**Implicit Bias Reflection**

A total of 3 items should be submitted on Canvas via this assignment link (Implicit Bias Reflection):

1-2) Screen shots of both test results (2 pic images, 1 for each test)

3) Reflection response to the results of both tests (1, 1-2 page doc file for both tests)

<https://implicit.harvard.edu/implicit/takeatest.html>

People don’t always say what’s on their minds. One reason is that they are unwilling. For example, someone might report smoking a pack of cigarettes per day because they are embarrassed to admit that they smoke two. Another reason is that they are unable. A smoker might truly believe that she smokes a pack a day, or might not keep track at all. The difference between being unwilling and unable is the difference between purposely hiding something from someone and unknowingly hiding something from yourself.

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.

Complete **two** implicit bias tests.

1) Race ('Black - White' IAT)

One of the following:

2a) Skin-tone ('Light Skin - Dark Skin' IAT)

2b) Asian American ('Asian - European American' IAT)

When you complete the test, take a screenshot of the test result. This is proof that you took the test. If you forget to do this, you need to re-take the test to completion to be able to take another screenshot.

After having completed both tests, write a reflexive response that addresses both your test results. The response should be between 400 to 500 words (approximately one page single spaced or two pages double spaced). Your response should include:

*The scores you expected, and how, if at all, your actual scores differed from your expectations.*

*Any rationalization you have for the difference between your expected and actual score.*

*What you interpret your score to mean, in terms of race and racism.*

*The emotional impact of seeing the difference between your expected and actual results.*

Assessment:

4 Points - Grading will be based on the completion of the tests and the thoughtfulness of your response.

Completion of a test is worth 1 point (1 point per test = 2 points).

The written response is worth 2 points and will be evaluated as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **2 (Excellent)** | **2.5 (Good)** | **1.5 (Fair)** | **1 (Poor)** |
| **Content** | Response includes selected items that are important and help make content interesting; the details focus on the most important information. Choices help the reader understand your position or see things in a new way. | Response includes selected items that are important in discussing the activity; the details help the reader understand your position or see things about the items in interesting ways. | Response includes select items and details that discuss the activity, but they may not be very important. | Response focuses on details that are not important or relevant. |
| **Organization** | Response is logical and effective. Can understand all of what is being communicated. | Response is generally logical and effective with a few minor problems. Can understand most of what is being communicated. | Response is somewhat illogical and confusing in places. Understanding what is being communicated is sometimes difficult. | Response lacks logical order and organization. Can understand little of what is being communicated. |
| **Mechanics** | Response is highly polished; no grammar or spelling errors. | Response is polished; few grammar or spelling errors. | Response is adequate; occasional grammar or spelling errors. | Response is inadequate; frequent grammar or spelling errors. |