

I Am a Good Person: I Can't Possibly Have Bias. And Other Myths About How Our Brains Work.

Sacramento Continuum of Care (CoC) Board Racial Equity Training Series
Developed and Presented by Tamu Green, PhD
February 2 and 11, 2021

**Welcome! Please type into the chat your name, organization and pronouns.
Please indicate if you are a CoC Board member or Racial Equity Committee
member. We are NOT recording.**



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STEPS FORWARD

Guidelines for our brave space

Be Present

Step Up, Step Down

Confidentiality - Share the Learning, Not the Person

Disagreement is Okay, Animosity is Not

Amnesty - Kindness to Self and Others

You will need a notepad (paper or electronic)

Tasty snacks and warm beverages are highly encouraged!



The CoC Training Series

February I Am a Good Person: I Can't Possibly Have Bias. And Other Myths About How Our Brains Work.

March Acknowledging Our Shared Inheritance: Government-Sanctioned Bias, Systemic Racism, and a Renewed Demand for Change - Scheduled for 3/25 12-1:30

May Bringing It All Together: Aligning Our Heads, Our Hearts, and Our Institutions for Equity



Why are we conducting this training?

- Structural inequities and institutional bias are driven by human behavior
- Addressing the structures alone without also taking on the underlying assumptions and attitudes that motivate behaviors and decisions limits our ability to transform our institutions







Implicit Bias

Heard the term "implicit bias" but not totally sure what it means? Interested in reading the seminal studies? Just like TedTalks? Animated videos? This is the place for you...

Want to take an implicit association test? Visit [Project Implicit](https://equity.ucla.edu/know/implicit-bias/) — it only takes ten minutes!

Videos

new Implicit Bias Video Series

[These videos are intended for public use, but we would like to track how they travel. If you, or your school, organization, company, or club happen to use a video for instructional purposes, please let us know at WeListen@equity.ucla.edu. We're going to keep a [public list](#). And comments are always welcome!]

1. [Preface: Biases and Heuristics](#) (5:14)
2. [Lesson 1: Schemas](#) (3:12)
3. [Lesson 2: Attitudes and Stereotypes](#) (4:13)
4. [Lesson 3: Real World Consequences](#) (3:45)
5. [Lesson 4: Explicit v. Implicit Bias](#) (2:49)
6. [Lesson 5: The IAT](#) (5:14)
7. [Lesson 6: Countermeasures](#) (5:23)



Scholarship

Guides & Reports

- **new** UCLA Faculty Hiring Guide: [Searching for Excellence](#)
- [The Science of Equality Vol. 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care](#) (Perception Institute 2014)
- [The Science of Equality Vol. 2: The Effects of Gender Roles, Implicit Bias, and Stereotype Threat on the Lives of Women and Girls](#) (Perception Institute 2016)
- [See Bias | Block Bias Resources](#) (Stanford VMware Women's Leadership Innovation Lab)

Real World Consequences

- Bertrand, M. & Mullainathan, S., [Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination](#), 4 Am. Econ. Rev. 94 (2003).
- Hugenberg, K. & Bodenhausen, G., [FACING PREJUDICE: Implicit Prejudice and the Perception of Facial Threat](#), 6 Psvch. Sci. 14 (2003).

<https://equity.ucla.edu/know/implicit-bias/>

UCLA Equity, Diversity and Inclusion

ABOUT ▼

CROSSCHECK

NEWS & EVENTS

RESOURCES ▼

How might my brain try to help - for better or worse?

- [Preface: Biases and Heuristics](https://www.youtube.com/watch?v=BwYFhJO9t50&feature=youtu.be) (5:14)
<https://www.youtube.com/watch?v=BwYFhJO9t50&feature=youtu.be>
- [Lesson 1: Schemas](https://www.youtube.com/watch?v=OQGlgohunVw&feature=youtu.be) (3:12)
<https://www.youtube.com/watch?v=OQGlgohunVw&feature=youtu.be>



Definitions

Explicit bias is a conscious preference (positive or negative) for a social category.

Implicit bias is a preference (positive or negative) for a social category that operates outside of awareness.

Schemas are mental “maps” by which we process routine information with little or no conscious thought.



The components of bias

Stereotypes: generalizations about the perceived “typical” characteristics of a social category (cognitive component).

Prejudice: how one feels about members of a given social category (affective component).

Discrimination: how one acts toward members of a given social category (behavioral component).



OPINION & COMMENT

The opinions expressed here are the author's and do not necessarily reflect the official policy or position of NAHRO and/or its staff.



Walls & Bridges— INSIDE THE NEUROSCIENCE OF IMPLICIT BIAS

BY LISA A. BAKER



According to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be at the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

A vehicle exploded at a police checkpoint near the UN headquarters in Baghdad on Monday killing the bomber and an Iraqi police officer

Big council tax increases this year have
squeezed the incomes of many pensioners

How implicit biases are made... and expressed

Hurricane Katrina, 2005



Two residents wade through chest-deep water after finding bread and soda from a local grocery store after Hurricane Katrina came through the area in New Orleans, Louisiana (AFP/Getty Images/Chris Raythen)



A young man walks through chest-deep flood water after looting a grocery store in New Orleans on Tuesday, Aug 30, 2005 (AP Photo/Dave Martin)

Identical memos, different reactions

Errors	"Caucasian" intern's memo	"African American" intern's memo
Spelling/Grammar Errors	2.9/7.0	5.8/7.0
Technical Writing Errors	4.1/6.0	4.9/6.0
Errors in facts	3.2/5.0	3.9/5.0

"Caucasian" Meyer

"generally good writer
but needs to work on..."

"has potential"

"good analytical skills"

"African American" Meyer

"needs lots of work"

"can't believe he went to NYU"

"average at best"





Dual System Theory

System 1	System 2
Unconscious	Conscious
Automatic	Deliberate
Fast	Slow
Effortless	Takes Effort
Formed from mental associations, habits, messaging we receive from the environment	Formed through interaction, study, education, persuasion



Two Decision Making Routes

SYSTEM 1 Unconscious Emotion

Very Fast
Involuntary
Associative

**Implicit
Responses**



SYSTEM 2 Conscious Thinking

Slow
Controlled
Rule Following

**Explicit
Responses**

SYSTEM 1

Intuition & instinct

95%

Unconscious
Fast
Associative
Automatic pilot

SYSTEM 2

Rational thinking

5%

Takes effort
Slow
Logical
Lazy
Indecisive



Source: Daniel Kahneman

"An astonishingly rich book: lucid, profound, full of intellectual surprises and self-help value . . . [I] urge everyone to buy and read it."
—TIM HOLT, *The New York Times Book Review*

IN THE INTERNATIONAL BESTSELLER
Thinking, Fast and Slow, Daniel Kahneman, the renowned psychologist and winner of the Nobel Prize in Economics, takes us on a groundbreaking tour of the mind and explains the two systems that drive the way we think. System 1 is fast, intuitive, and emotional; System 2 is slower, more deliberative, and more logical. The impact of overconfidence on corporate strategies, the difficulties of predicting what will make us happy in the future, the profound effect of cognitive biases on everything from playing the stock market to planning our next vacation—each of these can be understood only by knowing how the two systems shape our judgments and decisions.

Engaging the reader in a lively conversation about how we think, Kahneman reveals where we can and cannot trust our intuitions and how we can tap into the benefits of slow thinking. He offers practical and enlightening insights into how choices are made in both our business and our personal lives—and how we can use different techniques to guard against the mental glitches that often get us into trouble. Winner of the National Academy of Sciences Best Book Award and the Los Angeles Times Book Prize and selected by *The New York Times Book Review* as one of the ten best books of 2011, *Thinking, Fast and Slow* is destined to be a classic.

"In this absolutely amazing book, [Kahneman] shares a lifetime's worth of wisdom."
—STEVEN D. LEVITT, coauthor of *Freakonomics*

"I will never think about thinking quite the same. [*Thinking, Fast and Slow* is] a monumental achievement."
—ROGER LOWENSTEIN, *Bloomberg Businessweek*

"A tour de force of psychological insight."
—CHRISTOPHER F. CHARRIS, *The Wall Street Journal*

"Rich and fascinating."
—MICHAEL LEWIS, *Vanity Fair*



DANIEL KAHNEMAN

DANIEL KAHNEMAN is Eugene Higgins Professor of Psychology Emeritus at Princeton University and Professor of Psychology and Public Affairs Emeritus at Princeton's Woodrow Wilson School of Public and International Affairs. He received the 2002 Nobel Prize in Economic Sciences for his pioneering work with Amos Tversky on decision making.

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THE NEW YORK TIMES BESTSELLER

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WINNER OF THE NOBEL PRIZE IN ECONOMICS

"[A] masterpiece . . . This is one of the greatest and most engaging collections of insights into the human mind I have read." —WILLIAM EASTERLY, *Financial Times*

blink

By the author of THE TIPPING POINT



The Power of Thinking
Without Thinking

Malcolm Gladwell

CHALLENGING RACE AS RISK

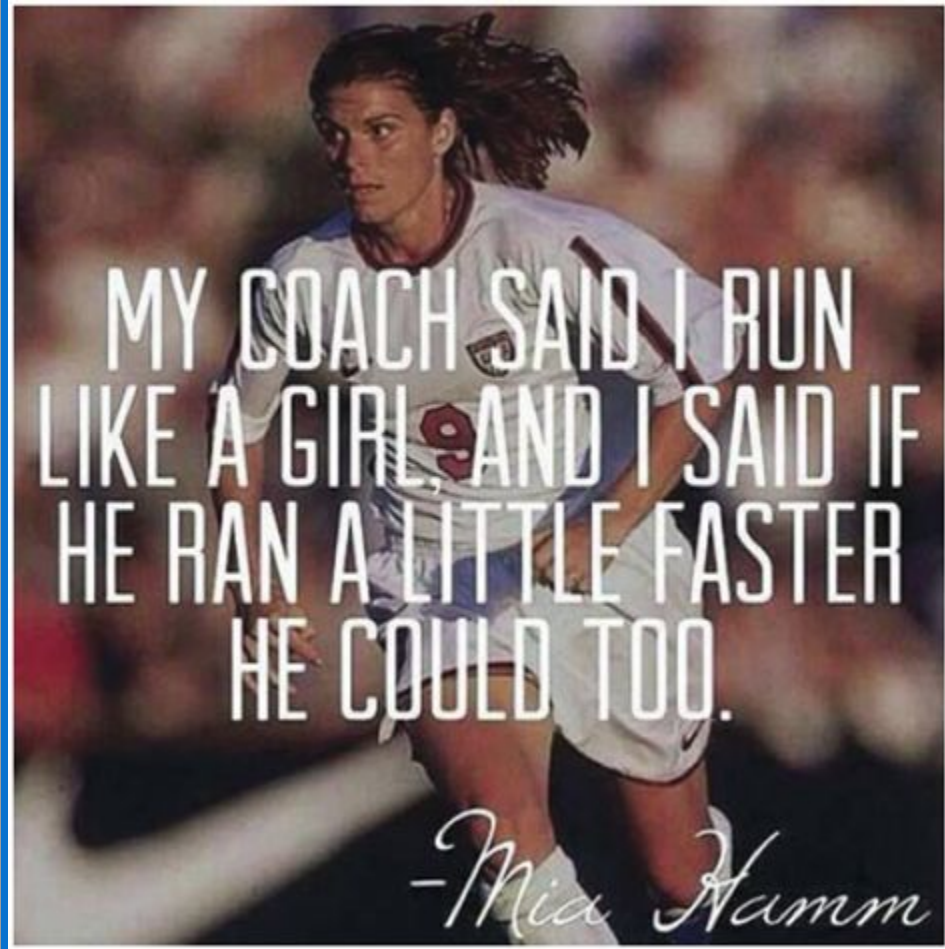
How **Implicit Bias** undermines
housing opportunity in America—and
what we can do about it



By Jillian Olinger, Kelly Capatosto,
and Mary Ana McKay

*With contributions from
Christy Rogers, Belkis Schoenhals
and Audrey Porter*

Reclaim your brain!



Reduce your susceptibility to implicit bias

- There are constraints on our logical decision-making that occur based on context: time constraints, high workload, and any other factors that may inhibit cognitive control.
- Hold a healthy skepticism for your decisions during these times.

<http://kirwaninstitute.osu.edu/wp-content/uploads/2017/02/implicit-bias-housing.pdf>



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The Implicit Association Test

- **Measures the strength of associations** between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).
- For example, one has an implicit preference for thin people relative to fat people if they are faster to categorize words when Thin People and Good share a response key and Fat People and Bad share a response key, relative to the reverse.
- <https://implicit.harvard.edu>



Highlights on Countermeasures from UCLA

- **Mindset** - be humble, be mindful, be internally motivated
- **Debiasing** - scrub our brains of implicit biases that we absorb from the external environment, including through stereotype replacement
- **Decoupling** - break the causal link between bias and behavior through structural or institutional reforms



Interventions from a peer-reviewed study



[J Exp Soc Psychol](#). Author manuscript; available in PMC 2013 Nov 1.

PMCID: PMC3603687

Published in final edited form as:

NIHMSID: NIHMS396358

[J Exp Soc Psychol](#). 2012 Nov; 48(6): 1267–1278.

PMID: [23524616](#)

doi: [10.1016/j.jesp.2012.06.003](#)

Long-term reduction in implicit race bias: A prejudice habit-breaking intervention

[Patricia G. Devine](#), [Patrick S. Forscher](#), [Anthony J. Austin](#), and [William T. L. Cox](#)

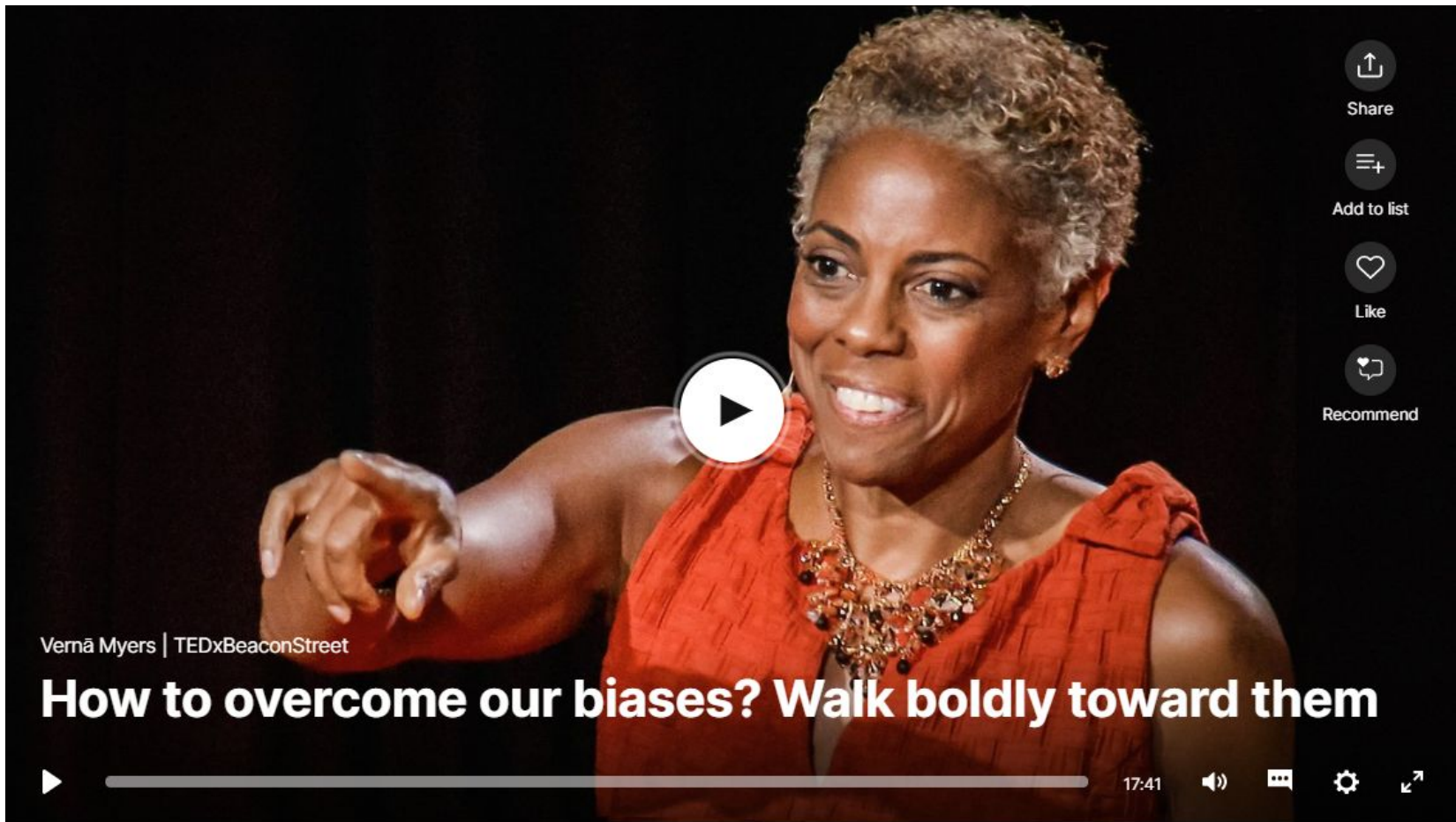


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Stereotype Replacement

- Recognize that a response is based on stereotypes
 - Label the response as stereotypical
 - Reflect on why the response occurred
 - Consider how the biased response could be avoided in the future and replace it with an unbiased response
-
- A parallel process can be applied to societal (e.g., media) stereotyping.





Counter-Stereotypic Imaging

- Imagine in detail counter-stereotypic others
- They can be abstract (e.g., smart Black people), famous (e.g., Barack Obama), or non-famous (e.g., a personal friend)
- Makes positive exemplars salient and accessible when challenging a stereotype's validity





Representative-elect Yvette Herrell (R-N.M.)
– photo courtesy of Herrell campaign



Rep. Sharice Davids (D-Kan.) – public domain
photo



Rep. Deb Haaland (D-N.M.) – public domain
photo

Individuation

- Prevents stereotypic inferences by obtaining specific information about group members
- Helps people evaluate members of the target group based on personal, rather than group-based, attributes





Perspective Taking

- Take the perspective in the first person of a member of a stereotyped group
- This increases psychological closeness to the stigmatized group, which lessens automatic group-based evaluations





me looking foolish
10 SEPT 84

Increasing Opportunities for Contact

- Seek opportunities to encounter and engage in positive interactions with out-group members
- Increased contact can alter our cognitive representations of the group and can also directly improve our evaluations of the group





Findings from the 10-Week Study

- **Concern** is not important when bias-reducing strategies are learned, but it is important afterwards, **when people become aware** of personal or societal expressions of bias and must translate their knowledge of bias-reducing strategies into action.
- The **use and practice of strategies** in the period **immediately following the intervention** is particularly important to initial bias reduction.



What will you do now?

- Key learnings and take-aways
- Personal commitments
- Opportunities for growth

- Resources
- Post-Training Professional Development

- Training Survey



Resources

- <https://implicit.harvard.edu/implicit/>
- <https://www.npr.org/2020/06/20/880379282/the-mind-of-the-village-understanding-our-implicit-biases>
- <https://equity.ucla.edu/know/implicit-bias/>
- <https://www.goodreads.com/book/show/11468377-thinking-fast-and-slow>
- <https://www.goodreads.com/book/show/40102.Blink>
- <http://kirwaninstitute.osu.edu/wp-content/uploads/2017/02/implicit-bias-housing.pdf>
-



Post-Training Professional Development

<https://forms.gle/gdfk26Me34cfiJrD8>



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Training Survey

Please help us by completing a short survey:

<https://forms.gle/qBoHT1HjVP4twg3N9>



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Thank you!



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