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# Promoting Tolerance and Respect for Diversity in Early Childhood

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*Toward a Research and Practice Agenda*

## Annotated Bibliography

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**NCCP** National Center for  
Children *in Poverty*  
Columbia University  
MAILMAN SCHOOL OF PUBLIC HEALTH

The National Center for Children in Poverty (NCCP) is the nation's leading public policy center dedicated to promoting the economic security, health, and wellbeing of America's low-income families and children. Using research to inform policy and practice, NCCP seeks to advance family-oriented solutions and the strategic use of public resources at the state and national levels to ensure positive outcomes for the next generation. Founded in 1989 as a division of the Mailman School of Public Health at Columbia University, NCCP is a nonpartisan, public interest research organization.

## Annotated Bibliography

Promoting Tolerance and Respect for Diversity in Early Childhood

by Mariajosé Romero, PhD

This annotated bibliography includes research and policy books, articles, reports, and other resources on diversity, tolerance, and respect for diversity (DTRD) education for children younger than 10 years of age, and their parents, teachers, and/or caregivers, published since the 1990s. A variety of disciplines in the social sciences is represented. Resources aimed exclusively at practitioners and parents have not been included. The bibliography presents resources developed in the United States or abroad. Each citation is followed by a brief description, and an indication regarding the type of diversity (general vs. specific – class, race, sex/gender, sexual orientation, etc.): and whether the focus on DTRD is explicit (in other words: prejudice reduction, diversity, tolerance, etc.) or indirect (such as identity, multicultural education, socialization).

## AUTHOR

Mariajosé Romero, PhD, is senior research associate at NCCP, where her research focuses on the educational consequences of child poverty and issues of respect for diversity and social inclusion in early education.

## ACKNOWLEDGMENTS

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## Annotated Bibliography

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Aboud, Frances E.; Fenwick, Virginia. 1999. Exploring and Evaluating School-based Interventions to Reduce Prejudice. *Journal of Social Issues* 55(4): 767-785.

A description of three strategies promoting different ways of talking about race and racial evaluations to reduce prejudice among fifth graders. Specific: race. Explicit: prejudice.

Aboud, Frances E.; Levy, Sheri R. 1999. Introduction: Are We Ready to Translate Research into Programs? (Special issue on reducing racial prejudice, discrimination, and stereotyping). *The Journal of Social Issues* 55(4): 621-625.

The introduction to a special issue on the interface between basic research and programs on prejudice, focusing on affirmative action, multicultural and bilingual education, cooperative learning, social-cognitive skills training, and bystander interventions. General. Explicit: prejudice.

Adler, Susan M. 2001. Racial and Ethnic Mirrors: Reflections on Identity and Voice from an Asian American Educator. In *Embracing Identities in Early Childhood Education: Diversity and Possibilities* (148-157). New York, NY: Teachers College Press <[www.childcarer-research.org/location/ccrca5216](http://www.childcarer-research.org/location/ccrca5216)>.

A discussion by a Japanese-American early childhood educator of the importance of sensitivity in multicultural education, based on her personal experience. Specific: race. Indirect: multicultural education.

Allard, Andrea C. 2006. A Bit of a Chameleon Act: A Case Study of One Teacher's Understandings of Diversity. *European Journal of Teacher Education* 29(3): 319-340.

A review of theories and discourses on identities and difference in education in Australia, North America, and the

United Kingdom, and a case study of one teacher's perspective on diversity, based on his childhood experiences as both an 'insider' and 'outsider' in mainstream culture. Specific: race sex/gender social class. Explicit: diversity.

Ambe, Elizabeth B. 2006. Fostering Multicultural Appreciation in Pre-service Teachers Through Multicultural Curricular Transformation. *Teaching and Teacher Education* 22(6): 690-699.

A discussion of the rationale for a multicultural curricular transformation in teacher education programs in view of the responsibility of teacher-preparation institutions to provide the skills necessary to meet the intellectual, social, and personal needs of diverse learners. General. Indirect: identity.

Antes, John M.; Andersen, Dan W.; Reiter, Julianne. 1972. Awareness of Social Issues and Prejudices as it Relates to a Group of Racially-mixed Disadvantaged Children. *The Journal of Negro Education* 41(4): 383-391.

A study of disadvantaged children's concern with social issues in their environment, and of the extent to which prejudice affects their belief systems. Specific: race sex/gender social class. Explicit: prejudice.

Aranda, Elizabeth M.; Rebollo-Gill, Guillermo. 2004. Ethnoracism and the 'Sandwiched' Minorities. *American Behavioral Scientist* 47(7): 910-927.

A re-conceptualization of the meaning of race and racism based on interviews and focus groups examining how members of a multiracial group, Puerto Ricans, experience racism. Specific: race. Explicit: prejudice.

### UNITED STATES

- Araujo, Luisa; Strasser, Janis. 2003. Confronting Prejudice in the Early Childhood Classroom. *Kappa Delta Pi Record* 39(4): 178-182.  
A discussion of an antiracist education practice in an early childhood classroom, with specific emphasis on the role of the educator and on how it relates to research. Specific: race. Explicit: prejudice. Indirect: multicultural education.
- Asher, Nina. 2007. Made in (Multicultural) U.S.A.: Unpacking Tensions of Race, Culture, Gender, and Sexuality in Education. *Educational Researcher* 36(2): 65-73.  
A discussion of the tensions, challenges, stereotypes and repressive silences present in teacher training in multicultural education. Specific: race sex/gender. Indirect: multicultural education.
- Aveling, Nado. 2006. Hacking at Our Very Roots: Rearticulating White Racial Identity Within the Context of Teacher Education. *Race Ethnicity and Education* 9(3): 261-274.  
A discussion of the challenges and possibilities of working with mostly white teacher education students to critically deconstruct whiteness as part of an anti-racist education project. Specific: race. Explicit: anti-bias prejudice.
- Bakken, Linda; Derman-Sparks, Louise. 1996. Developing Anti-bias Identities: Early Childhood, Adolescence, and Young Adulthood. *Multicultural Education* 4(2): 20-22.  
A discussion on how identity and socially biased attitudes develop in young children and the role of early childhood education in preventing these attitudes. General. Indirect: identity multicultural education.
- Baldwin, Rosa B. 1994. *Multicultural Curriculum and Instructional Perspectives of Elementary Teachers Serving Multiethnic Populations*. Unpublished doctoral dissertation, Kansas State University.  
A study of the significance of instructional items included in Boyer's Elementary-Secondary Multicultural Instructional Inventory, as perceived by experienced elementary teachers serving multiethnic populations. Specific: ethnic group. Indirect: multicultural education.
- Banks, James A. 1991. Multicultural Education: Its Effect on Student's Ethnic and Gender Role Attitudes. In J. P. Shaver (Ed.). *Handbook of Research on Social Studies Teaching and Learning* 459-469. New York: Macmillan.  
Specific: ethnic group sex/gender. Explicit: prejudice.
- Banks, James A. 2006. Improving Race Relations in Schools: From Theory and Research to Practice. *Journal of Social Issues* 62(3): 607-614.  
The introduction to a special issue on the theoretical and empirical foundations of work to promote inter-group relations and reduce negative stereotypes and attitudes toward other groups in schools. Specific: race. Explicit: stereotypes attitudes prejudice.
- Barbarin, Oscar A. 2006. *Child Development Research Dissemination Project: A report to The Bernard Van Leer Foundation and the Third Millennium Foundation*.  
From author. A review of the literature by North American scholars on the role of adult caregivers in promoting tolerance and respect for diversity (DTRD) among young children. General. Explicit: diversity tolerance.
- Barta, Jim; Winn, Teresa. 1996. Involving Parents to Create an Anti-bias Classroom. *Children Today* 24(1): 28-30.  
An analysis of the social responsibility of parents, teachers, schools and society at large in children's development of prejudices and biases, and of the role of anti-bias curricula in reducing these behaviors. Specific: race. Explicit: anti-bias tolerance.
- Bennett, Christine. 2001. Genres of Research in Multicultural Education. *Review of Educational Research* 71(2): 171-217.  
A framework of research genres that illustrate the complex multidisciplinary roots of multicultural education. General. Indirect: multicultural education.
- Bergen, Timothy J. Jr. 2001. The Development of Prejudice in Children. *Education* 122(1): 154-163.  
An analysis of how cognitive, social and moral factors intervene in the development of prejudice in children. General. Indirect: socialization.

Bigler, Rebecca S. 1999. The Use of Multicultural Curricula and Materials to Counter Racism in Children. *Journal of Social Issues* 687-705.

A discussion of the limitations of multicultural education programs designed to reduce racial stereotyping and prejudice among children, and recommendations for future interventions. Specific: race. Explicit: anti-bias.

Bonilla-Silva, Eduardo. 2003. Racism Without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States. Lanham, MD: Rowman; Littlefield.

Specific: race. Explicit: prejudice.

Bonnett, Alastair. 1996. White Studies: The Problems and Projects of a New Research Agenda. *Theory, Culture, Society* 13(2): 145-155.

A review of the literature that attempts to bring whiteness into focus as a socio-historical construction, exploring the evolution of the debate, the different analytical tendencies, and the international relevance of the American concept of race. Specific: race. Explicit: anti-bias.

Boyd, Dwights; Arnold, Mary L. 2000. Teachers' Beliefs, Antiracism and Moral Education: Problems of Intersection. *Journal of Moral Education* 29(1): 23-45.

An analysis of the interaction between critical aspects of antiracism and moral education, and how antiracism education may face significant implementation problems when there are points of disjuncture between educational aims and teachers' interpretations of those aims. Specific: race. Explicit: anti-bias.

Brown, Christia S.; Bigler, Rebecca S. 2005. Children's Perceptions of Discrimination: A Developmental Model. *Child Development* 76(3): 533-553.

A developmental framework to understand children's development of discrimination, focusing on its cognitive, situational, and individual differences correlates. Specific: race. Explicit: prejudice.

Bruna, Katherine R. 2007. Finding New Words: How I Use Critical Literacy in My Multicultural Teacher Education Classroom. *Journal of Education for Teaching* 33(1): 115-118.

A description of a critical literacy approach as a strategy in a multicultural education class. Specific: race. Implicit: multicultural education.

Bullock, Janis R. 1996. Early Childhood Educators' Beliefs and Practices of Anti-bias Curriculum in Rural Areas. *Early Child Development and Care* 126, 1-13.

An analysis of anti-bias beliefs and practices of early childhood educators working with white children in rural areas. Specific: ability race sexual orientation. Explicit: anti-bias diversity prejudice.

Byrnes, Deborah A; Kiger, Gary. (Eds.). 2005. Common Bonds: Anti-bias Teaching in a Diverse Society. *Wheaton, MD: Association for Childhood Education International, 3rd Edition.*

A compendium of essays on the dilemmas encountered while teaching tolerance and respect for diversity along the lines of religion, ability, economic status, language, sexual orientation, and identity. Specific: religion sexual orientation social class. Explicit: diversity tolerance.

Cameron, Lindsey; Rutland, Adam. 2006. Extended Contact Through Story Reading in School: Reducing Children's Prejudice Toward the Disabled. *Journal of Social Issues* 62(3): 469-488.

An evaluation of the impact of a prejudice-reduction intervention on young children's attitudes and intended behavior toward non-disabled and disabled people. Specific: ability. Explicit: prejudice.

Cameron, Lindsey; Rutland, Adam; Brown, Rupert; Douch, Rebecca. 2006. Changing Children's Intergroup Attitudes Toward Refugees: Testing Different Models of Extended Contact. *Child Development* 77(5): 1208-1219.

The evaluation of an intervention based on the 'extended contact hypothesis' to change children's intergroup attitudes toward refugees. Specific: race social class. Explicit: anti-bias diversity prejudice.

Campbell, Sheralyn; Smith, Kylie. 2001. Equity Observation and Images of Fairness in Childhood. In *Embracing Identities in Early Childhood Education: Diversity and Possibilities* 89-102. New York: Teachers College Press.

A discussion of how teacher observations are implicated in the ways fairness operates in children's lives. General. Indirect: multicultural education.

Cannella, Gaile S.; Reiff, Judith C. 1994. Preparing Teachers for Cultural Diversity: Constructivist Orientations. *Action in Teacher Education* 16(3): 37-45.

An analysis of how the preparation of teachers for cultural diversity requires them to understand the effect of values on constructed reality, dominant forces in society, political and economic contexts for decision making, and the impact of culture, with a discussion of how constructivist orientations can lay the foundation for this preparation. General. Indirect: multicultural education socialization.

Carter, Clifford; Rice, Lynne C. 1997. Acquisition and Manifestation of Prejudice in Children. *Journal of Multicultural Counseling and Development* 25: 185-194.

An analysis of the different ways that children develop and manifest prejudices and a discussion of the role teachers and schools in promoting acceptance and collaboration. Specific: race. Explicit: prejudice.

Carter, Margie. 1994. Supporting the Growing Identity and Self-esteem of Children in Gay and Lesbian Families. Paper presented at the annual conference of the National Association for the Education of Young Children, Anaheim, CA, Nov. 10-14.

A discussion of the need to include children of gay and lesbian families in anti-bias education. Specific: sexual orientation. Explicit: anti-bias.

Carter, Prudence; Sellers, Sherrill L.; Squires, Catherine. 2002. Reflections on Race/Ethnicity, Class and Gender Inclusive Research. *African American Research Perspectives* 8(1): 111-124.

Specific: race sexual orientation social class. Explicit: anti-bias stereotypes.

Chang, Hedy. 2006. *Getting Ready for Quality: The Critical Importance of Developing and Supporting a Skilled, Ethnically and Linguistically Diverse Early Childhood Workforce*. Oakland, CA: California Tomorrow.

A policy paper based on a national work group on school readiness, culture and language, discussing research and rationales for a diverse, skilled early childhood workforce, with recommendations for action at the local, state, and federal policy levels. General. Indirect: multicultural education.

Cirone, Bill. 2001. *Moving Beyond Tolerance*. Phi Delta Kappan 82(8): 2.

A description of a school-based program aimed to combat hatred, intolerance and discrimination through education. Specific: race. Explicit: prejudice.

Clark, C. (Winter 2002). The Anti-Bias Curriculum [video review]. *Multicultural Education* 10(2): 62-3.

A review of the film by Derman-Sparks, Louise and the Anti-Bias Curriculum Taskforce. Anti-Bias Curriculum, 1988. General. Explicit: anti-bias.

Colabucci, Lesley. 2004. *Reading and Responding to Multicultural Children's Literature with Pre-service Teachers: A Qualitative Study of Pedagogy and Student Perspectives*. Unpublished doctoral dissertation, The Ohio State University.

A study of how pre-service teachers in an undergraduate children's literature class read and responded to multicultural children's literature. General. Indirect: multicultural education.

Connolly, Paul. 2000. What Now for the Contact Hypothesis? Towards a New Research Agenda. *Race, Ethnicity and Education* 3(2): 169-193.

A discussion of recent research on the contact hypothesis in the study of prejudice. General. Explicit: prejudice.

Considering and Reconsidering Culture, Diversity, and Early Childhood Education [special section]. *Young Children* 56(6) (Nov. 2001): 19-39.

Special issue on cultural diversity in early childhood education. General. Explicit: diversity.

Corson, Patricia J. 1998. *Anti-bias Education in Early Childhood: Preparing Teachers for Diversity*. Unpublished doctoral dissertation, University of Toronto, Canada.

- An ethnographic study of how early childhood teacher education programs across Ontario prepare teachers for working with diversity. General. Explicit: diversity.
- Corson, Patricia J. 2000. Laying the Foundation for Literacy: An Anti-bias Approach. *Childhood Education* 76(6): 385.  
A discussion of anti-bias education based on Paulo Freire's practice of freedom. General. Indirect: anti-bias and multicultural education.
- Cotton, Kathleen. No Date. [Topical Synthesis #7] *Fostering Intercultural Harmony in Schools: Research Finding*. NWREL. Accessed Mar. 12, 2007, from <[www.nwrel.org/scpd/sirs/8/topsyn7.html](http://www.nwrel.org/scpd/sirs/8/topsyn7.html)>.  
A review of the literature on cultural diversity and approaches to promoting intercultural harmony. Specific: country of origin race. Explicit: diversity prejudice: Indirect: multicultural education.
- Creamier-Wilhelm, Billie L.; Karr-Kidwell, P.J. 1993. *The Role of Common Culture and Cultural Diversity in the Creation of the Anti-biased Classroom and Curriculum: A Case Study and Guidelines*. Texas Women's University.  
A discussion of guidelines for the creation of an anti-biased classroom and curriculum, based on a case study of two Hispanic middle school students. General. Explicit: anti-bias.
- Cronin, Sharon; Derman-Sparks, Louise; Henry, Sharon; Olatunji, Cirecie; York, Stacey. 1998. *Future Vision, Present Work: Learning From the Culturally Relevant Anti-bias Leadership Project*. St. Paul, MN: Redleaf Press <[www.childcareresearch.org/location/ccrca5598](http://www.childcareresearch.org/location/ccrca5598)>.  
A discussion of the authors' experience conducting cross-cultural advocacy work in Seattle, New Orleans, and Minneapolis-Saint Paul over three years in order to eliminate racism, classism, sexism, and other oppressions in early education contexts. General. Explicit: anti-bias.
- Cushner, Kenneth H.; McClelland, Averil; Safford, Philip. 1996. *Human Diversity in Education: An Integrative Approach*. New York: McGraw-Hill.  
A discussion of the implications of cultural diversity for teacher preparation. General. Indirect: multicultural education socialization.
- D'Angelo, Andrea M.; Dixey, Brenda P. 2001. Using Multicultural Resources for Teachers to Combat Prejudice in the Classroom. *Early Childhood Education Journal* 29(2): 83-87.  
A discussion of the need to provide young children with factual information about all ethnic groups to decrease prejudice, and of teachers' need to examine their own beliefs prior to implementing a multicultural approach. Specific: race. Explicit: prejudice: Indirect: multicultural education.
- De Lair, Heather; Erwin, Eric J. 2000. Working Perspectives Within Feminism and Early Childhood Education. *Contemporary Issues in Early Childhood* 1(2): 153-170. <[www.childcareresearch.org/location/ccrca646](http://www.childcareresearch.org/location/ccrca646)>.  
A discussion of a model for feminist-based early childhood practice from the perspective of the classroom teacher and the teacher educator. Specific: social class sexual orientation. Explicit: anti-bias prejudice stereotypes.
- Denevi, Elizabeth; Pastan, Nicholas. 2006. Helping Whites Develop Anti-racist Identities: Overcoming Their Resistance to Fighting Racism. *Multicultural Education* 14(2): 70-73.  
A discussion of how the persistence of racism may be related to the assumption that whites struggle to identify themselves as members of a group. Specific: race. Explicit: anti-bias prejudice.
- Derman-Sparks, Louise; Phillips, Carol B. 1997. *Teaching/Learning Anti-racism: A Developmental Approach*. New York: Teachers College Press.  
An explanation of the process that evolves as teachers and students grapple with learning about racism and becoming antiracist, based on the author's experience as a college instructor. Specific: race. Explicit: anti-bias.
- Derman-Sparks, Louise; Ramsey, Patricia G. 2005. What If All the Children in My Class Are White? Anti-bias/Multicultural Education with White Children. *Young Children* 60(6): 20-26.

A discussion about assumptions and misconceptions held by teachers about the purposes of anti-bias/multicultural education for white children and its implementation in classrooms with no apparent racial, ethnic, or cultural diversity. Specific: race. Explicit: anti-bias. Indirect: multicultural education.

Derman-Sparks, Louise. The ABC Task Force. 1989. *The Anti-bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children.

A curriculum to promote anti-bias and respect for diversity among young children in early education settings. Specific: race sex/gender. Explicit: anti-bias prejudice stereotypes.

Derman-Sparks, Louise; Hohensee, Julie B.; Jimenez, L. Walker; Watanabe, K. 1992. *Forming Anti-bias Support/Training Groups*. Paper presented at the annual conference of the National Association for the Education of Young Children, Washington, DC.

General. Explicit: anti-bias.

Derman-Sparks, Louise. 1990. *Anti-bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children.

The revised version of a curriculum to promote anti-bias and respect for diversity among young children in early education settings. Specific: ability race sex/gender sexual orientation social class. Explicit: anti-bias prejudice stereotypes.

Derman-Sparks, Louise. 1993-94. Empowering Children to Create a Caring Culture in a World of Differences. *Childhood Education* 70(2): 66-71.

A discussion of what early childhood teachers can do to ensure that children develop to their fullest potential and learn to resist the race, sexism, social class, heterosexism, and ableism. General. Explicit: bias stereotypes. Indirect: multicultural education.

Derman-Sparks, Louise. 1999. Markers of Multicultural/Anti-bias Education. *Young Children* 54(5): 43.

A presentation of some common markers

that indicate the progress of multicultural education. General. Indirect: multicultural education socialization.

Derman-Sparks, Louise. 2004. Early Childhood Anti-bias Education in the USA. In Van Keulen, Anke (Ed.): *Young Children Aren't Biased, Are They?!* 13-22. Amsterdam: SWP.

An overview of the rationale for and historical background of anti-bias education in the US, with a discussion of pedagogical strategies and lessons learned from 10 years of implementing anti-bias curricula in early childhood education setting. General. Explicit: anti-bias.

Diemer, Mathew A.; Kaufmann, Aimee; Koenig, Nathan; Trahan, Emily; Hseish, Chueh-an. 2006. Challenging Racism, Sexism, and Social Injustice: Support for Urban Adolescents' Critical Consciousness Development. *Cultural Diversity and Ethnic Minority Psychology* 12(3): 444-460.

A mixed-methods study of the relationships between urban adolescents' critical consciousness development and the perceived support from peers, family and community members to challenge racism, sexism and social injustice. Specific: race sex/gender social class. Explicit: anti-bias prejudice.

Dunham, Yarrow; Baron, Andrew Scott; Banaji, Mahzarin R. 2006. From American City to Japanese Village: A Cross-cultural Investigation of Implicit Race Attitudes. *Child Development* 77(5): 1268-1281.

A study of the development of implicit racial attitudes in American and Japanese children and adults. Specific: race. Explicit: prejudice.

Eggerling-Boeck, Jennifer. 2002. Issues of Black Identity: A Review of the Literature. *African American Research Perspectives* 8(1): 17-46.

A review of the literature on racial identity in United States in the 20th century. Specific: race. Indirect: identity.

Ehrlich, Howard J. No Date. *Self-identity and Prejudice in Children*. Accessed Apr. 17, 2007, from <[www.Prejudiceinstitute.org/childrenandprejudice.html](http://www.Prejudiceinstitute.org/childrenandprejudice.html)>.

A study of the development of self-attitudes, the relationship between self and



- other attitudes, and other issues related to de development of prejudice in children. General. Explicit: prejudice.
- Elias, Doreen B. 1994. *Early Childhood Education for Equity: A Critical Review of the Literature on Policy*. Unpublished doctoral dissertation, University of San Francisco.  
An analysis of anti-bias teaching methods and inclusive policies embedded in the literature in early childhood education policy. General. Explicit: anti-bias.
- Embracing Diversity in Early Childhood Settings [special section]. *YC Young Children* 60:6, Nov. 2005: 10-59, 66.  
Special issue on diversity in early childhood education. General. Indirect: multicultural education diversity anti-bias.
- Engberg, Mark E. 2004. Improving Intergroup Relations in Higher Education: A Critical Examination of the Influence of Educational Interventions on Racial Bias. *Review of Educational Research* 74(4): 473-524.  
A review of studies on the influence of multicultural courses, diversity workshops and training, peer-based interventions, and service-based interventions in higher education on students' racial bias. Specific: race. Explicit: anti-bias. Indirect: multicultural education.
- Enns, Carolyn Z.; Sinacore, Ada L.; Ancis, Julie R.; Phillips, Julia. 2004. Toward Integrating Feminist and Multicultural Pedagogies. *Journal of Multicultural Counseling and Development* 32, 414-27.  
A summary of major themes associated with pedagogy and diversity training embedded in the literature on feminist theory, multicultural education and multicultural counselor training. Specific: race sexual orientation. Explicit: prejudice stereotypes.
- Fortier, Sandra M. 2006. On Being a Poor Child in America: Views of Poverty From 7-12 Year Olds. *Journal of Children, Poverty* 12(2): 113-128.  
A qualitative study of children's understanding of poverty in the US. Specific: poverty. Explicit: prejudice.
- Foster, Lloyd A. 1989. Breaking Down Racial Isolation. *Educational Leadership* 47(2): 76-77.  
A description of the "Across the lines" project, intended to reduce racial isolation and stereotypes in a school in Hartford, CT. Specific: race. Explicit: anti-bias stereotypes.
- Fox, Kathy R. 2006. Using Author Studies in Children's Literature to Explore Social Justice Issues. *The Social Studies* 97(6): 251-256.  
An example of a children's literature approach to provide an opportunity for teachers and students to discuss prejudice and social justice. General. Indirect: Social justice prejudice.
- Frawley, Timothy. 2005. Gender Bias in the Classroom: Current Controversies and Implications for Teachers. *Childhood Education* 81(4): 221-227.  
A discussion of ways teachers may reduce gender stereotypes in early childhood classrooms. Specific: sexual orientation. Explicit: Gender bias stereotypes.
- Fullinwider, Robert. 2001 Multicultural Education and Cosmopolitan Citizenship. *International Journal of Educational Research* 35(3): 331-343.  
A discussion of the cannon in multicultural education in the United States, particularly with regard to the meaning of difference, culture, and knowledge construction, and the extension of its focus to include categories of difference beyond race and ethnicity. General. Indirect: multicultural education.
- Gallagher, James J.; Clayton, Jenna R.; Heinemeier, Sarah E. 2001. *Education for Four-year-olds: State Initiatives*. (Technical Report No. 2). Chapel Hill, NC: National Center for Early Development and Learning. Accessed Aug. 23, 2004, from <[www.fpg.unc.edu/%7encedl/pdfs/EdFours-tr.pdf](http://www.fpg.unc.edu/%7encedl/pdfs/EdFours-tr.pdf)> <[www.childcareresearch.org/location/ccra999](http://www.childcareresearch.org/location/ccra999)>.  
A discussion of the implementation of pre-kindergarten programs in Georgia, with a reference to the refusal by the Christian Coalition to implement anti-bias curriculum by Derman-Sparks. General. Explicit: anti-bias.

- Galuski, Tracy L. 2005. *Directors and the Non-pursuit of NAEYC Accreditation: Varying Definitions of Quality*. Unpublished doctoral dissertation, State University of New York, Buffalo. <[www.childcareresearch.org/location/ccrca9680](http://www.childcareresearch.org/location/ccrca9680)>.
- A reference the requirement of implementing anti-bias curricula as an indicator of quality. General. Explicit: anti-bias.
- Gann, Cory. 1997. *The Fairing of Anti-bias Curriculum: A Survey Inquiry of Change in Early Childhood Pedagogy*. Unpublished doctoral dissertation, The Claremont Graduate University, California.
- A survey study of the impact of anti-bias curriculum theory on the practice and professional development of early childhood educators in NAEYC accredited and Head Start early childhood centers. General. Explicit: anti-bias.
- Gann, Cory. 2001. A Spot of Our Own: The Cultural Relevancy, Anti-bias Resource Room. *Young Children* 56(6): 34-36.
- A special journal issue reconsidering culture, diversity, and early childhood education, including a description of the Anti-Bias Resource Room. General. Explicit: anti-bias Indirect: multicultural education.
- Gimmestad, Beverly J. 1982. Dramatic Plays: A Vehicle for Prejudice Reduction in the Elementary School. *Journal of Educational Research* 76(1): 45-50.
- A Quasi-experimental Study of the Effectiveness of Dramatic Play in Reducing Prejudice Among Elementary School Children in New York City. Specific: race. Explicit: prejudice.
- Gish, Melinda; Harper, Shannon. 2002. *Child Care: State Programs Under the Child Care and Development Fund*. (Order Code RL31605). Washington, DC: Library of Congress, Congressional Research Service. <[www.childcareresearch.org/location/ccrca4298](http://www.childcareresearch.org/location/ccrca4298)>.
- A description of programs funded by the Child Care and Development Fund, with a reference to spending public moneys in anti-bias curricula. General. Explicit: anti-bias.
- Gonzalez, Monica M. 2001. Effects on Multiracial Awareness by an Anti-bias Curriculum Implemented with First Graders. MA dissertation, California State University, Long Beach, California.
- A study of whether multiracial awareness is present among first graders exposed to an anti-bias curriculum. Specific: race. Explicit: anti-bias.
- Gonzalez-Mena, Janet; Bhavnagri, Navaz P. 2000. Diversity and Infant/Toddler Caregiving. *Young Children* 55(5): 31-34.
- A discussion of the importance of cultural sensitivity and specific cultural knowledge when providing care for infants and toddlers, with suggestions for responding to cultural differences. General. Indirect: multicultural education.
- Gonzalez-Mena, Janet. 2005. *Diversity in Early Education Programs: Honoring Differences*. Fourth Ed. Boston: McGraw-Hill. <[www.childcareresearch.org/location/ccrca3913](http://www.childcareresearch.org/location/ccrca3913)>.
- An exploration of the rich diversity in education and care programs and environments for children ages birth to 8, including those serving children with special needs, with an emphasis on the practical and immediate concerns of the early childhood professional and family service worker. General. Explicit: diversity.
- Goodman, Diane J. 2000. Motivating People From the Privileged Groups to Support Social Justice. *Teachers College Record* 102(6): 1061-1085.
- A discussion of a theoretical perspective to understand what may motivate people from privileged groups to support diversity and social justice. General. Indirect: multicultural education.
- Graves, Sheryl B. 1999. Television and Prejudice Reduction: When Does T.V. as a Vicarious Experience Make a Difference? *Journal of Social Issues* 55(4): 707-727.
- A review of research on the nature of racial/ethnic content on television, and the theoretical models that help explain television's role in the development, maintenance, and modification of stereotypes, prejudice, and discrimination. Specific: race. Explicit: prejudice stereotypes.

Gunderson, Lois. 2006. *The Early Gifts of Children: A Report Summarizing Early Childhood Experiences of Somali, African American, Latino and Hmong Children*. Minneapolis, MN: Family and Children's Service.

An analysis of the strengths of and challenges related to early education facing Somali, African American, Latino and Hmong children and families. Specific: ethnic group. Indirect: socialization.

Gurin, Patricia. 2006. Informing Theory from Practice and Applied Research. *Journal of Social Issues* 62(3): 621-628.

A discussion of how research and practice can improve by drawing on more nuanced approaches to diversity and social inclusion. General. Explicit: prejudice.

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A study of the influences of a cross-cultural, equal-status internship on prospective teachers' emerging socio-cultural perspectives and anti-racist identities. Specific: race sex/gender. Explicit: anti-bias. Indirect: multicultural education.

Selig, Diana M. 2001. *Cultural Gifts: American Liberals, Childhood, and the Origins of Multiculturalism, 1924-1939*. Unpublished doctoral dissertation, University of California, Berkeley.

A historical study tracing the strategies, successes, and limitations of the anti-prejudice crusades in America between the world wars, as earlier roots of multiculturalism in the U.S. General. Explicit: prejudice.

Short, Geoffrey. 1993. Prejudice Reduction in Schools: The Value of Interracial Contact. *British Journal of Sociology of Education* 14(2): 159-168.

A discussion of the relevance of interracial contact to reduce prejudice in schools, and a critical review of whether or not such contact can help improve racial attitudes. Specific: race. Explicit: prejudice.

Short, Geoffrey. 2000. Holocaust Education in Ontario High Schools: An Antidote to Racism? *Cambridge Journal of Education* 30(2): 291-306.

An analysis of Holocaust education in Ontario high schools, and suggestions to strengthen its contributions to anti-racist education. Specific: ethnic group race. Explicit: prejudice.

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A mixed method study of how Muslim youth in the United States negotiate their identities across different cultural terrains post 9/11. Specific: ethnic group. Indirect: identity.

- Sirin, Selcuk; Bikmen, Nida; Mir, Madeeha; Zaal, Mayida. No date. *Negotiating Muslim and American Identities in Context: An Exploratory Study*.  
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- Slavin, Robert E.; Cooper, Robert. 1999. Improving Intergroup Relations: Lessons Learned from Cooperative Learning Programs. *Journal of Social Issues* 55(4): 647-663.  
A discussion of the impact of cooperative learning in promoting cross-race relations in integrated schools. Specific: race. Explicit: prejudice.
- Smiddie, Laura. 1990. Prejudice Reduction. *Georgia Social Science Journal* 21(1): 44-46.  
Resources available from the Educational Resources Information Center (ERIC) to help teachers implement prejudice reduction strategies. General. Explicit: prejudice.
- South Dakota Association for the Education of Young Children. 2004. *The South Dakota Early Learning Guidelines: Draft XII*. Vermillion: South Dakota Association for the Education of Young Children. <[www.childcareresearch.org/location/ccrca6243](http://www.childcareresearch.org/location/ccrca6243)>.  
State early learning standards. General. Indirect: multicultural education.
- South Dakota Head Start-State Collaboration Office. 2006. *South Dakota Early Learning Guidelines: Draft: January, 2006*. Vermillion: South Dakota Association for the Education of Young Children. <[www.childcareresearch.org/location/ccrca7991](http://www.childcareresearch.org/location/ccrca7991)>.  
State early learning standards. General. Indirect: multicultural education.
- Spencer, Margaret Beale. 2006. Revisiting the 1990 Special Issue on Minority Children: An Editorial Perspective 15 Years Later. *Child Development* 77(5): 1149-1154.  
The editorial of the 2006 Special Issue on Race, Ethnicity and Culture, which examines how researchers have represented the development of America's diverse youth. Specific: ethnic group race. Indirect: socialization.
- Strivastava, Sarita. 2005. "You Are Calling Me a Racist?" The Moral and Emotional Regulation of Antiracism and Feminism. *Signs* 31(1): 29-62.  
An analysis of both the subtle and not-so-subtle resistance to antiracist work among white and non-white activists and feminists. Specific: race. Explicit: prejudice.
- Stephan, Walter G. 2006. Bridging the Researcher-practitioner Divide in Intergroup Relations. *Journal of Social Issues* 62(3): 597-605.  
A discussion of the obstacles and benefits of the collaboration between practitioners and researchers. General. Indirect: research.
- Stovall, David. 2006. Forging Community in Race and Class: Critical Race Theory and the Quest for Social Justice in Education. *Race, Ethnicity and Education* 9(3): 243-259.  
A discussion of critical race theory as a viable framework to address issues of social justice in education. Specific: race social class. Explicit: prejudice.
- Strech, Lorie L. 1994. *The Development of Racial stereotypes in Children and Education's Response: A Review of the Research and Literature*. Long Beach. Unpublished manuscript, California State University.  
A historical review of the literature on stereotypical racial beliefs among Hispanic children. Specific: race. Explicit: stereotypes.
- Stuber, Jenny M. 2006. The Discursive Repertoires of White Working- and Upper-middle-class College Students. *Journal of Contemporary Ethnography* 35(3): 285-318.  
An in-depth interview study of social class awareness among white college students from working and upper middle class backgrounds. Specific: race social class. Indirect: identity.
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A study early childhood, pre-service teachers' beliefs and practices in relation to religion and religious diversity at a Mid-western university. Specific: race. Explicit: prejudice.

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A critique of the monocultural character of the psychology curriculum and a discussion supporting its deconstruction to include multicultural perspectives. Specific: race. Indirect: multicultural education.

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A reflection on collaborative efforts between a kindergarten teacher and a researcher towards implementing an anti-bias curriculum. General. Explicit: anti-bias.

Swick, Kevin J.; Boutte, Gloria; Van Scoy, Irma. 1995. Families and Schools Building Multicultural Values Together. *Childhood Education*:72(2): 75-80.

A discussion of how families and schools can work together to build proactive multicultural learning. General. Indirect: multicultural education.

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A study of the role that cooperating teachers play in developing multicultural/equity pedagogy, knowledge, and skills among student teachers. General. Indirect: multicultural education.

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State early learning standards. General. Indirect: multicultural education.

Theilheimer, Rachel; Cahill, Betsy. 2001. A Messy Closet in the Early Childhood Classroom. In Grieshaber, S.; Cannella, G. S. (Eds.): *Embracing Identities in Early Childhood*

*Education* 103-113. New York: Teachers College Press.

A discussion of sexual bias and the assumption of heteronormativity in early childhood classrooms. Specific: sexual orientation. Explicit: bias.

Thomas, Melvin. 2000. Anything But Race: The Social Science Retreat from Racism. *African American Research Perspectives* 6(1). Accessed May 30, 2007, from <[www.rcgd.isr.umich.edu/prba/perspectives/winter2000/mthomas.pdf](http://www.rcgd.isr.umich.edu/prba/perspectives/winter2000/mthomas.pdf)>.

An analysis of theories and perspectives that illustrate the retreat from racism and are popular explanations for black disadvantage. Specific: race. Explicit: prejudice.

Thorman, Abigail E. 2002. *An Evaluation of the Impact of Anti-bias Curriculum Practices on Prejudicial Racial Attitudes Among Children Attending Head Start*. Unpublished doctoral dissertation, Kansas State University, Manhattan.

An evaluation of the impact of anti-bias curriculum practices on racial attitudes among children attending Head Start in rural, suburban, and urban communities in Kansas. Specific: race. Explicit: anti-bias.

Tropp, Linda R.; Bianchi, Rebecca A. 2006. Valuing Diversity and Interest in Intergroup Contact. *Journal of Social Issues* 62(3): 533-551.

A review of three studies of the ways in which valuing diversity relates to interest in intergroup contact among members of minority and majority status groups. General. Explicit: diversity.

Tunks, Karyn W.; McGee, Jessica. 2006. Embracing William, Oliver Button, and Tough Boris: Learning Acceptance from Characters in Children's Literature. *Childhood Education* 82(4): 213-218.

The description of a model for using books in the classroom depicting boys' nontraditional pursuits in order to shift children's attitudes from intolerance to acceptance. Specific: sex/gender sexual orientation. Explicit: anti-bias stereotypes.

U.S. Administration on Children, Youth, and Families; Commissioner's Office of Research and Evaluation, United States, Head Start Bureau. 2000. *Celebrating Cultural and Linguis-*

*tic Diversity in Head Start*. Washington, DC: U.S. Administration on Children, Youth, and Families. <[www.childcareresearch.org/location/ccrca1030](http://www.childcareresearch.org/location/ccrca1030)>.

A study commissioned by the Administration on Children, Youth and Families to better understand the diversity in language and culture of the Head Start population and to identify the range of services provided to this population. Specific: ethnic group language. Indirect: multicultural education.

Urrieta, Louis Jr. 2006. Community Identity Discourse and the Heritage Academy: Colorblind Educational Policy and White Supremacy. *International Journal of Qualitative Studies in Education* 19(4): 455-476.

A study of the impact of colorblind educational policies in a predominantly white charter school in rural North Carolina. Specific: race. Explicit: anti-bias.

Van Hook, Cheryl W. 2002. Preparing Teachers for the Diverse Classroom: A Developmental Model of Intercultural Sensitivity. In Rothenberg, Dianne. 2002. *Issues in Early Childhood Education: Curriculum, Teacher Education, and Dissemination of Information: Proceedings of the Lilian Katz Symposium: Nov. 5-7, 2000*. (Catalog No. 227). Champaign: University of Illinois at Urbana-Champaign, Early Childhood and Parenting Collaborative. Accessed Aug. 16, 2005, from <[www.ceep.crc.uiuc.edu/pubs/katzsympro.html](http://www.ceep.crc.uiuc.edu/pubs/katzsympro.html)> 67-72.

A discussion of research and approaches to increasing early childhood teachers' sensitivity to the cultural and linguistic differences of their students, with a description of a developmental model depicting stages of cultural sensitivity and the Developmental Model of Intercultural Sensitivity as a framework for teachers to assess the effectiveness of multicultural course content and methodology. Specific: ethnic group language. Indirect: multicultural education.

Van Hook, Cheryl W. 2002. Pre-service Teachers' Perceived Barriers to the Implementation of a Multicultural Curriculum. *Journal of Instructional Psychology* 29(4): 254-64.

A survey of pre-service teachers' perceived barriers to implement multicultural curricula as they began their teacher

education program. General. Indirect: multicultural education.

Van Keulen, Anke. 2004. *Young Children Aren't Biased, Are They?!* Amsterdam: SWP.

A compilation of articles reflecting on the perspectives, methods, and approaches to diversity and equity in early childhood education in European countries, Australia, and the U.S. General. Indirect: multicultural education. Explicit: diversity.

Vasconcelos, Teresa. 2002. I Am Like This Because I Just Can't Be Different. Personal and Professional Dimensions of Ana's Teaching: Some Implications for Teacher Education. In Rothenberg, Dianne. 2002. *Issues in Early Childhood Education: Curriculum, Teacher Education, and Dissemination of Information: Proceedings of the Lilian Katz Symposium: Nov. 5-7, 2000*. (Catalog No. 227). Champaign: University of Illinois at Urbana-Champaign, Early Childhood and Parenting Collaborative. Accessed Aug. 16, 2005, from <[ceep.crc.uiuc.edu/pubs/katzsympro.html](http://ceep.crc.uiuc.edu/pubs/katzsympro.html)> 191-200.

A two-year, ethnographic study of the practice of one Portuguese kindergarten teacher. General. Indirect: multicultural education.

Virginia. Office of Elementary Instructional Services. 2004. *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*. Richmond: Virginia Department of Education.

State early learning standards. General. Indirect: multicultural education.

Wainryb, Cecilia; Shaw, Leigh A.; Langley, Marcie; Cottam, Kim; Lewis, Renee. 2004. Children's Thinking About Diversity of Belief in the Early School Years: Judgments of Relativism, Tolerance, and Disagreeing Persons. *Child Development* 75(3): 687-703.

A study of children's thoughts about diversity of belief and their implications for anti-bias education, in a sample of five-, seven-, and nine-year olds. General. Explicit: diversity.

Walberg, Herbert J.; Genova, William J. 1983. School Practices and Climates That Promote Integration. *Contemporary Educational Psychology* 8(1): 87-100.

A study of the impact of six school prac-

tices to promote racial and ethnic integration among juniors from desegregated high schools in three Northeastern states. Specific: ethnic group race. Explicit: anti-bias. Indirect: multicultural education.

Walker-Dalhouse, Doris; Dalhouse, Derick A. 2006. Investigating White Pre-service Teachers' Beliefs About Teaching in Culturally Diverse Classrooms. *The Negro Educational Review* 57(1/2): 69-84.

A study of beliefs, cultural awareness, communications, assessment, and teaching in multicultural classrooms before and after a junior level diversity practicum and seminar among white pre-service teachers from middle to upper socioeconomic backgrounds. General. Explicit: diversity. Indirect: multicultural education.

Wardle, Francis. 1996. Proposal: An Anti-bias and Ecological Model for Multicultural Education. *Childhood Education* 72(3): 152.

A discussion of shortcomings of the traditional model of anti-bias and multicultural education, with a proposal for a new multicultural model that recognizes the differences among traditional racial and cultural groups and acknowledges the variability within and uniqueness of these groups. Specific: race. Explicit: anti-bias. Indirect: multicultural education.

Washington State Department of Social and Health Services. 2005. *Report on Effective Legal Proceedings to Ensure Provider Compliance*. Newark, DE: Koch Consulting. <[www.childcareresearch.org/location/ccrca8533](http://www.childcareresearch.org/location/ccrca8533)>.

State early learning standards. General. Indirect: multicultural education.

Washington, Valora. 1981. Impact of Antiracism/Multicultural Education Training on Elementary Teachers' Attitudes and Classroom Behavior. *The Elementary School Journal* 81(3): 186-192.

Specific: race. Explicit: anti-bias.

Washington, Valora. 1996. Valuing Diversity: A Key to Grassroots Success. *Journal of Early Intervention* 20(2): 179-82.

The keynote address to the 1995 International Division of the Early Childhood Conference on Children with Special Needs, focusing on the need for early

childhood education to embrace principles of diversity, promote research-based practice, foster family-focused programs, encourage inclusiveness in communities, and collaborate as leaders. Specific: ability. Explicit: diversity.

Wasson, Diane H.; Jackson, Mary H. 2002. Assessing Cross-cultural Sensitivity Awareness: A Basis for Curriculum Change. *Journal of Instructional Psychology* 29(4): 265-276.

A qualitative study of the social attitudes related to race, gender, age and ability of senior health education students who personally experienced a critical cross-cultural incident. General. Explicit: stereotypes.

Weis, Lois. 2006. Masculinity, Whiteness, and the New Economy. An Exploration of Privilege and Loss. *Men and Masculinities* 8(3): 262-272.

A longitudinal, qualitative study of the ways in which white working-class men remake class and masculinity in the context of massive changes in the global economy. Specific: race. Indirect: identity.

Wellhousen, Karyn. 1996. Do's and Don'ts for Eliminating Hidden Bias. *Childhood Education* 73(1): 36.

A description of guidelines for preschool and primary school teachers to eliminate gender bias in their classrooms. Specific: Sex/gender sexual orientation. Explicit: bias.

Wessler, Stephen L. 2000-2001. Sticks and Stones. *Educational Leadership* 58(4): 28-33.

A discussion of harassment and bias incidents among elementary school students, possible interventions to reduce these behaviors, and the role of educators, parents and neighbors. General. Explicit: anti-bias.

Wessler, Stephen L. 2003. It's Hard to Learn When You're Scared. *Educational Leadership* 61(1): 40-44.

A discussion of teachers' role in creating a respectful classroom, and in preventing harassment. General. Explicit: tolerance.

West Virginia Department of Education. 2004. *Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-kindergarten*.

<[www.childcarereseach.org/location/ccrca6249](http://www.childcarereseach.org/location/ccrca6249)>.

A document reviewing developmentally appropriate preschool curriculum to help educators meet the standards of West Virginia Code 18-5-44, a mandate for high quality early education programs for four-year-old and three-year-old children with special needs. State early learning standards. General. Indirect: multicultural education.

Williams, Leslie R. 1991. Curriculum Making in Two Voices: Dilemmas of Inclusion in Early Childhood Education. *Early Childhood Research Quarterly* 6: 303-311.

A discussion of the ways in which the concept of inclusion as a goal of multicultural education may be understood in reference to the concerns of early childhood education. General. Indirect: multicultural education.

Wisconsin Early Learning Standards Steering Committee. 2003. *Wisconsin Model Early Learning Standards*. (Bulletin No. 04040). Madison: Wisconsin Child Care Information Center. <[www.childcarereseach.org/location/ccrca6111](http://www.childcarereseach.org/location/ccrca6111)>.

State early learning standards. General. Indirect: multicultural education.

Wyatt-Fielding, Cheryl A. 2000. *An Analysis of Multicultural Issues Incorporated into Special Education Courses for Pre-service Teachers*. Unpublished doctoral dissertation, Texas Woman's University.

A study of how multicultural issues are addressed at institutions of higher education meeting current National Council for Accreditation of Teacher Education standards, based on reviews of 151 special education course syllabi and from a follow up questionnaire completed by 72 instructors of special education pre-service teacher preparation courses. General. Indirect: multicultural education.

Xiong, Zha B.; Lee, Jesse K. 2005. *Hmong Early Childhood Education Needs Assessment*. Saint Paul, MN: Ready 4 K.

An assessment of the early childhood education needs of the Hmong community in Minnesota to determine how they are preparing their children for school, their

perception of school readiness, and common challenges they face. Specific: ethnic group. Indirect: multicultural education.

You, Jae-kyung. 2000. *Early Childhood Teachers' Beliefs and Practices Regarding Multicultural and Anti-bias Education*. Unpublished doctoral dissertation, The Pennsylvania State University, Philadelphia.

A survey and observational study of the beliefs of early childhood teachers regarding multicultural and anti-bias education, as well as of the relation between teacher characteristics and beliefs, and teacher beliefs and classroom practices. General. Explicit: anti-bias. Indirect: multicultural education.

Zirkel, Sabrina; Cantor, Nancy. 2004. 50 Years After Brown v. Board of Education: The Promise and Challenge of Multicultural Education. *Journal of Social Issues* 60(1): 1-15.

The introduction to a special issue honoring the 50th anniversary of Brown vs. Board of Education, exploring current research on communication and interaction between ethnic groups. Specific: race. Explicit: prejudice.

Zygmunt-Fillwalk, Eva M.; Leitze, Ann. 2006. Promising Practices in Pre-service Teacher Preparation: The Ball State University Urban Semester. *Childhood Education* 82(5): 283-288.

A discussion of Ball State University's Urban Semester Program, which examined materials and resources for bias, created multicultural literature packs, and highlighted and studied the contributions of minorities to the sciences as ways to strengthen pre-service teachers' knowledge and application of appropriate multicultural materials. General. Explicit: anti-bias.



Abram, Ido. 2004. Intercultural Learning and Young Children. In Van Keulen, Anke (Ed.): *Young Children Aren't Biased, Are They?! 33-48*. Amsterdam: SWP.

A description of the ABCD model for intercultural learning, its basis on the core concepts of autobiography, biography, conflict, and dialogue, and its implementation in Dutch early childhood classrooms. General. Explicit: diversity tolerance.

Bernhard, Judith K.; Lefebvre, Marie L.; Kilbride, Kenise M.; Chid, Gyda; Lange, Rika. 1998. Troubled Relationships in Early Childhood Education: Parent-teacher Interactions in Ethnoculturally Diverse Child Care Settings. *Early Education; Development* 9(1): 5-28.

A qualitative study of the relations between early childhood educators and parents in three Canadian cities with large immigrant populations. Specific: race social class. Explicit: anti-bias diversity stereotypes prejudice.

Blanc, Marie C.; Clausier, Michelle; Muricer, Emmanuelle. 2004. Involving Parents. In Van Keulen, Anke (Ed.): *Young Children Aren't Biased, Are They?! 109-118*. Amsterdam: SWP.

A discussion of parent involvement strategies in anti-bias programs. General. Explicit: anti-bias.

Brooker, Liz. 2006. From Home to the Home Corner: Observing Children's Identity-maintenance in Early Childhood Settings. *Children; Society* 20(2): 116-127. <[www.child-caresearch.org/location/ccrca8488](http://www.child-caresearch.org/location/ccrca8488)>.

A qualitative study of a Korean private kindergarten and a UK reception class to examine children's gender and ethnic identities at home and in early childhood settings, suggesting that the transition from home to group settings may reinforce rather than diminish the stereotyping along gender and lines, while participation in 'research' conversations may provide children with opportunities to question and reflect on stereotypes. Specific: race. Explicit: stereotypes.

Connolly, Paul. 2005. *Dealing with Diversity and Inclusion in the Early Years: Lessons from Research*. British Council Event: Diversity and Inclusion in Education, Belfast, Nov. 30.

A discussion of the relevance of diversity

and inclusion in the early education years, based on findings from the evaluations of two initiatives in England and North Ireland. General. Explicit: diversity.

Connolly, P. 2007. *It May Look Good but Does it Actually Work? A Critical Race Perspective on Evaluating the Effects of Diversity Education Programs on Young Children's Racial Attitudes*. American Educational Research Association Annual Conference, April 9-13, Chicago, US.

A discussion from the perspective of critical race theory of findings from a mixed-methods evaluation of an early year antiracism education program. Specific: race. Explicit: anti-bias diversity.

Connolly, Paul; Hosken, Kerry. 2006. The General and Specific Effects of Educational Programmes Aimed at Promoting Awareness of and Respect for Diversity Among Young Children. *International Journal of Early Years Education* 14(2): 107-126.

An evaluation of a pilot educational program aimed at increasing awareness of and respect for diversity through theatre, workshops and teacher-led classroom activities among primary school children. General. Indirect: diversity multicultural education.

Connolly, Paul; Keenan, Michaela. 2000. *Racial Attitudes and Prejudice in Northern Ireland*. Belfast, Northern Ireland: Northern Ireland Statistics and Research Agency.

A study of children's attitudes towards race relations in Northern Ireland and the nature and prevalence of racial prejudice, base on data from a large-scale survey. Specific: race. Explicit: prejudice.

Connolly, Paul; Keenan, Michaela. 2002. Racist Harassment in the White Hinterlands: Minority Ethnic Children and Parents' Experiences of Schooling in Northern Ireland. *British Journal of Sociology of Education* 23(3): 341-355.

A case study illustrating the nature and extent of racist harassment of ethnic minority pupils in predominantly white areas of Northern Ireland. Specific: race. Explicit: anti-bias.

Connolly, Paul; Maginn, Paul. 1999. *Secularism, Children and Community Relations in*

Northern Ireland. Coleraine, UK: Centre for the Study of Conflict University of Ulster.

A discussion of the contribution of research to community-relations work with children regarding the effects of sectarianism on their lives, drawing attention to the continuing gaps and suggesting alternative directions for future research. Specific: race. Explicit: prejudice.

Connolly, Paul; Fitzpatrick, Siobhan; Gallagher, Tony; Harris, Paul. 2006. *Addressing Diversity and Inclusion in the Early Years in Conflict-affected Societies: A Case Study of the Media Initiative for Children – Northern Ireland*.

A report on the development and evaluation of the Media Initiative for Children program in Northern Ireland, aimed at encouraging young children to respect differences in a divided society. Specific: race. Explicit: diversity.

Connolly, Paul. Smith, A.; Kelly, B. 2002. *Too Young to Notice? The Cultural and Political Awareness of 3-6 Year Olds in Northern Ireland*. Belfast, Northern Ireland: Community Relations Council.

A study of the cultural and political awareness of three-to-six year olds in Northern Ireland. General. Explicit: prejudice.

Connolly, Paul. 1994. All Lads Together?: Racism, Masculinity and Multicultural/Anti-racist Strategies in a Primary School. *International Studies in Sociology of Education* 4(2): 191-211.

An ethnographic study of the articulation of racism and masculinity as manifest amongst infant children in a multi-ethnic, inner-city primary school. Specific: race sex/gender Explicit: anti-bias.

Connolly, Paul. 1995. Racism, Masculine Peer-group Relations and the Schooling of African/Caribbean Infant Boys. *British Journal of Sociology of Education* 16(1): 75-92.

An ethnographic study of the articulation of racism and masculinity as manifest amongst infant children in a multi-ethnic, inner-city primary school. Specific: race sex/gender. Explicit: anti-bias.

Connolly, Paul. 1996. Seen but Never Heard: Rethinking Approaches to Researching Rac-

ism and Young Children. *Discourse: Studies in the Politics of Education* 17(2): 171-185.

A critique of traditional approaches to the study of racial attitudes among young children. Specific: race. Explicit: anti-bias.

Connolly, Paul. 2000. Racism and Young Girls' Peer-group Relations: The Experiences of South Asian Girls. *Sociology* 34(3): 499-519. An ethnographic study of the significance of 'race' and the construction of racism in young girls' peer group relations. Specific: race. Explicit: prejudice.

Ebbeck, Marjory; Baohm, Jenine. 1999. Incorporating Multicultural Perspectives into Teaching Approaches. *International Journal of Early Childhood* 31(1): 32-40.

A study of teachers' views on the incorporation of multicultural perspectives into their teaching approaches. General. Indirect: multicultural education.

Enslin, Penny. 2001. Multicultural Education, Gender and Social Justice: Liberal Feminist Misgivings. *International Journal of Educational Research* 35(3): 281-292.

A discussion of the limitations of multiculturalism in approaching social justice in South African education, specifically of the tension between multiculturalism and policy goals of promoting a non-sexist order and teaching critical thinking in a culture of human rights. Specific: race sex/gender. Explicit: prejudice: Indirect: multicultural education.

Epstein, Debbie. 1993. *Changing Classroom Cultures: Anti-racism, Politics and Schools*. Stoke-On-Trent, UK: Trentham Books.

An overview of possible strategies for antiracism education in England, particularly in predominantly white primary schools, based on case studies of schools and teaching approaches, as well as on a discussion of the relationships between practice and theory in anti-racist education. Specific: race. Explicit: anti-bias.

Garner, Steve. 2006. The Uses of Whiteness: What Sociologists Working on Europe Can Draw from US Research on Whiteness. *Sociology* 40(2): 257-275.

A sociological analysis of the ways whiteness has been problematized in the US

- literature and the pertinence of this problematic to European settings. Specific: race. Explicit: anti-bias.
- Green, Meredith J.; Sonn, Christopher C. 2005. Examining Discourses of Whiteness and the Potential for Reconciliation. *Journal of Community; Applied Social Psychology* 15: 478-492.  
An exploration on how discourses of whiteness can contribute to antiracism, considering privilege and dominance as components of an unequal distribution of power. Specific: race. Explicit: anti-bias.
- Green, Meredith J.; Sonn, Christopher C. 2006. Problematising the Discourses of the Dominant: Whiteness and Reconciliation. *Journal of Community; Applied Social Psychology* 16, 379-395.  
A discussion of how unacknowledged power informs the political actions of dominant white groups in Australia. Specific: race. Indirect: identity.
- Griffiths, Judith A.; Nesdale, Drew. 2006. In-group and Out-group Attitudes of Ethnic Majority and Minority Children. *International Journal of Intercultural Relations* 30(6): 735-749.  
A study of the ethnic attitudes of five-to-twelve year olds from ethnic majority and minority groups. Specific: race. Explicit: prejudice stereotypes.
- Hirsch, Tal L. 2006. The Use of Stories as a Tool for Intervention and Research in the Arena of Peace Education in Conflict Areas: The Israeli-Palestinian Story. *Journal of Peace Education* 3(2): 251-271.  
A discussion of the feasibility of using stories in peace education programs and research. General. Indirect: socialization self identification.
- Hydon, Catharine; Kennedy, Anne; Milne, Rosemary; Walpole, Margaret. 1998. Creating Tolerant Communities. *International Journal of Early Childhood* 30(2): 56.  
Highlights from the panel presentation and discussion of a seminar on tolerance, entitled, Tolerance is not a weak word, co-sponsored by the Victorian Chapter of OMEP Australia. General. Explicit: tolerance.
- Jongepier, Netty. 2004. Education Without Prejudice as a Basis for Educational Innovation. In Van Keulen, Anke (Ed.): *Young Children Aren't Biased, Are They?! 137-149*. Amsterdam: SWP.  
A discussion of anti-bias education as a component of educational innovation and change. General. Explicit: anti-bias.
- Kalra, Virinder S. 2006. Ethnography as Politics: A Critical Review of British Studies of Racialized Minorities. *Ethnic and Racial Studies* 29(3): 452-470.  
A review of studies of political mobilization and activism against racism and immigration controls in Britain and Europe. Specific: race. Explicit: anti-bias.
- Kim, Sook-Kyoung; Lewis, George F. 1999. Children's Gender Role Stereotyping: The Effect on Asian and Non-Asian Australian Pre-school Children of an Anti-bias Curriculum. *Early Child Development and Care* 159: 121-134.  
A study of the impact of Derman-Sparks' Anti-Bias Curriculum on gender role stereotyping among Asian and non-Asian Australian children. Specific: ethnic group race sex/gender. Explicit: anti-bias.
- MacNaughton, Glenda. 2004. Learning from Young Children About Social Diversity. In Van Keulen, Anke (Ed.): *Young Children Aren't Biased, Are They?! 65-76*. Amsterdam: SWP.  
A review of findings from the Preschool Equity and Social Diversity (PESD) project, a mixed-methods study of the understandings of gender, race, and class among four-and five-year olds in Australia. General. Explicit: diversity; Indirect: multicultural education.
- MacNaughton, Glenda. 2006. *Respect for Diversity: An International Overview*. [Working Papers in Early Child Development 40] The Hague, The Netherlands, Bernard van Leer Foundation.  
A discussion of five schools of thought in ways of thinking about young Children's respect for cultural, racial, developmental, gender and socio-economic diversity. General. Explicit: diversity tolerance.

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