



Universiteit
Leiden
The Netherlands

Child interethnic prejudice in the Netherlands: social learning from parents and picture books

Bruijn, Y. de

Citation

Bruijn, Y. de. (2022, January 11). *Child interethnic prejudice in the Netherlands: social learning from parents and picture books*. Retrieved from <https://hdl.handle.net/1887/3249963>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3249963>

Note: To cite this publication please use the final published version (if applicable).

References

- Abaied, J. L., & Perry, S. P. (2021). Socialization of racial ideology by White parents. *Cultural Diversity and Ethnic Minority Psychology*. <https://doi.org/10.1037/cdp0000454>
- Abdelkader, E. (2017). A comparative analysis of European Islamophobia: France, UK, Germany, Netherlands and Sweden. *UCLA Journal of Islamic and Near Eastern Law*, 16(1), 29-63. <https://doi.org/10.5070/N4161038735>
- Aboud, F. E., & Doyle, A. B. (1996). Parental and peer influences on children's racial attitudes. *International Journal of Intercultural Relations*, 20(3-4), 371-383. [https://doi.org/10.1016/0147-1767\(96\)00024-7](https://doi.org/10.1016/0147-1767(96)00024-7)
- Aboud, F. E., Tredoux, C., Tropp, L. R., Brown, C. S., Niens, U., & Noor, N. M. (2012). Interventions to reduce prejudice and enhance inclusion and respect for ethnic differences in early childhood: A systematic review. *Developmental Review*, 32(4), 307-336. <https://doi.org/10.1016/j.dr.2012.05.001>
- Adam, H., & Barratt-Pugh, C. (2020). The challenge of monoculturalism: what books are educators sharing with children and what messages do they send?. *The Australian Educational Researcher*, 1-22. <https://doi.org/10.1007/s13384-019-00375-7>
- Aguayo, L., Hernandez, I. G., Yasui, M., Estabrook, R., Anderson, E. L., Davis, M. M., Briggs-Gowan, M.J., Wakschlag, L.S., & Heard-Garris, N. (2021). Cultural socialization in childhood: Analysis of parent-child conversations with a direct observation measure. *Journal of Family Psychology*, 35(2), 138-148. <https://doi.org/10.1037/fam0000663>
- Akgündüz, A. (1993). Labour migration from Turkey to Western Europe (1960–1974): An analytical review. *Capital & Class*, 17(3), 153-194. <https://doi.org/10.1177/030981689305100107>
- Al-Hazza, T. C., & Bucher, K. T. (2008). Building Arab Americans' cultural identity and acceptance with children's literature. *The Reading Teacher*, 62(3), 210-219. <https://doi.org/10.1598/RT.62.3.3>
- André, S., Dronkers, J., & Fleischmann, F. (2008). The different levels of discrimination, experienced by first and second generation immigrants from different countries of origin in the different EU member-states. In *Proceedings of the RC28 Spring Meeting, Florence, Italy* (pp.15-18).
- Angerer, S., Dutcher, E. G., Glätzle-Rützler, D., Lergetporer, P., & Sutter, M. (2017). Gender differences in discrimination emerge early in life: Evidence from primary school children in a bilingual city. *Economics Letters*, 152, 15-18. <https://doi.org/10.1016/j.econlet.2016.12.031>

- Angerer, S., Glätzle-Rützler, D., Lergetporer, P., & Sutter, M. (2016). Cooperation and discrimination within and across language borders: Evidence from children in a bilingual city. *European Economic Review*, 90, 254-264. <https://doi.org/10.1016/j.euroecorev.2016.02.022>
- Annamma, S. A., Jackson, D. D., & Morrison, D. (2017). Conceptualizing color-evasiveness: Using dis/ability critical race theory to expand a color-blind racial ideology in education and society. *Race Ethnicity and Education*, 20(2), 147-162. <http://dx.doi.org/10.1080/13613324.2016.1248837>
- Apfelbaum, E. P., Norton, M. I., & Sommers, S. R. (2012). Racial color blindness: Emergence, practice, and implications. *Current Directions in Psychological Science*, 21(3), 205-209. <https://doi.org/10.1177/0963721411434980>
- Apfelbaum, E. P., Pauker, K., Ambady, N., Sommers, S. R., & Norton, M. I. (2008). Learning (not) to talk about race: When older children underperform in social categorization. *Developmental Psychology*, 44(5), 1513-1518. <https://doi.org/10.1037/a0012835>
- Apfelbaum, E. P., Pauker, K., Sommers, S. R., & Ambady, N. (2010). In blind pursuit of racial equality?. *Psychological Science*, 21(11), 1587-1592. <https://doi.org/10.1177/0956797610384741>
- Apfelbaum, E. P., Sommers, S. R., & Norton, M. I. (2008). Seeing race and seeming racist? Evaluating strategic colorblindness in social interaction. *Journal of Personality and Social Psychology*, 95(4), 918-932. <https://doi.org/10.1037/a0011990>
- Arends-Tóth, J., & Van de Vijver, F. J. (2003). Multiculturalism and acculturation: views of Dutch and Turkish-Dutch. *European Journal of Social Psychology*, 33(2), 249-266. <https://doi.org/10.1002/ejsp.143>
- Ashby, M. S., & Wittmaier, B. C. (1978). Attitude changes in children after exposure to stories about women in traditional or nontraditional occupations. *Journal of Educational Psychology*, 70(6), 945-949. <https://doi.org/10.1037/0022-0663.70.6.945>
- Autoriteit Persoonsgegevens. (2020, July 17). Werkwijze Belastingdienst in strijd met de wet en discriminerend. <https://autoriteitpersoonsgegevens.nl/nl/nieuws/werkwijze-belastingdienst-strijd-met-de-wet-en-discriminerend>
- Bahara, H., & Ezzerioli, N. (2019, November 15). Zo werd het pro-Zwarte Piet-protest steeds gewelddadiger. *De Volkskrant*. <https://www.volkskrant.nl/nieuws-achtergrond/zo-werd-het-pro-zwarte-piet-protest-steeds-gewelddadiger~bd07c121/>
- Bar-Haim, Y., Ziv, T., Lamy, D., & Hodes, R. M. (2006). Nature and nurture in own-race face processing. *Psychological Science*, 17(2), 159-163. <https://doi.org/10.1111/j.1467-9280.2006.01679.x>

- Barlow, F. K., Paolini, S., Pedersen, A., Hornsey, M. J., Radke, H.R.M., Harwood, J., Rubin, M., & Sibley, C. G. (2012). The contact caveat: Negative contact predicts increased prejudice more than positive contact predicts reduced prejudice. *Personality and Social Psychology Bulletin*, 38(12), 1629-1643. <https://doi.org/10.1177/0146167212457953>
- Barker, J. L. (2010). Racial identification and audience in roll of thunder, hear my cry and the Watsons go to Birmingham – 1963. *Children's Literature in Education*, 41, 118-145. <https://doi.org/10.1007/s10583-010-9101-4>
- Becker, M., McElvany, N., & Kortenbruck, M. (2010). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of Educational Psychology*, 102(4), 773–785. <https://doi.org/10.1037/a0020084>
- Beelmann, A., & Heinemann, K. S. (2014). Preventing prejudice and improving intergroup attitudes: A meta-analysis of child and adolescent training programs. *Journal of Applied Developmental Psychology*, 35(1), 10-24. <https://doi.org/10.1016/j.appdev.2013.11.002>
- Belet, M. (2018). Reducing interethnic bias through real-life and literary encounters: The interplay between face-to-face and vicarious contact in high school classrooms. *International Journal of Intercultural Relations*, 63, 53-67. <https://doi.org/10.1016/j.ijintrel.2018.01.003>
- Benner, A. D., Wang, Y., Shen, Y., Boyle, A. E., Polk, R., & Cheng, Y. P. (2018). Racial/ethnic discrimination and well-being during adolescence: A meta-analytic review. *American Psychologist*, 73(7), 855–883. <https://doi.org/10.1037/amp0000204>
- Berg, M., Schor, P., & Soto, I. (2014). The weight of words: Writing about race in the United States and Europe. *The American Historical Review*, 119(3), 800-808. <https://doi.org/10.1093/ahr/119.3.800>
- Berreman, G. D. (1972). Race, caste, and other invidious distinctions in social stratification. *Race*, 13(4), 385-414. <https://doi.org/10.1177/030639687201300401>
- Berry, J. W., & Kalin, R. (1995). Multicultural and ethnic attitudes in Canada: An overview of the 1991 national survey. *Canadian Journal of Behavioural Science*, 27(3), 301-320. <https://doi.org/10.1037/0008-400X.27.3.301>
- Bigler, R. S., Averhart, C. J., & Liben, L. S. (2003). Race and the workforce: Occupational status, aspirations, and stereotyping among African American children. *Developmental Psychology*, 39(3), 572-580. <https://doi.org/10.1037/00121649.39.3.572>
- Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science*, 16(3), 162-166. <https://doi.org/10.1111/j.1467-8721.2007.00496.x>

- Bikmen, N. (2011). Asymmetrical effects of contact between minority groups: Asian and Black students in a small college. *Cultural Diversity and Ethnic Minority Psychology, 17*(2), 186-194. <https://doi.org/10.1037/a0023230>
- Binder, J., Zagefka, H., Brown, R., Funke, F., Kessler, T., Mummendey, A., Maquil, A., Demoulin, S. & Leyens, J.P. (2009). Does contact reduce prejudice or does prejudice reduce contact? A longitudinal test of the contact hypothesis among majority and minority groups in three European countries. *Journal of Personality and Social Psychology, 96*(4), 843-856. <https://doi.org/10.1037/a0013470>
- Birnbaum, H. J., Stephens, N. M., Townsend, S. S., & Hamedani, M. G. (2020). A diversity ideology intervention: Multiculturalism reduces the racial achievement gap. *Social Psychological and Personality Science, 12*(5), 751-759. <https://doi.org/10.1177/1948550620938227>
- Bishop, R.S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives: Choosing and Using Books for the Classroom, 6*(3), ix-xi.
- Bishop, R. S. (2012). Reflections on the development of African American children's literature. *Journal of Children's Literature, 38*(2), 5-13.
- Bishop, K. (2013). Making multicultural literature meaningful. *Knowledge Quest, 32*(1), 27-28.
- Bista, K. (2012). Multicultural literature for children and young adults. *The Educational Forum, 76*(3), 317-325. <https://doi.org/10.1080/00131725.2012.682203>
- Botelho, M. J., & Rudman, M. K. (2009). *Critical multicultural analysis of children's literature*. Routledge.
- Boutte, G. S., Lopez-Robertson, J., & Powers-Costello, E. (2011). Moving beyond colorblindness in early childhood classrooms. *Early Childhood Education Journal, 39*(5), 335-342. <https://doi.org/10.1007/s10643-011-0457-x>
- Brondolo, E., Libretti, M., Rivera, L., & Walsemann, K. M. (2012). Racism and social capital: The implications for social and physical well-being. *Journal of Social Issues, 68*(2), 358-384. <https://doi.org/10.1111/j.1540-4560.2012.01752.x>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*(7), 513-531. <https://doi.org/10.1037/0003-066X.32.7.513>
- Brooks, W. (2009). An author as a counter-storyteller: Applying critical race theory to a Coretta Scott King Award book. *Children's Literature in Education, 40*(1), 33-45. <https://doi.org/10.1007/s10583-008-9065-9>

- Brown, G. K., & Langer, A. (2010). Conceptualizing and measuring ethnicity. *Oxford Development Studies*, 38(4), 411-436. <https://doi.org/10.1080/13600818.2010.525629>
- Brown, R., Eller, A., Leeds, S., & Stace, K. (2007). Intergroup contact and intergroup attitudes: A longitudinal study. *European Journal of Social Psychology*, 37(4), 692-703. <https://doi.org/10.1002/ejsp.384>
- Buda, R., & Elsayed-Elkhoully, S. M. (1998). Cultural differences between Arabs and Americans: Individualism-collectivism revisited. *Journal of Cross-Cultural Psychology*, 29(3), 487-492. <https://doi.org/10.1177/0022022198293006>
- Byrd, C. M. (2012). The measurement of racial/ethnic identity in children: A critical review. *Journal of Black Psychology*, 38(1), 3-31. <https://doi.org/10.1177/0095798410397544>
- Cameron, L., Rutland, A., Brown, R., & Douche, R. (2006). Changing children's intergroup attitudes toward refugees: Testing different models of extended contact. *Child Development*, 77(5), 1208-1219. <https://doi.org/10.1111/j.1467-8624.2006.00929.x>
- Cameron, L., Rutland, A., & Brown, R. (2007). Promoting children's positive intergroup attitudes towards stigmatized groups: Extended contact and multiple classification skills training. *International Journal of Behavioral Development*, 31(5), 454-466. <https://doi.org/10.1177/0165025407081474>
- Cameron, L., Rutland, A., Hossain, R., & Petley, R. (2011). When and why does extended contact work? The role of high quality direct contact and group norms in the development of positive ethnic intergroup attitudes amongst children. *Group Processes & Intergroup Relations*, 14(2), 193-206. <https://doi.org/10.1177/1368430210390535>
- Carlson, C. I., Wilson, K. D., & Hargrave, J. L. (2003). The effect of school racial composition on Hispanic intergroup relations. *Journal of Social and Personal Relationships*, 20(2), 203-220. <https://doi.org/10.1177/02654075030202005>
- Carol, S. (2014). The intergenerational transmission of intermarriage attitudes and intergroup friendships: The role of Turkish migrant parents. *Journal of Ethnic and Migration Studies*, 40(10), 1550-1571. <https://doi.org/10.1080/1369183X.2013.872557>
- Carvacho, H., Zick, A., Haye, A., González, R., Manzi, J., Kocik, C., & Bertl, M. (2013). On the relation between social class and prejudice: The roles of education, income, and ideological attitudes. *European Journal of Social Psychology*, 43(4), 272-285. <https://doi.org/10.1002/ejsp.1961>
- Castelli, L. U., Carraro, L., Tomelleri, S., & Amari, A. (2007). White children's alignment to the perceived racial attitudes of the parents: Closer to the mother than the father. *British Journal of Developmental Psychology*, 25(3), 353-357. <https://doi.org/10.1348/026151006X159851>

Castelli, L., De Dea, C., & Nesdale, D. (2008). Learning social attitudes: Children's sensitivity to the nonverbal behaviors of adult models during interracial interactions. *Personality and Social Psychology Bulletin*, 34(11), 1504–1513. <https://doi.org/10.1177/0146167208322769>

Castelli, L., Zogmaister, C., & Tomelleri, S. (2009). The transmission of racial attitudes within the family. *Developmental Psychology*, 45(2), 586–591. <https://doi.org/10.1037/a0014619>

Centraal Bureau voor de Statistiek (2018a). Bevolking; hoogstbehaald onderwijsniveau en onderwijsrichting. <https://opendata.cbs.nl/statline/#/CBS/nl/dataset/82816ned/table?dl=8083>

Centraal Bureau voor de Statistiek (2018b). Kinderen van tweede generatie ouders, 1 januari 2018. <https://www.cbs.nl/nl-nl/maatwerk/2018/47/kinderen-van-tweede-generatie-ouders-1-januari-2018>

Centraal Bureau voor de Statistiek (2019a). Bevolking op 1 januari; leeftijd, geboorteland en regio. <http://statline.cbs.nl/Statweb/publication/?DM=SLNL&PA=70648ned&D1=0&D2=a&D3=a&D4=0&D5=I&HDR=T,G3,G4&STB=G2,G1&VW=T>

Centraal Bureau voor de Statistiek (2019b). Bevolking; generatie, geslacht, leeftijd en migratieachtergrond, 1 januari. <https://opendata.cbs.nl/statline/#/CBS/nl/dataset/37325/table?ts=1539777137624>

Centraal Bureau voor de Statistiek (2020). Verkenning bevolking 2050: Meer inwoners met een migratieachtergrond. <https://www.cbs.nl/nl-nl/nieuws/2020/28/verkenning-bevolking-2050-meer-inwoners-met-een-migratieachtergrond>

Centraal Bureau voor de Statistiek (2021a). Bevolking; kerncijfers. <https://opendata.cbs.nl/statline/#/CBS/nl/dataset/37296ned/table?ts=1616065565146>

Centraal Bureau voor de Statistiek (2021b). Bevolking; onderwijsniveau; geslacht, leeftijd en migratieachtergrond. <https://opendata.cbs.nl/statline/#/CBS/nl/dataset/82275NED/table?fromstatweb>

Centraal Bureau voor de Statistiek (n.d.). Wat is het verschil tussen een Westerse en niet-Westerse allochtoon? <https://www.cbs.nl/nl-nl/faq/specifiek/wat-is-het-verschil-tussen-een-westerse-en-niet-westerse-allochtoon->

Chen, M., Bell, R. A., & Taylor, L. D. (2016). Narrator point of view and persuasion in health narratives: The role of protagonist-reader similarity, identification, and self-referencing. *Journal of Health Communication*, 21(8), 908–918. <https://doi.org/10.1080/10810730.2016.1177147>

- Clark, K. D., & Tate, C. (2008). Measuring racial prejudice in a multiracial world: New methods and new constructs. In M. A. Morrison & T. G. Morrison (Ed.), *The Psychology of Modern Prejudice*, (pp. 93-122). Nova Science Publishers.
- Cohen, J., Weimann-Saks, D., & Mazor-Tregerman, M. (2018). Does character similarity increase identification and persuasion? *Media Psychology*, 21(3), 506-528. <https://doi.org/10.1080/15213269.2017.1302344>
- Cohen, J. S., & Woody, E. Z. (1991). Maternal involvement in children's peer relationships: The contribution of mothers' experiences, values and beliefs. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA. <https://files.eric.ed.gov/fulltext/ED338439.pdf>
- Cole, E. M., & Valentine, D. P. (2000). Multiethnic children portrayed in children's picture books. *Child and Adolescent Social Work Journal*, 17(4), 305-317. <https://doi.org/10.1023%2FA%3A1007550124043>
- Cramer, P., & Anderson, G. (2003). Ethnic/racial attitudes and self-identification of Black Jamaican and White New England children. *Journal of Cross-Cultural Psychology*, 34(4), 395-416. <https://doi.org/10.1177/0022022103034004002>
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. *University of Chicago Legal Forum*, 139-167.
- Crenshaw, K. W. (2010). Twenty years of critical race theory: Looking back to move forward. *Connecticut Law Review*, 43(5), 1253-1354.
- Dandy, J., & Pe-Pua, R. (2015). The refugee experience of social cohesion in Australia: Exploring the roles of racism, intercultural contact, and the media. *Journal of Immigrant & Refugee Studies*, 13(4), 339-357. <https://doi.org/10.1080/15562948.2014.974794>
- Davies, K., Tropp, L. R., Aron, A., Pettigrew, T. F., & Wright, S. C. (2011). Cross-group friendships and intergroup attitudes: A meta-analytic review. *Personality and Social Psychology Review*, 15(4), 332-351. <https://doi.org/10.1177/1088868311411103>
- de Bruijn, Y., Amoureux, C., Emmen, R. A. G., & Mesman, J. (2020). Interethnic prejudice against Muslims among White Dutch children. *Journal of Cross-Cultural Psychology*, 51(3-4), 203-221. <https://doi.org/10.1177/0022022120908346>
- de Bruijn, Y., Emmen, R. A. G., & Mesman, J. (2021). Ethnic diversity in children's books in the Netherlands. *Early Childhood Education Journal*, 49, 413-423. <https://doi.org/10.1007/s10643-020-01080-2>

- de Hond, M. (2013): Reactie op Islam in Nederland.
http://www.pvv.nl/images/stories/Reactie_op_Islam_in_Nederland.pdf
- Degner, J., & Dalege, J. (2013). The apple does not fall far from the tree, or does it? A meta-analysis of parent-child similarity in intergroup attitudes. *Psychological Bulletin*, 139(6), 1270-1340. <https://doi.org/10.1037/a0031436>
- Derman-Sparks, L. (2013). Guide for selecting anti-bias children's books. *Social Justice Books*.
<https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>
- Dhont, K., & Van Hiel, A. (2012). Intergroup contact buffers against the intergenerational transmission of authoritarianism and racial prejudice. *Journal of Research in Personality*, 46(2), 231-234. <https://doi.org/10.1016/j.jrp.2011.12.008>
- Dovidio, J. F., Eller, A., & Hewstone, M. (2011). Improving intergroup relations through direct, extended and other forms of indirect contact. *Group Processes & Intergroup Relations*, 14(2), 147-160. <https://doi.org/10.1177/1368430210390555>
- Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (2010). Prejudice, stereotyping and discrimination: Theoretical and empirical overview. In J. F. Dovidio, M. Hewstone, P. Glick, & V. M. Esses (Eds.), *Handbook of prejudice, stereotyping and discrimination* (pp. 3-28). Sage.
<https://doi.org/10.4135/9781446200919.n1>
- Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality and Social Psychology*, 82(1), 62-68.
<https://doi.org/10.1037//0022-3514.82.1.62>
- Doyle, A. B., & Aboud, F. (1995). A longitudinal study of white children's racial prejudice as a social-cognitive development. *Merril-Palmer Quarterly*, 41(2), 210-229.
<https://www.jstor.org/stable/23090532>
- Dunham, Y., Baron, A. S., & Banaji, M. R. (2007). Children and social groups: A developmental analysis of implicit consistency in Hispanic Americans. *Self and Identity*, 6(2-3), 238-255.
<https://doi.org/10.1080/15298860601115344>
- Dunham, Y., Baron, A. S., & Banaji, M. R. (2008). The development of implicit intergroup cognition. *Trends in Cognitive Sciences*, 12(7), 248-253.
<https://doi.org/10.1016/j.tics.2008.04.006>
- DUO Onderwijsonderzoek (2017). *De leesmotivatie van Nederlandse kinderen en jongeren*. Stichting Lezen.
- Duursma, E., Augustyn, M., & Zuckerman, B. (2008). Reading aloud to children: The evidence. *Archives of Disease in Childhood*, 93(7), 544-557. <https://doi.org/10.1136/adc.2006.106336>

- Duursma, E. (2014). Parental bookreading practices among families in the Netherlands. *Journal of Early Childhood Literacy*, 14(4), 435-458. <https://doi.org/10.1177/1468798414523025>
- Eagly, A. H., & Diekmann, A. B. (2005). What is the problem? Prejudice as an attitude-in-context. In J. F. Dovidio, P. Glick, L. Rudman (Eds.), *On the nature of Prejudice*, (pp. 19-35). Blackwell Publishing.
- Eberl, J. M., Meltzer, C. E., Heidenreich, T., Herrero, B., Theorin, N., Lind, F., Berganza, R., Boomgaarden, H. G., Schemer, C., & Strömbäck, J. (2018). The European media discourse on immigration and its effects: A literature review. *Annals of the International Communication Association*, 42(3), 207-223. <https://doi.org/10.1080/23808985.2018.1497452>
- Edmonds, C., & Killen, M. (2009). Do adolescents' perceptions of parental racial attitudes relate to their intergroup contact and cross-race relationships? *Group Processes & Intergroup Relations*, 12(1), 5-21. <https://doi.org/10.1177/1368430208098773>
- Eisenberg, K. N. (2002). *Gender and ethnicity stereotypes in children's books* (Doctoral dissertation). <https://search-proquest-com.ezproxy.leidenuniv.nl:2443/docview/251657696?pq-origsite=primo>
- Ellemers, N., & Haslam, S.A. (2012). Social identity theory. In: P. van Lange, A. Kruglanski, & T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 379-398). Sage.
- Eller, A., Abrams, D., & Gomez, A. (2012). When the direct route is blocked: The extended contact pathway to improving intergroup relations. *International Journal of Intercultural Relations*, 36(5), 637-646. <https://doi.org/10.1016/j.ijintrel.2012.03.005>
- Elturki, E., & Shaman, S. (2013). Aladdin's wonderful lamp: How are foreign folktales conveyed in Western children's literature?. *Arab World English Journal*, 1, 115-133.
- Ekehammar, B., Akrami, N., & Araya, T. (2003). Gender differences in implicit prejudice. *Personality and Individual Differences*, 34(8), 1509-1523. [https://doi.org/10.1016/S0191-8869\(02\)00132-0](https://doi.org/10.1016/S0191-8869(02)00132-0)
- Esajas, M., & de Abreu, J. (2019). The Black Archives: Exploring the politics of Black Dutch radicals. *Open Cultural Studies*, 3(1), 402-413. <https://doi.org/10.1515/culture-2019-0034>
- Everett, J. A., Schellhaas, F. M., Earp, B. D., Ando, V., Memarzia, J., Parise, C. V., Fell, B., & Hewstone, M. (2015). Covered in stigma? The impact of differing levels of Islamic head-covering on explicit and implicit biases toward Muslim women. *Journal of Applied Social Psychology*, 45(2), 90-104. <https://doi.org/10.1111/jasp.12278>

- Farago, F., Sanders, K., & Gaias, L. (2015). Addressing race and racism in early childhood: Challenges and opportunities. *Advances in Early Education and Child Care*, 19, 29-66. <https://doi.org/10.1108/S0270-402120150000019004>
- Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, 39, 175-191. <https://doi.org/10.3758/BF03193146>
- Feddes, A. R., Noack, P., & Rutland, A. (2009). Direct and extended friendship effects on minority and majority children's interethnic attitudes: A longitudinal study. *Child Development*, 80(2), 377-390. <https://doi.org/10.1111/j.1467-8624.2009.01266.x>
- Field, A. (2005). *Discovering statistics using SPSS. Second edition*. SAGE Publications.
- Fish, J., & Syed, M. (2020). *Racism, discrimination, and prejudice*. In S. Hupp & J. Jewell (Eds.), *Encyclopedia of Child and Adolescent Development*. John Wiley & Sons, Inc. <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781119171492.wecad464>
- Fortuin, J., Van Geel, M., Ziberna, A., & Vedder, P. (2014). Ethnic preferences in friendships and casual contacts between majority and minority children in the Netherlands. *International Journal of Intercultural Relations*, 41, 57-65. <https://doi.org/10.1016/j.ijintrel.2014.05.005>
- Frye, B., Button, L., Kelly, C., & Button, G. (2010). Preservice teachers' self-perceptions and attitudes toward culturally responsive teaching. *Journal of Praxis in Multicultural Education*, 5(1), 6-22. <https://doi.org/10.9741/2161-2978.1029>
- Ganea, P. A., Ma, J., & DeLoache, J. S. (2011). Young children's learning and transfer of biological information from picture books to real animals. *Child Development*, 82(5), 1421-1433. <https://doi.org/10.1111/j.1467-8624.2011.01612.x>
- Ganea, P. A., Pickard, M. B., & DeLoache, J. S. (2008). Transfer between picture books and the real world by very young children. *Journal of Cognition and Development*, 9(1), 46-66. <https://doi.org/10.1080/15248370701836592>
- General Bureau of Statistics (2013). *Resultaten 8ste volkstelling in Suriname (volume 1): Demografische en sociale karakteristieken en migratie*. Algemeen Bureau voor de Statistiek Suriname (GBS).
- Georgiou, M., & Zaborowski, R. (2016). Media coverage of the "refugee crisis": a cross-European perspective. Council of Europe Report no. DG1(2017)03, LSE Media and Migration Project, September. LSE.

- Gerritsen, A. A., Bramsen, I., Devillé, W., van Willigen, L. H., Hovens, J. E., & Van Der Ploeg, H. M. (2006). Physical and mental health of Afghan, Iranian and Somali asylum seekers and refugees living in the Netherlands. *Social Psychiatry and Psychiatric Epidemiology*, 41(1), 18-26. <https://doi.org/10.1007/s00127-005-0003-5>
- Ghorashi, H. (2014). Racism and “the Ungrateful Other” in the Netherlands. *Thamyris /Intersecting*, 27, 101–116. https://doi.org/10.1163/9789401210096_006
- Ghorashi, H. (2020). Taking racism beyond Dutch innocence. *European Journal of Women's Studies*, <https://doi.org/10.1177/1350506820978897>.
- Gniewosz, B., Noack, P., Wentura, D., & Funke, F. (2008). Adolescents' attitudes towards foreigners: Associations with perceptions of significant others' attitudes depending on sex and age. *Diskurs Kindheits-und Jugendforschung*, 3(3), 321-337.
- Goff, P. A., Eberhardt, J. L., Williams, M. J., & Jackson, M. C. (2008). Not yet human: Implicit knowledge, historical dehumanization, and contemporary consequences. *Journal of Personality and Social Psychology*, 94(2), 292-306. <https://doi.org/10.1037/0022-3514.94.2.292>
- Greenberg, J., & Arndt, J. (2012). Terror Management Theory. In: A.Kruglanski, E.T. Higgins, & P. van Lange (Eds), *Handbook of theories of social psychology* (pp. 398-415). Sage Press.
- Greenhoot, A. F., Beyer, A. M., & Curtis, J. (2014). More than pretty pictures? How illustrations affect parent-child story reading and children's story recall. *Frontiers in Psychology*, 5, 738. <https://doi.org/10.3389/fpsyg.2014.00738>
- Greenwald, A. G., & Banaji, M. R. (1995). Implicit social cognition: attitudes, self-esteem, and stereotypes. *Psychological Review*, 102(1), 4-27. <https://doi.org/10.1037/0033-295X.102.1.4>
- Greenwald, A. G., Nosek, B. A., & Banaji, M. R. (2003). Understanding and using the Implicit Association Test: I. An improved scoring algorithm. *Journal of Personality and Social Psychology*, 85(3), 197-216. <https://doi.org/10.1037/h0087889>
- Griffiths, J. A., & Nesdale, D. (2006). In-group and out-group attitudes of ethnic majority and minority children. *International Journal of Intercultural Relations*, 30(6), 735-749. <https://doi.org/10.1016/j.ijintrel.2006.05.001>
- Guimond, S., Crisp, R. J., De Oliveira, P., Kamiejski, R., Kteily, N., Kuepper, B., Lalonde, R.N., Levin, S., Pratto, F., Tougas, F., Sidanis, J., & Zick, A. (2013). Diversity policy, social dominance, and intergroup relations: Predicting prejudice in changing social and political contexts. *Journal of Personality and Social Psychology*, 104(6), 941-958. <https://doi.org/10.1037/a0032069>

- Hagerman, M. A. (2017). White racial socialization: Progressive fathers on raising “antiracist” children. *Journal of Marriage and Family*, 79(1), 60-74. <https://doi.org/10.1111/jomf.12325>
- Hamby, S. (2018, May, 22). Know thyself: How to write a reflexivity statement. *Psychology Today*. <https://www.psychologytoday.com/us/blog/the-web-violence/201805/know-thyself-how-write-reflexivity-statement>
- Hamilton, M. C., Anderson, D., Broaddus, M., & Young, K. (2006). Gender stereotyping and under-representation of female characters in 200 popular children’s picture books: A twenty-first century update. *Sex Roles*, 55(11/12), 757-765. <https://doi.org/10.1007/s11199-006-9128-6>
- Harlin, R., & Morgan, H. (2009). Review of research: Gender, racial and ethnic misrepresentation in children’s books: A comparative look. *Childhood Education*, 85(3), 187-190. <https://doi.org/10.1080/00094056.2009.10521389>
- Harrison, L. (2001). Understanding the influence of stereotypes: Implications for the African American in sport and physical activity. *Quest*, 53(1), 97-114. <https://doi.org/10.1080/00336297.2001.10491732>
- Hartup, W. W., Laursen, B., Stewart, M. I., & Eastenson, A. (1988). Conflict and the friendship relations of young children. *Child Development*, 59(6), 1590-1600. <https://doi.org/10.2307/1130673>
- Hayes, A. F. (2018). Partial, conditional, and moderated mediation: Quantification, inference, and interpretation. *Communication Monographs*, 85(1), 4-40. <https://doi.org/10.1080/03637751.2017.1352100>
- Hefflin, B. R., & Barksdale-Ladd, M. A. (2001). African American children’s literature that helps students find themselves: Selection guidelines for grades K-3. *The Reading Teacher*, 54(8), 810-819.
- Heilbron, M., Esajas, M. & de Abreau, J. (2018, December 5), Zwarte Piet is morgen weer vertrokken. Het racisme blijft. *De Correspondent*. <https://decorrespondent.nl/8970/zwarte-piet-is-morgen-weer-vertrokken-het-racisme-blijft/4001198744400-de06971e>
- Hewstone, M., Rubin, M., & Willis, H. (2002). Intergroup bias. *Annual Review of Psychology*, 53, 575-604. <https://doi.org/10.1146/annurev.psych.53.100901.135109>
- Hindriks, P., Verkuyten, M., & Coenders, M. (2014). Interminority attitudes: The roles of ethnic and national identification, contact, and multiculturalism. *Social Psychology Quarterly*, 77(1), 54-74. <https://doi.org/10.1177/0190272513511469>

- Hofmann, W., Gawronski, B., Gschwendner, T., Le, H., & Schmitt, M. (2005). A meta-analysis on the correlation between the Implicit Association Test and explicit self-report measures. *Personality and Social Psychology Bulletin*, 31(10), 1369-1385. <https://doi.org/10.1177/0146167205275613>
- Holmes, A. G. D. (2020). Researcher positionality-A consideration of its influence and place in qualitative research-A new researcher guide. *Shanlax International Journal of Education*, 8(4), 1-10. <https://doi.org/10.34293/education.v8i4.3232>
- Holoien, D. S., & Shelton, J. N. (2012). You deplete me: The cognitive costs of colorblindness on ethnic minorities. *Journal of Experimental Social Psychology*, 48(2), 562-565. <https://doi.org/10.1016/j.jesp.2011.09.010>
- Hondius, D. (2014). Black Dutch Voices: Reports from a country that leaces racism unchallenged. In P. Essed & I. Hoving (Eds.), *Dutch Racism* (pp. 273-294). Rodopi.
- Huber, L. P., Gonzalez, L. C., & Solórzano, D. G. (2018). Considerations for using Critical Race Theory and Critical Content Analysis: A research note. *Understanding and Dismantling Privilege*, 8(2), 8-26.
- Hughes, D., Rodriguez, J., Smith, E. P., Johnson, D. J., Stevenson, H. C., & Spicer, P. (2006). Parents' ethnic-racial socialization practices: a review of research and directions for future study. *Developmental Psychology*, 42(5), 747-770. <https://doi.org/10.1037/0012-1649.42.5.747>
- Hughes-Hassell, S., Barkley, H. A., & Koehler, E. (2009). Promoting equity in children's literacy instruction: Using a Critical Race Theory framework to examine transitional books. *School Library Media Research*, 12, 1-20.
- Hughes-Hassell, S., & Cox, E. J. (2010). Inside board books: Representations of people of color. *The Library Quarterly*, 80(3), 211-230. <https://doi.org/10.1086/652873>
- Huijnk, W. (2018). *De religieuze beleving van moslims in Nederland: Diversiteit en verandering in beeld*. SCP.
- Huijnk, W., & Liefbroer, A. C. (2012). Family influences on intermarriage attitudes: A sibling analysis in the Netherlands. *Journal of Marriage and Family*, 74(1), 70-85. <https://doi.org/10.1111/j.1741-3737.2011.00882.x>
- Ipsos Belgium (2009). Survey: *Hoe tolerant zijn Belgen ten opzichte van etnische minderheden?* Retrieved from Unia <https://www.unia.be/nl/publicaties-statistieken/publicaties/tolerantie-enquete>

- Iwai, Y. (2013). Multicultural children's literature and teacher candidates' awareness and attitudes toward cultural diversity. *International Electronic Journal of Elementary Education*, 5(2), 185-198. <https://iejee.com/index.php/IEJEE/article/view/20>
- Johnson, N.J., Koss, M.D., and Martinez, M. (2018). Through the sliding glass door: #EmpowerTheReader. *The Reading Teacher*, 71(5), 569-577. <https://doi.org/10.1002/trtr.1659>
- Johnson, H., & Gasiewicz, B. (2016). Examining displaced youth and immigrant status through critical multicultural analysis. In H. Johnson, J. Mathis, & K. G. Short (Eds.), *Critical content analysis of children's and young adult literature* (pp. 38-53). Routledge.
- Judd, C. M., & Park, B. (1993). Definition and assessment of accuracy in social stereotypes. *Psychological Review*, 100(1), 109-128. <https://doi.org/10.1037/0033-295X.100.1.109>
- Kalmijn, M. (1998). Inter marriage and homogamy: Causes, patterns, trends. *Annual Review of Sociology*, 24(1), 395-421. <https://doi.org/10.1146/annurev.soc.24.1.395>
- Kalmijn, M., & Van Tubergen, F. (2006). Ethnic inter marriage in the Netherlands: Confirmations and refutations of accepted insights. *European Journal of Population/Revue europeenne de demographie*, 22(4), 371-397. <https://doi.org/10.1007/s10680-006-9105-3>
- Kaltenbach, S. L. (2005). *The multicultural aspects of the Caldecott and honor books* (Doctoral dissertation). https://etd.ohiolink.edu/rws_etd/document/get/bgsu1120582732/inline
- Karniol, R., & Gal-Disegni, M. (2009). The impact of gender-fair versus gender-stereotyped basal readers on 1st-grade children's gender stereotypes: A natural experiment. *Journal of Research in Childhood Education*, 23(4), 411-420. <https://doi.org/10.1080/02568540909594670>
- Katz, P. A. (2003). Racists or tolerant multiculturalists? How do they begin? *American Psychologist*, 58(11), 897-909. <https://doi.org/10.1037/0003-066X.58.11.897>
- Keita, S. O. Y., Kittles, R. A., Royal, C. D., Bonney, G. E., Furbert-Harris, P., Dunston, G. M., & Rotimi, C. N. (2004). Conceptualizing human variation. *Nature Genetics*, 36(11), S17-S20. <https://doi.org/10.1038/ng1455>
- Kelley, J. E. (2008). Power relationships in Rumpelstiltskin: A textual comparison of a traditional and a reconstructed fairy tale. *Children's Literature in Education*, 39(1), 31-41. <https://doi.org/10.1007/s10583-006-9039-8>
- Kelly, D. J., Liu, S., Ge, L., Quinn, P. C., Slater, A. M., Lee, K., Liu, Q., & Pascalis, O. (2007). Cross-race preferences for same-race faces extend beyond the African versus Caucasian contrast in 3-month-old infants. *Infancy*, 11(1), 87-95. <https://doi.org/10.1080/15250000709336871>

- Kelly, D.J., Quinn, P.C., Slater, A.M., Lee, K., Gibson, A., Smith, M., Ge, L., & Pascalis, O. (2005). Three-month-olds, but not newborns, prefer own-race faces. *Developmental Science*, 8(6), F31–F36. <https://doi.org/10.1111/j.1467-7687.2005.0434a.x>
- Kelly, D.J., Quinn, P.C., Slater, A.M., Lee, K., Ge, L., Pascalis, O. (2007). The other-race effect develops during infancy. Evidence of perceptual narrowing. *Psychological Science*, 18(2), 1084–1089. <https://doi.org/10.1111/j.1467-9280.2007.02029.x>
- Kemple, K. M., Lee, I. R., & Harris, M. (2016). Young children's curiosity about physical differences associated with race: Shared reading to encourage conversation. *Early Childhood Education Journal*, 44(2), 97–105. <https://doi.org/10.1007/s10643-014-0683-0>
- Kendy, I.X. (2019). *How to be an antiracist*. Random House.
- Kiers, J., Limon, I., Schavemaker, M., Tjon A Fong, J. (2019, September 12). Waarom het Amsterdam Museum de term 'Gouden Eeuw' niet langer zal gebruiken. *De Volkskrant*. <https://www.volkskrant.nl/columns-opinie/waarom-het-amsterdam-museum-de-term-gouden-eeuw-niet-langer-zal-gebruiken~b2711957/>
- Kiesraad (2012). Tweede Kamer 12 september 2012. <https://www.verkiezingsuitslagen.nl/verkiezingen/detail/TK20120912>
- Kiesraad (2017). Tweede Kamer 15 maart 2017. <https://www.verkiezingsuitslagen.nl/verkiezingen/detail/TK20170315>
- Kok, R., Van IJzendoorn, M. H., Linting, M., Bakermans-Kranenburg, M. J., Tharner, A., LLuijk, M.P.C.M., Székely, E., Jaddoe, V.W.V., Hofman, A., Verhulst, F.C., & Tiemeier, H. (2013). Attachment insecurity predicts child active resistance to parental requests in a compliance task. *Child: Care, Health and Development*, 39(2), 277–287. <https://doi.org/10.1111/j.1365-2214.2012.01374.x>
- Koops, J., Martinović, B., & Weesie, J. (2017). Are inter-minority contacts guided by the same mechanisms as minority–majority contacts? A comparative study of two types of inter-ethnic ties in the Netherlands. *International Migration Review*, 51(3), 701–726. <https://doi.org/10.1111/imre.12247>
- Koss, M. D. (2015). Diversity in contemporary picturebooks: A content analysis. *Journal of Children's Literature*, 41(1), 32–42.
- Koss, M. D., Martinez, M. G., & Johnson, N. J. (2017). Where are The Latinx? Diversity in Caldecott Winner and Honor Books. *Bilingual Review*, 33(5), 50–62.
- Kowalski, K. (2003). The emergence of ethnic and racial attitudes in preschool-aged children. *The Journal of Social Psychology*, 143(6), 677–690. <https://doi.org/10.1080/00224540309600424>

- Kowalski, K., & Lo, Y. F. (2001). The influence of perceptual features, ethnic labels, and sociocultural information on the development of ethnic/racial bias in young children. *Journal of Cross-Cultural Psychology*, 32(4), 444-455. <https://doi.org/10.1177/0022022101032004005>
- Ladd, G. W., & Parke, R. D. (2021). Themes and theories revisited: Perspectives on processes in family–peer relationships. *Children*, 8(6), 507. <https://doi.org/10.3390/children8060507>
- Larsen, N. E., Lee, K., & Ganea, P. A. (2018). Do storybooks with anthropomorphized animal characters promote prosocial behaviors in young children?. *Developmental Science*, 21(3), e12590. <https://doi.org/10.1111/desc.12590>
- Lee, E. L. (2017). *Exploring diversity representation in literature for children: A content analysis of the 2015-16 Texas Bluebonnet Award Master List* (Doctoral dissertation). <https://uh-ir.tdl.org/uh-ir/bitstream/handle/10657/1882/LEE-DISSERTATION-2017.pdf?sequence=1&isAllowed=y>
- Leslie, L. M., Bono, J. E., Kim, Y. S., & Beaver, G. R. (2020). On melting pots and salad bowls: A meta-analysis of the effects of identity-blind and identity-conscious diversity ideologies. *Journal of Applied Psychology*, 105(5), 453-471. <https://doi.org/10.1037/apl0000446>
- Levin, S., Van Laar, C., & Sidanius, J. (2003). The effects of ingroup and outgroup friendships on ethnic attitudes in college: A longitudinal study. *Group Processes & Intergroup Relations*, 6(1), 76-92. <https://doi.org/10.1177/1368430203006001013>
- Levy, S. R., & Hughes, J. M. (2009). Development of racial and ethnic prejudice among children. In T. Nelson (Ed.), *Handbook of Prejudice, Stereotyping, and Discrimination* (p. 23-42). Psychology Press.
- Levy, S. R., West, T. L., Bigler, R. S., Karafantis, D. M., Ramirez, L., & Velilla, E. (2005). Messages about uniqueness and similarities of people: Impact on U.S. Black and Latino Youth. *Applied Developmental Psychology*, 26(6), 714-733. <https://doi.org/10.1016/j.appdev.2005.08.004>
- Mähönen, T. A., Ihalainen, K., & Jasinskaja-Lahti, I. (2013). Specifying the contact hypothesis in a minority-minority context: A social identity perspective. *Zeitschrift für Psychologie*, 221(4), 223-231. <https://doi.org/10.1027/2151-2604/a000152>
- Malcolm, Z. T., & Lowery, R. M. (2011). Reflections of the Caribbean in children's picture books: A critical multicultural analysis. *Multicultural Education*, 19(1), 46-50.
- Maliepaard, M., & Lubbers, M. (2013). Parental religious transmission after migration: The case of Dutch Muslims. *Journal of Ethnic and Migration Studies*, 39(3), 425-442. <https://doi.org/10.1080/1369183X.2013.733862>

- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224-253. <https://doi.org/10.1037/0033-295X.98.2.224>
- Martinović, B. (2013). The inter-ethnic contacts of immigrants and natives in the Netherlands: A two-sided perspective. *Journal of Ethnic and Migration Studies*, 39(1), 69-85. <https://doi.org/10.1080/1369183X.2013.723249>
- McIntyre, J. (2017). *Gender and race in children's picture books: A tragedy in three studies* (Doctoral dissertation). <https://dash.harvard.edu/bitstream/handle/1/33052849/MCINTYRE-DISSERTATION-2017.pdf?sequence=1&isAllowed=y>
- McNair, J. C. (2008a). The representation of authors and illustrators of color in school-based book clubs. *Language Arts*, 85(3), 193-201. <https://www.jstor.org/stable/41962267>
- McNair, J. C. (2008b). A comparative analysis of The Brownies' Book and contemporary African American children's literature written by Patricia C. McKissack. In W. Brooks and J. McNair (Eds), *Embracing, evaluating, and examining African American children's and young adult literature* (pp. 3-29). Scarecrow.
- Meeusen, C., & Dhont, K. (2015). Parent-child similarity in common and specific components of prejudice: The role of ideological attitudes and political discussion. *European Journal of Personality*, 29(6), 585-598. <https://doi.org/10.1002/per.2011>
- Meissner, C.A. & Brigham, J.C. (2001). Thirty years of investigating the own-race bias in memory for faces: A meta-analytic review. *Psychology and Public Policy Law*, 7(1), 3-35. <https://doi.org/10.1037/1076-8971.7.1.3>
- Merz, E. M., Özeke-Kocabas, E., Oort, F. J., & Schuengel, C. (2009). Intergenerational family solidarity: Value differences between immigrant groups and generations. *Journal of Family Psychology*, 23(3), 291-300. <https://doi.org/10.1037/a0015819>
- Miklikowska, M., Bohman, A., & Titzmann, P. F. (2019). Driven by context? The interrelated effects of parents, peers, classrooms on development of prejudice among Swedish majority adolescents. *Developmental Psychology*, 55(11), 2451-2463. <https://doi.org/10.1037/dev0000809>
- Milner IV, H. R. (2008). Critical race theory and interest convergence as analytic tools in teacher education policies and practices. *Journal of Teacher Education*, 59(4), 332-346. <https://doi.org/10.1177/0022487108321884>
- Mol, S. E., & Bus, A. G. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137(2), 267-296. <https://doi.org/10.1037/a0021890>

- Möller, K. J. (2016). Creating diverse classroom literature collections using Rudine Sims Bishop's conceptual metaphors and analytical frameworks as guides. *Journal of Children's Literature*, 42(2), 64-74.
- Mortensen, A. (2019, 8 May). Measuring diversity in the collection. *Library Journal*. <https://www.libraryjournal.com/?detailStory=Measuring-Diversity-in-the-Collection>
- Mounts, N. S. (2000). Parental management of adolescent peer relationships: What are its effects on friend selection. In K. A. Kerns, J. M. Contreras, & A. M. Neal-Barnett (Eds.), *Family and peers: Linking two social worlds* (pp. 169 - 193). Praeger Publishers.
- Munniksma, A., Flache, A., Verkuyten, M., & Veenstra, R. (2012). Parental acceptance of children's intimate ethnic outgroup relations: The role of culture, status, and family reputation. *International Journal of Intercultural Relations*, 36(4), 575-585. <https://doi.org/10.1016/j.ijintrel.2011.12.012>
- Nesdale, D. (2004). Social identity processes and children's ethnic prejudice. In M. Bennett & F. Sani (Eds.), *The development of the social self* (p. 219-245). Psychology Press. https://doi.org/10.4324/9780203391099_chapter_8
- Nesdale, D. (2017). Children and social groups: A social identity approach. In A. Rutland, D. Nesdale, & C. S. Brown (Eds.), *The Wiley handbook of group processes in children and adolescents* (pp. 3-22). Wiley-Blackwell.
- Nesdale, D., Maass, A., Durkin, K., Griffiths, J. (2005). Group norms, threat, and children's racial prejudice. *Child Development*, 76(3), 652-663. <https://doi.org/10.1111/j.1467-8624.2005.00869.x>
- Neville, H. A., Lilly, R. L., Duran, G., Lee, R. M., & Browne, L. (2000). Construction and initial validation of the color-blind racial attitudes scale (CoBRAS). *Journal of Counseling Psychology*, 47(1), 59-70. <https://doi.org/10.1037//0022-0167.47.1.59>
- Neville, H. A., Awad, G. H., Brooks, J. E., Flores, M. P., & Bluemel, J. (2013). Color-blind racial ideology: Theory, training, and measurement implications in psychology. *American Psychologist*, 68(6), 455-466. <https://doi.org/10.1037/a0033282>
- Nikolajeva, M., & Scott, C. (2013). *How picturebooks work*. Routledge.
- Norton, M. I., Sommers, S. R., Apfelbaum, E. P., Pura, N., & Ariely, D. (2006). Color blindness and interracial interaction: Playing the political correctness game. *Psychological Science*, 17(11), 949-953. <https://doi.org/10.1111/j.1467-9280.2006.01810.x>
- NOS Jeugdjournaal (2019, November 9). Geweld bij bijeenkomst actiegroep tegen Zwarte Piet. <https://jeugdjournaal.nl/artikel/2309711-geweld-bij-bijeenkomst-actiegroep-tegen-zwarte-piet.html>

- Nosek, B. A., Banaji, M. R., & Greenwald, A. G. (2002). Harvesting implicit group attitudes and beliefs from a demonstration web site. *Group Dynamics: Theory, Research, and Practice*, 6(1), 101-115. <https://doi.org/10.1037/1089-2699.6.1.101>
- Nosek, B. A., Greenwald, A. G., & Banaji, M. R. (2005). Understanding and using the implicit association test: II. Method variables and construct validity. *Personality and Social Psychology Bulletin*, 31(2), 166-180. <https://doi.org/10.1177/0146167204271418>
- O'Bryan, M., Fishbein, H. D., & Ritchey, P. N. (2004). Intergenerational transmission of prejudice, sex role stereotyping, and intolerance. *Adolescence*, 39(155), 407-426.
- Olson, K. R., Shutts, K., Kinzler, K. D., & Weisman, K. G. (2012). Children associate racial groups with wealth: Evidence from South Africa. *Child Development*, 83(6), 1884-1899. <https://doi.org/10.1111/j.1467-8624.2012.01819.x>
- 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>
- Paradies, Y., Ben, J., Denson, N., Elias, A., Priest, N., Pieterse, A., Gupta, A., Kelaher, M., & Gee, G. (2015). Racism as a determinant of health: a systematic review and meta-analysis. *PloS one*, 10(9), e0138511. <https://doi.org/10.1371/journal.pone.0138511>
- Pauker, K., Apfelbaum, E. P., & Spitzer, B. (2015). When societal norms and social identity collide: The race talk dilemma for racial minority children. *Social Psychological and Personality Science*, 6(8), 887-895. <https://doi.org/10.1177/1948550615598379>
- Pauker, K., Williams, A., & Steele, J. R. (2017). The development of racial categorization in childhood. In A. Rutland, D. Nesdale, and C. S. Brown (Eds.) *The Wiley handbook of group processes in children and adolescents* (pp. 221-239). Wiley-Blackwell. <https://doi.org/10.1002/9781118773123.ch11>
- Perry, S., Abaied, J. L., Skinner-Dorkenoo, A. L., & Waters, S. F. (2021). *A laboratory procedure to facilitate color conscious racial socialization methods among White parents in the U.S.* PsyArXiv. <https://doi.org/10.31234/osf.io/3w59e>
- Perry, S., Skinner-Dorkenoo, A. L., Abaied, J. L., Waters, S. F., & Osnaya, A. (2020). *Initial evidence that parent-child conversations about race reduce racial biases among White U.S. children.* PsyArXiv. <https://doi.org/10.31234/osf.io/3xdg8>
- Perry, S., Skinner-Dorkenoo, A. L., Abaied, J. L., & Waters, S. F. (2021). *Applying what evidence we have: Support for having race conversations in White US families.* PsyArXiv. <https://doi.org/10.31234/osf.io/8dpur>

- Pettigrew, T. F. (1997). Generalized intergroup contact effects on prejudice. *Personality and Social Psychology Bulletin*, 23(2), 173-185. <https://doi.org/10.1177/0146167297232006>
- Pettigrew, T.F., & Tropp, L.R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90(5), 751-783. <https://doi.org/10.1037/0022-3514.90.5.751>
- Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators. *European Journal of Social Psychology*, 38(6), 922-934. <https://doi.org/10.1002/ejsp.504>
- Pettigrew, T. F., Tropp, L. R., Wagner, U., & Christ, O. (2011). Recent advances in intergroup contact theory. *International Journal of Intercultural Relations*, 35(3), 271-280. <https://doi.org/10.1016/j.ijintrel.2011.03.001>
- Phalet, K., & Schönplflug, U. (2001). Intergenerational transmission in Turkish immigrant families: Parental collectivism, achievement values and gender differences. *Journal of Comparative Family Studies*, 32(4), 489-504. <https://www.jstor.org/stable/41603774>
- Pirchio, S., Passiatore, Y., Panno, A., Maricchiolo, F., & Carrus, G. (2018). A chip off the old Block: Parents' subtle ethnic prejudice predicts children's implicit prejudice. *Frontiers in Psychology*, 9, 110. <https://doi.org/10.3389/fpsyg.2018.00110>
- Plaut, V. C., Thomas, K. M., & Goren, M. J. (2009). Is multiculturalism or color blindness better for minorities?. *Psychological Science*, 20(4), 444-446. <https://doi.org/10.1111/j.1467-9280.2009.02318.x>
- Poarch, R., & Monk-Turner, E. (2001). Gender roles in children's literature: A review of non-award winning "easy-to-read" books. *Journal of Research in Childhood Education*, 16(1), 70-76. <https://doi.org/10.1080/02568540109594975>
- Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, & Computers*, 36(4), 717-731. <https://doi.org/10.3758/bf03206553>
- Purdie-Vaughns, V., Steele, C. M., Davies, P. G., Ditlemann, R., & Crosby, J. R. (2008). Social identity contingencies: how diversity cues signal threat or safety for African Americans in mainstream institutions. *Journal of Personality and Social Psychology*, 94(4), 615-630. <https://doi.org/10.1037/0022-3514.94.4.615>
- Quintana, S. M. (1994). A model of ethnic perspective-taking ability applied to Mexican-American children and youth. *International Journal of Intercultural Relations*, 18(4), 419-448. [https://doi.org/10.1016/0147-1767\(94\)90016-7](https://doi.org/10.1016/0147-1767(94)90016-7)

- Quintana, S. M. (1998). Children's developmental understanding of ethnicity and race. *Applied and Preventive Psychology*, 7(1), 27-45. [https://doi.org/10.1016/S0962-1849\(98\)80020-6](https://doi.org/10.1016/S0962-1849(98)80020-6)
- Raabe, T., & Beelmann, A. (2011). Development of ethnic, racial, and national prejudice in childhood and adolescence: A multinational meta-analysis of age differences. *Child Development*, 82, 1715–1737. <https://doi.org/10.1111/j.1467-8624.2011.01668.x>
- Ramos, M., Thijssen, L., & Coenders, M. (2019). Labour market discrimination against Moroccan minorities in the Netherlands and Spain: A cross-national and cross-regional comparison. *Journal of Ethnic and Migration Studies*, 1-24. <https://doi.org/10.1080/1369183X.2019.1622824>
- Ramsey, P. G. (1991). The salience of race in young children growing up in an all-White community. *Journal of Educational Psychology*, 83(1), 28-34. <https://doi.org/10.1037/0022-0663.83.1.28>
- Rattan, A., & Ambady, N. (2013). Diversity ideologies and intergroup relations: An examination of colorblindness and multiculturalism. *European Journal of Social Psychology*, 43(1), 12-21. <https://doi.org/10.1002/ejsp.1892>
- Richards, W. S. (2013). *Jamaican children's literature: A critical multicultural analysis of text and illustration in Jamaican picturebooks for children published between 1997-2012* (Doctoral dissertation). https://conservancy.umn.edu/bitstream/handle/11299/165773/Richards_umn_0130E_14094.pdf?sequence=1&isAllowed=y
- Rodenberg, J., & Wagenaar, P. (2016). Essentializing 'Black Pete': competing narratives surrounding the Sinterklaas tradition in the Netherlands. *International Journal of Heritage Studies*, 22(9), 716-728. <https://doi.org/10.1080/13527258.2016.1193039>
- Rodriguez-Garcia, J. M., & Wagner, U. (2009). Learning to be prejudiced: A test of unidirectional and bidirectional models of parent-offspring socialization. *International Journal of Intercultural Relations*, 33(6), 516-523. <https://doi.org/10.1016/j.ijintrel.2009.08.001>
- Roethler, J. (1998). Reading in color: Children's book illustrations and identity formation for Black children in the United States. *African American Review*, 32(1), 95-105. <https://doi.org/10.2307/3042272>
- Rosenthal, L., & Levy, S. R. (2010). The colorblind, multicultural, and polycultural ideological approaches to improving intergroup attitudes and relations. *Social Issues and Policy Review*, 4(1), 215-246. <https://doi.org/10.1111/j.1751-2409.2010.01022.x>

- Rutland, A., Cameron, L., Bennett, L., & Ferrell, J. (2005). Interracial contact and racial constancy: A multi-site study of racial intergroup bias in 3–5 year old Anglo-British children. *Journal of Applied Developmental Psychology*, 26(6), 699–713. <https://doi.org/10.1016/j.appdev.2005.08.005>
- Rutland, A., Cameron, L., Milne, A., & McGeorge, P. (2005). Social norms and self-presentation: Children's implicit and explicit intergroup attitudes. *Child Development*, 76(2), 451–466. <https://doi.org/10.1111/j.1467-8624.2005.00856.x>
- Ryan, C. S., Casas, J. F., & Thompson, B. K. (2010). Interethnic ideology, intergroup perceptions, and cultural orientation. *Journal of Social Issues*, 66(1), 29–44. <https://doi.org/10.1111/j.1540-4560.2009.01631.x>
- Ryan, C. S., Hunt, J. S., Weible, J. A., Peterson, C. R., & Casas, J. F. (2007). Multicultural and colorblind ideology, stereotypes, and ethnocentrism among Black and White Americans. *Group Processes & Intergroup Relations*, 10(4), 617–637. <https://doi.org/10.1177/1368430207084105>
- Salas, R. G., Lucido, F., & Canales, J. (2002). Multicultural literature: Broadening young children's experiences. In J. Cassidy and S. Garret (Eds), *Early Childhood Literacy: Programs and strategies to develop cultural, linguistic, scientific and healthcare literacy for very young children & their families* (pp. 139–150). Centre for Educational Development, Evaluation, & Research, Texas A&M University.
- Salter, P. S., Adams, G., & Perez, M. J. (2018). Racism in the structure of everyday worlds: A cultural-psychological perspective. *Current Directions in Psychological Science*, 27(3), 150–155. <https://doi.org/10.1177/096372147724239>
- Schalk-Soekar, S. R., van de Vijver, F. J., & Hoogsteder, M. (2004). Attitudes toward multiculturalism of immigrants and majority members in the Netherlands. *International Journal of Intercultural Relations*, 28(6), 533–550. <https://doi.org/10.1016/j.ijintrel.2007.11.001>
- Schiappa, E., Gregg, P. B., & Hewes, D. E. (2005). The parasocial contact hypothesis. *Communication Monographs*, 72(1), 92–115. <https://doi.org/10.1080/0363775052000342544>
- Schoemann, A. M., Boulton, A. J., & Short, S. D. (2017). Determining power and sample size for simple and complex mediation models. *Social Psychological and Personality Science*, 8, 379–386. <https://doi.org/10.1177/1948550617715068>
- Scott, K. E., Shutts, K., & Devine, P. G. (2020). Parents' role in addressing children's racial bias: The case of speculation without evidence. *Perspectives on Psychological Science*, 15(5), 1178–1186. <https://doi.org/10.1177/1745691620927702>

- Selman, R. L., & Byrne, D. F. (1974). A structural-developmental analysis of levels of role taking in middle childhood. *Child Development*, 45(3), 803-806.
<https://doi.org/10.2307/1127850>
- Shenhav, S., Campos, B., & Goldberg, W. A. (2017). Dating out is intercultural: Experience and perceived parent disapproval by ethnicity and immigrant generation. *Journal of Social and Personal Relationships*, 34(3), 397-422. <https://doi.org/10.1177/0265407516640387>
- Short, K. G., & Fox, D. L. (2003). The complexity of cultural authenticity in children's literature: Why the debates really matter. In F.L. Fox & K.G. Short (Eds). *Stories Matter: The Complexity of Cultural Authenticity in Children's Literature*. (pp. 3-24). National Council of Teachers of English.
- Siebers, H., & Dennissen, M. H. J. (2015). Is it cultural racism? Discursive exclusion and oppression of migrants in the Netherlands. *Current Sociology*, 63(3), 470-498.
<https://doi.org/10.1177/0011392114552504>
- Smith, S., Maas, I., & Tubergen, F. (2015). Parental influence on friendships between native and immigrant adolescents. *Journal of Research on Adolescence*, 25(3), 580-591.
<https://doi.org/10.1111/jora.12149>
- So, J. K. (2016). Opening up spaces for early critical literacy: Korean kindergarteners exploring diversity through multicultural picture books. *Australian Journal of Language and Literacy*, 39(2), 176-187.
- Sociaal Cultureel Planbureau (2014). *Ervaren discriminatie in Nederland*. Den Haag: SCP.
- Sociaal Cultureel Planbureau (2020). *Ervaren discriminatie in Nederland II*. Den Haag: SCP.
- Soetenhorst, B. (2019, November 15). Hoe het Pietendebat gewelddadiger werd. *Het Parool*.
<https://www.parool.nl/nieuws/hoe-het-pietendebat-gewelddadig-werd~be3257dc/>
- Solórzano, D. G. (1997). Images and words that wound: Critical race theory, racial stereotyping, and teacher education. *Teacher Education Quarterly*, 5-19.
- Solórzano, D. G. (1998). Critical race theory, race and gender microaggressions, and the experiences of Chicana and Chicano scholars. *Qualitative Studies in Education*, 11(1), 121-136. <https://doi.org/10.1080/095183998236926>
- Stangor, C. (2016). The study of stereotyping, prejudice, and discrimination within social psychology: A quick history of theory and research. In T. D. Nelson (Ed.), *Handbook of prejudice, stereotyping, and discrimination* (p. 3-27). Psychology Press.
- Stichting Collectieve Propoganda van het Nederlandse Boek. (n.d.). *CPNB Top 100 Archief*.
<https://www.cpnb.nl/campagnes/cpnb-top-100-2018/uitgaven> at June 14, 2019

- Stokes-Guinan, K. (2011). Age and skin tone as predictors of positive and negative racial attitudes in Hispanic children. *Hispanic Journal of Behavioral Sciences*, 33(1), 3-21. <https://doi.org/10.1177/0739986310389303>
- Sutherland, R. D. (1985). Hidden persuaders: Political ideologies in literature for children. *Children's Literature in Education*, 16(3), 143-157.
- Swart, H., Hewstone, M., Christ, O., & Voci, A. (2011). Affective mediators of intergroup contact: A three-wave longitudinal study in South Africa. *Journal of Personality and Social Psychology*, 101(6), 1221-1238. <https://doi.org/10.1037/a0024450>
- Thomas, P. A., Krampe, E. M., & Newton, R. R. (2008). Father presence, family structure, and feelings of closeness to the father among adult African American children. *Journal of Black Studies*, 38(4), 529-546. <https://doi.org/10.1177/0021934705286101>
- Thomsen, J. P. F., & Rafiqi, A. (2017). The contact-prejudice relationship among ethnic minorities: Examining the facilitative influence of religiosity. *Social Science Quarterly*, 98(5), 1571-1586. <https://doi.org/10.1111/ssqu.12368>
- Thijssen, L., Lancee, B., Veit, S., & Yemane, R. (2019). Discrimination against Turkish minorities in Germany and the Netherlands: Field experimental evidence on the effect of diagnostic information on labour market outcomes. *Journal of Ethnic and Migration Studies*, 47(6), 1-18. <https://doi.org/10.1080/1369183X.2019.1622793>
- Tolsma, J., Lubbers, M., & Coenders, M. (2008). Ethnic competition and opposition to ethnic intermarriage in the Netherlands: A multi-level approach. *European Sociological Review*, 24(2), 215-230. <https://doi.org/10.1093/esr/jcm047>
- Tropp, L. R., & Pettigrew, T. F. (2005). Relationships between intergroup contact and prejudice among minority and majority status groups. *Psychological Science*, 16(12), 951-957. <https://doi.org/10.1111/j.1467-9280.2005.01643.x>
- Tropp, L. R., & Prenovost, M. A. (2008). The role of intergroup contact in predicting children's interethnic attitudes: Evidence from meta-analytic and field studies. In S. R. Levy & M. Killen (Eds.), *Intergroup attitudes and relations in childhood through adulthood* (p. 236-248). Oxford University Press.
- Turner, R. N., Hewstone, M., & Voci, A. (2007). Reducing explicit and implicit outgroup prejudice via direct and extended contact: The mediating role of self-disclosure and intergroup anxiety. *Journal of Personality and Social Psychology*, 93(3), 369-388. <https://doi.org/10.1037/0022-3514.93.3.369>
- Tweede Kamer (n.d.). *Kamer debatteert over institutioneel racisme in Nederland*. https://www.tweedekamer.nl/kamerstukken/plenaire_verslagen/kamer_in_het_kort/kamer-debatteert-over-institutioneel-racisme

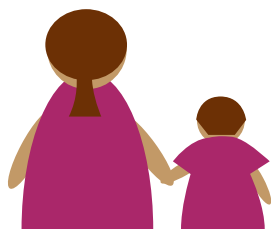
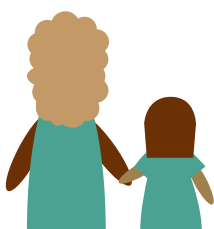
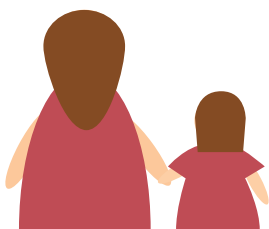
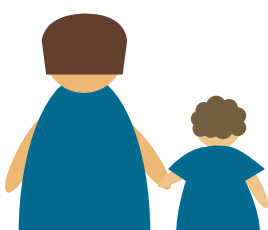
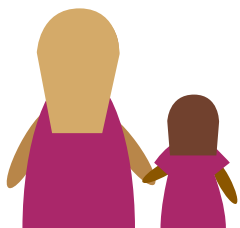
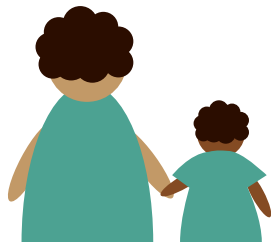
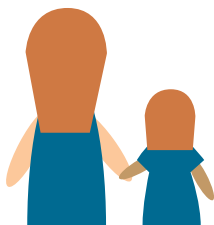
- Universiteit Leiden (2020, February, 28). *Gender and ethnic diversity assessment tool wins Synergy Award*. <https://www.universiteitleiden.nl/en/news/2020/02/gender-and-ethnic-diversity-assessment-wins-nwos-synergy-award>
- Van Amersfoort, H., & Van Niekerk, M. (2006). Immigration as a colonial inheritance: Post-colonial immigrants in the Netherlands, 1945–2002. *Journal of Ethnic and Migration Studies*, 32(3), 323–346. <https://doi.org/10.1080/13691830600555210>
- Van Bon, S., Fiere, B., & De Wit, N. (2021). *Discriminatiecijfers in 2020*. Rotterdam/Den Haag: Art. 1, Discriminatie.nl. <https://discriminatie.nl/files/202106/discriminatiecijfers-in-2020.pdf>
- Van den Bossche, S., & Klomberg, A. (2020). *Jeugdliteratuur door de lens van etnisch-culturele diversiteit*. Eburon.
- Van de Vijver, F. J., Breugelmans, S. M., & Schalk-Soekar, S. R. (2008). Multiculturalism: Construct validity and stability. *International Journal of Intercultural Relations*, 32(2), 93–104. <https://doi.org/10.1016/j.ijintrel.2007.11.001>
- Van der Noll, J., Poppe, E., & Verkuyten, M. (2010). Political tolerance and prejudice: Differential reactions toward Muslims in the Netherlands. *Basic and Applied Social Psychology*, 32(1), 46–56. <https://doi.org/10.1080/01973530903540067>
- Van der Valk, I., & Törnberg, P. (2017). *Monitor moslimdiscriminatie: Derde rapportage*. IMES, Universiteit van Amsterdam.
- Van Meeteren, M. M., & Van Oostendorp, L. L. (2019). Are Muslims in the Netherlands constructed as a ‘suspect community’? An analysis of Dutch political discourse on terrorism in 2004–2015. *Crime, Law and Social Change*, 71(5), 525–540. <https://doi.org/10.1007/s10611-018-9802-y>
- Van Osch, Y. M., & Breugelmans, S. M. (2012). Perceived intergroup difference as an organizing principle of intercultural attitudes and acculturation attitudes. *Journal of Cross-Cultural Psychology*, 43(5), 801–821. <https://doi.org/10.1177/0022022111407688>
- Van Tubergen, F., & Maas, I. (2007). Ethnic intermarriage among immigrants in the Netherlands: An analysis of population data. *Social Science Research*, 36(3), 1065–1086. <https://doi.org/10.1016/j.ssresearch.2006.09.003>
- Van Zantvliet, P. I., Kalmijn, M., & Verbakel, E. (2015). Early partner choices of immigrants: The effect of preferences, opportunities and parents on dating a native. *Journal of Ethnic and Migration Studies*, 41(5), 772–794. <https://doi.org/10.1080/1369183X.2014.948391>

- Vedder, P., Wenink, E., & van Geel, M. (2016). Explaining negative outgroup attitudes between native Dutch and Muslim youth in The Netherlands using the Integrated Threat Theory. *International Journal of Intercultural Relations*, 53, 54-64. <https://doi.org/10.1016/j.ijintrel.2016.05.001>
- Velasco González, K., Verkuyten, M., Weesie, J., & Poppe, E. (2008). Prejudice towards Muslims in the Netherlands: Testing integrated threat theory. *British Journal of Social Psychology*, 47(4), 667-685. <https://doi.org/10.1348/014466608X284443>
- Verhoeven, L., & Vermeer, A. (2006). Sociocultural variation in literacy achievement. *British Journal of Educational Studies*, 54(2), 189-211. <https://doi.org/10.1111/j.1467-8527.2006.00341.x>
- Verkuyten, M. (2002). Ethnic attitudes among minority and majority children: The role of ethnic identification, peer group victimization and parents. *Social Development*, 11(4), 558-570. <https://doi.org/10.1111/1467-9507.00215>
- Verkuyten, M. (2005). Ethnic group identification and group evaluation among minority and majority groups: Testing the multiculturalism hypothesis. *Journal of Personality and Social Psychology*, 88(1), 121-138. <https://doi.org/10.1037/0022-3514.88.1.121>
- Verkuyten, M. (2007). Ethnic in-group favoritism among minority and majority groups: Testing the self-esteem hypothesis among preadolescents. *Journal of Applied Social Psychology*, 37(3), 486-500. <https://doi.org/10.1111/j.1559-1816.2007.00170.x>
- Verkuyten, M., Hagendoorn, L., & Masson, K. (1996). The ethnic hierarchy among majority and minority youth in the Netherlands. *Journal of Applied Social Psychology*, 26(12), 1104-1118. <https://doi.org/10.1111/j.1559-1816.1996.tb01127.x>
- Verkuyten, M., & Kinket, B. (2000). Social distances in a multi ethnic society: The ethnic hierarchy among Dutch preadolescents. *Social Psychology Quarterly*, 36(1), 75-85. <https://doi.org/10.2307/2695882>
- Verkuyten, M., & Martinović, B. (2006). Understanding multicultural attitudes: The role of group status, identification, friendships, and justifying ideologies. *International Journal of Intercultural Relations*, 30(1), 1-18. <https://doi.org/10.1016/j.ijintrel.2005.05.015>
- Verkuyten, M., & Martinović, B. (2016). Dual identity, in-group projection, and out-group feelings among ethnic minority groups. *European Journal of Social Psychology*, 46(1), 1-12. <https://doi.org/10.1002/ejsp.2131>
- Verkuyten, M., & Thijs, J. (2001). Ethnic and gender bias among Dutch and Turkish children in late childhood: The role of social context. *Infant and Child Development*, 10(4), 203-217. <https://doi.org/10.1002/icd.279>

- Verkuyten, M., & Thijs, J. (2013). Multicultural education and inter-ethnic attitudes. *European Psychologist*, 18(3), 179-190. <https://doi.org/10.1027/1016-9040/a000152>
- Verkuyten, M., Yogeeswaran, K., Mepham, K., & Sprong, S. (2020). Interculturalism: A new diversity ideology with interrelated components of dialogue, unity, and identity flexibility. *European Journal of Social Psychology*, 50(3), 505-519. <https://doi.org/10.1002/ejsp.2628>
- Vezzali, L., Giovannini, D., & Capozza, D. (2010). Longitudinal effects of contact on intergroup relations: The role of majority and minority group membership and intergroup emotions. *Journal of Community & Applied Social Psychology*, 20(6), 462-479. <https://doi.org/10.1002/casp.1058>
- Vezzali, L., Stathi, S., & Giovannini, D. (2012). Indirect contact through book reading: Improving adolescents' attitudes and behavioral intentions toward immigrants. *Psychology in the Schools*, 49(2), 148-162. <https://doi.org/10.1002/pits.20621>
- Vittrup, B. (2018). Color blind or color conscious? White American mothers' approaches to racial socialization. *Journal of Family Issues*, 39(3), 668-692. <https://doi.org/10.1177/0192513X16676858>
- Vittrup, B., & Holden, G. W. (2011). Exploring the impact of educational television and parent-child discussions on children's racial attitudes. *Analyses of Social Issues and Public Policy*, 11(1), 82-104. <https://doi.org/10.1111/j.1530-2415.2010.01223.x>
- Vollebergh, W. A., Iedema, J., & Raaijmakers, Q. A. (2001). Intergenerational transmission and the formation of cultural orientations in adolescence and young adulthood. *Journal of Marriage and Family*, 63(4), 1185-1198. <https://doi.org/10.1111/j.1741-3737.2001.01185.x>
- Vorauer, J. D., Gagnon, A., & Sasaki, S. J. (2009). Salient intergroup ideology and intergroup interaction. *Psychological Science*, 20(7), 838-845. <https://doi.org/10.1111/j.1467-9280.2009.02369.x>
- Wagner, U. & Zick, A. (1995). The relation of formal education to ethnic prejudice: Its reliability, validity and explanation. *European Journal of Social Psychology*, 25(1), 41-56. <https://doi.org/10.1002/ejsp.2420250105>
- Wang, J., Tang, X., Pang, Y., & Duan, W. (2014). Analysis on modern anomie situation of Chinese traditional festivals. *Asian Culture and History*, 6(2), 56-63. <https://doi.org/10.5539/ach.v6n2p56>
- Weiner, M. F. (2014). The ideologically colonized metropole: Dutch racism and racist denial. *Sociology Compass*, 8(6), 731-744. <https://doi.org/10.1111/soc4.12163>

- Welch, B. F. (2016). The pervasive whiteness of children's literature: Collective harms and consumer obligations. *Social Theory and Practice*, 42(2), 367-388.
<https://doi.org/10.5840/soctheorpract201642220>
- Weitzman, L. J., Eifler, D., Hokada, E., & Ross, C. (1972). Sex-role socialization in picture books for preschool children. *American Journal of Sociology*, 77(6), 1125-1150.
<https://www.jstor.org/stable/2776222>
- White, F. A., Borinca, I., Vezzali, L., Reynolds, K. J., Blomster Lyshol, J. K., Verrelli, S., & Falomir-Pichastor, J. M. (2021). Beyond direct contact: The theoretical and societal relevance of indirect contact for improving intergroup relations. *Journal of Social Issues*, 77(1), 132-153.
<https://doi.org/10.1111/josi.12400>
- Whitley Jr, B. E., & Webster, G. D. (2019). The relationships of intergroup ideologies to ethnic prejudice: A meta-analysis. *Personality and Social Psychology Review*, 23(3), 207-237.
<https://doi.org/10.10187878/16083818688736118472613423>
- Williams, J. E., Best, D. L., Boswell, D. A., Mattson, L. A., & Graves, D. J. (1975). Preschool racial attitude measure II. *Educational and Psychological Measurement*, 35(1), 3-18.
- Williams, V. K., & Deyoe, N. (2014). Diverse population, diverse collection? Youth collections in the United States. *Technical Services Quarterly*, 31(2), 97-121.
- Wilton, L. S., Apfelbaum, E. P., & Good, J. J. (2019). Valuing differences and reinforcing them: Multiculturalism increases race essentialism. *Social Psychological and Personality Science*, 10(5), 681-689. <https://doi.org/10.1177/1948550618780728>
- Winograd, K. (2011). Sports biographies of African American football players: The racism of colorblindness in children's literature. *Race Ethnicity and Education*, 14(3), 331-349.
<https://doi.org/10.1080/13613324.2010.519983>
- Wolcott, H. F. (1991). Propriospect and the acquisition of culture. *Anthropology & Education Quarterly*, 22(3), 251-273.
- Wolsko, C., Park, B., & Judd, C. M. (2006). Considering the tower of Babel: Correlates of assimilation and multiculturalism among ethnic minority and majority groups in the United States. *Social Justice Research*, 19(3), 277-306. <https://doi.org/10.1007/s11211-006-0014-8>
- Wolsko, C., Park, B., Judd, C. M., & Wittenbrink, B. (2000). Framing interethnic ideology: Effects of multicultural and color-blind perspectives on judgments of groups and individuals. *Journal of Personality and Social Psychology*, 78(4), 635-654.
<https://doi.org/10.1037/0022-3514.78.4.635>

- Wright, S. C., Aron, A., McLaughlin-Volpe, T., & Ropp, S. A. (1997). The extended contact effect: Knowledge of cross-group friendships and prejudice. *Journal of Personality and Social Psychology*, 73(1), 73-90.
- Yao, Z., & Enright, R. (2020). The influence of moral stories on kindergarteners' sharing behaviour. *Early Child Development and Care*, 190(6), 891-901. <https://doi.org/10.1080/03004430.2018.1499098>
- Yasui, M. (2008). *Observed ethnic-racial socialization and early adolescent adjustment* (Unpublished doctoral dissertation). University of Oregon, Eugene, Oregon
- Yoo-Lee, E., Fowler, L., Adkins, D., Kim, K. S., & Davis, H. N. (2014). Evaluating cultural authenticity in multicultural picture books: A collaborative analysis for diversity education. *The Library Quarterly*, 84(3), 324-347.
- Zick, A., Pettigrew, T. F., & Wagner, U. (2008). Ethnic prejudice and discrimination in Europe. *Journal of Societal Issues*, 64(2), 233-251. <https://doi.org/10.1111/j.1540-4560.2008.00559.x>
- Ziller, C. (2015). Ethnic diversity, economic and cultural contexts, and social trust: cross-sectional and longitudinal evidence from European regions, 2002–2010. *Social Forces*, 93(3), 1211-1240. <https://doi.org/10.1093/sf/sou088>
- Zwirs, B., Burger, H., Schulpen, T., Vermulst, A. A., HiraSing, R. A., & Buitelaar, J. (2011). Teacher ratings of children's behavior problems and functional impairment across gender and ethnicity: Construct equivalence of the Strengths and Difficulties Questionnaire. *Journal of Cross-Cultural Psychology*, 42(3), 466-481. <https://doi.org/10.1177/0022022110362752>



Supplementary Material

Supplementary material Chapter 4 A*Book List*

Nr	Title	Author(s)	Illustrator(s)
1	Aadje Piraatje	Marjet Huiberts	Sieb Posthuma
2*	Agent en boef	Tjibbe Veldkamp	Kees de Boer
3*	Alle dieren drijven	Gideon Samsom	Annemarie van Haeringen
4	Als iedereen slaapt	Komako Sakai	Komako Sakai
5*	Angèle de Verschrikkelijke	Tine Mortier	Bert Dombrecht
6	Anton kan toveren	Ole Konnecke	Ole Konnecke
7*	Baby'tje in mama's buik	Bette Westera	Jan Jutte
8	Bas en Daan graven een gat	Mac Barnett	Jon Klassen
9*	Beste Bregje Boentjes	Mathilde Stein	Chuck Groenink
10	Beu	Kaat Vrancken	Noelle Smit
11*	Bij ons in de straat	Koos Meinderts	Annette Fienieg
12*	Boer Boris series	Ted van Lieshout	Philip Hopman
	Boer Boris gaat naar zee	Ted van Lieshout	Philip Hopman
	Boer Boris in de sneeuw	Ted van Lieshout	Philip Hopman
13	Buurman leest een boek	Koen van Biesen	Koen van Biesen
14	Circusnacht		Mattias de Leeuw
15*	Coco of het kleine zwarte jurkje	Annemarie van Haeringen	Annemarie van Haeringen
16	De kleine walvis	Benji Davies	Benji Davies
17	De poepfabriek	Marianne Busser & Ron Schröder	Ivan & Ilia
18*	De tuinman van de nacht	The Fan Brothers	The Fan Brothers
19	Dino's bestaan niet	Mark Janssen	Mark Janssen
20*	Dit is voor jou	Sanne te Loo	Sanne te Loo
21	Een huis voor Harry	Leo Timmers	Leo Timmers
22*	Een vijver vol inkt	Annie M. G. Schmidt	Sieb Posthuma
23	En toen De Stijl	Joost Swarte	Joost Swarte
24	En?	Kitty Crowther	Kitty Crowther
25	Garmanns straat	Stian Hole	Stian Hole
26*	Hallo	Fleur van der Weel	Edward van de Vendel
27*	Handje?	Tjibbe Veldkamp	Wouter Tulp
28*	Heb jij misschien olifant gezien?	David Barrow	David Barrow
29*	Held op sokken	Bette Westera	Thé Tjong-Khing
30	Het boeboek	Imme Dros	Harrie Geelen
31	Het hondje dat Nino niet had	Edward van de Vendel	Anton van Hertbruggen
32*	Het lammetje dat een varken is	Pim Lammers	Milja Praagman
33*	Het land van de grote woordfabriek	Agnès de Lestrade	Valeria Docampo
34*	Het leukste abc ter wereld	Tom Schamp	Tom Schamp

Supplementary material Chapter 4 A*Continued*

Nr	Title	Author(s)	Illustrator(s)
35	Hoe het varken aan zijn krulstaart kwam	Gerda Dendooven	Gerda Dendooven
36	Hoe je een wollige mammoet moet wassen	Michelle Robinson	Kate Hindley
37	Huisbeestenboek		Loes Riphagen
38	Ik ben bij de dinosaurussen geweest	Edward van de Vendel	Floor de Goede
39*	Jan toorop - Het lied van de tijd	Kitty Crowther	Kitty Crowther
40	Juffrouw van Zanten en de zeven rovers	Mathilde Stein	Dorine de Vos
41*	Kersenhemel	Jef Aerts	Sanne te Loo
42	Kietel nooit een krokodil	Bette Westera	Thé Tjong-Khing
43	Kleine man en god	Kitty Crowther	Kitty Crowther
44	Kleine nachtverhalen	Kitty Crowther	Kitty Crowther
45*	Kom uit die kraan	Tjibbe Veldkamp	Alice Hoogstad
46	Lieve kleine rolf	Nadia Shireen	Nadia Shireen
47*	Lisa & Jimmy series	Vivian den Hollander	Dagmar Stam
	Dappere dierenredders	Vivian den Hollander	Dagmar Stam
	Klieder, klodder, klaar!	Vivian den Hollander	Dagmar Stam
	Naar oma en opa	Vivian den Hollander	Dagmar Stam
	Pannenkoek		
	Slagroom op je snoet	Vivian den Hollander	Dagmar Stam
	Vriendjes van overall	Vivian den Hollander	Dagmar Stam
48	Meneer Kandinsky was een schilder	Daan Remmerts de Vries	Daan Remmerts de Vries
49	Mijn opa is een boom	Kim Crabeels	Ingrid Godon
50*	Nog 100 nachtjes slapen	Milja Praagman	Milja Praagman
51*	Nooit denk ik aan niets	Monique en Hans Hagen	Charlotte Dematons
52*	Omdat ik je zo graag zie	Milja Praagman	Milja Praagman
53	Prinses Pernilla en de reddende ridders	Mathilde Stein	Dorine de Vos
54*	Seizoenen	Blexbolex	Blexbolex
55	Soms laat ik je even achter	Daan Remmerts de Vries	Daan Remmerts de Vries
56	Spin op sokken	Ted van Lieshout	Sieb Posthuma
57	Tangramkat	Maranke Rinck	Martijn van der Linden
58	Tijs en de eenhoorn	Imme Dros	Harrie Geelen

Supplementary material Chapter 4 A*Continued*

Nr	Title	Author(s)	Illustrator(s)
59	Van wie is die staart?	Joukje Akveld	Martijn van der Linden
60*	Verliefd	Stefan Boonen	Jan van Lierde
61	Voor papa	Daan Remmerts de Vries	Marije Tolman
62	Waarom lig jij in mijn bed?	Joke van Leeuwen	Joke van Leeuwen
63*	Wat zou jij doen?	Guido van Genechten	Guido van Genechten
64	We hebben er een geitje bij!	Marjet Huiberts	Iris Deppe

Note. Nr = book number, * a character of color was coded in the book.

Supplementary material Chapter 4 B*Coding Variables***1. General Information**

Variable	Description
Book number	Number of book on booklist
Year of publication	Year of publication of first edition
Publisher	(1) C. de Vries-Brouwers, (2) Clavis (3) CPNB, (4) Davidsfonds, (5) De Eenhoorn, (6) De Fontein, (7) Gottmer, (8) Hoogland & Van Klaveren, (9) Lannoo, (10) Lemniscaat, (11) Leopold, (12) Luitingh-Sijthoff, (13) Marmer, (14) Moon, (15) Querido, (16) Van Halewyck, (17) Van Holkema & Warendorf, (18) Stichting Collectieve Propaganda van het Nederlandse boek
Nr Pages	Number of pages in the book
Nr Pictures	Number of pictures in the book
Word count	Number of words in the book
Story line	Short description of the (most important) story line in the book
Label	(1) being different, (2) animals, (3) every day, (4) emotions, (5) family, (6) holidays/parties, (7) behavior, (8) learning, (9) body, (10) music, (11) nature, (12) on the road, (13) fairytales, (14) TV-characters, (15) friends, (16) poetry, (17) informative

2. Authors and Illustrators

Variable	Description
Nr Authors ^a	Number of authors
Ethnicity Author1 ^{a,b}	(1) White, (2) Of color, (3) unknown
If Non-White Ethnicity Author1 ^{a,b}	Specification of ethnicity
Gender Author 1 ^{a,b}	(1) male, (2) female, (3) unknown

Note. ^a Variables for illustrators were identical to the variables for authors. ^b Variables for the second author were identical to the variables for the first author.

3. Characters

Variable	Description
Character Name	(1) yes, (0) no
If Character Name	Specification of name
Explicit Mention Ethnicity/Nationality	(1) yes, (0) no
If Explicit Mention	Specification of mention
Ethnicity/Nationality	ethnicity/nationality
Ethnic Appearance	(1) White, (2) Of color, (3) unclear
If Non-White Ethnic Appearance	Specification of ethnic appearance
Gender Character	(1) male, (2) female, (3) unknown
Age Group Character	(1) child, (2) teenager, (3) adult, (4) senior adult, (5) unknown
Role Character	(1) main, (2) supportive, (3) background
If Supporting or Background	Specify role in the story
Location	Summary of the locations the character is shown at
Representation Pages	Number of pages on which character is shown
Representation Pictures	Number of pictures on which character is shown
Representation Cover	(1) yes, (0) no
Textual Description	All adjectives and adverbs used to describe the character

Supplementary material Chapter 6*Book List*

Nr	Title	Author(s)	Illustrator(s)	[Original title] or loose translation
1	Alle dieren drijven	Gideon Samsom	Annemarie van Haeringen	<i>All animals float</i>
2	Baby'tje in mama's buik	Bette Westera	Jan Jutte	<i>Baby in mom's belly</i>
3	Beste Bregje Boentjes	Mathilde Stein	Chuck Groenink	<i>Dear Bregje Boentjes</i>
4	Bij ons in de straat	Koos Meinderts	Annette Fienieg	<i>In our street</i>
5	De tuinman van de nacht	The Fan Brothers	The Fan Brothers	[The night gardener]
6	Dit is voor jou	Sanne te Loo	Sanne te Loo	<i>This is for you</i>
7	Handje?	Tjibbe Veldkamp	Wouter Tulp	<i>Hand?</i>
8	Heb jij misschien olifant gezien?	David Barrow	David Barrow	[Have you seen elephant?]
9	Held op sokken	Bette Westera	Thé Tjong-Khing	<i>Hero on socks</i>
10	Jan toorop - Het lied van de tijd	Kitty Crowther	Kitty Crowther	<i>Jan Toorop – song of time</i>
11	Kersenhemel	Jef Aerts	Sanne te Loo	<i>Cherry sky</i>
12	Omdat ik je zo graag zie	Milja Praagman	Milja Praagman	<i>Because I like you so much</i>
13	Dappere dierenredders	Vivian den Hollander	Dagmar Stam	<i>Brave animal rescuers</i>
14	Klieder, klodder, klaar!	Vivian den Hollander	Dagmar Stam	<i>Making a mess, ready!</i>
15	Naar oma en opa Pannenkoek	Vivian den Hollander	Dagmar Stam	<i>Going to grandma and grandpa Pancake</i>
16	Slagroom op je snoet	Vivian den Hollander	Dagmar Stam	<i>Whipped cream on your face</i>
17	Vriendjes van overal	Vivian den Hollander	Dagmar Stam	<i>Friends from everywhere</i>
18	Verliefd	Stefan Boonen	Jan van Lierde	<i>In love</i>

Note. Nr = book number

