

Harvard School of Engineering and Applied Sciences Resource List
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Scholarship Focused on Black and Brown Students in STEM:

- Brown, B.A. (2019). *Science in the city: Culturally relevant STEM education*. Cambridge, MA: Harvard Education Press.
- Burt, B.A., & Johnson, J.T. (2018). Origins of early STEM interest for Black male graduate students in engineering: A community cultural wealth perspective. *School Science and Mathematics, 118*(8), 257-270.
- Corneille, M., Lee, A., Harris, K.N., Jackson, K.T., & Covington, M. (2020). Developing culturally and structurally responsive approaches to STEM education to advance education equity. *The Journal of Negro Education, 89*(1), 48-57.
- DeCuir-Gunby, J.T., Long-Mitchell, L.A., & Grant, C. (2009). The emotionality of women professors of color in engineering: A critical race theory and critical race feminism perspective. In P. Schutz & M. Zembylas (Eds.). *Advances in teacher emotions research* (pp. 323-342). Boston, MA: Springer.
- McGee, E.O. (2020). *Black, Brown, bruised: How racialized STEM education stifles innovation*. Cambridge, MA: Harvard Education Press
- McGee, E.O., & Robinson, W.H. (Eds.). (2020). *Diversifying STEM: Multidisciplinary perspectives on race and gender*. New Brunswick, NJ: Rutgers University Press.
- Morton, T.R., & Nkrumah, T. (2021). A day of reckoning for the white academy: Reframing success for African American women in STEM. *Cultural Studies of Science Education*. DOI: <https://doi.org/10.1007/s11422-020-10004-w>
- Corwin, L. & Morton, T.R., Demetriou, C., & Panter, A.T. (2020). A qualitative investigation of STEM students' switch to non-STEM majors post-transfer. *Journal of Women and Minorities in Science and Engineering, 26*(3), 263-301. DOI: 10.1615/JWomenMinorScienEng.2020027736
- Ireland, D.T.; Freeman, K.E., Winston-Proctor, C.E., DeLaine, K.D., Lowe, S.M., & Woodson, K.M. (2018). (Un)hidden figures: A synthesis of research examining the intersectional experiences of Black women and girls in STEM education. *Review of Research in Education, 42*(1), 226-254.
- Joseph, N.M., Hailu, M., & Boston, D. (2017). Black women's and girls' persistence in the p-20 mathematics pipeline: Two decades of children, youth, and adult education research. *Review of Research in Education, 41*(1), 203-227.
- Morton, T.R. (2020). A Phenomenological and ecological perspective on the influence of undergraduate research experiences on Black women's persistence in STEM at an HBCU. *Journal of Diversity in Higher Education*. DOI: 10.1037/dhe0000183
- Morton, T.R., Gee, D.S., & Woodson, A.N. (2019). Being vs. becoming: Transcending STEM identity development through afropessimism, moving towards a Black X consciousness in STEM. *The Journal of Negro Education, 88*(3), 327-342. DOI: 10.5555/preflight/10.7709/jnegroeducation.88.3.0327
- Ortiz, N.A., Morton, T.R., Miles, M.L., & Roby, R.S. (2019). What about us?: Exploring the challenges and sources of support influencing Black students' STEM identity development in postsecondary education. *The Journal of Negro Education, 88*(3), 311-326. DOI: 10.5555/preflight/10.7709/jnegroeducation.88.3.0311

- Morton, T.R., & Parsons, E.C. (2018). #BlackGirlMagic: The identity conceptualization of Black women in undergraduate STEM education. *Science Education*, 102(6), 1363-1393. DOI: <https://doi.org/10.1002/sce.21477>

Scholarship Focused on Theories and Frameworks of Racism and Intersectional Oppression:

- Baber, L.D. (2015). Considering the interest-convergence dilemma in STEM education. *The Review of Higher Education*, 38(2), 251-270
- Bonilla-Silva, E. (2014). *Racism without racists: Color-blind racism and the persistence of racial inequality in America* (4th ed.). Plymouth, UK: Rowman & Littlefield Publishers, Inc.
- Grant, C.A., Woodson, A.N., & Dumas, M.J. (Eds.). (2020). *The future is Black: Afropessimism, fugitivity, and radical hope in education*. New York, NY: Routledge.
- Hartman, S. (2007). *Lose your mother: A journey along the Atlantic slave route*. New York: Farrar, Straus, & Giroux.
- Joseph, N.M., Haynes, C., & Cobb, F. (Eds.). (2016). *Interrogating whiteness and relinquishing power: White faculty's commitment to racial consciousness in STEM classrooms*. New York, NY: Peter Lang Publishing, Inc.
- Powell, C., Demetriou, C, Morton, T.R., & Ellis, J.M. (2020). A model for a CRT-informed model to enhance experiences and outcomes of racially minoritized students. *Journal of Student Affairs Research and Practice*. DOI: <https://doi.org/10.1080/19496591.2020.1724546>
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, 8(1), 69-91.