BREAKING THE UNINTENTIONAL BIAS HABIT

Max Gaston

Program Director of Diversity, Equity and Inclusion

Notre Dame Law School



- Dominican Republic
- Jamaica
- Puerto Rico
- Haiti
- Trinidad and Tobago



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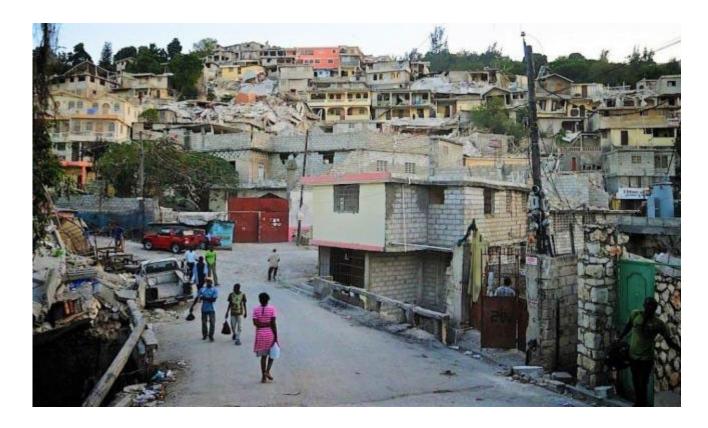
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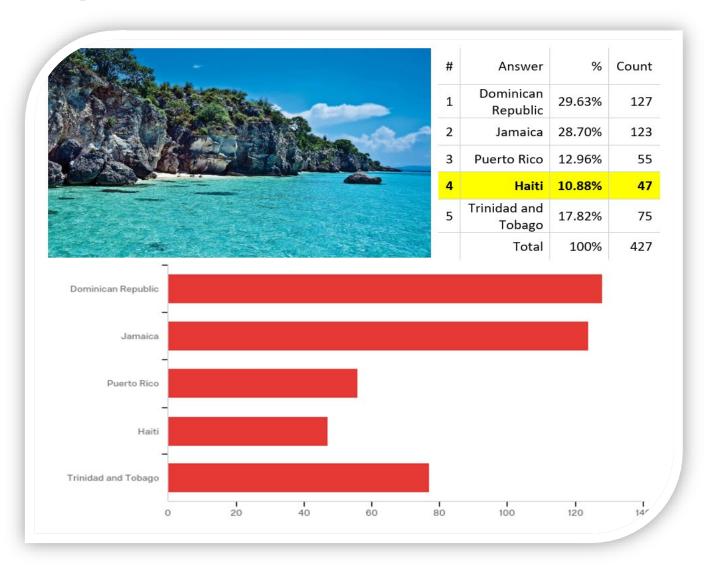
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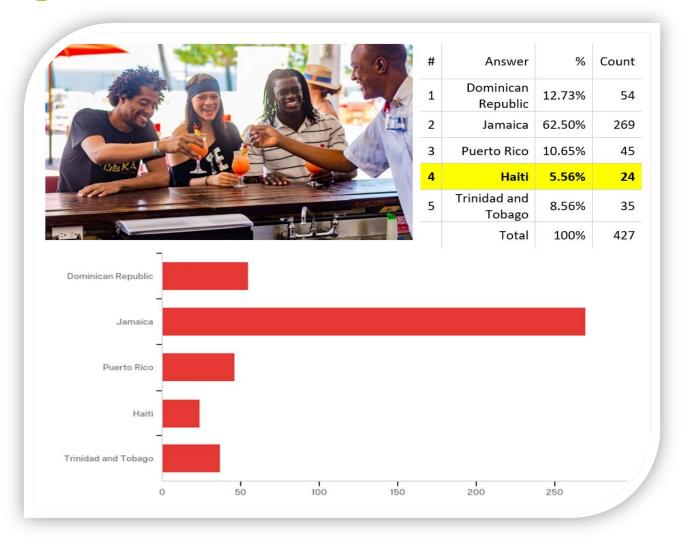
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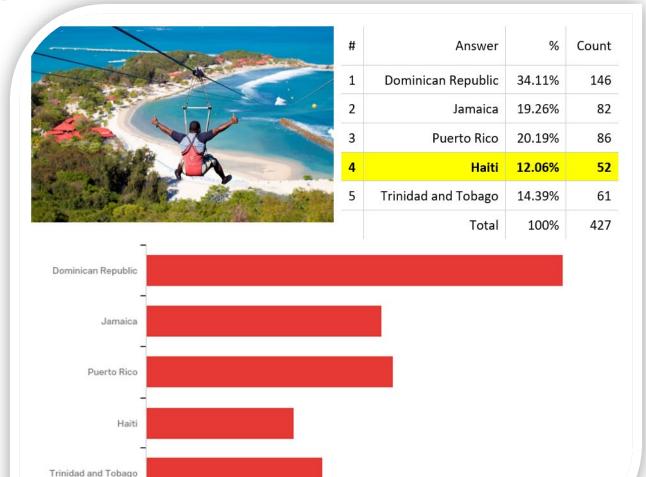
Thoughts?

			6	Gender			
Male		Female	Other	Prefer not to answer			Total
129 (30%)		281 (65%)	6 (2%)	11 (3%)			427 (100%)
				Age			
18–24		25–34	35–44	45-54	55-64	Prefer not to answer	Total
170 (40%)		202 (47%)	27 (7%)	13 (3%)	10 (2%)	5 (1%)	427 (100%)
African American	Native American	Asian/ Pacific Islander	Hispanic / Latino	<i>hnicity</i> White	Other	Prefer not to answer	Total
African American		Pacific	Hispanic	-	Other 29 (7%)		Total 427 (100%)
Black/ African American 30 (7%)	American 2 (1%)	Pacific Islander	Hispanic / Latino 21 (5%)	White 274 (64%)	29 (7%)	to answer 15 (3%)	
African American	American 2 (1%)	Pacific Islander 56 (13%)	Hispanic / Latino 21 (5%)	White 274 (64%) ants have visi	29 (7%)	to answer 15 (3%)	



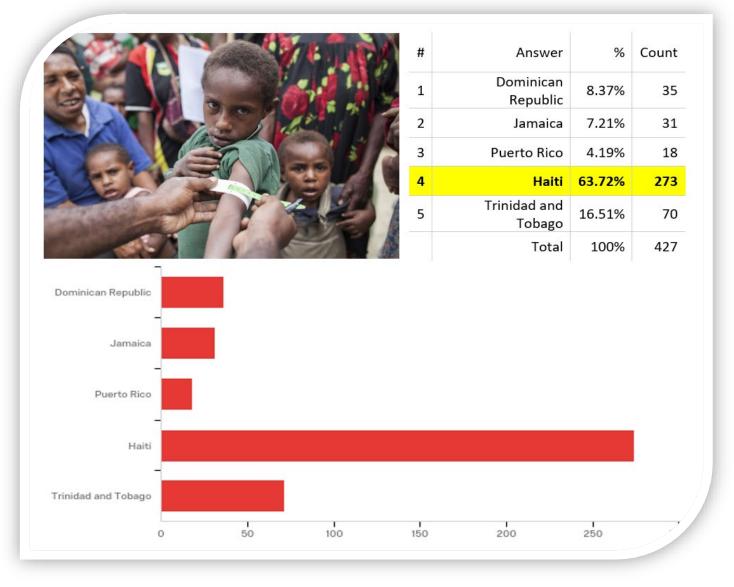


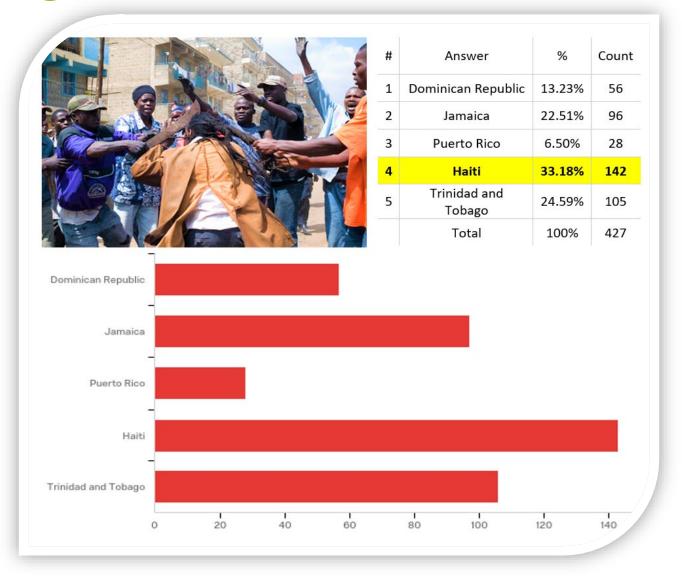


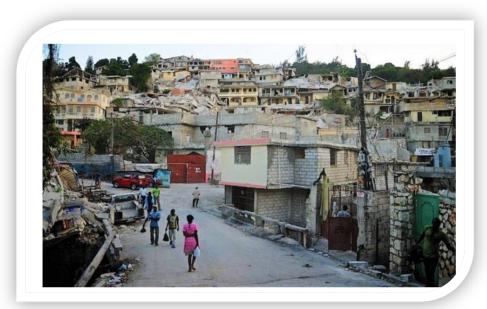














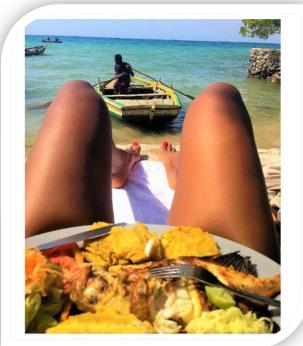












Why did I conduct this survey?

1. To better understand what people think about Haiti

"Why are we having all these people from shithole countries come here? . . . Why do we need more Haitians? . . . Take them out" Dawsey, 2018.

2. To make sense of the unintentional bias paradox

Stereotypes that influence our judgements persist even among those who renounce prejudice.

The Science of Unconscious Bias

 System 1 Thinking: Our brains' fast, automatic, unconscious, and emotional response to situations and stimuli. This can be in the form of absentmindedly reading text on a billboard, knowing how to tie your shoelaces without a second thought, or instinctively hopping over a puddle on the sidewalk.

<u>Unconscious</u>

• System 2 Thinking: The slow, effortful, and logical mode in which our brains operate when solving more complicated problems. For example, System 2 thinking is used when looking for a friend in a crowd, parking your vehicle in a tight space, or determining the quality-to-value ratio of your take-out lunch.

<u>Conscious</u>

Where does unintentional bias come from?



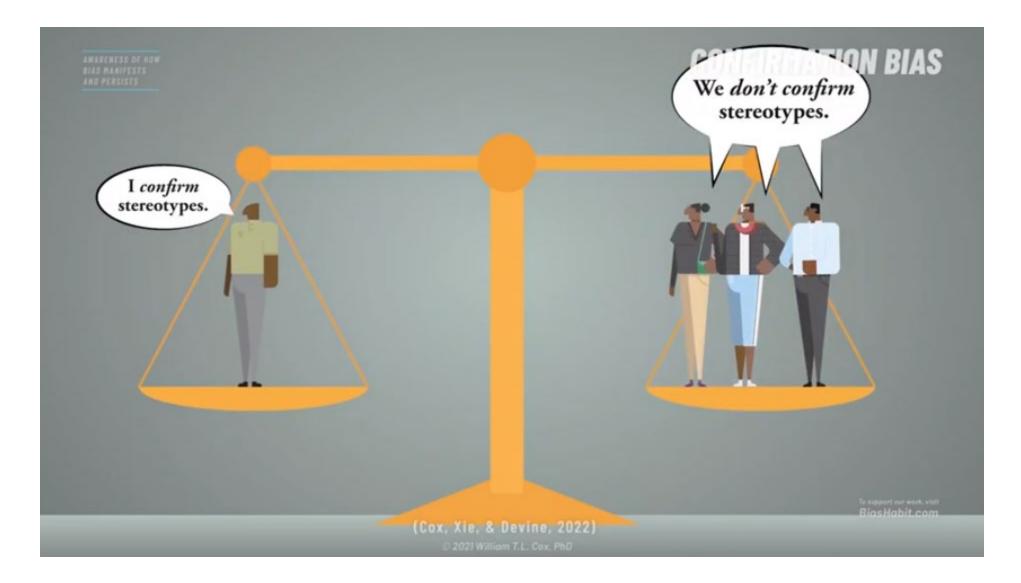
- Stereotypes are pervasive reinforced messages built into society
- They are our default way of thinking about groups
- Stereotypes set our expectations of people and influence our judgements without us noticing
- Media characterizations perpetuate stereotypes
- Children as young as 3 years-old can articulate stereotypes!

Cox & Devine, 2019.

Unintentional bias can cause harm



- The stereotype that a man wearing a beret is French may not cause systemic harm
- But what about stereotypes about:
 - Countries?
 - Races?
 - Genders?
 - Religions?
- The harm caused by unintentional bias habits is why we need to disrupt them



What do you need to break the bias habit?

- Bias is a habit that can be broken with:
 - Motivation to eliminate bias
 - Awareness of when bias manifests so you can disrupt it
 - Tools that effectively disrupt and reduce bias
 - Effort over time to disrupt well learned habits



Goals for Today

- Understand where unintentional bias comes from
- Learn some tools to overcome unintentional bias

Practice 1: Stereotype Replacement

Detect, Reflect, Reject

- Detect the influence of stereotypes and biases
- Reflect on the source of the stereotype and its effect on people
- Reject the stereotypical portrayal or thought and replace it with a nonstereotypical one more reflective of your values

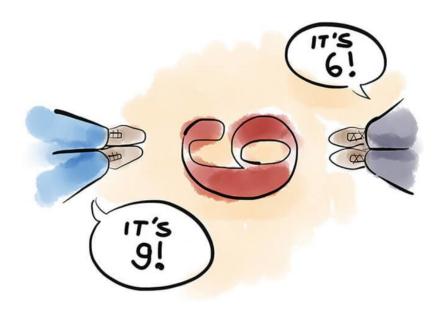
- **Broaden your input**: Finding replacements for stereotypes can be hard given the pervasiveness of stereotypes in media and culture.
- Expanding interactions with members of stereotyped groups overtime will make stereotypical notions less prominent in your brain.
- Broadening the media you consume to include content created by people with different backgrounds can also help build new mental connections to dilute stereotypes

Cox & Devine, 2019.

Practice 2: Perspective Taking

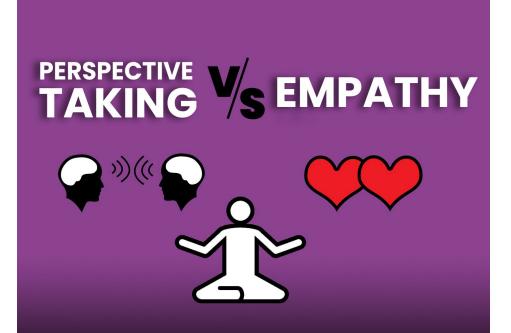
"[P]erspective taking reduces prejudice and unconscious bias by requiring individuals to think about what it would be like to be a member of a different group." Lindsey et al. 2014.

- Imagine what it would it be like to:
 - Have your competency in STEM challenged not b/c of your intelligence but b/c of your gender
 - Be assumed you're less intelligent or capable because of your race
 - Be thought of as a terrorist in the TSA line not b/c of anything you were doing but because you wear a hijab



Practice 3: Empathy

- Perspective-taking is the cognitive skill of understanding the views of how another person might *think* about an issue. <u>Empathy</u> <u>involves understanding how another</u> <u>person feels about an issue</u>.
- Developing our empathy and perspectivetaking skills can increase trust, which helps us be more open to hearing and understanding other people's perspectives.



Practice 4: Speak Up!

- **Speak up when bias occurs**: if you see something that reflects bias or you slip up and express bias, point that out in a non antagonistic way
- Feedback is often better received from someone not from the group that was attacked. Thus, allies have a special power to speak up and be taken seriously

Cox & Devine, 2019.

Recap

- Practice perspective taking and empathy
- Replace stereotypes with non-stereotypical thoughts
- Broaden your input to include people from different backgrounds and media created by people from different backgrounds
- Speak up when bias occurs

Questions?