

DOWNLOAD PDF HANDBOOK OF RACE, RACISM, AND THE DEVELOPING CHILD

Chapter 1 : Handbook of Race, Racism, and the Developing Child - Google Books

He is Associate Editor of Child Development, the premier interdisciplinary journal of development. He is previous recipient of Gimbel Child and Family Scholar Award for contributions to promoting ethnic, racial, religious understanding and of Ford Foundation Postdoctoral Award.

At its most simple, discrimination involves harmful actions toward others because of their membership in a particular group. Discriminatory behaviors can include a wide range of acts, ranging from social exclusion, being graded unfairly, verbal insults, and physical assault; and can occur in multiple domains, by peers, teachers, people in the community, and institutions. Further, individuals may experience discrimination as a result of their membership in a large number of social groups. Although considerable research has looked at prejudice and factors that cause people to engage in discriminatory actions, research from the perspective of the targets of discrimination—particularly when those targets are children and adolescents—has only appeared since the late s and early s. Researching perceptions of discrimination is more challenging in children and adolescents than with adults. First, there are serious ethical concerns with children because of the sensitivity of the topic. As a result, unlike social psychology, most research with youth examines perceptions of naturally occurring discrimination using correlational or longitudinal research rather than experimental designs in which discrimination is experimentally manipulated. Second, children are especially vulnerable to negative social forces as they develop their attitudes about school, themselves, and their place in the world. This article will also examine the psychological and academic consequences associated with perceptions of discrimination. Third, there are cognitive developmental constraints when conducting research with children, such that children are still developing in their understanding of discrimination. Thus, this article will include research that examines the developmental precursors to perceiving discrimination, namely learning and reasoning about ethnicity and the concept of discrimination. General Overviews Beginning in the s, researchers who studied racial and ethnic minority children began to call for research to more fully incorporate the cultural context into the study of the child. Garcia Coll, et al and Spencer , written by leaders in the field of developmental psychology, point out that the normative development of ethnic minority children could not be understood without paying attention to the effects of racism, prejudice, and discrimination. They also point to the many ways that ethnic minority children are resilient in the face of negative stereotypes. This increased attention to the effects of discrimination and racism is evident in the edited book Quintana and McKown This book brought together scholars across psychology, sociology, and education who study racial and ethnic minority children, and addresses the multiple ways race-related issues affect development. Beyond these more general articles and books, three selections are included that more specifically address perceiving and experiencing discrimination. Fishbein examines the link between having prejudicial attitudes and expressing discriminatory behaviors. The edited book Swim and Stangor examines how, when, and why adults perceive discrimination. Influenced by this research within social psychology, Brown and Bigler presents a theoretical model for how children might perceive discrimination, based on research with adults but incorporating issues such as cognitive development that are specific for children. Includes the cognitive developmental skills necessary to perceive discrimination, the situational context that facilitates the perception of discrimination, and the individual differences between children that affects perceptions of discrimination. Brings together research from social psychology and cognitive developmental psychology. A focus on the achievement gap throughout the school years across ethnic groups. A thorough and comprehensive analysis of the factors, including discrimination, that contribute to educational disparities. Peer Prejudice and Discrimination: The Origins of Prejudice. This book presents an evolutionary model for the development of bias that is somewhat controversial, but important to understand. Notably, they argue that researchers must attend to the effects of discrimination and racism to understand the normative development of minority children. Handbook of Race, Racism, and the Developing Child. Several chapters address the issue of perceived discrimination. Different

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chapters address discrimination as a predictor of mental health, occupational aspirations, and ethnic identity. Development of Diverse Groups. Edited by Richard Lerner, " Asserts that racial discrimination is a risk factor that increases the vulnerability of minority youth, and may lead to negative consequences if youth do not have adequate coping and support. Swim, Janet, and Charles Stangor, eds. Although focused on research with adults, the chapters cover discrimination on the basis of gender, race, and weight. Users without a subscription are not able to see the full content on this page. Please subscribe or login. How to Subscribe Oxford Bibliographies Online is available by subscription and perpetual access to institutions. For more information or to contact an Oxford Sales Representative [click here](#).

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Chapter 2 : Children Are Not Colorblind: How Young Children Learn Race | Erin Winkler - theinnatdunvilla.

Filling a critical void in the literature, Race, Racism, and the Developing Child provides an important source of information for researchers, psychologists, and students on the recent advances in the unique developmental and social features of race and racism in children's lives.

By this logic, children are Feagin, This leads many adults to argue that we should not discuss race What do children with preschoolers because Research clearly shows learn, and when? In a them is teaching them to do so? Why not height or hairstyle or left- and ethnically diverse day care center used handedness? Scholars argue that there are racial categories to identify themselves and both internal biological and cognitive and others, to include or exclude children from external environmental and societal factors activities, and to negotiate power in their at play. While young children are able to happen? Children then of accents as a way of illustrating his point. But why do children form racial do not mention or endorse those ideas. Children also learn which social categories Tatum, Tatum argues that this are important by observing their message is so prevalent in our society it is environments. For very young children, this same skin color. Even the office or riding the bus that height and language and symbolism we use daily tends hairstyle do not seem related to occupation to associate positive things with white e. In other words, children pick up all of the children expressed an in-group bias on the ways in which whiteness is normalized at the age of 30 months. When asked to and privileged in U. Consciously or and girls, all of the children chose a same- unconsciously, middle-class white culture race playmate. What should caregivers do? Sometimes adults are silent on the issue of race, prejudice, and racial inequity because we ourselves are not comfortable The authors argue that this is a reflection of talking about them. Remember, adults have also their racial group Hirschfeld, Although race and racism are talk to their children about race and racism difficult topics, it is important to educate than white parents. These parents must teach ourselves and discuss them with children their children how to function in a racially in an age-appropriate way. So, what can inequitable society, while still maintaining caregivers of young children do? This silence children are too young to have some of these about race does not keep children from discussions. Katz and Kofkin found that noticing race and developing racial biases black parents were more likely to talk about and prejudices, it just keeps them from talking racial identity with their preschoolers than about it Aboud, ; Tatum, Why is the complexities of this issue. This results in she so dirty? Talk about have been silenced often enough the fact that the social world we live learn not to talk about race publicly. Make it clear that racial- is: Do not shush children or shut down the ethnic prejudice and discrimination conversation. Instead, engage in open, are part of a larger society that honest, frequent, and age-appropriate needs reform and not just something conversation about race, racial differences, that individuals do. Research has shown that such conversations Educational resources for young children are associated with lower levels of bias in often present the issue of racial discrimination young children Katz, Be accurate and age-appropriate. Hirschfeld argues that when adults do discuss race with young children, they often dilute the discussion because they believe young children cannot understand All rights reserved. Be alert, and when only perpetrated by a few bad individuals. Because of the inaccurate but deep- Encourage complex thinking. Do not presume information that goes that children have to against their existing exhibit strong, hatefully in-group biases. So racist attitudes in what can be done? Also be aware children to think in a there is evidence more complex way can preschoolers raise be effective in reducing issues of race within prejudice. When their own peer groups children are taught to more frequently than pay attention to multiple their adult caregivers attributes of a person know Tatum, ; at once e. If name-calling bias are shown Aboud, or other discrimination So, in addition to happens at school and giving accurate information about race and then goes either unnoticed or is not discussed racism, caregivers should focus on teaching by adults, children infer that the behavior is children to think critically Tatum, This means All rights reserved. References Perhaps the most important thing caregivers Allport, G. The nature of prejudice. Cambridge, can do is provide children

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with ideas about MA: A social-cognitive developmental inequity and discrimination in our society theory of prejudice. Handbook of race, racism, and the developing child pp. Actively seek out anti-racist role models in your community and Aboud, F. The development of prejudice in childhood and adolescence. Fifty years children to these role models Tatum, ; after Allport pp. Show children Bigler, R. Developmental that, while we do face troubling problems as intergroup theory: Current Directions in that are invested in making positive change. Psychological Science, 16, " Show children they can help too! The multiple ecologies them in projects that allow real participation of black youth socialization: For more ideas, see L. Their social and economic status in the United States pp. The mouse that roared: Disney and the Conclusion end of innocence. Television and prejudice reduction: In order to address issues of racial bias When does television as a vicarious experience make a and prejudice with children and help difference? Journal of Social Issues, 55 4 , " Educating black society, caregivers must first be comfortable children in the context of their culture. After Going to school: The African-American experience pp. State University of New York Press. A developmental rethink our ideas about several dimensions perspective. A handbook of contemporary issues pp. A review of research and directions This is difficult but important work, and early for future study. Developmental Psychology, 42 5 , " Privilege, power, and difference 2nd ed. Additional resources for Katz, P. Racists or tolerant multiculturalists? How do they begin? American Psychologist, 58 11 , " Race, gender, and young children. Perspectives on adjustment, risk, and www. A review of race socialization within black families. Developmental Review, 26, " Race in the schoolyard: Negotiating the color line in classrooms and communities. Unpacking the invisible knapsack. Independent School, 49, 31" Racial identity development in African American children: Social, educational, and parental environments pp. Social requirements, contact the Council for Early Childhood Recognition at or visit categorization and the origins of intergroup bias. A meta-analytic test of intergroup contact theory. Why are all the black kids sitting contact the National Child Care Association at together in the cafeteria? And other conversations about or visit www. How children learn race and racism. Winkler received her Ph. She is an assistant professor in the Department of Africology at the University of Wisconsin-Milwaukee, where she teaches courses on the racial socialization of children, the psychology of racism, and representations of race in U.

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Chapter 3 : Discrimination - Childhood Studies - Oxford Bibliographies

Handbook of Race, Racism, and the Developing Child / Edition 1 Filling a critical void in the literature, Race, Racism, and the Developing Child provides an important source of information for researchers, psychologists, and students on the recent advances in the unique developmental and social features of race and racism in children's lives.

Crawford Four-year-old Yasmin, who is Black, walks into the dramatic play area, enjoying the sound of the beads in her braids clicking to the rhythm of her steps. Children share their experiences: She asks the children whether they have noticed that differences in their hair are related to differences in their races and ethnicities. Showing children that we see and value all aspects of them—including attributes related to race and culture—is a critical step in helping them feel welcome and connected to their teachers and peers. In the preschool classroom in the vignette, Yasmin sees others engaging happily in a familiar routine that is part of her family life. When her teacher intentionally participates in this play and follows up with a book about it, she is sending the message to Yasmin and her peers that this classroom is a place where all children “no matter their culture or ethnicity” can feel comfortable being themselves. Yasmin not only expresses aspects of her racial and cultural identity through her play, but she also takes pride in sharing them with others. Moments like this help convey to Yasmin that she is accepted in this classroom and can safely build a strong relationship with her teacher. This feeling of trust is crucial because it sets the stage for Yasmin to engage freely in exploration and learning. Addressing race in early education classrooms Early childhood educators are well versed in the importance of building relationships with children of diverse backgrounds, but many try to do so using a color-blind approach—that is, they do not directly talk about race or race-related experiences Husband This approach, although not intended to be harmful, may send the negative message to children of color that their teachers do not recognize or feel comfortable acknowledging a salient and influential part of their identity: Researchers and practitioners are still figuring out how best to address race so young children can develop their own positive racial identity, build relationships across races, and recognize and stand up to race-related injustices. There are a number of ways early childhood educators can approach race in the classroom. We refer to these practices as race-related teaching practices RRTPs. Each approach sends a message, intentional or not, about how children should think about and understand racial differences at a time in their lives when they are beginning to notice and respond to race. When educators do not notice this and do not attempt to counterbalance the primacy given to White early childhood experiences, they miss opportunities to teach children that all races should be valued. The good news is that there are opportunities to teach children that we value all cultures and aim to be fair to people of all races. We propose thinking about three categories of RRTPs—color-blind, color-aware, and social justice approaches. As mentioned earlier, the color-blind approach is a common but ineffective and potentially harmful method in which adults do not directly talk about race with children, yet the absence of an intentional message about race sends a powerful message in itself. Children are left to develop their own understandings about race, and if they ask questions, they may be met with adults declining to talk about race at school. An improvement on the color-blind approach is a color-aware approach. To be color aware is to intentionally teach children about race and tell them that we see and value their race because it is an important part of who they are. One step beyond color awareness is a social justice approach to teaching about race. This RRTP is considered ideal because it empowers children to play a role in acting against discrimination. Teachers using this approach to help children learn how to actively recognize and act on race-related injustices. These portrayals are not consistent with the lives of many children and their families. Books can be mirrors in which children see and savor images and representations similar to their own lives and experiences. Choosing high-quality, diverse literature Children need access to books that reflect their own race, culture, experiences, and context. Ezra Jack Keats, for example, was among the first picture book creators to portray a cast of Black characters in an urban setting. The rain sends everyone ducking for cover, resulting in chance meetings and the beginning of

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new relationships, including interracial ones. It is important to look carefully at unique issues of racial relevance. These joyful, rhyming texts celebrate Black and Brown bodies. It is important to remember, however, that no book can fully represent a group or a complex issue. Rather, it is helpful to think in terms of text sets, or collections of connected books, that address different perspectives on topics. Consider the following scenarios—one in which a teacher uses a color-aware approach and the other in which a teacher uses a social justice approach. Tasha comes to kindergarten, excited to share news that her baby brother has been born. Other children want to share stories about what happened when their siblings joined their families.

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2 H andbook of R ace, Racism, and the D eveloping Child responsive to social movements that span historical periods (e.g., the civil rights movement in the U.S.).

Thorough and available, this well timed reference attracts on a world number of specialists and students representing the breadth of views, theoretical traditions, and empirical ways during this field. Race, Racism, and the constructing baby pages 1â€” Developmental, Theoretical, and Empirical developments pages 16â€” Hirschfeld Chapter four A Social? Cognitive Developmental conception of Prejudice pages 55â€” Aboud Chapter five employing Social id and Self? Martyn Barrett and Stephanie C. Davis Chapter 6 Lay Theories and Intergroup relatives pages â€” Levy and Dina M. Christia Spears Brown Chapter eight thought, examine, and versions pages â€” Binta Cross Chapter nine daily stories of Ethnic and Racial identification between youngsters and teenagers pages â€” Tiffany Yip Chapter 10 Racial identity between Multiracial adolescence: Implications for Adjustment pages â€” Herman Chapter eleven tips on how to seize a Moonbeam: McLoyd, Dana wooden and Cecily R. Maykel Verkuyten Chapter 15 Social impacts at the Ethnic success hole pages â€” Clark McKown and Michael J. Julie Milligan Hughes and Rebecca S. Making approximately Intergroup Peer Relationships pages â€” Yona Teichman and Daniel Bar? A Thematic Approach PDF "Child improvement" covers every age via youth, targeting a different area of developmental psychology in each bankruptcy and emphasizing conception and study. Download e-book for kindle: Mark Peterson, William P. McInnis New and up to date assignments and workouts meet the altering wishes of psychological well-being pros the kid Psychotherapy Homework Planner, 5th version provide you with an array of ready-to-use, between-session assignments designed to slot almost each healing mode. This easy-to-use sourcebook beneficial properties: Mahler and her collaborators holiday new flooring in developmental psychology and current the 1st entire theoretical assertion of Dr.

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Chapter 5 : race racism and development | Download eBook pdf, epub, tuebl, mobi

Handbook of Race, Racism and the Developing Child is one of the first serious scholarly books to elucidate the unique developmental and social features of race and racism in children's lives. This book covers the recent advances in understanding the experience of prejudice on a child's life and its effects on their development.

We take note of variations across racial and ethnic groups, and summarize what is known about factors that protect or buffer young people against these effects. Importantly, during adolescence and young adulthood, many minority youth start to make meaning of their ethnic and racial group membership as a core component of their identity and may become increasingly aware of negative societal views of and prejudices toward their group, which can heighten sensitivity to perceived bias and discrimination Cross and Cross. Thus, normative processes of identity development can potentially increase vulnerabilities; at the same time, these processes can play a protective role in attenuating the negative effects of bias and discrimination, which we address in more detail later in this appendix. A substantial majority of blacks report that they have personally been exposed to race-related stimuli perceived as biased or discriminatory Clark, ; Seaton et al. In the National Survey of African Life, the majority of black young adults in this instance, African American and Caribbean blacks reported experiencing at least one discriminatory event in the previous year, with increased episodes occurring as they transitioned into young adulthood Seaton et al. A higher incidence of discrimination was reported among females from both ethnic groups. African Americans and Caribbean Americans reported equal numbers of discriminatory incidents; however, one interesting finding was that exposure to discrimination was associated with greater vulnerability and more negative outcomes for Caribbean American young adults compared with their African American counterparts. Importantly, these differences reveal that people from the same pan-racial group have diverse experiences with discrimination that are affected by differences in patterns of immigration and cultural norms. In addition to African Americans, evidence is growing that other immigrant groups, such as Asians and Hispanics, are reporting discrimination that is associated with physical and mental health issues, harmful health behaviors, and decreased access to quality health care Viruell-Fuentes et al. Further, the longer immigrants reside in the United States, the more likely they are to have heightened exposure to bias and discrimination Viruell-Fuentes et al. According to the minority stress theory, minorities who are openly gay e. Of course, in the United States, all disadvantaged and marginalized groups, including people of color, individuals of low-income status, immigrants, religious minorities e. Psychological and Physical Functioning Several systematic reviews and recent studies Lee et al. According to the results of one review Priest et al. A recent meta-analytic review of experimental and correlational studies concludes that perceiving pervasive instances of discrimination negatively affects psychological well-being across a wide range of measures Schmitt et al. Exposure to race-related stress can evoke feelings of anger, hurt, frustration, bitterness, helplessness, and hopelessness and a desire to lash out Wagner et al. Individuals may attempt to manage their psychological state by relying on various self-soothers, such as overeating and use of alcohol and other substances, which over time can lead to chronic health problems Karlamangla et al. Negative emotions that may emanate from race-related stress also have been associated with the amplification of biological and physiological responses, including increased blood pressure, elevated fasting glucose, and increased plasma lipid levels, which forecast cardiovascular problems among African American young adults Brody et al. Further, exposure to racism, directly and indirectly, even during childhood, can have long-term consequences Martin et al. Stress-response dysfunction increases blood pressure, which in turn increases vascular restriction and cardio output. Elevated blood pressure over time causes vascular resistance. The cycle of heightened physiological responses causes wear and tear on biological systems, including damage to the cardiovascular system. This cyclic link between race-related stress and cardiovascular risk vulnerabilities has been implicated as a major predictor of a range of developmental and health outcomes, including sleep disorders Beatty et al. Childhood exposure to racism is associated with less healthy pregnancy outcomes among African American

women of childbearing age Hilmert et al. This finding reveals that one can be greatly affected by witnessing race-related events occurring to someone else, and that such experiences can be linked to blood pressure and depressive symptoms many years later Caughy et al. Further, race-related stress has consistently been linked to preterm and low-birthweight infants among African American and Puerto Rican women Earnshaw et al. Decline in psychological functioning and elevated blood pressure in response to race-related stress create a toxic maternal-fetal environment, causing reduced fetal growth and early delivery Earnshaw et al. Additional research is needed to determine and explain how exposure to racism is transmuted from psychosocial experiences into physiological outcomes and to identify the etiological mechanisms by which experiences of racism and discrimination affect the health and well-being of adolescents and young adults of color. Acculturation Stress Acts of discrimination toward individuals because of immigrant status, legal status, skin tone, and language can contribute to acculturation stress. Immigrant status, skin tone, and phenotypic characteristics intersect through social interactions with members of the dominant culture among adolescents and young adults of color. Many, but not all, adolescents and young adults who abandon their home culture and fully assimilate in the dominant culture fare less well than those who maintain the home culture Berry, Assimilation heightens family conflict that can reduce cultural support systems shown to buffer persons of color from negative outcomes often associated with stress-inducing events Burnam et al. Acculturation stress has been associated with increased depression in immigrants Heilemann et al. It also has been associated with higher odds of a past suicide attempt among immigrants compared with individuals born in the United States Gomez et al. Deeper understanding of this potentially protective process is needed. Several studies have identified factors that buffer, protect against, or reduce the impact of racism and discriminatory experiences on individuals Luthar, In addition, racial identity reduces the negative effects of discrimination on individual well-being through the protection of psychosocial resources, specifically social relationships and social support Ida and Christie-Mizell, Cultural Socialization All individuals experience socialization processes that prepare them to be functional members of a society Farver et al. Parents of racial and ethnic minorities also socialize their children into their own ethnic or natal culture and into the dominant culture, processes that include being aware of, understanding, and developing skills to resolve inconsistencies and conflicting views across cultures Boykin, ; Farver et al. These parenting socialization processes, which encompass racial socialization Harris-Britt et al. Conclusion A highly salient feature of growing up in America today is the increasingly multicultural character of the society, marked by significant increases in immigration from many different parts of the world. As the face of the nation changes, the social experiences of young people maturing in an increasingly diverse population will differ substantially from those of their elders. At the same time, this country still struggles to overcome its legacy of racial oppression and to ensure equal opportunity for all, regardless of race, ethnicity, sexual preference, and disability. By itself, the increasing diversity of the population provides no assurance that existing patterns of bias, stereotyping, and discrimination will be erased. However, young adults are the leading edge of the demographic change and can also become the most powerful force for equal rights in the 21st century. The role of discrimination, academic motivation, and gender. Unfair treatment is associated with poor sleep in African American and Caucasian adults: PMC] [PubMed: Discrimination and adjustment for Mexican American adolescents: A prospective examination of the benefits of culturally related values. Journal of Research on Adolescence. Living successfully in two cultures. International Journal of Intercultural Relations. The triple quandary and the schooling of Afro-American children. The School Achievement of Minority Children: Perceived discrimination among African American adolescents and allostatic load: A longitudinal analysis with buffering effects. Acculturation and lifetime prevalence of psychiatric disorders among Mexican Americans in Los Angeles. Journal of Health and Social Behavior. Experiences of racism among African American parents and the mental health of their preschool-aged children. American Journal of Public Health. Perceptions of interethnic group racism predict increased vascular reactivity to a laboratory challenge in college women. Annals of Behavioral Medicine. Handbook of race, racism, and the developing child. Theory, research, and models. Handbook of multicultural

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mental health: Assessment and treatment of diverse populations. Acculturation and mental health: Ecological transactional relations of adjustment. Ethnic identity and acculturation in a young adult Mexican-origin population. Journal of Community Psychology. Academic success of Mexican origin adolescent boys and girls: Maternal experiences with everyday discrimination and infant birth weight: A test of mediators and moderators among young, urban women of color. Ethnic identity, acculturation, parenting beliefs, and adolescent adjustment: A comparison of Asian Indian and European American families. Stressors, anxiety, acculturation, and North American students. An integrative model for the study of developmental competencies in minority children. Acculturative stress, perceived discrimination, and vulnerability to suicide attempts among emerging adults. Journal of Youth and Adolescence. Trajectories of perceived adult and peer discrimination among black, Latino, and Asian American adolescents: Patterns and psychological correlates. Physiological responses to racism and discrimination: An assessment of the evidence. Perceived discrimination and self-esteem in African American youth: Racial socialization as a protective factor. Strengths and vulnerabilities of women of Mexican descent in relation to depressive symptoms. Undermining partnerships between African-American families and schools: Legacies of discrimination and inequalities. Lifetime racism and blood pressure changes during pregnancy: Implications for fetal growth. A review of research and directions for future study. Examining the mediating role of ethnic identity and self-esteem. Cultural Diversity and Ethnic Minority Psychology. Insights and challenges for the concept of social inclusion. Racial group identity, psychosocial resources, and depressive symptoms: Exploring ethnic heterogeneity among African Americans. Depression among Asian Americans: Depression Research and Treatment.

Chapter 6 : Reading Your Way to a Culturally Responsive Classroom | NAEYC

Filling a critical void in the literature, Race, Racism, and the Developing Child provides an important source of information for researchers, psychologists, and students on the recent advances in.

Chapter 7 : Table of contents for Handbook of race, racism, and the developing child

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