## SUGGESTED CITATION

Center for Research in Education and Social Policy. (2021) The State of Our Union: Black Girls in Delaware-- Image Policy Brief (PB21-002). Newark, DE: Center for Research in Education and Social Policy.

CRESP would like to recognize the contributions of Katrina Morrison, Tia Barnes, Sue Giancola, Shameeka Jelenewicz, Hilary Mead, Terry-Ann Richards, Danielle LeCourt, Kelly Fair and Jackie Kerstetter towards the creation of this policy brief.

## REFERENCES

Anderson, B. N., & Martin, J. A. (2018). What K-12 Teachers Need to Know About Teaching Gifted Black Girls Battling Perfectionism and Stereotype Threat. *Gifted Child Today*, *41*(3), 117–124. <a href="https://doi.org/10.1177/1076217518768339">https://doi.org/10.1177/1076217518768339</a>

Bailey, M. & Trudy (2018) On misogynoir: citation, erasure, and plagiarism, Feminist Media Studies, 18:4, 762-768, DOI: <u>10.1080/14680777.2018.1447395</u>

Blake, J., Epstein, R. (2019) Listening to Black Women and Girls: Lived Experiences of Adultification Bias. Center on Poverty and Inequality. Georgetown Law.

Crenshaw, K. (1993). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43, 1241-1299

Crenshaw, K. Ocen, P., and Nanda, J. (2015). Black girls matter: Pushed out, overpoliced, and underprotected. African American Policy Forum and Columbia Law School's Center for Intersectionality and Social Policy Studies.

Epstein, R., Blake, J. J., González, T., & Georgetown University. (2017). *Girlhood interrupted: The erasure of Black girls' childhood*.

Essien-Wood, I. & Wood, J.L. (2021). I Love My Hair: The Weaponizing of Black Girls Hair by Educators in Early Childhood Education. Early Childhood Education Journal. 49. 10.1007/s10643-020-01081-1. Anderson and Martin

Francis, D. V. (2012). Sugar and Spice and Everything Nice? Teacher Perceptions of Black Girls in the Classroom. *The Review of Black Political Economy*, *39*(3), 311–320. <a href="https://doi.org/10.1007/s12114-011-9098-y">https://doi.org/10.1007/s12114-011-9098-y</a>

Morris, M.W. (2016). Pushout: the criminalization of Black girls in schools. New York: The New Press.

Muhammad, G. & McArthur, S. (2015). "Styled by Their Perceptions": Black Adolescent Girls Interpret Representations of Black Females in Popular Culture. Multicultural Perspectives. 17. 10.1080/15210960.2015.1048340.

National Women's Law Center. (2018). Dress Coded: Black girls, bodies, and bias in DC schools. Retrieved from: <a href="https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/04/Final\_nwlc\_DressCodeReport.pdf">https://nwlc-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2018/04/Final\_nwlc\_DressCodeReport.pdf</a>

Patrick, K., Onyeka-Crawford, A., and Duchesneau, N. (2020). And They Cared: How to Create Better, Safer Learning Environments for Girls of Color." The Education Trust and The National Women's Law Center.

Pierce, C. (1970). Offensive mechanisms. In F. B. Barbour (Ed.), The Black seventies (pp. 265–282). Boston, MA: Porter Sargent

Rosenthal, L. & Overstreet, N. (2016). Stereotyping. Encyclopedia of Mental Health. 10.1016/B978-0-12-397045-9.00169-5. Watson

Samuel, R. (2020). The "Strong Black Woman" Stereotype is Dangerous. Teen Vogue.

Trent, M., Dooley, D. G., Douge, J., Section on Adolescent Health, Council on Community Pediatrics, and Committee on Adolescence . (2019). The impact of racism on child and adolescent health. Pediatrics, 144(2), Article: e20191765. <a href="https://doi.org/10.1542/peds.2019-1765">https://doi.org/10.1542/peds.2019-1765</a>

Watson, T. (2016). "Talking Back": The Perceptions and Experiences of Black Girls Who Attend City High School. *The Journal of Negro Education*, 85(3), 239-249. doi:10.7709/jnegroeducation.85.3.0239