



PSYCHOLOGICAL SCIENCE EXPLAINS WHY SOME FEEL THREATENED BY EQUITY, DIVERSITY, AND INCLUSION INITIATIVES (APRIL 19, 2023)

RELATED READINGS

Brannon, T. N., Carter, E. R., Murdock-Perriera, L. A., & Higginbotham, G. D. (2018). From backlash to inclusion for all: Instituting diversity efforts to maximize benefits across group lines. *Social issues and policy review*, 12(1), 57-90. <https://doi.org/10.1111/sipr.12040>

Bogart, K.R., & Dunn, D.S. (Eds.). (2019). Ableism [Special issue]. *Journal of Social Issues*. 75(3). <https://spssi.onlinelibrary.wiley.com/toc/15404560/2019/75/3>

Center, S. P. L. Teaching Hard History: American Slavery. Montgomery, AL: Southern Poverty Law Center. 2018. Retrieved from https://www.splcenter.org/sites/default/files/tt_hard_history_american_slavery.pdf

Danbold F., Onyeador I. N., Unzueta M. M. (2022). Dominant groups support digressive victimhood claims to counter accusations of discrimination. *Journal of Experimental Social Psychology*, 98, 1–16. <https://doi.org/10.1016/j.jesp.2021.104233>

Devine, P. G., & Ash, T. L. (2022). Diversity Training Goals, Limitations, and Promise: A Review of the Multidisciplinary Literature. *Annual review of psychology*, 73, 403–429. <https://doi.org/10.1146/annurev-psych-060221-122215>

Dunbar, A. S., HaRim Ahn, L., Coates, E. E., & Smith-Bynum, M. A. (2022). Observed dyadic racial socialization disrupts the association between frequent discriminatory experiences and emotional reactivity among Black adolescents. *Child Development*, 93, 39– 57. <https://doi.org/10.1111/cdev.13680>

Hall, W. J., Chapman, M. V., Lee, K. M., Merino, Y. M., Thomas, T. W., Payne, B. K., ... & Coyne-Beasley, T. (2015). Implicit racial/ethnic bias among health care professionals and its influence on health care outcomes: a systematic review. *American journal of public health*, 105(12), e60-e76.

Henry, P. J., & Sears, D. O. (2009). The crystallization of contemporary racial prejudice across the lifespan. *Political Psychology*, 30(4), 569-590.

Hughes, J. M., Bigler, R. S., & Levy, S. R. (2007). Consequences of learning about historical racism among European American and African American children. *Child development*, 78(6), 1689–1705. <https://doi.org/10.1111/j.1467-8624.2007.01096.x>

Jackson, J. C., & Payne, K. (2021). Cognitive barriers to reducing income inequality. *Social Psychological and Personality Science*, 12(5), 687-696.

Kaczkowski, W., Li, J., Cooper, A. C., & Robin, L. (2022). Examining the Relationship Between LGBTQ-Supportive School Health Policies and Practices and Psychosocial Health Outcomes of Lesbian, Gay, Bisexual, and Heterosexual Students. *LGBT health*, 9(1), 43–53. <https://doi.org/10.1089/lgbt.2021.0133>

Mallett, R. K., & Monteith, M. J. (Eds.). (2019). *Confronting prejudice and discrimination: The science of changing minds and behaviors*. Elsevier Academic Press.

Monteith, M. J., Burns, M. D., & Hildebrand, L. L. (2019). Navigating successful confrontations: What should I say and how should I say it? In R. K. Mallett & M. J. Monteith (Eds.), *Confronting prejudice and discrimination: The science of changing minds and behaviors*. (pp. 225–248). Elsevier Academic Press. <https://doi-org.proxy-um.researchport.umd.edu/10.1016/B978-0-12-814715-3.00006-0>

Onyeador, I. N., Hudson, S.-k. T. J., & Lewis, N. A., Jr. (2021). Moving beyond implicit bias training: Policy insights for increasing organizational diversity. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 19–26. <https://doi.org/10.1177/2372732220983840>

Pahlke, E., Bigler, R. S., & Suizzo, M. A. (2012). Relations between colorblind socialization and children's racial bias: evidence from European American mothers and their preschool children. *Child development*, 83(4), 1164–1179. <https://doi.org/10.1111/j.1467-8624.2012.01770.x>

- Payne, K. (2018). *The broken ladder: How inequality affects the way we think, live, and die*. Penguin.
- Payne, K., Niemi, L., & Doris, J. M. (2018). How to think about “implicit bias.”. *Scientific American*, 27.
- Pinedo, A., Vossoughi, N., & Lewis, N. A. (2021). Critical Pedagogy and Children’s Beneficial Development. *Policy Insights from the Behavioral and Brain Sciences*, 8(2), 183–191. <https://doi.org/10.1177/23727322211033000>
- Pruitt, A.-S., Brinkworth, C., Joshua Young, & Aponte, K. L. (2018). 5 Things We Learned About Creating a Successful Workplace Diversity Program. *Harvard Business Review Digital Articles*, 2–7. <https://hbr.org/2018/03/5-things-we-learned-about-creating-a-successful-workplace-diversity-program>
- Rabinowitz, J. L., Sears, D. O., Sidanius, J., & Krosnick, J. A. (2009). Why Do White Americans oppose race-targeted policies? Clarifying the impact of symbolic racism. *Political psychology*, 30(5), 805-828.
- Sears, D. O. (1993). Symbolic politics: A socio-psychological theory. In S. Iyengar & W. J. McGuire (Eds.), *Explorations in political psychology* (pp. 113–149). Duke University Press.
- Sears, D. O., Sidanius, J., Sidanius, J., & Bobo, L. (Eds.). (2000). *Racialized politics: The debate about racism in America*. University of Chicago Press.
- Scott, K. E., Ash, T. L., Immel, B., Liebeck, M. A., Devine, P. G., & Shutts, K. (2023). Engaging White parents to address their White children's racial biases in the Black-White context. *Child development*, 94(1), 74–92. <https://doi.org/10.1111/cdev.13840>
- Shuster, K. (2012). Teaching the Movement: The State Standards We Deserve. *Southern Poverty Law Center (NJI)*. Retrieved from https://www.splcenter.org/sites/default/files/d6_legacy_files/downloads/publication/Teaching_the_Movement_2_3.pdf
- Smith-Bynum M. A. (2022). It's About Time Black Lives Matter: The Urgency of Research on Black Youth Development. *Journal of research on adolescence: the official journal of the Society for Research on Adolescence*, 32(1), 302–306. <https://doi.org/10.1111/jora.12735>
- Smith-Bynum, M.A. (2023). The Theory of Racial Socialization in Action for Black Adolescents and Their Families. In: Witherspoon, D.P., Stein, G.L. (eds) *Diversity and Developmental Science*. Springer, Cham. https://doi.org/10.1007/978-3-031-23163-6_4
- Smith-Bynum, M. A., Anderson, R. E., Davis, B. L., Franco, M. G., & English, D. (2016). Observed Racial Socialization and Maternal Positive Emotions in African American Mother-Adolescent Discussions About Racial Discrimination. *Child development*, 87(6), 1926–1939. <https://doi.org/10.1111/cdev.12562>
- Tatum, B. D. (1997). *“Why are all the black kids sitting together in the cafeteria?”* Basic Books/Hachette Book Group.
- Washington Post. (2021, July 12). *Critical race theory: Breaking down the truth behind the spin* [Video]. https://www.washingtonpost.com/video/national/critical-race-theory-breaking-down-the-truth-behind-the-spin/2021/07/12/054fdeb9-6384-4a82-8335-197620f9b3da_video.html
- Williams, J. C., & Dolkas, J. (2022). Data-Driven Diversity. *Harvard Business Review*, 100(2), 74–83. <https://hbr.org/2022/03/data-driven-diversity>
- Wu, D., Sánchez, S., & Perry, S. (2022). “Will Talking about Race Make my Child Racist?” Dispelling Myths to Encourage Honest White US Parent-Child Conversations about Race and Racism. *Current Opinion in Psychology*, 101420. <https://doi.org/10.1016/j.copsyc.2022.101420>.

APA’S EDI AND RACIAL EQUITY WORK

Follow the latest news on APA’s equity, diversity, and inclusion (EDI) and racial equity work at <https://www.apa.org/about/apa/addressing-racism/updates>