

# UNDERSTANDING BIAS AND DISCRIMINATION

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## DISTINGUISHING RACE FROM CLASS

### Race

- **Is a social construction that has biological consequences primarily because of:**
  - Social isolation
  - Racism
- **America is a social construction that has geopolitical consequences**

### ■ **Is Race an Issue? Control for class by comparing people of the same class but different race**

- Middle Class Blacks have a shorter life expectancy than Middle Class Whites

### ■ **Is Class an Issue? Control for race by comparing people of the same race but different class**

- Poor Blacks have a shorter life expectancy than Middle class Blacks.

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## UNDERSTANDING RACISM

### Racism

Is any action based on prejudices, stereotypes or biases that subordinates an individual or group based on skin color or race.

It can be enacted individually, institutionally, systemically or cultural.

It is about power.

### Institutional Racism:

A system of procedures, practices and patterns whose effect is to perpetuate and maintain the power, influence and well-being of one group over another.

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## STEREOTYPE

a widely held but fixed and oversimplified image or idea of a particular type of person or thing. That is applied without reference to whether it should apply



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## PREJUDICES

preconceived opinion that is not based on reason or actual experience.

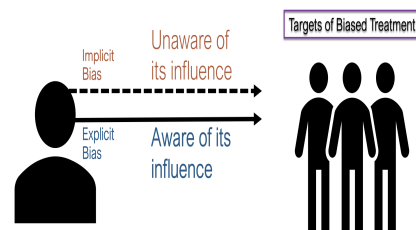


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## BIASES

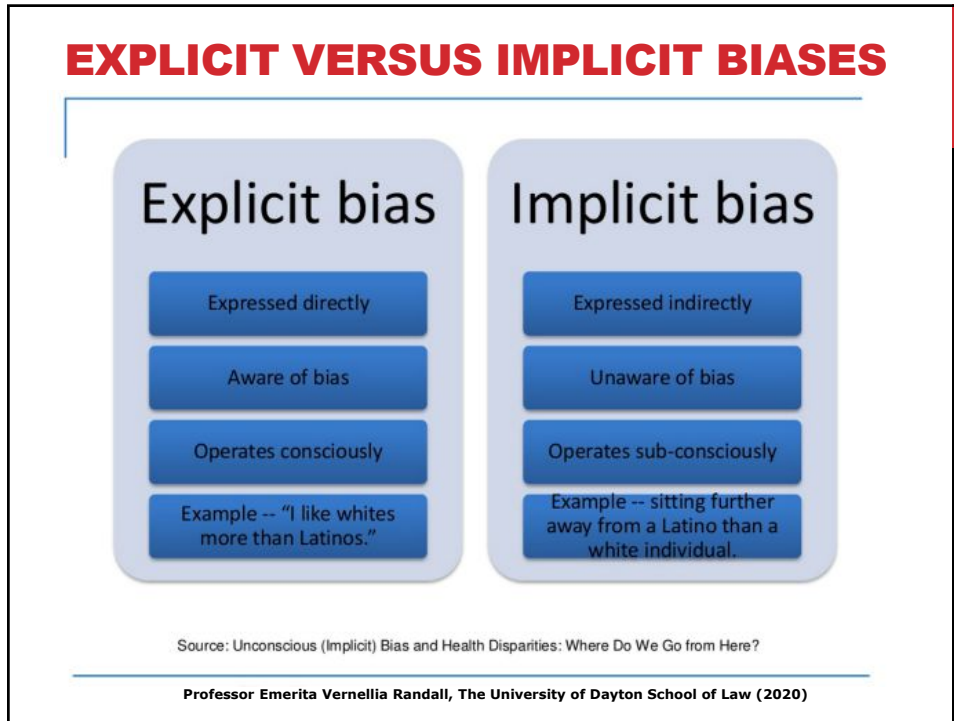
prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

### Implicit Bias vs. Explicit Bias



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- ### SELECTED COGNITIVE BIASES THE INHERENT THINKING ERRORS THAT CAN LEAD TO RACIAL BIAS
- **Belief in a Just World**
  - Bandwagon effect
  - **Bias blind spots**
  - **Confirmation bias**
  - Conservatism bias
  - **Conformity**
  - False Consensus Effect
  - **Inter-group bias**
  - **Out-group homogeneity bias**
  - **Own-Race Bias**
  - Observer-expectancy effect
  - Selective perception
  - Self-Serving Bias
  - **Stereotyping**
  - Ultimate Attribution Error

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## UNDERSTANDING DISPARITIES

Differences between different groups generally to access and/or quality of goods, services, opportunities or outcomes

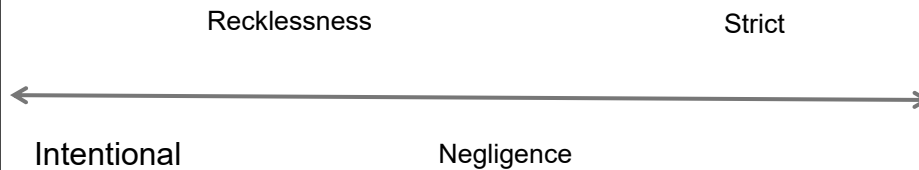


Also Known as:

- Gap
- Disproportionate
- Discrimination

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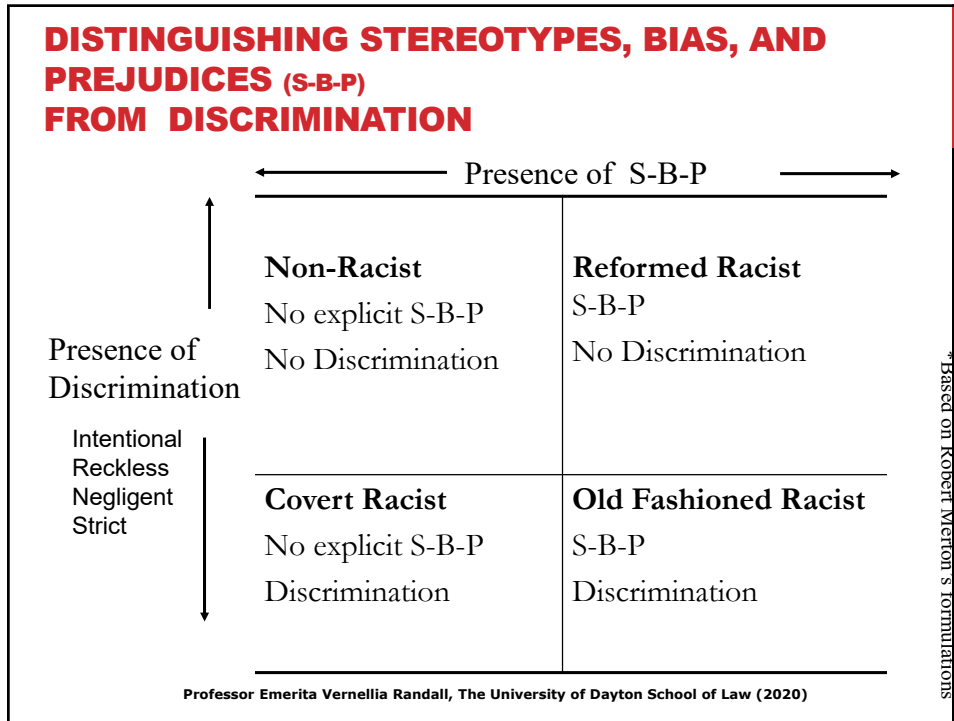
## CONTINUUM OF STATE OF MIND FOR CONDUCT CAUSING DISPARITIES/DISCRIMINATION



If Criminal Law and Tort Law, why not Anti-Discrimination Law??

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## CONSEQUENCES OF UNCHECKED BIAS

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## **CONSEQUENCES OF RACIAL BIAS HEALTH**

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### **EXAMPLES OF CONSEQUENCES OF IMPLICIT RACIAL BIAS Housing Discrimination**

❑ Many municipalities resist building affordable housing in “high opportunity” suburban areas



❑ African American borrowers targeted for risky sub-prime loans



❑ Homeowners’ insurance claims denied on the basis of race.

❑ Credit scores used to price homeowner’s insurance.



❑ Banks failure to maintain foreclosed properties in African American neighborhoods.

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## EXAMPLES OF CONSEQUENCES OF IMPLICIT RACIAL BIAS

### Employment Discrimination



□ A study conducted in Milwaukee by Northwestern University sociologist Devah Pager found that White job applicants with a criminal record were more likely than Black applicants without a criminal record to be called back for a job interview (Price, 2003).

□ In 2010, the U.S. Equal Employment Opportunity Commission (EEOC) announced that private sector workplace discrimination charge filings reached an unprecedented 99,922.

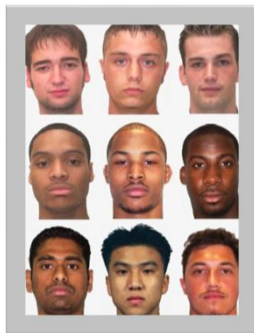
□ In a 2003 study, researchers found that job applicants with White sounding names received 50 percent more callbacks for interviews than applicants with Black sounding names (Bertrand, 2003).

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## EXAMPLES OF CONSEQUENCES OF IMPLICIT RACIAL BIAS

### Criminal Justice Discrimination



□ Racial profiling: The practice of targeting individuals for differential treatment or suspecting individuals of unlawful or unethical behavior based solely on the individual's perceived race or ethnicity (Rudd, Introduction to racial profiling survey, 2012)

□ Research suggests that all-White juries are more likely to convict non-White defendants than White defendants for the same crime (Cole, 1999).

□ Research shows that defendants who kill White victims are much more likely to receive the death penalty than those who kill Black victims (Baldis, 1990).

□ Research suggests that defendants with more Afro-centric facial features (regardless of race) receive longer sentences for the same crimes than defendants with fewer Afro-centric facial features (Blair, et al., 2004).

□ Research on "shooter bias" (also called the "shooter effect") suggests that, in simulation tests, a White person requires less decision time to shoot an unarmed Black man than to shoot an armed White man and that Whites will shoot African Americans more frequently (Correll, Park, Judd, and Wittenbrink, 2002; Greenwald, Oakes, and Hoffman, 2002, Payne, 2006).

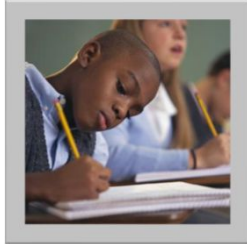
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**EXAMPLES OF CONSEQUENCES OF IMPLICIT RACIAL BIAS**

**Education:** Teacher Expectations



- A teacher may say—and explicitly believe—that he or she has equal expectations for all students, while in fact, implicit racial bias lowers expectations for students of color and stimulates subtle differences in the way the teacher behaves toward these students—less praise and recognition and more discipline, for example.
- A 2001 study conducted at seven integrated schools in southeastern Louisiana shows that White students were treated more favorably than Black students by their White female teachers (Casteel, 1998).
- These subtle differences, often driven by implicit racial bias, can affect a student's self-esteem, motivation and academic performance.

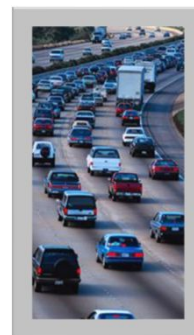
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**EXAMPLES OF CONSEQUENCES OF IMPLICIT RACIAL BIAS**

**Education:** Teacher Expectations

Segregation

- Since the passage of *Brown V. Board of Education*, White families have participated in a mass exodus from metropolitan school districts to avoid school and neighborhood integration.
- Physical distance between racial groups is an indication of their perceived social distance.
- In a phenomenon called “tipping”, White residents of a formerly all-White neighborhood tend to move out when the percentage of Black residents reaches 15% (Chideya, 1995).
- By 1991, the proportion of African American students attending intensely segregated schools (90 to 100 percent students of color) returned to the same level as in 1971, when the Supreme Court issued its first school desegregation busing decision.
- One-third of all Black and Latino students attend schools where more than 75 percent of students receive free or reduced lunch. In contrast, only 4% of White children do (Nittle, 2010).
- Today, one-third of Black students attend school in places where the Black population is more than 90 percent (Lockette, 2010).



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## CONSEQUENCES OF IMPLICIT RACIAL BIAS

### Education

#### Disproportionate Discipline

□ African American students, and especially African American boys, are disciplined more often and receive more out-of-school suspensions and expulsions than White students who commit the same offenses.

- A 2009-2010 survey of 72,000 schools (kindergarten through high school) shows that while Black students made up only 18 percent of those enrolled in the schools sampled, they accounted for 35 percent of those suspended once, 46 percent of those suspended more than once and 39 percent of all expulsions (Lewin, 2012)
- Over all, Black students were three and a half times as likely to be suspended or expelled than their White peers (Lewin, 2012)
- Over 70 percent of the students involved in school-related arrests or referred to law enforcement were Hispanic or Black (Lewin, 2010)



Source: Lewin, T. (2012). Black students face more discipline, data suggest. *The New York Times*, March 6. Retrieved from <http://www.nytimes.com/2012/03/06/education/black-students-face-more-harsh-discipline-data-shows.html>

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## EXAMPLES OF CONSEQUENCES OF IMPLICIT RACIAL BIAS

### Education: Teacher Expectations

#### Disproportionate Tacking to Special Education

## CONSEQUENCES OF IMPLICIT RACIAL BIAS

### Education

□ African American children represent only 17 percent of the school population but constitute more than 30 percent of the children in special education (Kunjufu, 2009).

- Only 27 percent of African American male special education students graduate from high school (Lewin, 2012)
- African American children are more likely than their peers with the same disability to be overrepresented in more restrictive settings, or underrepresented in the general education setting (Skiba, et al., 2000)
- Often, assignment to special education is the result of “cultural deficit thinking,” i.e., bias against the different language styles, appearance, and behavior of students of color.
- “Deficit thinking” pathologizes behavior that differs from White middle class norms and uses these differences to categorize a child as disabled (Abraham, et al., 2011)
- Black students with disabilities constituted 21 percent of the total, but 44 percent of those with disabilities who are subject to mechanical restraints, like being strapped down (Lewin, 2012)

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**EXAMPLES OF CONSEQUENCES OF IMPLICIT RACIAL BIAS**

**Education: Teacher Expectations**

**CONSEQUENCES OF IMPLICIT RACIAL BIAS**

**Education:** The National Association for College Admission Counseling found that grades in college preparatory courses were the top factor that colleges considered in the admission decision (Abdul-Alim, 2012)

□ Four out of five African American graduates were either left out of an AP subject for which they had potential or attended a school that did not offer the subject (The College Board, 2012)



□ California's best high schools offer so many A.P. and honors classes – which confer bonus points on a student's G.P.A. – that the average G.P.A. of White and Asian freshmen at U.C.L.A. is now 4.2. At many of the largely black high schools around Los Angeles, it is sometimes impossible to do much better than a 4.0, because of the relative lack of A.P. classes (Leonhardt, 2007)

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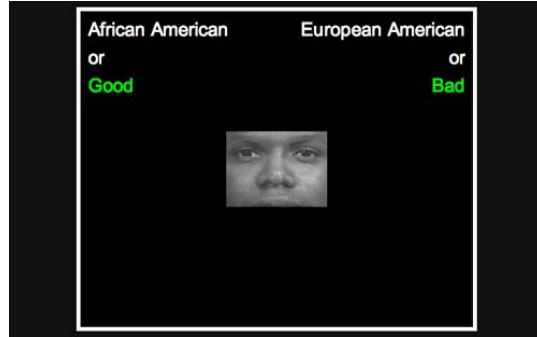
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**DEALING WITH  
IMPLICIT B!@\$**

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**Know Yourself**  
**IMPLICIT ASSOCIATION TEST (IAT)**  
**A tool for measuring implicit bias**

The Harvard Implicit Association Test for race reveals racial bias by measuring the amount of time it takes an individual to make an association between two concepts displayed as either words or images. So, for example, a person with implicit bias against African Americans might take longer to associate the word "good" with a Black face than with a White face.



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IAT: <https://implicit.harvard.edu/implicit/demo/>

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**KNOW YOUR  
INSTITUTION OR  
ORGANIZATION:  
ELIMINATE  
DISPARITY OR  
DISCRIMINATION.**



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