How Can We Know That an Action is Based on a Bias?

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# Abstract

How can we know that an action is based on a bias? For example, how can we know that an action is based on a bias towards a group of people? For example, if Asian American students got more attention from the teachers (Lee et al., 2015), how can we know that the teachers gave more attention to these students because of their race? Before a teacher first meets an Asian American student in person, the teacher might have a bias based on the student’s Asian name. But after the teacher meets the student in person, if the teacher gives this student more attention, how can we know that this teacher’s bias is based on the student’s race? In theory, it’s possible that this teacher gives this student more attention, only because this teacher thinks this student to be smart. How can we exclude this possibility? There is no way to exclude this possibility.

*Keywords:*

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The human brain is a neural network which learns (stereotypes) from its past experiences. When a human is aware that she/has learnt a stereotype from her/his past experiences, the stereotype won’t disappear automatically. If she/he keeps talking to herself/himself about the truth that the stereotype is a stereotype, it’s possible that she/he might be able to unlearn the stereotype to some degree.

However, almost everything a human brain knows, is a stereotype (Yu, 2021).

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For example, if Asian American students got more attention from the teachers (Lee et al., 2015), how can we know that the teachers gave more attention to these students because of their race? Before a teacher first meets an Asian American student in person, the teacher might have a bias based on the student’s Asian name. But after the teacher meets the student in person, if the teacher gives this student more attention, how can we know that this teacher’s bias is based on the student’s race? In theory, it’s possible that this teacher gives this student more attention, only because this teacher thinks this student to be smart. How can we exclude this possibility? There is no way to exclude this possibility.

In theory, it’s possible that this teacher gives this student more attention, only because this teacher thinks this student to be smart. I mean, this teacher thinks this student to be smart, because this student usually gives smart answers to this teacher’s questions, not because this student is Asian American.

If all students in this teacher’s class behave exactly the same, and if this teacher gives more attention to Asian American students, then it’s a bias based on race.

However, in the real world, every student behaves differently. Then, if this teacher gives more attention to Asian American students, how can we know that it’s a bias based on race?

I’m talking about the cause of this teacher’s action. How can we know that the cause is a bias towards a race? In theory, it’s possible that the cause has nothing to do with race-based bias.

If every student behaves exactly the same, which means that we can’t find any other factor (other than race-based bias) to explain the data we have, then we can introduce the concept of race-based bias to explain the data.

If every student behaves differently, which means we can find lots of factors to explain the data we have, then why should we introduce the concept of race-based bias to explain the data? How can we know that race-based bias is the cause?

If an Asian American student gets more attention from a teacher, a researcher might think about the question “What if the student is not an Aisan American?” and then might believe that the student gets more attention only because she/he is Asian American.

If the researcher thinks about the question “What if the student is not an Asian American but behaves like an Asian American?”, then the researcher might believe that the student gets more attention only because she/he behaves like an Asian American.

 If the researcher thinks about the question “What if the student is not an Asian American, and doesn't behave like an Asian American, but gives smart answers to the teacher's questions?”, then the researcher might believe that the student gets more attention only because she/he gives smart answers to the teacher's questions.

During the interaction between a student and a teacher, the teacher knows quite a lot about the student. If the teacher gives more attention to the student, it's hard for us to tell why—it might be hard for the teacher herself/himself to tell why.

Is there an incontrovertible reason for a person to do something? I don't think so.

If there is an incontrovertible reason for a person to do something, then that reason should be the Schrodinger equation (Yu, 2021).

If the person claims something to be the reason, is that reason incontrovertible? I don’t think so. For example, if a teacher claims that she/he gives more attention to a student only because the student is Asian American, I won’t agree with the teacher before carrying out a thorough study on this teacher’s mindset.

# References

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