia University (2014, April 1) "Colorblind" Policies Harm Our Diverse Public Schools - https://www.tc.columbia.edu/articles/2014/april/colorblind-policies-harm-our-diverse-public-schools/#:~:text=In%20Seeing%20Past%20the%20%E2%80%9CColorblind,narrow%20definitions%20of%20school%20quality Nice White Parents podcast (Episode 1: The Book of Statuses) - https://podcasts.apple.com/us/podcast/nice-white-parents/id1524080195 ***Optional:*** Hoskin, M. N. (2022, September 28). Color-Blindness Perpetuates Structural Racism. *Forbes*. (full empirical article paired with Hoskin Forbes piece) Yi, J., Neville, H. A., Todd, N. R., & Mekawi, Y. (2023). Ignoring race and denying racism: A meta-analysis of the associations between colorblind racial ideology, anti-Blackness, and other variables antithetical to racial justice. *Journal of Counseling Psychology*, *70*(3), 258–275. https://doi.org/10.1037/cou0000618	
Fri. 10/23	Group CE work		1-1 w/ Prof Community engagement reflection #3
	WEEK 8: Structural Racism		
Mon. 10/26	Definitions & orientation:	Bailey, Z. D., Krieger, N., Agénor, M., Graves, J., Linos, N., & Bassett, M. T. (2017). Structural racism and health inequities in the USA: evidence and interventions. *The Lancet*, *389*(10077), 1453–1463. https://doi.org/10.1016/S0140-6736(17)30569-X ***If you want a reminder of the history and stress/health mechanisms of structural racism:*** Race – The Power of an Illusion: How the Racial Wealth Gap Was Created – (30m) https://www.youtube.com/watch?v=YvY3Ok6YpbU Segregated Housing and the Racial Wealth Gap (Larry Adelman) - https://www.racepowerofanillusion.org/articles/segregated-housing-and-racial-wealth-gap	
Wed. 10/28	Applications to policy & stress:	Displaced (15m): https://reconnectrondo.com/displaced/	

		RCR Past Prosperity Study: webinar (https://www.youtube.com/watch?v=Uj9isIxgbMw) or paper ***Revisit:*** Interstate 94: A History and Its Impact (26m) - http://tpt.org/interstate-94-a-history-and-its-impact/ **Optional:** About Mapping Prejudice: https://mappingprejudice.umn.edu/about-us/project Macalester application of Mapping Prejudice - https://storymaps.arcgis.com/stories/1b65839480f144efb2fa4b1738495c31 **Recommended:** Student activists are pushing back against big polluters — and winning (Code Switch; 10/17/23) - https://www.npr.org/2023/10/04/1197954102/student-activists-climate-change-baltimore Albert et al. (2024). Addressing structural racism through public policy advocacy: a policy statement from the American Heart Association. *Circulation*, *149*(6), e312-e329.	
Fri. 10/30	Group CE work		
SECTION 3	**LEARNING & RESISTING**		
	WEEK 9: Resilience & Cultural Assets		
Mon. 11/2	Conceptual	*(while also holding space for the harm that JK Rowling has perpetuated)* Harry Potter and the Ordinary Magic of Resilience (7m) - https://www.youtube.com/watch?v=oN1dD0K0NoM McLean, K. C., Fish, J., Rogers, L. O., & Syed, M. (2024). Integrating systems of power and privilege in the study of resilience. *American Psychologist*, *79*(8), 999-1011. https://doi.org/10.1037/amp0001260 ***Recommended:*** Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, *8*(1), 69-91. ***Optional:***	

		Frankenhuis, W. E., Young, E. S., & Ellis, B. J. (2020). The Hidden Talents Approach: Theoretical and Methodological Challenges. *Trends in Cognitive Sciences*, *24*(7), 569–581. https://doi.org/10.1016/j.tics.2020.03.007 (original model) Masten, A. S., Lucke, C. M., Nelson, K. M., & Stallworthy, I. C. (2021). Resilience in Development and Psychopathology: Multisystem Perspectives. *Annual Review of Clinical Psychology*, *17*(1), 521–549. https://doi.org/10.1146/annurev-clinpsy-081219-120307	
Wed. 11/4	Buffering impacts	Woods-Jaeger, B., Briggs, E. C., Gaylord-Harden, N., Cho, B., & Lemon, E. (2021). Translating cultural assets research into action to mitigate adverse childhood experience–related health disparities among African American youth. *American Psychologist*, *76*(2), 326–336. https://doi.org/10.1037/amp0000779 Brody (2016, March 1) *Family Support Buffers the Physiological Effects of Racial Discrimination*. https://www.psychologicalscience.org/observer/family-support-buffers-the-physiological-effects-of-racial-discrimination ***Optional:*** Odom, E. C., Vernon-Feagans, L., & The Family Life Project Key Investigators. (2010). Buffers of Racial Discrimination: Links With Depression Among Rural African American Mothers. *Journal of Marriage and Family*, *72*(2), 346–359. https://doi.org/10.1111/j.1741-3737.2010.00704.x Utsey, S. O., Giesbrecht, N., Hook, J., & Stanard, P. M. (2008). Cultural, sociofamilial, and psychological resources that inhibit psychological distress in African Americans exposed to stressful life events and race-related stress. *Journal of Counseling Psychology*, *55*(1), 49–62. https://doi.org/10.1037/0022-0167.55.1.49 Mossakowski, K. N., & Zhang, W. (2014). Does Social Support Buffer the Stress of Discrimination and Reduce Psychological Distress Among Asian Americans? *Social Psychology Quarterly*, *77*(3), 273–295. https://doi.org/10.1177/0190272514534271	
Fri. 11/6	Group CE work		Community engagement reflection #4
	WEEK 10: Racial Socialization		
Mon. 11/9	Familial:	W. Kamau Bell on "1000% Me: Growing Up Mixed," a documentary exploring mixed-race experience and ethnic-racial socialization (7m) - https://www.youtube.com/watch?v=rA1Kjk1rBMo	

		Umaña-Taylor, A. J., & Hill, N. E. (2020). Ethnic–racial socialization in the family: A decade's advance on precursors and outcomes. *Journal of Marriage and Family*, *82*(1), 244-271. ***Recommended:*** Sullivan, J., & Wilton, L. (2020, August 27). Children Notice Race Several Years Before Adults Want to Talk About It. *American Psychological Association*. https://doi.org/10.1037/e507522020-001 ***Optional:*** Bo, A., Durand, B., & Wang, Y. (2023). A scoping review of parent-involved ethnic and racial socialization programs. *Children and Youth Services Review*, *144*, 106750. https://doi.org/10.1016/j.childyouth.2022.106750 Csizmadia, A., & Atkin, A. L. (2022). Supporting Children and Youth in Multiracial Families in the United States: Racial-Ethnic Socialization and Familial Support of Multiracial Experiences. *Journal of Child and Family Studies*, *31*(3), 664-674. https://doi.org/10.1007/s10826-022-02265-6 ***More optional pieces listed at the end of the syllabus***	
Wed. 11/11	School (with guest: Prof. Brian Lozenski)	Sleeter, C. E., & Zavala, M. (2020). What The Research Says About Ethnic Studies. In *Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research*. Teachers College Press. ***Recommended:*** Saleem, F., Legette, K. B., & Byrd, C. M. (2022). Examining school ethnic-racial socialization in the link between race-related stress and academic well-being among African American and Latinx adolescents. *Journal of School Psychology*, *91*, 97–111. https://doi.org/10.1016/j.jsp.2022.01.001 ***Optional:*** Kolluri, S., & Edwards, L. (2023). Ethnic Studies: From Counternarrative to Curriculum. *The Urban Review*, *55*(1), 50–69. https://doi.org/10.1007/s11256-022-00640-7 Saleem, F. T., Howard, T. C., & Langley, A. K. (2022). Understanding and addressing racial stress and trauma in schools: A pathway toward resistance and healing. *Psychology in the Schools*, *59*(12), 2506–2521. https://doi.org/10.1002/pits.22615	

		Saleem, F., Howard, L. C., Schmidt-Temple, C., Langley, A., & Howard, T. (2024). Understanding Teachers' Ethnic-Racial Socialization Practices with Students in Schools: A Qualitative Inquiry. Urban Education, 0(0). https://doi.org/10.1177/00420859241227961 Global South: School-based ethnic-racial socialization discussion, the book chapter "Maria Felipa Afro-Brazilian School: A Proposal for Emancipating and Antiracist Child Education" describes a very powerful and innovative antiracist pedagogical project. This is the link to the book: https://www.waxmann.com/waxmann-buecher/?tx_p2waxmann_pi2%5bbuchnr%5d=4220&tx_p2waxmann_pi2%5baction%5d=show Utt, J., & Tochluk, S. (2020). White Teacher, Know Thyself: Improving Anti-Racist Praxis Through Racial Identity Development. *Urban Education*, *55*(1), 125–152. https://doi.org/10.1177/0042085916648741	
Fri. 11/13	Group CE work		
	WEEK 11: Racial Identity		
Mon. 11/16	ERI in BIPOC folks –Guest Speaker: Shujianing Li	[TBD]	
Wed 11/18	ERI in white folks:	Moffitt, U., Rogers, L. O., & Dastrup, K. R. H. (2021). Beyond Ethnicity: Applying Helms's White Racial Identity Development Model Among White Youth. *Journal of Research on Adolescence*, 1–20. https://doi.org/10.1111/jora.12645 (WRID in teachers) Lawrence, S. M., & Tatum, B. D. (n.d.). *White Racial Identity and Anti-Racist Education: A Catalyst for Change*. ***Recommended:*** Hagerman, M. A. (2020). Racial Ideology and White Youth: From Middle Childhood to Adolescence. *Sociology of Race and Ethnicity*, 319–332. ***Optional:*** Perry, P. (2001). White means never having to say you're ethnic: White youth and the construction of "cultureless" identities. *Journal of Contemporary Ethnography*, *30*(1), 56-91. Hazelbaker, T., Brown, C. S., Nenadal, L., & Mistry, R. S. (2022). Fostering anti-racism in white children and youth: Development within contexts. *American Psychologist*, *77*(4), 497–509. https://doi.org/10.1037/amp0000948	

		Woolverton, G. A., & Marks, A. K. (2022). An Integrative Model for the Development of Anti-Racist Behavior in White Adolescents. *Journal of Adolescent Research*, 074355842210914. https://doi.org/10.1177/07435584221091492	
Fri 11/20	Group CE work		Community engagement reflection #5
	WEEK 12: Communication		
Tues. 11/23	Social media ***(or AI, if there is class and student lead interest)***:	**If social media:** Rogers, O. (2022, April 29) *The Magic of Black Girls* https://www.psychologytoday.com/us/blog/who-am-i-who-are-we/202204/the-magic-black-girls Frey, W. R., Ward, L. M., Weiss, A., & Cogburn, C. D. (2022). Digital White Racial Socialization: Social Media and the Case of Whiteness. *Journal of Research on Adolescence*, *32*(3), 919–937. https://doi.org/10.1111/jora.12775 **If AI:** Class leads and I will discuss ***Optional:*** (full text version) Rogers, L. O., Butler Barnes, S., Sahaguian, L., Padilla, D., & Minor, I. (2021). #BlackGirlMagic: Using multiple data sources to learn about Black adolescent girls' identities, intersectionality, and media socialization. *Journal of Social Issues*, *77*(4), 1282–1304. https://doi.org/10.1111/josi.12483	
Wed. 11/25	**NO CLASS – THANKSGIVING BREAK**		
Fri. 11/27	**NO CLASS – THANKSGIVING BREAK**		
	WEEK 13: Resistance	**(last official CE week)**	
Mon. 11/30	Critical consciousness:	Michican News (2023, August 16) *Social engagement, critical awareness promote young people's life satisfaction, academic success* - https://news.umich.edu/social-engagement-critical-awareness-promote-young-peoples-life-satisfaction-academic-success/ Woods-Jaeger, B., O'Connor, P., Miller, T., Wade, C., Price, D., Boykin, B., Christensen, K., & Berkley-Patton, J. (2020). Building Bonds, Healing Youth: Prioritizing Youth Critical Consciousness Development in CBPR. *Journal of Participatory Research Methods*, *1*(1). https://doi.org/10.35844/001c.13271 ***Recommended:***	

		Student activists are pushing back against big polluters — and winning (Code Switch; 10/17/23) - https://www.npr.org/2023/10/04/1197954102/student-activists-climate-change-baltimore ***Optional:*** Mathews, C. J. (2023). New directions in ethnic-racial identity and critical consciousness development: Contextual considerations in the aftermath of COVID-19. *Current Opinion in Psychology*, *52*, 101649. https://doi.org/10.1016/j.copsyc.2023.101649 (paper referenced in Michigan News article) Schwarzenthal, M., Baysu, G., Diemer, M., Juang, L. P., & Schachner, M. K. (2024). Critical, active, and well adapted: Antecedents and consequences of adolescents' critical consciousness profiles. *Child Development*, *95*(1), 223–241. https://doi.org/10.1111/cdev.13979	
Wed. 12/2	Movement-building (aka collective action):	Ayanian, A. H., Tausch, N., Acar, Y. G., Chayinska, M., Cheung, W. Y., & Lukyanova, Y. (2021). Resistance in repressive contexts: A comprehensive test of psychological predictors. *Journal of Personality and Social Psychology*, *120*(4), 912.	
Fri. 12/4	Group CE work		Community engagement reflection #6
	WEEK 14: Resistance	**(optional "make up" CE time)**	
Mon. 12/7	Antiracism & racial healing:	Parameswaran, U. D., Molloy, J., & Kuttner, P. (2024). Healing Schools: A Framework for Joining Trauma-Informed Care, Restorative Justice, and Multicultural Education for Whole School Reform. *The Urban Review*, *56*(1), 186-209. Somatic Abolitionism (Sounds True, 2021; 1 hr.): https://www.youtube.com/watch?v=3dAAWgpokvo	
Wed. 2/9	Overview & action steps	*Review past materials and 'bring' 2-4 that stand out to you as having key nuggets that inform the most important action steps for promoting racial justice*	
Fri. 12/11	Group CE work		End-semester self and group evaluations
	WEEK 15: Wrapping up		
Mon. 12/14	Community partner wrap up discussion		Empirically-informed final reflection paper
12/16&17 12/31	1-1 final conferences Optional: Reflection-academic integration paper resubmission due		

ADDITIONAL SOURCES ON TOPICS WE DON'T HAVE TIME TO COVER:

More on themes reflected in the tenets of Critical Race Theory:
Crossing, A. E., Gumudavelly, D., Watkins, N., Logue, C., & Anderson, R. E. (2024). A critical race theory of psychology as praxis: Proposing and utilizing principles of PsyCrit. Journal of Adolescent Research, 39(4), 950-977.

Origin of the Idea of Race (Audrey Smedley) https://www.racepowerofanillusion.org/articles/origin-idea-race

A History of Christian Nationalism
Throughline. 10/10/24 (50m podcast) - https://podcasts.apple.com/us/podcast/a-history-of-christian-nationalism/id1451109634?i=1000672434182

What is Ethnicity? - https://www.pbs.org/video/what-is-ethnicity-5ohuil/

1000% Me: Growing Up Mixed (scroll to "Dive Deeper" section, "Race & Racism" video) - https://www.hbo.com/movies/1000-me-growing-up-mixed

1619 Project – Episode 1: The Fight for a True Democracy (podcast or written version)
https://www.nytimes.com/2019/08/23/podcasts/1619-slavery-anniversary.html?

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

Lipsitz, G. (1995). The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies. *American Quarterly*, *47*(3), 369–387.

Interview on whiteness and white privilege with Beverly Daniel Tatum (2002) -
https://www.racepowerofanillusion.org/interviews/interview-beverly-daniel-tatum-2002

Color of Law: Looking Forward, Looking Back – https://erenow.org/modern/color-of-law-forgotten-history/12.php - read the first section. Skim sections I-IV and read section V
(policy level – see where sociologists and policy scholars are coming from)

Malat, J., Mayorga-Gallo, S., & Williams, D. R. (2018). The effects of whiteness on the health of whites in the USA. *Social Science and Medicine*, *199*, 148–156. https://doi.org/10.1016/j.socscimed.2017.06.034

More on Familial Ethnic-Racial Socialization:

Vezaldenos, V. A., Jacobs, L.-A., & Rivas-Drake, D. (2023). Raising "Antiracist Disruptors": Illuminating Socialization Practices that Support Antiracism in Multiracial Households. *Race and Social Problems*, *15*(1), 79–100. https://doi.org/10.1007/s12552-023-09389-4

Farago, F., Davidson, K. L., & Byrd, C. M. (2019). Ethnic-racial socialization in early childhood: The implications of color-consciousness and colorblindness for prejudice development. *Handbook of children and prejudice: Integrating research, practice, and policy*, 131-145.

Gillen-O'Neel, C., Huynh, V. W., Hazelbaker, T., & Harrison, A. (2021). From Kindness and Diversity to Justice and Action: White Parents' Ethnic–Racial Socialization Goals. *Journal of Family Issues*. https://doi.org/10.1177/0192513X21996392

(article paired with APA report) Sullivan, J., Wilton, L., & Apfelbaum, E. P. (2021). Adults delay conversations about race because they underestimate children's processing of race. *Journal of Experimental Psychology: General*, *150*(2), 395–400. https://doi.org/10.1037/xge0000851

Scott, K. E., Ash, T. L., Immel, B., Liebeck, M. A., Devine, P. G., & Shutts, K. (2023). Engaging White parents to address their White children's racial biases in the Black-White context. *Child Development*, *94*(1), 74–92. https://doi.org/10.1111/cdev.13840

Smalls Glover, C., Varner, F., & Holloway, K. (2022). Parent socialization and anti-racist ideology development in White youth: Do peer and parenting contexts matter? *Child Development*, *93*(3), 653–667. https://doi.org/10.1111/cdev.13788

Williams, C. D., Bell, A. D., DeLaney, E. N., Umaña-Taylor, A. J., Jahromi, L. B., & Updegraff, K. A. (2023). Children's ethnic–racial identity and mothers' cultural socialization as protective in relations between sociocultural risk factors and children's internalizing behaviors. *Cultural Diversity and Ethnic Minority Psychology, 29*(4), 459–470. https://doi.org/10.1037/cdp0000619

More on Critical Consciousness:

Dull, B. D., Hoyt, L. T., Grzanka, P. R., & Zeiders, K. H. (2021). Can White Guilt Motivate Action? The Role of Civic Beliefs. *Journal of Youth and Adolescence*, *50*(6), 1081–1097. https://doi.org/10.1007/s10964-021-01401-7

Jim, S., Desmarais, A., & Christophe, N. K. (2026). Not just blowin' in the wind: Examining ethnic–racial identity and discrimination as predictors of critical civic engagement among asian university students. *Asian American Journal of Psychology.* Advance online publication. https://doi.org/10.1037/aap0000431

Carey, R. L., Akiva, T., Abdellatif, H., & Daughtry, K. A. (2021). 'And school won't teach me that!' Urban youth activism programs as transformative sites for critical adolescent learning. *Journal of Youth Studies*, *24*(7), 941–960. https://doi.org/10.1080/13676261.2020.1784400

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