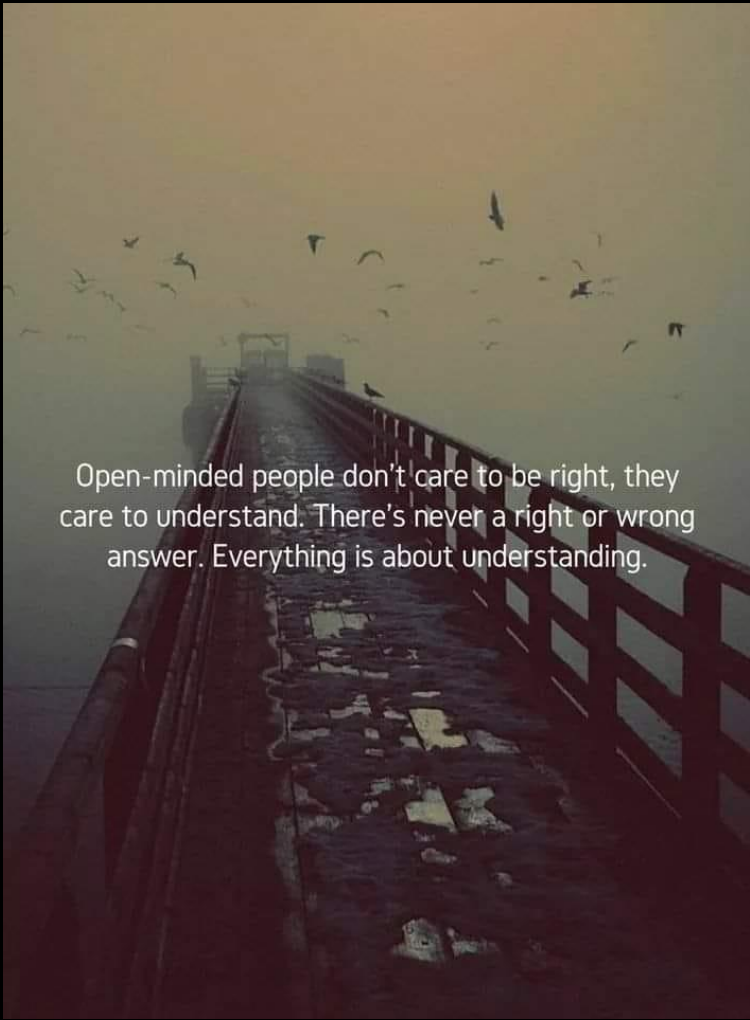


Exploring Implicit Bias

What	Why	How
<p>Reflectors: reflect on your own bias</p> <p>Theorists: explore research on bias</p> <p>Activists: receive anti-bias strategies</p> <p>Pragmatists: relate bias to curriculum / work</p>	<p>While our intent is to be unbiased, sometimes our unconscious minds get in the way.</p> <p>It is important to name our biases so that we can then engage in corrective strategies.</p>	<ul style="list-style-type: none">● Introduction of Bias● Racial Microaggressions● Closing: A Few Strategies

Setting the Mindset

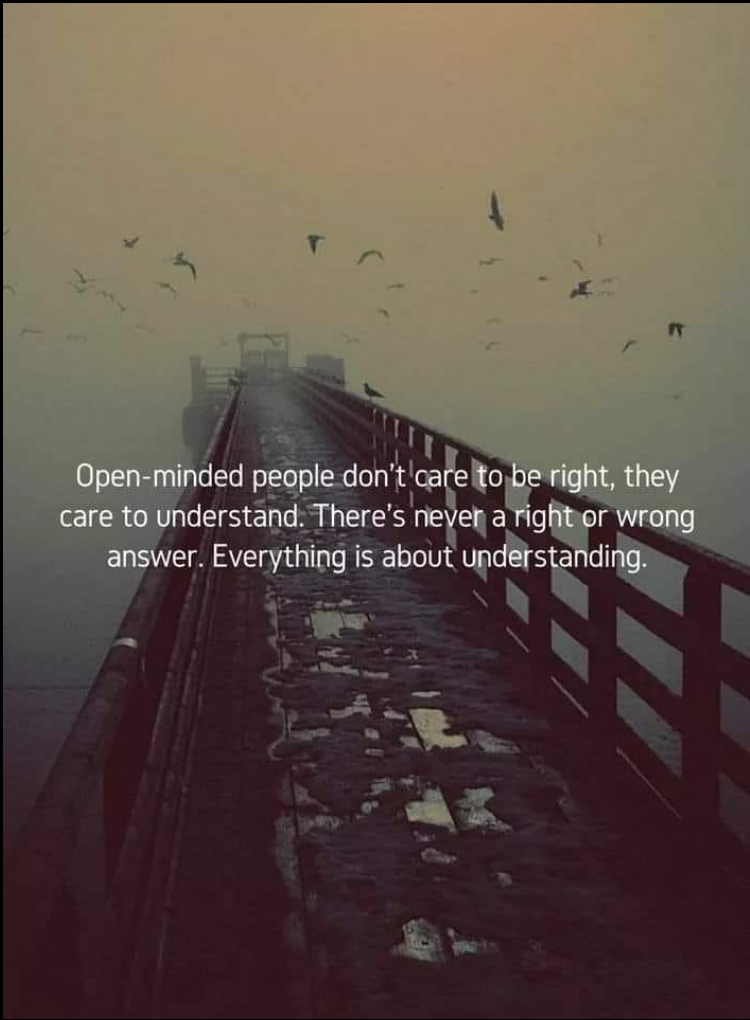
1. Be yourself
2. Participate with whatever energy you have (enthusiasm, frustration, creativity, etc.)
3. Be open to outcomes and diverse perspectives
4. Take responsibility for making 'things' happen after the session



Open-minded people don't care to be right, they care to understand. There's never a right or wrong answer. Everything is about understanding.

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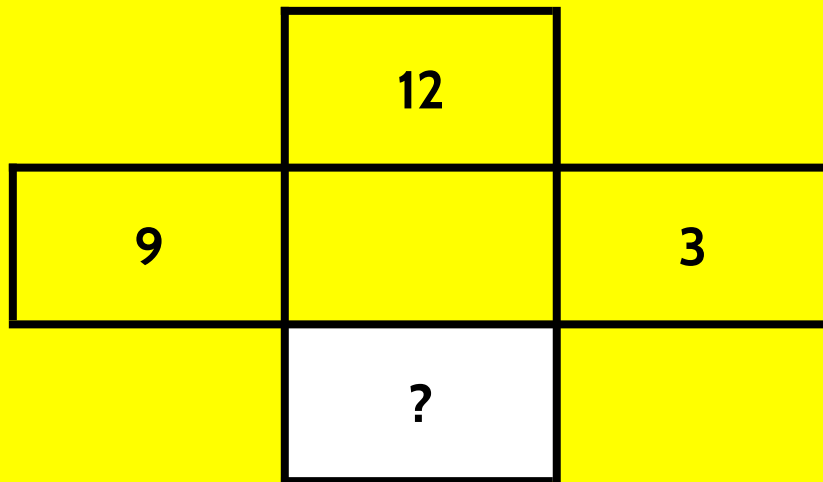


**What
number
comes
next?**

12	3	?	9
----	---	---	---

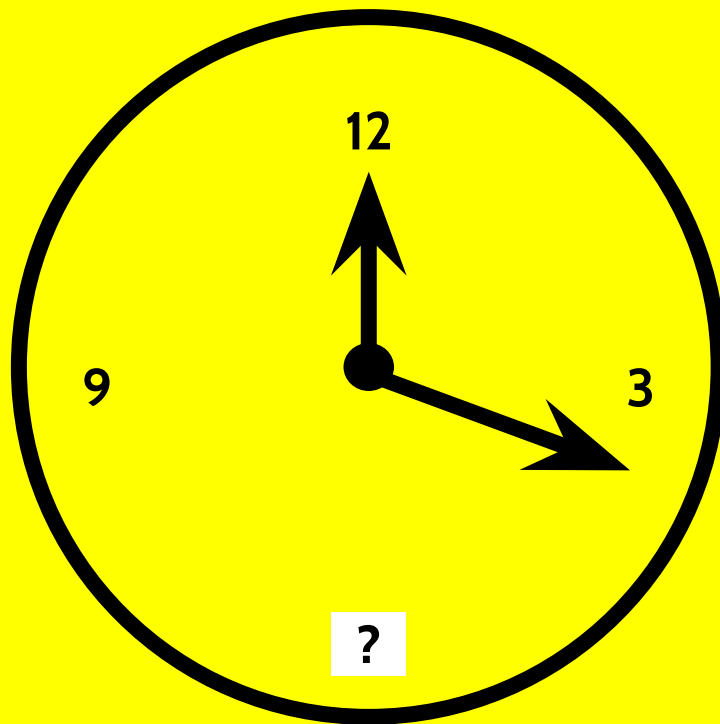


What
number
comes
next?





**What
number
comes
next?**



Schema - Jean Piaget (1928)

- Mental Scaffold
- Categorize and retrieves information
- Not fixed; adapted in response to new experiences





**What
number
comes
next?**

12	3	?	9
----	---	---	---

Bias

- Mental shortcuts when categorizing information
- We all have bias
- Can create an unfair advantage or disadvantage for others

Individual assumes their respective culture is central to the reality perceived by others

Individual experiences other cultures as equally complex but different constructions of reality

BIAS

ANTI-BIAS

Denial

Defense

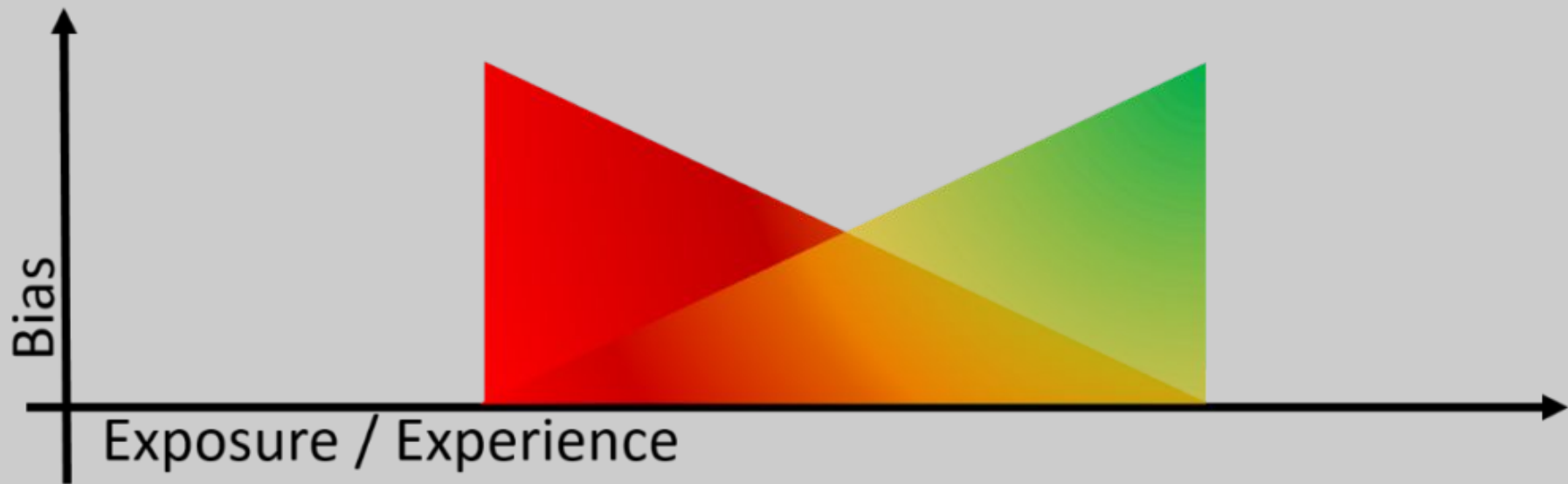
Minimization

Acceptance

Adaptation

Integration

Dr. Milton Bennett's Cultural Competence Continuum



Women

What words come to mind?



Managers Use More Positive Words to Describe Men in Performance Reviews and More Negative Ones to Describe Women

Words used to describe men

Analytical	
Competent	
Athletic	
Dependable	Arrogant
Confident	
Versatile	
Articulate	
Level-headed	
	Irresponsible
Logical	
Practical	

POSITIVE

NEGATIVE

IN DESCENDING ORDER
OF RELATIVE FREQUENCY

Words used to describe women

Compassionate	
	Inept
Enthusiastic	Selfish
Energetic	Frivolous
	Passive
Organized	Scattered
	Opportunistic
	Gossip
	Excitable
	Vain
	Panicky
	Temperamental
	Indecisive

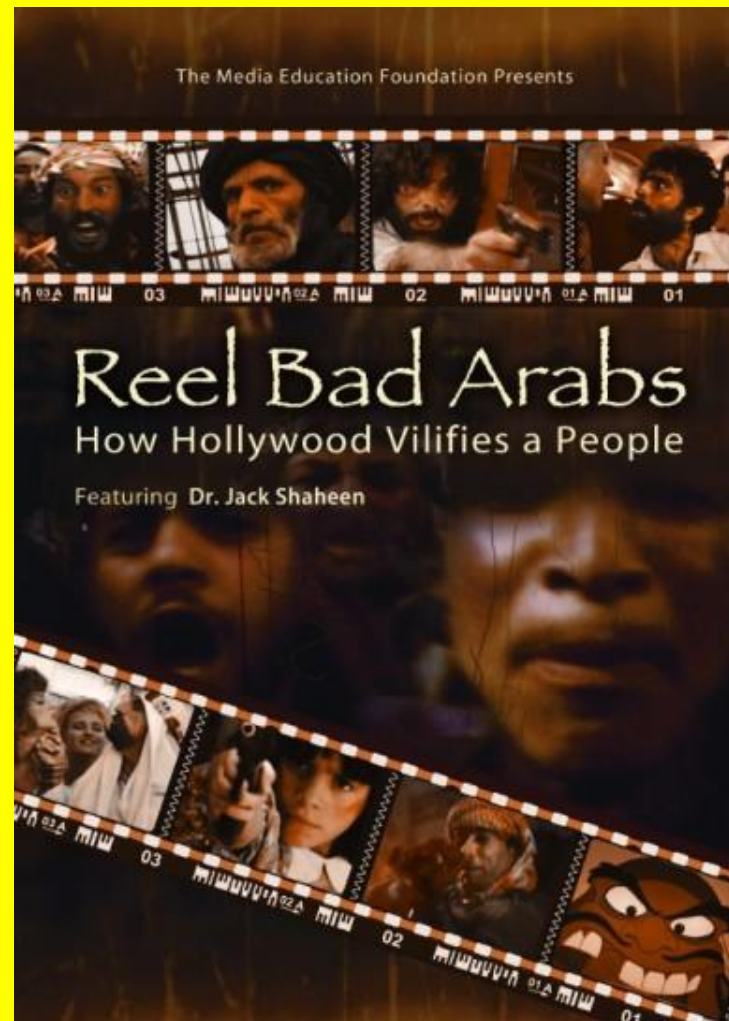
POSITIVE

NEGATIVE

Terrorist

What images come to mind?





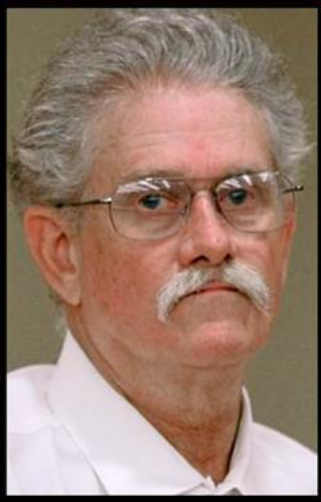
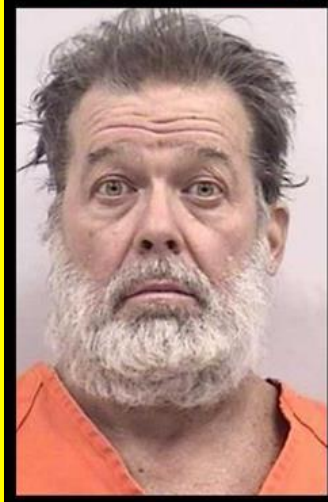
**Omar Alnatour, Contributor**

American. Muslim. Medical Student. Humanitarian.

Muslims Are Not Terrorists: A Factual Look at Terrorism and Islam

12/09/2015 01:27 pm ET | Updated Dec 09, 2016





Are your kids too young to talk about race?

Nope. Silence about race can reinforce racism by letting children draw their own conclusions.

0-1 year

At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers.

Kelly et al, 2005

2 years

Children as young as 2 use race to reason about people's behaviors.

Hirschfeld, 2008

2.5 years

By 30 months, most children use race to choose playmates.

Katz & Kofkin, 1997

4-5 years

Expressions of racial prejudice often peak at ages 4 and 5.

Aboud, 2008

5 years

Black and latinx children in research settings show no preference toward their own groups, as compared to white children at this age, who are more likely to be strongly biased in favor of whiteness.

Dunham et al, 2008

5 years

By kindergarten, children show many of the same racial attitudes held by adults in our culture. They have already learned to associate some groups with higher status than others.

Kinzler, 2016

5-7 years

Explicit conversations with 5-7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week.

Bronson & Merryman, 2009

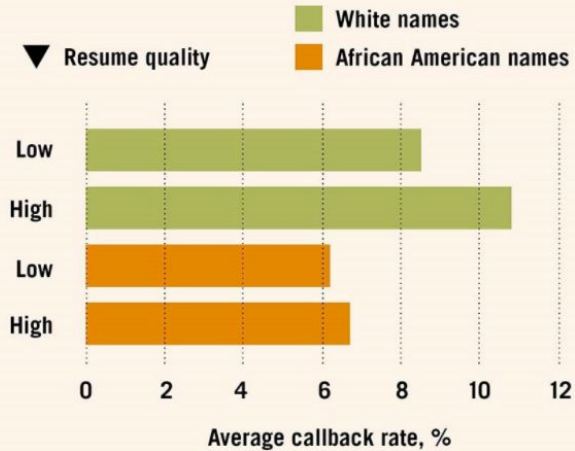
Adapted from work by the Children's Community School.

More info at childrenscommunityschool.org/social-justice-resources/

Design provided by prettygooddesign.org

Racism in a resume

Job applicants with African American-sounding names got fewer callbacks.



Source: Bertrand and Mullainathan, 2004

The screenshot shows the top portion of a Harvard Business School article. The header includes the Harvard Business School logo and the text 'HARVARD BUSINESS SCHOOL'. Below the header is a teal banner with the text 'WORKING KNOWLEDGE' and 'Business Research for Business Leaders'. To the right of the banner is a '20 YEARS' anniversary logo. Below the banner is a navigation menu with 'Topics', 'Sections', 'Browse All', and 'COVID-19 Business Impact Center'. The main title of the article is 'Minorities Who 'Whiten' Job Resumes Get More Interviews'. Below the title is the date '17 MAY 2017' and the author 'by Dina Gerdeman'. The main text of the article begins with 'African American and Asian job applicants who mask their race on resumes seem to have better success getting job interviews, according to research by Katherine DeCelles and colleagues.' A photograph of a person in a business suit is visible on the right side of the article.

Economic Policy

Whites earn more than blacks – even on eBay

The
ECONOMIC
JOURNAL



Feature Article

The Visible Hand: Race and Online Market Outcomes

Jennifer L. Doleac [✉](#), Luke C.D. Stein

First published: 24 August 2013 | <https://doi.org/10.1111/ecoj.12082> | Citations: 86

We are grateful to B. Douglas Bernheim, Nicholas Bloom, Caroline Hoxby, Jörn-Steffen Pischke and several referees for useful advice and guidance, and have also benefited from conversations with participants in several Stanford seminars, the San Francisco Federal Reserve Bank's Applied Micro Summer Conference and the University of Chicago Experimental Economics Lunch. Brandon Wall made important contributions to our experimental design and piloting. We appreciate the generous support of the George P. Shultz Dissertation Support Fund.

[Read the full text >](#)



PDF

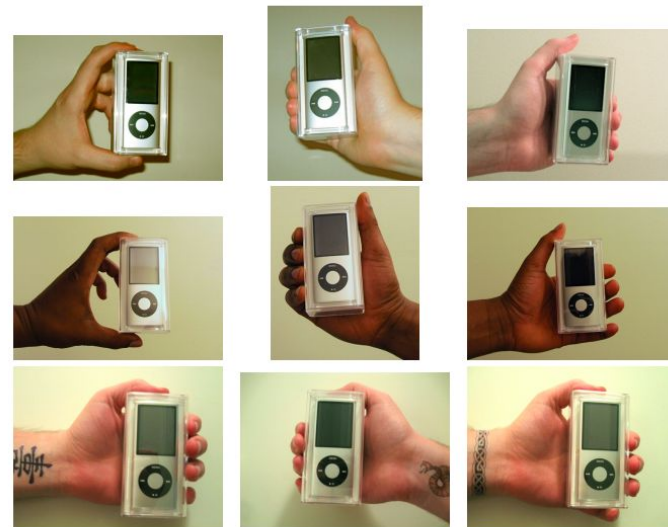


TOOLS



SHARE

Figure 1: Advertisement photographs



Note: These photographs have been slightly scaled down from the size included in our advertisements.

The Unbearable Whiteness of Milk: Food Oppression and the USDA

Andrea Freeman*

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Ethnicity / Geographic Region	% With Lactose Intolerance	Ethnicity / Geographic Region	% With Lactose Intolerance
1. East Asian	90-100% ¹	10. Latino/Hispanic (North America)	51% ²
2. Indigenous (North America)	80-100% ³	11. Indian (Northern India)	30% ¹
3. Central Asian	80% ¹	12. Anglo (North America)	21% ²
4. African American (North America)	75% ²	13. Italian (Italy)	20-70% ¹
5. African (Africa)	70-90% ¹	14. French (Northern France)	17% ¹
6. Indian (Southern India)	70% ¹	15. Finnish (Finland)	17% ¹
7. French (Southern France)	65% ¹	16. Austrian (Austria)	15-20% ¹
8. Ashkenazi Jew (North America)	60-80% ³	17. German (Germany)	15% ¹
9. Balkans Region	55% ¹	18. British (U.K.)	5-15% ¹

Sources:

1. Michael de Vrese★★★★ "Probiotics: Compensation for Lactase Insufficiency," *American Journal of Clinical Nutrition*, Feb., 2001
2. Nevin S. Scrimshaw, MD★★★★ "The Acceptability of Milk and Milk Products in Populations with a High Prevalence of Lactose Intolerance," *American Journal of Clinical Nutrition*, Oct., 1988
3. National Institute of Child Health and Human Development ★ "Lactose Intolerance: Information for Health Care Providers," NIH Publication No. 05-5303B, Jan., 2006

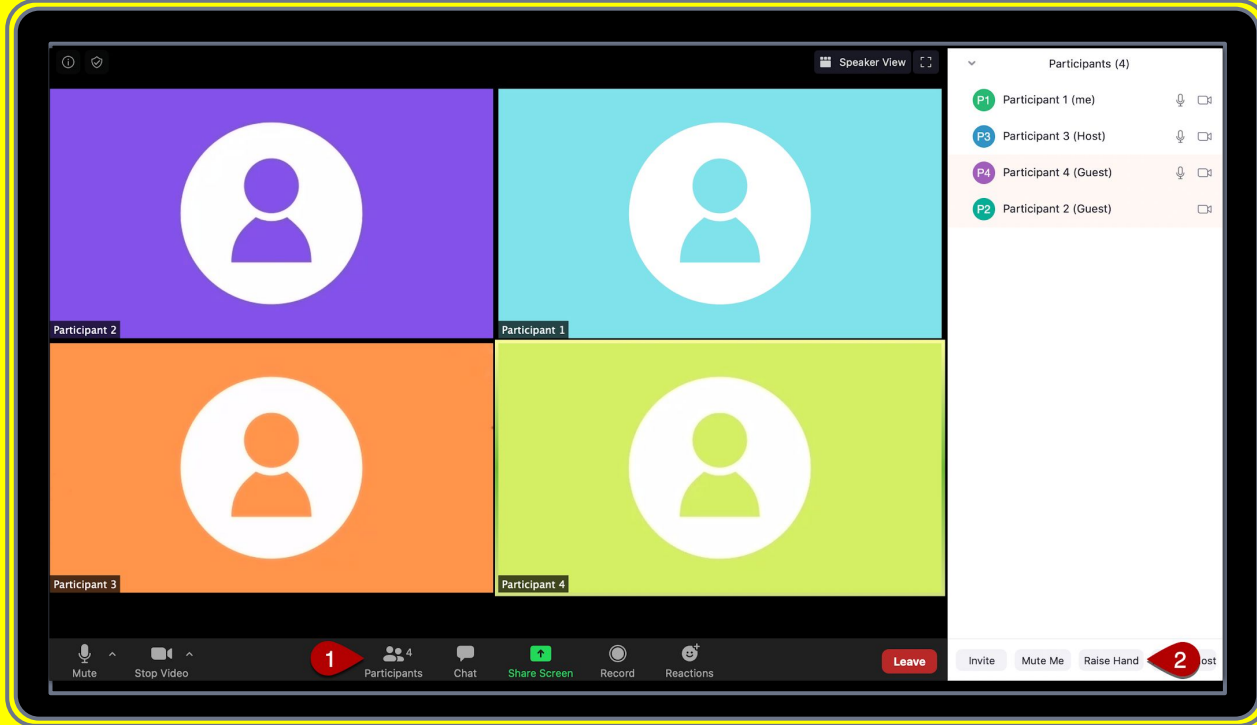


Why Are All The
Black Kids
Sitting Together
in the Cafeteria?

Cultural racism and by extension racial bias are “...the images and **messages** that affirm the **assumed superiority of whites and the assumed inferiority of people of color** [...it] is like smog in the air. **Sometimes** it is so thick it is **visible**, **other times** it is **less apparent**, but always, day in and day out, we are breathing it in.”

Dr. Beverly Daniel Tatum

How to 'Raise Hand' on Zoom



Theme	Microaggression	Message
<p>1. Alien in own land</p> <p>When people of color are assumed to be foreign-born</p>	<p>“Where are you from?”</p> <p>“Where were you born?”</p> <p>“You speak good English.”</p> <p>A person asking an Asian American to teach them words in their native language.</p>	<p>?</p>
<p>2. Ascription of Intelligence</p> <p>Assigning intelligence to a person of color on the basis of their race</p>	<p>“You are so articulate.”</p> <p>Asking an Asian person to help with a Math or Science problem.</p>	

Adapted from: Wing et. al (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. American Psychologist, 62, 4, 271-286

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<p>3. Color Blindness</p> <p>Statements that indicate that a white person does not want to acknowledge race</p>	<p>“When I look at you, I don’t see color.”</p> <p>“There is only one race, the human race.”</p>	<p>?</p>
<p>4. Criminality – assumption of criminal status</p> <p>A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.</p>	<p>A white man or woman clutching their purse or checking their wallet as a Black or brown person approaches or passes.</p> <p>A store owner following a customer of color around the store.</p>	

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Theme	Microaggression	Message
<p>5. Denial of individual racism</p> <p>A statement made when white people deny their racial biases</p>	<p>“I’m not a racist. I have several Black friends.”</p> <p>“As a woman, I know what you go through as a racial minority.”</p>	<p>?</p>
<p>6. Myth of meritocracy</p> <p>Statements which assert that race does not play a role in life successes</p>	<p>“I believe the most qualified person should get the job.”</p> <p>“Everyone can succeed in this society, if they work hard enough.”</p>	

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Theme	Microaggression	Message
<p>7. Pathologizing cultural values / communication styles</p> <p>The notion that the values and communication styles of the dominant / white culture are ideal</p>	<p>Asking a Black person: “Why do you have to be so loud / animated? Just calm down.”</p> <p>To an Asian person: Why are you so quiet? Be more verbal. Speak up more.”</p>	<p>?</p>
<p>8. Second-class citizen</p> <p>Occurs when a white person is given preferential treatment as a consumer over a person of color</p>	<p>Person of color mistaken for a service worker</p> <p>Being ignored at a store counter as attention is given to the white customer behind you.</p>	

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Bias Reduction Strategies

	Inaction	Short-term Anti-Bias	Long-term Anti-Bias	Teacher Leader
1. Name bias and consider unbiased alternatives <i>(Monteith, 1993)</i>				
2. Use counterstories to challenge bias <i>(Blair et al., 2001)</i>				
3. Inquire into different realities outside of biases <i>(Brewer, 1988; Fiske & Neuberg, 1990)</i>				
4. Explore the perspectives of those impacted by bias <i>(Galinsky & Moskowitz, 2000)</i>				
5. Engage with those impacted by bias <i>(Pettigrew & Tropp, 2006)</i>				

SOCIAL JUSTICE STANDARDS

THE TEACHING TOLERANCE
ANTI-BIAS FRAMEWORK



TEACHING
TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

TOLERANCE.ORG