Select References on Racism and Children's Literature ACRL-NEC New England Education & Curriculum Interest Group Murky Waters: What to do with Racist Images in Classic Children's Literature Discussion Group, May 7, 2021

- ACRL/EBSS Curriculum Materials Committee. (2018). A guide to writing CMC collection development policies. Association of College& Research Libraries. .

 http://www.ala.org/acrl/sites/ala.org.acrl/files/content/acrlsections/ebss/2018%20A%20G uide%20for%20Writing%20CMC%20Collection%20Development%20Policies.docx
- ACRL//EBSS resources for curriculum materials professionals. (2021). Association of College & Research Libraries. https://acrl.libguides.com/curriculummaterials.
- Beneke, M. R., Park, C. C., & Taitingfong, J. (2019). An inclusive, anti-bias framework for teaching and learning about race with young children. *Young Exceptional Children*, 22(2), 74-86. https://doi.org/10.1177/1096250618811842
- Bias evaluation instrument. (2015). Annapolis Valley Regional Center for Education (CA).

 https://avrce.ca/sites/default/files/Bias%20Evaluation%20Instrument%20%2809092015
 %29.pdf
- Bothum, K. (2021). Student-developed program addresses need for more culturally representative picture books in speech therapy. University of Delaware.

 https://www.udel.edu/udaily/2021/january/turn-page-slps-diverse-books-speech-language-pathology/
- Chang, A. (Host). (2021, May 6). 'TCM reframed' looks at beloved old movies through modern eyes [Radio broadcast transcript]. In *All Things Considered*. National Public Radio.

- https://www.npr.org/2021/05/06/994376825/tcm-reframed-looks-at-beloved-old-movies-through-modern-eyes
- Collection analysis tool (CAT). (n.d.). Diverse BookFinder. Retrieved 2021, from https://diversebookfinder.org/
- Conley, E. (2011). Representation of race in childrens' picture books and how students respond to them. https://fisherpub.sjfc.edu/education ETD masters/47/
- Cowhey, M. (2006). Black ants and Buddhists: Thinking critically and teaching differently in the primary grades. Stenhouse.
- Cremin, T., Mottram, M., Bearne, E., & Goodwin, P. (2008). Exploring teachers' knowledge of children's literature. *Cambridge Journal of Education*, *38*(4), 449-464. https://doi.org/10.1080/03057640802482363
- Cremin, T., Mottram, M., Collins, F., Powell, S., & Safford, K. (2009). Teachers as readers:

 Building communities of readers. *Literacy*, 43(1), 11-19. https://doi.org/10.1111/j.1741-4369.2009.00515.x
- de Goot, J. (2007). Preservice teachers and children's literature: implications for teacher-librarians. *Teacher Librarian*, *35*(2), 18-22.
- Derman-Sparks, L. (2016). *Guide for selecting anti-bias children's books*. Teaching for Change. https://www.teachingforchange.org/selecting-anti-bias-books
- Diverse collections: An interpretation of the Library Bill of Rights. (2019). American Library Association.
- Doucet, F., & Keys Adair, J. (2013). Addressing race and inequity in the classroom. *YC: Young Children*, 68(5), 88-97.

- Elder, J. (2018). Anti-racist education through the visual arts: Lesson plans for early childhood educators.
 - https://repository.usfca.edu/cgi/viewcontent.cgi?article=1793&context=capstone
- Elrod, R., & Kester, B. (2020). Diverse BookFinder: BIPOC collection development for children's and young adult collections. *College & Research Libraries News*, 81(10). https://doi.org/10.5860/crln.81.10.481
- Eplett, L. (2016). For Oompa-Loompas, orange was the new black. Gastronomica, 16(2), 12-17.
- Ford, A. (2018). Bringing harassment out of the history books: Addressing the troubling aspects of Melvil Dewey's legacy. *American Libraries*.

 https://americanlibrariesmagazine.org/2018/06/01/melvil-dewey-bringing-harassment-out-of-the-history-books/
- Fornwald, E., Delaurier-Lyle, K., Lacey, S., Traas, W., Marston, S., & Picollo, R. (2021).

 Repurposing problematic books into critical literacy kits. *Collection Management*.

 https://doi.org/10.1080/01462679.2021.1905576
- Grady, C. (2021). *Dr. Seuss is a beloved icon who also drew some extremely racist stuff.* Vox. https://www.vox.com/culture/22309286/dr-seuss-controversy-read-across-america-racism-if-i-ran-the-zoo-mulberry-street-mcgelliots-pool
- Hagerman, M. A. (2018). White kids: growing up with privilege in a racially divided America.

 NYU Press.
- Hattwig, D., Bussert, K., Medaille, A., & Burgess, J. (2013). Visual literacy standards in higher education: New opportunities for libraries and student learning. *Portal*, *13*(1), 61-89. https://doi.org/10.1353/pla.2013.0008

- Heimer, L. G. (2020). From salvation to inquiry: Preservice teachers' conceptions of race. *Global Studies of Childhood*, 10(4), 368-384. https://doi.org/10.1177/2043610620978510
- Hughes-Hassell, S. (2020). *Collection management for youth: Equity, inclusion, and learning* (2nd ed.). American Library Association.
- Husband, T. (2019). Using multicultural picture books to promote racial justice in urban early childhood literacy classrooms. *Urban Education*, *54*(8), 1058-1084. https://doi.org/10.1177/0042085918805145
- Ishizuka, K., & Stephens, R. (2019). The cat is out of the bag: Orientalism, anti-blackness and white supremacy in Dr. Seuss's children's books. *Research on Diversity in Youth Literature*, *I*(2). https://sophia.stkate.edu/rdyl/vol1/iss2/4
- Kline, J. (2021, March 10). Should one company really be able to dictate which Dr. Seuss books we can read? National Post. https://nationalpost.com/opinion/jesse-kline-should-one-company-really-be-able-to-dictate-which-dr-seuss-books-we-can-read
- Labadie, M., Wetzel, M. M., & Rogers, R. (2012). Opening spaces for critical literacy:

 Introducing books to young readers. *Reading Teacher*, 66(2), 117-127.

 https://doi.org/10.1002/TRTR.01097
- Lazar, A., & Offenberg, R. M. (2011). Activists, allies, and racists: Helping teachers address racism through picture books. *Journal of Literacy Research*, 43(3), 275-313. https://doi.org/10.1177/1086296X11413720
- Lehner-Quam, A., West, R. K., & Espinosa, C. M. (2017). Developing and teaching with a diverse children's literature collection at an urban public college: What teacher education students know and ways their knowledge can grow about diverse books. *Behavioral and Social Sciences Librarian*, 36(4). https://doi.org/10.1080/01639269.2017.1775762

- Mathias, C. E., Viesca, K. M., Garrison-Wade, D., Tandon, M., & Galindo, R. (2014). "What is critical whiteness doing in OUR nice field like critical race theory?" Applying CRT and CWS to understand the white imaginations of white teacher candidates. *Equity & Excellence in Education*, 47(3), 289-304. https://doi.org/10.1080/10665684.2014.933692
- Matias, C. E., & Mackey, J. (2016). Breakin'down whiteness in antiracist teaching: Introducing critical whiteness pedagogy. *The Urban Review*, 48(1), 32-50.
- Matteson, H. C., & Boyd, A. S. (2017).). Are we making "progress"? A critical literacies framework to engage pre-service teachers for social justice. *Journal of Language and Literacy Education*, 13(1), 28-54.
- Nel, P. (2014). Was the Cat in the Hat black?: Exploring Dr. Seuss's racial imagination. Children's Literature, 42(1), 71-98. https://doi.org/10.1353/chl.2014.0019
- O'Brien, A. (2020). *Using k-3 picture books to talk about race & racism with children*. Diverse BookFinder. https://diversebookfinder.org/browse/using-k-3-picture-books-to-talk-about-race-racism-with-children/
- Reese, D. (2018). Critical Indigenous literacies: Selecting and using children's books about Indigenous peoples. *Language Arts*, *96*(6), 389-393.
- Slater, G. (2021, March 29). Captain underpants spinoff book pulled scholastic passive racism.

 People.com. https://people.com/books/captain-underpants-spinoff-book-pulled-scholastic-passive-racism/
- Social justice books. (2021). https://socialjusticebooks.org/booklists/
- Stanton, C. R., & Hancock, H. (2021).). "I'd say I have a bit of work to do": Exploring elementary social studies pre-service teacher criticality through PhotoVoice. *The Critical Social Educator*, *I*(1), 1-26.

- Stribling, S. M. (2014). Creating a critical literacy milieu in a kindergarten classroom. *Journal of Language and Literacy Education*, 10(1), 45-62.
- Teaching Tolerance. (2014). *A framework for anti-bias education*. Learning for Justice. https://www.learningforjustice.org/sites/default/files/general/TT%20anti%20bias%20fra mework%20pamphlet final.pdf
- Vasquez, V. M., Janks, H., & Comber, B. (2019). Critical literacy as a way of being and doing. Language Arts, 96(5).
 - https://www.academia.edu/39049513/Critical_Literacy_as_a_Way_of_Being_and_Doing
- Vasquez, V. M., Janks, H., & Comber, B. (2019). Key Aspects of Critical Literacy: An excerpt.

 National Council of Teachers of English.
 - Here is a brief excerpt of the entire article written by Vasquez, Janks & Comber (2019) which is also cited in this bibliography.
- Walsh, L. (2019). 10 classic children's books that haven't aged well. Insider. https://www.insider.com/classic-childrens-books-that-havent-aged-well-2019-5
- Wiseman, A. M., Vehabovic, N., & Jones, J. S. (2019). Intersections of race and bullying in children's literature: Transitions, racism, and counternarratives. *Early Childhood Education Journal*, 47(4), 465-474. https://doi.org/10.1007/s10643-019-00933-9