

Perceptions of Punitiveness in Education

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Abstract

Previous research has shown that black students are disproportionately disciplined in schools and the method of discipline varies by race. Black students, especially black males, are often punished with a more criminal approach than their white peers. One factor in this inequality is how black students are perceived as being more purposeful in their disruptive actions and are punished more harshly. This research aimed to examine whether a name would activate race or gender stereotypes and would affect how participants evaluated fairness of a hypothetical student's treatment in a college academic setting. There were four conditions which used names to signify race and gender categories: white female (Emily), black female (Ebony), white male (Dustin), and black male (DeShawn). This study examined differences between these four conditions to see whether perceptions of fair treatment varied based on the perceived race or gender. The most statistically significant results were found when examining perceived differences in the truthfulness of the hypothetical student. White males were found to be the most truthful, followed by black females, black males, and then white females were found to be the least truthful. There were other interesting findings in punitiveness, predicting future behavior, influence over other students, and fairness. However these findings were only moderately significant. Future research should examine these relationships and obtain a larger sample to see if the relationships found in this study hold true.

Introduction

Race inequality is a problem in today's society. Although a lot of progress has been made in the way of improving race relations, there is still a lot of work to be done. Colorblind ideology and white privilege maintain a system of discrimination which puts people of color at a disadvantage in society. This disadvantage manifests itself in many forms. Inequalities in socioeconomic status, income, health, housing, and access to education all affect real life chances of individuals. Stereotypes and prejudice also play a role in the development of these inequalities. Stereotypes affect how people perceive a situation which affects how people react and what they think are fair or correct actions to take. One prevalent stereotype that greatly affects the lives of people of color is the presumption of criminality among blacks, especially black male youth. This stereotype has effects early in life starting in school. The stereotype of criminality affects how students are disciplined in school. Often times, black kids are held more accountable for their actions and negative actions are seen as more deliberate than their white counterparts (Ramey, 2015; Goff, 2014). This difference in attribution affects punitiveness. When students are more harshly punished in school in the form of isolation, suspension, or other forms of discipline, their education suffers. When students are not in class, they do not perform as well as other students. This can lead to a sense of apathy about school and education and students can feel as if education is not for them. Since harsher punishment is seen more with children of color (Welch and Payne, 2010), they are more likely to drop out or not finish their schooling and are less likely to continue onto higher education (Ferguson, 2000). This lack of education perpetuates a lower class status. It is important to examine the ways in which inequality in society is perpetuated.

My research question involves undergraduate college students' perceptions of punitiveness in education. The vignette in the study describes a student who has missed an exam and cannot provide sufficient documentation. There were four different vignettes that differed based on the perceived racial implication of the name. Participants were asked about fairness of allowing or not allowing the student to make up the exam, the likelihood of that student or other students in the class missing future exams, and how believable they find the student's excuse for missing the exam. I examined whether or not there were differences in how lenient participants thought the professor should be toward the student in different versions of the survey with 'white-sounding' or 'black-sounding' names. I also looked for differences based on gender of the hypothetical student. This research is important because there has not been a lot of research that has examined *perceptions* of punitive action. Also, most of the research thus far has examined punitive action in high schools. There has not been a lot of research looking at perceptions of punitive action in higher education. This study is looking at undergraduate college students' perceptions of fairness in an educational setting. From studies like David Ramey's 2015 study on differences in disciplinary approaches based on race and economic advantage of schools, we can see how there are differences in punitive action. People's perceptions affect how they make decisions. Since black action is often perceived as more purposeful, it is frequently punished more harshly than actions of their white counterpart. This vignette study aims to see how race, gender, or race *and* gender affect undergraduate college students' perceptions of fair treatment in an educational setting.

Review of the Literature

Race Inequality and Colorblind Ideology

Although many people like to believe that racial inequality is a thing of the past since the passage of the Civil Rights Act in 1964, it is still prevalent in today's society. "Contrary to what many Americans believe about their country, more than fifty years after the Civil Rights Movement, a movement that changed the lives of all Americans, racism and racial discrimination persist" (Nishie 2007:1). This quote illustrates the idea behind the development of colorblind ideology. Since the Civil Rights Movement, many white Americans erroneously believe that problems regarding race no longer exist. Since slavery and Jim Crow are a thing of the past, some people believe that discrimination on the basis of race is over and that America is now 'colorblind.' However, this discrimination has only changed form since overt displays of racism and prejudice have given way to more subtle, covert forms. If racism and prejudice are covert, it makes it easier for white or privileged people to ignore the injustices. Outright inequalities are easy to see, acknowledge, and attempt to solve but subtle, structural forms are easier to overlook and easier to justify. "What surprises us about open bigotry is that it is public, not that it exists" (Guinier & Torres 2002:101). It is no longer socially acceptable to display stereotypical or biased views about race in society today yet people still hold these stereotypical, prejudicial, and discriminatory views. Since these views are still widely held today, the consequences and resulting injustices and differential treatment continue to disadvantage black people and people of color. Stereotypes and racial narratives are still prevalent in society today.

The prominent ideology on race today is colorblindness. This idea allows people to believe that America is in a post-racial society. The ideology of "colorblindness focuses on managing the appearance of formal equality without worrying overmuch about the consequences

of real-world inequality” (Guinier & Torres 2002:101). In other words, as long as people perceive society as relatively equal, they are able to ignore inequalities. African Americans are no longer owned as property or publicly executed, segregation by race is illegal, and a black man has been able to become president. These facts allow people to believe that racial discrimination is no longer an issue. They are able to ignore injustices today such as disproportional incarceration rates disparities in socioeconomic status and health, and discrimination in the workplace among other things (Alexander, 2012; Irwin, Davidson, Hall-Sanchez, 2013). These are the types of problems people can overlook or dismiss by using an internal attribution to essentially blame black people for their discrimination and perceive black people as being inherently more criminal, lazy, unhealthy, or uneducated.

These systems of inequality live in the structure of society and are passed through socialization of dominant culture. The colorblind perspective perpetuates a system of discrimination. “Colorblindness maintains white privilege by negating racial inequality” (Gallagher 2003:92). By dismissing the existence of racial inequality, the systems that perpetuate that inequality, which disproportionately favor whites, continue to operate without change. This allows whites to keep living with privilege without having to acknowledge that it exists or how it disadvantages non-whites. Through colorblind ideology, people assume that racial inequality is not due to race but more to do with inherent differences. Some people believe that black people are inherently less intelligent, more prone to health problems, or more criminal.

Some white people believe that America is in an equal, post-racial, society in which if African Americans would work hard enough, they could achieve the same success as whites because they have the same opportunities that whites do. Some whites even believe that African Americans are better off than whites because they receive preferential treatment for scholarships,

affirmative action, and other benefits. “Colorblind philosophy holds that racial minorities can succeed if they rid themselves of any notion that their race entitles them to special treatment” (Gallagher, 2003:97). In other words, the colorblind perspective states that while whites benefited, and continue to benefit from systematic discrimination against African Americans, African Americans should not attempt to enact policies to ‘level the playing field’ because the whites of today aren’t responsible for past racist actions and they see the ‘playing field’ as already equal.

Since this ideology of colorblindness exists in society, the fact that inequality still remains despite people’s belief that it does not suggests “that antidiscrimination programs may be crucial for ensuring racial equality” (Williams 2012:286). Since people refuse to acknowledge inequality in society, programs need to be implemented to force a change. Right now, nothing is being done to attempt to remedy the situation of structural inequality because people continue to act as if the problems of inequality in society have already been solved. This ideology is so prevalent because people’s inability to see how social inequality stems from social structures and institutions. “The Center for Research on Inequality, defined structural inequality as the degree to which social groups, such as those defined by race, gender, and class, differ in terms of rewards and attributes such as income, wealth, and health” (Williams 2012:42). These structural differences create differing experiences for those of different races. This inequality in society affects life chances which include health and well-being of individuals.

Due to colorblind ideology, many white Americans believe that America exists in a post-racial society where race does not affect real life chances. If America truly was colorblind, socioeconomic status should be proportionate across race. However, “the average net worth of middle-class whites is nearly four times that of comparably situated blacks” (Guinier &, Torres,

2002:103). This demonstrates how wealth accumulation can differ due to race. Although whites do not see this disparity, African Americans experience the inequality firsthand and recognize that society is not colorblind. White privilege is often the absence of oppression and discrimination which makes it more difficult for white people to acknowledge. Often times, white people feel that acknowledging their privilege somehow negates any hard work they have put in to achieve their life goals. However, white privilege really only serves to emphasize how there are unequal circumstances in society that disproportionately benefit certain groups.

Many factors affect life chances of African Americans: access to education and healthcare, wealth accumulation, access to banks, and housing markets. “Wealth is a critical resource for improving life chances, securing prestige, passing along status to the next generation, and influencing the political process” (Guinier & Torres, 2002:102). Wealth accumulation is very important in promoting social mobility and future success, yet race affects an individual’s ability to achieve this level of success. Not only does this affect wealth accumulation, but also education. Many African American families live in poor neighborhoods which have lower property values. Most public schools get funding from district property taxes so schools in areas with lower value homes are typically receive less funding and are unable to provide a high quality education. Since families who live in poor areas have poorer schools, they are less likely to become well educated and are less likely to be able to afford higher education. Children of poor black families often choose work over higher education in order to better help provide for their families. Restricted access to education limits life chances of African Americans in society. However, the colorblind perspective ignores the existence of structural or institutional inequality in race and therefore many white people do not acknowledge these problems.

Studies show that there is a racial empathy gap. A study by Forgiarini, Gallucci, & Maravits (2011) found that when the race of the actor receiving a painful stimulus was black, the empathetic reaction for Caucasians was significantly less than if the actor was Caucasian. Another study by Trawalter, Hoffman, & Waytz (2012) found that people assume that blacks feel less pain than whites due to perceptions of status and privilege. Since black people face more discrimination and injustice, it actually plays into the idea that black people feel less pain because people perceive that they have experienced more hardship in life whereas whites have more privilege and are perceived to feel more pain than blacks. “This gives us some insight into how racial disparities are created—and how they are sustained. First, there is an underlying belief that there is a single black experience of the world. Because this belief assumes blacks are already hardened by racism, people believe black people are less sensitive to pain. Because they are believed to be less sensitive to pain, black people are forced to endure more pain” (Silverstein, 2013:2). This finding has implications in health as black people are often given inadequate pain medication when compared to whites and this could be due to medical personnel assuming that black people feel less pain. This illustrates how perceptions have real life consequences.

Criminality, and Punitiveness in Education

Stereotypes about criminality influence treatment of black children and schools in primarily black communities often lack sufficient resources to provide for the best education. Due to trends of black youth dropping out of school or being perceived as delinquents, education is not a top priority for some individuals from poor black communities. They often see no future in education and find other methods of belonging in their community. Those who drop out often get involved in illegal activities which can pay more than a job they could get without a high

school diploma. This results in legal trouble. For black boys, there is a school-to-prison pipeline that is common of disadvantaged schools with higher black populations. Rather than receiving a high school education, black boys are more likely to be suspended, expelled, or arrested which can result in dropping out of school which greatly increases chances of going to prison.

David Ramey did a study where he looked at punishment, economic advantage of schools, and race. There were two approaches to dealing with misbehavior: criminalized and medicalized. The criminalized approach involves punishment such as detention, suspension, expulsion, and arrest or referral. The medicalized approach requires diagnosis of some type of behavioral disorder that negatively impacts the child's ability to learn in the classroom and then development of an individualized learning plan to help overcome the disorder. The criminalized approach was more likely to be used with black students and the medicalized approach was more likely with white students. Ramey hypothesized that schools with lower economic disadvantage would be more likely to exhibit disparities by race of application of these discipline strategies since the administration had more leeway in determining how to use school funds (2015). In schools with high economic disadvantage, the staff had limited options due to a smaller budget. Therefore medicalized programs that did not come with any federal funds were less likely to be used and a criminalized approach was more likely as cost of those options was usually funded by the police department instead of the school. By modeling the criminalized approach off of the criminal justice system, the likelihood of children being pushed through the pipeline to prison becomes more likely.

Ramey found that his hypothesis was supported in that schools with higher black populations had greater use of criminalized discipline and lower rates of medicalized discipline (2015). He suggested that the "overrepresentation of minorities in the prison system and the

perception of minority communities as high-crime areas lead to an assumption that minorities, even children, are more prone to crime” (Ramey, 2015:16). Due to this assumption of criminality, black boys are treated as criminals in school which predicts future outcomes. Minority communities are also less likely to use mental health services as they tend not to trust mental health professionals. This is another reason that the criminalized approach is favored.

The criminalized approach is harmful in its tendency to reproduce social inequality. Taking students out of class and alienating them from their school environment makes learning more difficult for students as well as decreases their belief that school could help them. Ann Ferguson described the school disciplinary system as being a “hidden curriculum to marginalize and isolate black male youth in disciplinary spaces and brand them as criminally inclined” (2000:581). Students who are consistently taken out of class for disciplinary measures such as detention and suspension are disadvantaged in learning as they start to fall behind in lessons. Being absent from the classroom decreases their ability to learn and participate in learning. “Students who are suspended are more likely to fall behind in school, be retained a grade, drop out of high school, commit a crime, and become incarcerated as an adult” (Haglage, 2015:2). With teachers and school personnel holding stereotypes about black criminality and making assumptions about the future of black boys, their treatment of situations is more likely to encourage an outcome of students dropping out of school and becoming incarcerated. As Ann Ferguson puts it “school personnel can make predictive decisions about a child’s future based on a whole ensemble of negative assumptions about African-American males and their life chances” (2000:582). If school personnel endorse these stereotypes, they are unlikely to take alternative approaches that would benefit students. Instead they see black kids as being “unruly and

unwilling to learn” and therefore used criminalized disciplinary approaches which makes students more likely to fulfill the stereotypes (Haglage, 2015:1).

There is a stereotype that portrays black people, especially young black boys, as being more criminal. This is a harmful stereotype and leads to misattributions of the behavior of black children. A good example of how black behavior is perceived differently is from Pascoe’s observations from a high school in her book *Dude, You’re a Fag*. When a black student called another student a fag, he got in much greater trouble than any white student Pascoe had observed as he was reported and then expelled (2012:77). This behavior was seen as more intentional and the stereotype of criminality in black males probably plays a role in how school officials interpreted the situation. One consequence of black boys’ behavior being seen as more intentional is harsher punishment. Black boys, when involved in the criminal justice system as a minor are frequently tried as adults and get harsher sentencing (Jordan & Freiburger, 2010; Rattan, Levine, Dweck, & Eberhardt, 2012). In their examination of race and ethnicity on sentencing of juveniles, Jordan & Freiburger (2010) found that black youth were more likely to be sentenced to prison and jail instead of probation like their white counterparts, and that prior contact with the juvenile justice system increased the likelihood of receiving prison verses jail when the opposite was true for whites. Another study by Rattan, Levine, Dweck, & Eberhardt (2012) found that “bringing to mind a black juvenile offender led participants to view juveniles as significantly more similar to adults in their inherent culpability and to express more support for severe sentencing” (2012:1). One study asked 90 white participants to make a decision in a court-based decision-making task. The study also tested for empathy and participants underwent inducement to have no, low, or high empathy for the defendant and were then asked to make attributions and assign a punishment. This study found that participants had less empathy,

regardless of empathetic condition, for the black defendant than the white defendant and assigned harsher punishments (Johnson, Simmons, Jordan, MacLean, Taddel, & Thomas, 2002). This is indicative of how perception and lack of empathy can result in more punitive action being taken against black people.

Gender and Truthfulness

There has been some research that examined gender differences in truthfulness and credibility. These studies have focused on different factors that would affect credibility such as speech style, vocal and facial qualities (Erickson, Lind, Johnson, & O'Barre, 1978; Berryman-Fink & Wilcox, 1983), and communication style (O'Hair, Cody, Goss, & Kraye, 1988). One study by Robinson, Obler, Boone, Shane, Adamjee, & Anderson (1998) examined how perceived gender affects judgments of credibility in daily life using synthetic speakers. They found that women were rated as more believable than men and that women were judged to be more likely to tell the truth than men (Robinson, et al., 1998). A study by Andsager and Mastin attempted to determine if there were differences in evaluations of the credibility of a political columnist by race and sex but found that female columnists, especially African American female columnists, were perceived to be the most credible. A study by Esqueda and Harrison (2005) examined how gender role stereotypes influenced domestic violence culpability attributions and found traditionalists to rate African American women as less truthful and egalitarians to rate African American women as more truthful. A study by Boltz, Dyer, & Miller (2010) examined timing and types of lie on credibility and deception and found that participants believed the female condition the most. Overall, research on gender and perceptions of truthfulness has mixed results but seems to point to women being more credible or believable.

Purpose of the Study:

Past research has established that black children, especially black boys, receive more punitive action in schools. This research has mostly examined primary and secondary education. There has not been a lot of research on punitive action in higher education. This study is conducted at a university with undergraduate college students. This is different than the past research I examined. There have been several instances in the recent past where race has been an issue on college campuses. Therefore, this research is beneficial in examining how college students' perceptions of race, gender, and the intersection of both, affect their evaluations of fairness. There has also been several theories purposed as to why this differential treatment might occur. However, I did not find research on how perception might affect this issue. How people perceive a situation greatly affects their actions and approach to problems. The purpose of this study is to examine whether perceived race, gender, or race *and* gender, affect undergraduate college students' perceptions of fairness in an educational setting. If race or gender stereotypes are activated through the use of names, evaluations of fairness might differ based on how subjects perceive black or white people or women or men.

Based on the past research, I would expect black males to be evaluated more harshly. Overall, I would expect the white condition to be rated more positively than the black condition. I also would expect the female condition to be evaluated as more truthful and more positive than the male condition. I would expect black males to be evaluated more harshly than white males. I would also expect black females to be evaluated more harshly than white females, but to a lesser degree.

Methodology:

Survey design and justification:

This study design is modeled after previous studies in which names were used to convey race and resulted in differential treatment. A study by Bertrand and Sendhil (2004) varied white and black sounding names on resumes for job applications and found that white sounding names were more likely to receive call backs than black sounding names. Another study by Bodenhausen, Kramer, and Susser (1994) examined happiness in relation to use of stereotypes in judgment decisions. Researchers induced a positive or neutral mood by having the participant think of a happy or neutral memory and then had participants read a case in which a student beat up his roommate. Participants received one of two versions of the case: one with a Hispanic sounding name and one with a white sounding name. They found that those in a happy mood were more stereotypic and more harshly rated the student with the Hispanic sounding name (Bodenhausen, Kramer, Susser, 1994). These studies rely on people making inferences about race based on a name in the vignette which results in unequal treatment. This idea is what I hope to replicate in my survey design. I am also using a vignette in my research. A vignette study is beneficial because it is pseudo experimental. It allows for the creation of different conditions which enables some elements of causality to be established. It gives more information than a traditional survey because there are different conditions and any differences between the conditions can be compared.

In my study, I wanted to examine whether or not the racial or gendered implications of a name would create different perceptions of a situation. To do this, I varied the name of the hypothetical student in the vignette. The study design is a 2 x 2 factorial design. This means that there are four conditions: black male student, white male student, black female student, and

white female student. I chose four different names from a list of the top 20 whitest and blackest sounding girl and boy names (abc.com). The names used in the vignette are Emily, Ebony, Dustin, and DeShawn. There are two female-sounding names (Emily and Ebony), two male-sounding names (Dustin and DeShawn), two black-sounding names (Ebony and DeShawn), and two-white sounding names (Emily and Dustin). These four conditions allow me to compare treatment across race, gender, and the intersection of both. The content of the vignette is the same in all four versions except for the name of the hypothetical student (Appendix D).

Recruitment of Participants and Response Rate:

After receiving IRB approval for my study, I requested email addresses to use for recruitment of participants for my study. I requested 1000 email addresses of undergraduate students at Oklahoma State University. I chose undergraduate students at Oklahoma State University because undergraduate students would have knowledge about classroom policies and have experience as students. My ideal response rate was 20% which would have given me 200 total responses or 50 per condition in my design. I sent out a recruitment email (Appendix A) with a link to the survey on Qualtrics to 1000 randomly selected undergraduate students requesting that they participate in my study. This email informed participants of the purpose of the study, the time required to participate in the study, and the deadline to participate in the study. As an incentive for participation, the undergraduates were given the option to enter into a drawing for a \$50 Amazon.com gift card. After spring break, I sent out a reminder email (Appendix B) to those who had not yet participated to remind them of the deadline to complete the study. There were 72 total responses to the vignette survey and 71 total responses to the gift card drawing.

Procedures and Measures:

If a participant agreed to take part in the study, the link would take them to the Qualtrics website which assigned each participant a different condition. Before taking the vignette survey, participants had to read and agree to the consent form (Appendix C). This form gave them information about the study, the procedures involved, the risks and benefits involved, their right to confidentiality, their rights as a research participant, and contact information for myself and my research supervisor. If participants did not give their consent, they were encouraged to exit the window. This consent form was deceiving in terms of conveying the true purpose of the study. Participants were made aware of what to do and what was required of them in the study but they were not made aware of the underlying research question examining racial and gender biases. Participants were told the study was about classroom policy instead of how race and gender affect perceptions of punitiveness. Participants were not made aware of the different conditions of the vignette before they took the survey. Allowing participants to know that there were different conditions based on the race and gender of the hypothetical name of the student in the scenario would have potentially affected the participant's evaluation of the situation. When attempting to study racial or gender biases, asking a direct question will not yield any valid results. By asking other questions that implicitly activate racial or gender biases, it is much more likely that the biases will be observable in self-report data if participants do not know that these biases are what is being studied. By allowing the participant to know that the purpose of the study was to compare treatment across the racial and gender conditions, participants could have made a conscious effort to appear more egalitarian. Therefore, participants were not made aware of this aspect of the study until after completion.

After giving their consent, participants were taken to the hypothetical scenario (Appendix D). In the scenario, the hypothetical student misses an exam due to illness but does not have access to healthcare to obtain a doctor's note to excuse the absence. Participants were asked to read this vignette and the professor's missed exam policy which specifies that make up exams will be given only under circumstances of verifiable illness or injury. Participants were then asked a series of questions about what the professor should do in the scenario and the fairness of the professor's potential actions.

Participants were asked whether or not the hypothetical student should be allowed to make up the exam which was measured through a 'yes/no' answer. Participants were also asked how fair it would be to other students to allow the student to make up the exam, how fair it would be to the student to not allow them to make up the exam, how likely it is the student is telling the truth about their situation, and how likely it is that the student or other students in the class will miss another exam. These questions were measured using a seven point Likert scale with values 1 'Very Unfair/Very Unlikely' 2 'Unfair/Unlikely' 3 'Somewhat Unfair/Somewhat Unlikely' 4 'Neither Fair or Unfair/Neither Likely or Unlikely' 5 'Somewhat Fair/Somewhat Likely' 6 'Fair/Likely' 7 'Very Fair/Very Likely'. There was also a question asking participants to specify a point deduction if the professor were to allow for a make-up exam and deduct points for lack of verification for their absence. Participants were asked to pick an integer between 0 and 100. After these questions about the scenario, participants were asked a series of demographic questions such as race/ethnicity, gender, age, year in school, and whether or not they had health insurance. After completing the survey, participants were taken to a debriefing statement (Appendix E) informing them of the true nature of the experiment which they were not aware of at the beginning of the study. They were also given the option to participate in the gift

card drawing. If they chose to participate, they were taken to another page that was not associated with the study and asked for their name and preferred contact method. The drawing was decided after the date to complete the study and the winner was chosen with a random number generator.

Statistical tests:

The data was downloaded and analyzed using Stata statistical analysis software. Qualtrics randomly assigned participants to the four categories in order to get a more equal distribution of participants among the conditions. In order to evaluate differences in the four conditions, I recoded and combined the data for analysis. In order for Qualtrics to be able to randomize the conditions, I had to create four separate blocks so in order to analyze the data, I combined all of the answers from each question for each version of the survey. I created a variable for race which combined all the survey responses based on the race of the hypothetical student. I also created a variable for gender which combined all the responses based on the gender of the hypothetical student. Therefore, for the race category, the black male and black female responses were combined and the white male and white female responses were combined. For the gender variable, the black male and white male responses were combined and the black female and white female responses were combined. This made it possible to separate responses based on race and gender. For each question on the survey, I also had to create new variables to combine all the responses so they could be analyzed. For example, for the question of whether or not the student should be allowed to make up the exam, I created a new variable called 'allowretake' and added all the responses to that question from the four different conditions to this variable. The result made it possible to examine differences in each question by race and gender.

Differences were analyzed through the use of t-tests which test for significant differences between two groups. In my project, I used t-tests to calculate differences in the standard deviation between treatment of hypothetical white students and hypothetical black students, and also treatment between hypothetical male students and hypothetical female students. I also separated the data by gender and by race and examined differences among race and gender respectively for each question of the survey. For example, I used a t-test to look at the differences in the variable 'allowretake' which I created for the question "Should Professor Anderson allow (Emily/Ebony/Dustin/DeShawn) to retake the exam?" I examined the differences between the white and black conditions, the male and female conditions, the white and black conditions by gender, and also the male and female conditions by race. T-tests use a p-value to determine significance. For my project, I used a value of 0.05 to determine significance. If the p-value is less than 0.05 it is significant. There are two types of t-tests. There is a two tailed test, and a one tailed test. Two tailed t-tests look for significant differences in both directions away from the mean. A one tailed t-test looks for directional significance in the data so it looks at the standard deviation being either higher or lower than the mean instead of looking at both at the same time. Some data that was significant with a p-value of 0.05 in a two-tailed t-test. However, there was also some notable findings in the rest of the data looking at one-tailed t-tests with a p-value of 0.10.

Data and Analysis

Demographics:

I had seventy-two complete responses to my study. Thirty-four respondents identified as male, thirty-seven identified as female, and one identified as transgender. Fourteen respondents were freshmen, twenty-one were sophomores, nineteen were juniors, and seventeen were seniors.

Four respondents were 18 years old, sixteen respondents were 19 years old, twenty-two respondents were 20 years old, sixteen respondents were 21 years old, five respondents were 22 years old and nine respondents were 23 or older. The variable for age was recoded to create a category of 23 or older in order to account for outliers in the data set. Twenty-eight respondents identified as nonwhite and forty-four identified as white. The variable for race of the respondent was recoded to white and non-white due to the small sample size. Sixty-six respondents said they had health insurance and six said that they did not. Seventeen respondents received the white female (Emily) condition, twenty received the black female (Ebony) condition, seventeen received the white male (Dustin) condition, and eighteen respondents received the black male (DeShawn) condition.

Race, Gender, and perceptions of punitiveness:

My results regarding truthfulness were most significant with a p-value less than 0.05 in a two-tailed t-test. However, when examining one-tailed t-tests with a p-value of 0.10, there were some noteworthy findings. The following findings use this criteria. For the question “How fair is it to other students in the class if Emily/Ebony/Dustin/DeShawn is allowed to make up the exam?” comparing the black student condition to the white student condition yielded significant results with a p-value of 0.08. Participants rated it less fair to other students in the class if a hypothetical black student was allowed to retake an exam (3.39) than if a hypothetical white student was allowed to retake an exam (3.85). This finding was driven primarily by the male condition. When separated by gender, the race differences in the male category became more apparent. Participants rated it less fair to other students if DeShawn (the black male condition) was allowed to retake the exam (3.17) than if Dustin (the white male condition) was allowed to

retake the exam (3.94). The p-value of 0.05 shows significance. This significant difference was not observed among the female conditions.

When examining the question “If Professor Anderson decides to allow for a makeup exam, but deducts points for lack of documentation, how many points do you think should be deducted?” Respondents thought that ‘Professor Anderson’ should deduct 19 points when the hypothetical student was black but only 13 points when the student was white. The p-value for this finding was significant at 0.07. When an outlier was removed, this trend held with a significant p-value of 0.09 but a point differential of 19 for the hypothetical black student and 15 for the hypothetical white student. This is reflective of how black students tend to receive more punitive action. There was not a significant difference between the male and female conditions.

Future Behavior:

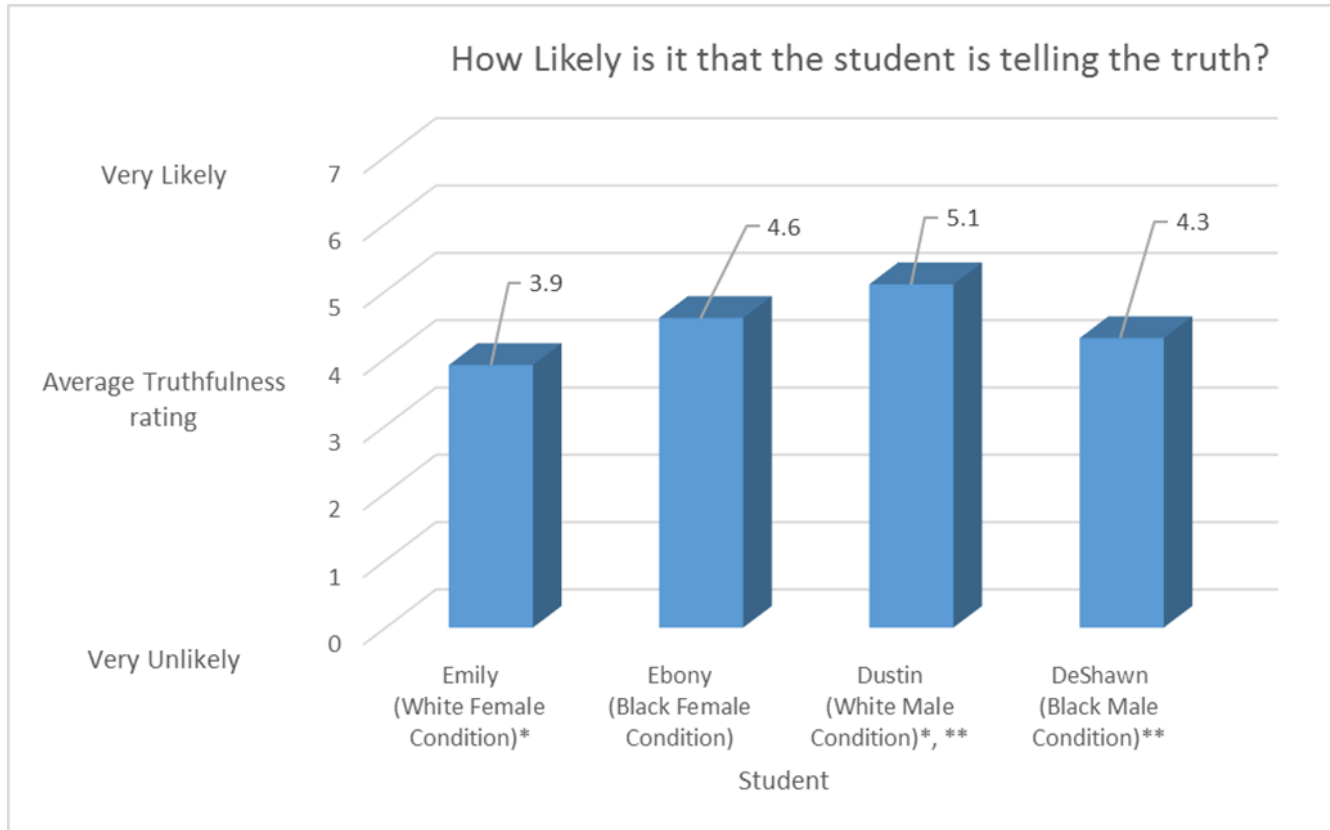
When examining the question “If Professor Anderson allows the makeup, how likely is it that Emily/Ebony/Dustin/DeShawn will miss an exam in the future?” there was a significant difference with a p-value of 0.09 between black and white conditions. Participants thought that it was more likely that a black student would miss an exam in the future (4.05) if they were allowed to make up the exam rather than if a white student would miss an exam in the future (3.56). Again, this finding was driven by the male condition. When separated by gender, participants rated DeShawn as more likely to miss an exam in the future (4.33) than Dustin (3.29). This finding was very significant with a p-value of 0.03 for a one-tailed test and 0.06 for a two-tailed test. This finding was not present in the female condition.

For the question “If Professor Anderson allows the makeup, how likely is it that other students in the class will miss an exam in the future?” there was a significant finding (p-value= 0.05) when separated by gender. Participants rated DeShawn as more likely to influence other

students to miss exams in the future (4.61) when compared to Dustin (3.65). This difference was not present in the female condition. However, among the white condition, participants rated Emily as even more likely to influence other students to miss exams in the future (4.76) when compared to Dustin (3.65). This finding was significant with a one-tailed test p-value of 0.04 and a two tailed p-value of 0.07. There was no significant difference among the black student condition.

Truthfulness:

When examining the question “How likely is it that Emily/Ebony/Dustin/DeShawn is telling the truth?” there was no difference in the combined categories but there were some interesting patterns when the categories were separated. Among the white student condition, participants rated Dustin to be significantly more truthful (5.12) than Emily (3.94). This finding was extremely significant with a p-value of 0.01 for a one tailed test and a p-value of 0.01 for a two tailed test. There was no such relationship among the black student condition. Among males, there was also a very significant relationship. Participants rated Dustin as significantly more truthful (5.12) than DeShawn (4.33). This relationship had a p-value of 0.04 for a one-tailed test and 0.08 for a two-tailed test. Among the female condition, participants rated Emily as less truthful (3.94) than Ebony (4.60). The p-value for this relationship was 0.09.



*-significant relationship $p=.01$

**-significant relationship $p=.08$

Discussion and Conclusion

Significance/Implications:

These results support past research that has shown that names can invoke stereotypes about race and gender (Bertrand & Sendhil, 2004; Bodenhausen, Kramer, & Sussen, 1994). Participants in the study were more likely to harshly rate the hypothetical black male student than the hypothetical white male student. This follows with past research that indicates black males are more likely to be treated criminally and not given the benefit of the doubt like their white counterparts (Alexander, 2012; Goff, 2014; Jordan & Freiburger, 2010; Rattan, et al. 2012). Participants found the hypothetical black male student to be more likely to take advantage of the system and miss exams in the future, more likely to influence other students to take

advantage of the system, suggested a larger point deduction, found it less fair to make up the exam, and were less likely to rate him as truthful. Dustin, however, was found to be the most honest out of all the conditions, the least likely to affect other students taking advantage of the system or take advantage of the system himself and miss exams in the future. This is reflective of white males getting the benefit of the doubt. White males are not treated as criminally as black males. In this scenario, participants showed that they believed DeShawn to be taking advantage of the system and his actions having greater effect on other members of the class than Dustin.

There was also significant interactions between males and females in the white category. Dustin was rated as significantly more truthful, and less likely to miss exams in the future as compared to Emily. This finding is very interesting because I did not expect such a drastic difference between males and females. It contradicts research that found women to be more truthful (Andsager & Mastin, 2003; Boltz, Dyer, & Miller, 2010; Robinson, et al. 1998). These kinds of findings were not present among males and females in the black student condition. It reinforces the idea that white men get the benefit of the doubt whereas other groups of people have their motives questioned.

The only significant difference among the female condition was that Emily was rated as less truthful than Ebony. This is an interesting finding because I did not expect such a significant racial difference between women. This finding is somewhat in line with research by Andsager & Mastin (2003) which found African American females to be the most truthful. However there was not a definite cause for this finding. I'm not sure why white women would be rated as less truthful than black women. This is an area that future research could examine.

Limitations and Future Research:

A huge limitation of my study was the sample size. Receiving only 72 responses out of trying to contact 1000 undergraduates was very disappointing. Since I had four conditions, my response per condition was not as great as I would have preferred. This small sample size makes it difficult to detect larger patterns of perceptions and also makes it more difficult to accept the relationships that do appear. I believe the low response rate was due to bad timing and lack of an interesting subject line in the email. I sent out the recruitment email the week before spring break so many students might have been busy with exams. Also, the subject line may not have been very attention-grabbing which is important in an age where students receive many emails in a day. It would be beneficial for future research to use different sampling techniques to increase response rate in order to obtain more statistically significant data. Future research could also examine the differences suggested by this study that resulted in white women being rated as less truthful and more likely to take advantage of the system. Regardless, this study should be replicated on a larger scale to see if more significant relationships emerge or if the relationships suggested by this data still hold true.

It is important for future research to explore how race and gender affect perceptions of punitiveness and punitive action because it has implications for larger societal inequalities. By examining perceptions of punitive action, the factors that maintain inequality, like stereotypes, can be observed. This study supports past research that shows how stereotypes involving race and gender can be enacted simply by a name. It is important to see how stereotypes are activated and how they affect perception. Perception of a situation is very important. Through the colorblind ideology, many people believe we have moved past a time of racial issues. However, many people just don't recognize that they perceive situations differently based on stereotypes of

race and gender. Until people recognize that there are real inequalities that are due to differential treatment based on race or gender, problems cannot be addressed. This study and future research on perceptions of punitive action can serve to bring attention to inequalities and the importance of perception of a situation.

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Appendix A

Recruitment Email

Subject line: Participate in Sociological Research and Enter to Win \$50

Hello,

My name is Melissa Scott and I am an undergraduate majoring in Sociology at Oklahoma State University. I am conducting a research study on students' perceptions of fairness of classroom policies. By clicking on the link below, you will be asked to read a short description of a classroom scenario, read the professor's classroom policy, and answer a series of questions about possible actions of the professor.

I invite you to participate in this survey which should take **less than 10 minutes** to complete. Please complete the survey by Tuesday, March 29, 2016. Also, if you choose to participate in the survey, you can enter into a drawing for a **\$50 Amazon gift card** which will be decided after the deadline to complete the survey.

Follow this link to the Survey:

[\\${1://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${1://SurveyURL}](#)

If you have any questions about the survey, please contact me at melissa.a.scott@okstate.edu.

Thank you for your consideration.

Sincerely,

Melissa Scott

Follow the link to opt out of future emails:

[\\${1://OptOutLink?d=Click here to unsubscribe}](#)

Appendix B

Reminder Email

Subject line: Take a 5 Minute Survey and Enter to Win \$50

Hello,

My name is Melissa Scott and I am a senior Sociology major at Oklahoma State University trying to finish my Honors thesis and graduate this semester...but I need YOUR help!

Two weeks ago, I invited you to participate in a research study on students' perceptions of fairness of classroom policies. If you already participated in this study, thank you so much for your time! If you have not yet participated, you only have one week left before the deadline of **Tuesday, March 29, 2016**. After completing the **5 minute survey**, you have the option to enter into a drawing for a **\$50 Amazon gift card** which will be decided after the deadline to complete the survey. This is your final reminder, so please don't delay!

By clicking on the link below, you will be asked to read a short description of a classroom scenario, read the professor's classroom policy, and answer 9 questions about possible actions of the professor. I invite you to participate in this survey which should take no more than **5 minutes** to complete. If you wish to participate, please follow the link below:

Follow this link to the Survey:

`#{1://SurveyLink?d=Take the Survey}`

Or copy and paste the URL below into your internet browser:

`#{1://SurveyURL}`

If you have any questions about the survey, please contact me at melissa.a.scott@okstate.edu.

Thank you for your consideration.

Sincerely,

Melissa Scott

Follow the link to opt out of future emails:

`#{1://OptOutLink?d=Click here to unsubscribe}`

Appendix C

Informed Consent

Consent Information Sheet

Title: Perceptions of Punitiveness in Education

Investigator: Melissa Scott, undergraduate student in Sociology

Purpose:

You have been invited to participate in a study on students' perceptions of fairness of classroom policies. This study requires that you are at least 18 years of age. If you are not at least 18 years of age, please exit the survey now.

Procedure:

If you agree to participate in this study, you will be asked to read a short paragraph describing a student's reason for missing an exam, the professor's missed exam policy, and then answer a series of questions about how fair you find the professor's possible actions. You will also be asked general demographic information about yourself, such as age, race, gender, and class level. This study is anonymous, so you will not be asked any identifying information. This study should take no more than 20 minutes to complete.

Following the survey, you have the option to enter a drawing for a \$50 Amazon gift card. Your contact information for this prize will not be associated with the answers from your survey. The drawing will be decided after the final date to complete the survey (March 29, 2016).

Risks and Benefits of Participation:

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life. There are no direct benefits to you. However, you may gain an appreciation and understanding for how research is conducted.

Confidentiality:

The records of this study will be kept private. Any written results will discuss group findings and will not include information about your individual responses. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and well-being of people who participate in research.

Contacts and Questions:

The researcher conducting this study is Melissa Scott, an undergraduate student in Sociology at Oklahoma State University. This research is being supervised by Dr. Heather McLaughlin, Assistant Professor of Sociology at Oklahoma State University. If you have any questions regarding the survey, the drawing, or your rights as a participant, you can contact Melissa Scott by email at melissa.a.scott@okstate.edu or by phone at 405-513-2959. Heather McLaughlin can be contacted by email at heather.mclaughlin@okstate.edu or by phone at 405-744-6124. If you have questions about your rights as a research volunteer, you may contact the IRB Office at 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or by email at irb@okstate.edu.

Participant's rights:

Your participation in this survey is completely voluntary. There is no penalty for refusing to participate and you can withdraw your consent or participation in this survey at any time. You can exit the survey at any time without penalty. This study is anonymous. By clicking the "I give my consent" button at the bottom of this page, you are consenting to participate in this study and acknowledging that you are at least 18 years of age. If you do not wish to participate, please exit the survey now.

It is recommended that you print a copy of this consent page for your records before you begin the study below.

Appendix D (1)

Vignette, Missed Exam Policy, and Survey

Please read the following scenario carefully:

Emily missed her 10:30 AM class on Friday. She sent an email to her professor later that afternoon explaining that she was sick with the flu and was not able to take the exam scheduled for that morning's class. Professor Anderson informed Emily that she may take the exam during the following week as long as she provided a doctor's note to validate her absence. However, Emily does not have health insurance and cannot afford to see a doctor.

Please read the following policy carefully:

Professor Anderson's Missed Exam Policy

Make-up exams will be granted only under legitimate unavoidable circumstances such as verifiable illness or injury, personal emergency, or official OSU absence. You must submit documentation of an excused absence. Whenever possible, notify the instructor in advance of such circumstances and make arrangements for the make-up exam; you must notify the instructor within 48 hours of the missed exam.

Please answer the following questions:

1. Should Professor Anderson allow Emily to make up the exam despite her lack of official documentation?

Yes

No

2. If Professor Anderson allows Emily to make up the exam, how fair do you think it would be to the other students in the class?

1

2

3

4

5

6

7

Very Unfair Unfair Somewhat Unfair

Somewhat Fair Fair

Very Fair

3. If Professor Anderson does not allow Emily to make up the exam, how fair do you think it would be to Emily?

1

2

3

4

5

6

7

Very Unfair Unfair Somewhat Unfair

Somewhat Fair Fair

Very Fair

4. Do you think that Professor Anderson should change the current missed exam policy?

Yes

No

5. If Professor Anderson decides to allow for a makeup exam but deduct points for lack of documentation, how many points do you think should be deducted? _____

6. If Professor Anderson allows Emily to make up the exam, how likely is it that the other students in the class would miss exams in the future?

1

2

3

4

5

6

7

Very Unlikely Unlikely Somewhat Unlikely

Somewhat Likely Likely

Very Likely

7. If Professor Anderson allows Emily to make up the exam, how likely is it that Emily would miss exams in the future?

1 2 3 4 5 6 7
Very Unlikely Unlikely Somewhat Unlikely Somewhat Likely Likely Very Likely

8. How likely do you think it is that Emily is telling the truth about her reason for missing the exam?

1 2 3 4 5 6 7
Very Unlikely Unlikely Somewhat Unlikely Somewhat Likely Likely Very Likely

9. What recommendations do you have for Professor Anderson on how to handle this case?

_____.

Demographic questions:

What best describes your year in school?

Freshman Sophomore Junior Senior

What is your age (in years)? _____

What best describes your race/ethnicity? Check all that apply.

Asian/Pacific Islander Black Caucasian/White Hispanic/Latino

American Indian Other_____

What best describes your gender?

Male Female Transgender Other_____

Do you have health insurance?

Yes

No

Appendix D (2)

Please read the following scenario carefully:

Ebony missed her 10:30 AM class on Friday. She sent an email to her professor later that afternoon explaining that she was sick with the flu and was not able to take the exam scheduled for that morning's class. Professor Anderson informed Ebony that she may take the exam during the following week as long as she provided a doctor's note to validate her absence. However, Ebony does not have health insurance and cannot afford to see a doctor.

Please read the following policy carefully:

Professor Anderson's Missed Exam Policy

Make-up exams will be granted only under legitimate unavoidable circumstances such as verifiable illness or injury, personal emergency, or official OSU absence. You must submit documentation of an excused absence. Whenever possible, notify the instructor in advance of such circumstances and make arrangements for the make-up exam; you must notify the instructor within 48 hours of the missed exam.

Please answer the following questions:

1. Should Professor Anderson allow Ebony to make up the exam despite her lack of official documentation?

Yes

No

2. If Professor Anderson allows Ebony to make up the exam, how fair do you think it would be to the other students in the class?

1

2

3

4

5

6

7

Very Unfair Unfair Somewhat Unfair

Somewhat Fair Fair

Very Fair

3. If Professor Anderson does not allow Ebony to make up the exam, how fair do you think it would be to Ebony?

1

2

3

4

5

6

7

Very Unfair Unfair Somewhat Unfair

Somewhat Fair Fair

Very Fair

4. Do you think that Professor Anderson should change the current missed exam policy?

Yes

No

5. If Professor Anderson decides to allow for a makeup exam but deduct points for lack of documentation, how many points do you think should be deducted? _____

6. If Professor Anderson allows Ebony to make up the exam, how likely is it that the other students in the class would miss exams in the future?

1

2

3

4

5

6

7

Very Unlikely Unlikely Somewhat Unlikely

Somewhat Likely Likely

Very Likely

7. If Professor Anderson allows Ebony to make up the exam, how likely is it that Ebony would miss exams in the future?

1 2 3 4 5 6 7

Very Unlikely Unlikely Somewhat Unlikely Somewhat Likely Likely Very Likely

8. How likely do you think it is that Ebony is telling the truth about her reason for missing the exam?

1 2 3 4 5 6 7

Very Unlikely Unlikely Somewhat Unlikely Somewhat Likely Likely Very Likely

9. What recommendations do you have for Professor Anderson on how to handle this case?

_____.

Demographic questions:

What best describes your year in school?

 Freshman Sophomore Junior Senior

What is your age (in years)? _____

What best describes your race/ethnicity? Check all that apply.

Asian/Pacific Islander Black Caucasian/White Hispanic/Latino

American Indian Other_____

What best describes your gender?

Male Female Transgender Other_____

Do you have health insurance?

 Yes No

Appendix D (3)

Please read the following scenario carefully:

Dustin missed his 10:30 AM class on Friday. He sent an email to his professor later that afternoon explaining that he was sick with the flu and was not able to take the exam scheduled for that morning's class. Professor Anderson informed Dustin that he may take the exam during the following week as long as he provided a doctor's note to validate his absence. However, Dustin does not have health insurance and cannot afford to see a doctor.

Please read the following policy carefully:

Professor Anderson's Missed Exam Policy

Make-up exams will be granted only under legitimate unavoidable circumstances such as verifiable illness or injury, personal emergency, or official OSU absence. You must submit documentation of an excused absence. Whenever possible, notify the instructor in advance of such circumstances and make arrangements for the make-up exam; you must notify the instructor within 48 hours of the missed exam.

Please answer the following questions:

1. Should Professor Anderson allow Dustin to make up the exam despite his lack of official documentation?

Yes

No

2. If Professor Anderson allows Dustin to make up the exam, how fair do you think it would be to the other students in the class?

1

2

3

4

5

6

7

Very Unfair Unfair Somewhat Unfair

Somewhat Fair Fair

Very Fair

3. If Professor Anderson does not allow Dustin to make up the exam, how fair do you think it would be to Dustin?

1

2

3

4

5

6

7

Very Unfair Unfair Somewhat Unfair

Somewhat Fair Fair

Very Fair

4. Do you think that Professor Anderson should change the current missed exam policy?

Yes

No

5. If Professor Anderson decides to allow for a makeup exam but deduct points for lack of documentation, how many points do you think should be deducted? _____

6. If Professor Anderson allows Dustin to make up the exam, how likely is it that the other students in the class would miss exams in the future?

1

2

3

4

5

6

7

Very Unlikely Unlikely Somewhat Unlikely

Somewhat Likely Likely

Very Likely

7. If Professor Anderson allows Dustin to make up the exam, how likely is it that Dustin would miss exams in the future?

1 2 3 4 5 6 7

Very Unlikely Unlikely Somewhat Unlikely Somewhat Likely Likely Very Likely

8. How likely do you think it is that Dustin is telling the truth about his reason for missing the exam?

1 2 3 4 5 6 7

Very Unlikely Unlikely Somewhat Unlikely Somewhat Likely Likely Very Likely

9. What recommendations do you have for Professor Anderson on how to handle this case?

_____.

Demographic questions:

What best describes your year in school?

Freshman Sophomore Junior Senior

What is your age (in years)? _____

What best describes your race/ethnicity? Check all that apply.

Asian/Pacific Islander Black Caucasian/White Hispanic/Latino

American Indian Other_____

What best describes your gender?

Male Female Transgender Other_____

Do you have health insurance?

Yes

No

Appendix D (4)

Please read the following scenario carefully:

DeShawn missed his 10:30 AM class on Friday. He sent an email to his professor later that afternoon explaining that he was sick with the flu and was not able to take the exam scheduled for that morning's class. Professor Anderson informed DeShawn that he may take the exam during the following week as long as he provided a doctor's note to validate his absence. However, DeShawn does not have health insurance and cannot afford to see a doctor.

Please read the following policy carefully:

Professor Anderson's Missed Exam Policy

Make-up exams will be granted only under legitimate unavoidable circumstances such as verifiable illness or injury, personal emergency, or official OSU absence. You must submit documentation of an excused absence. Whenever possible, notify the instructor in advance of such circumstances and make arrangements for the make-up exam; you must notify the instructor within 48 hours of the missed exam.

Please answer the following questions:

1. Should Professor Anderson allow DeShawn to make up the exam despite his lack of official documentation?

Yes

No

2. If Professor Anderson allows DeShawn to make up the exam, how fair do you think it would be to the other students in the class?

1

2

3

4

5

6

7

Very Unfair Unfair Somewhat Unfair

Somewhat Fair Fair

Very Fair

3. If Professor Anderson does not allow DeShawn to make up the exam, how fair do you think it would be to DeShawn?

1

2

3

4

5

6

7

Very Unfair Unfair Somewhat Unfair

Somewhat Fair Fair

Very Fair

4. Do you think that Professor Anderson should change the current missed exam policy?

Yes

No

5. If Professor Anderson decides to allow for a makeup exam but deduct points for lack of documentation, how many points do you think should be deducted? _____

6. If Professor Anderson allows DeShawn to make up the exam, how likely is it that the other students in the class would miss exams in the future?

1

2

3

4

5

6

7

Very Unlikely Unlikely Somewhat Unlikely

Somewhat Likely Likely

Very Likely

7. If Professor Anderson allows DeShawn to make up the exam, how likely is it that DeShawn would miss exams in the future?

1 2 3 4 5 6 7

Very Unlikely Unlikely Somewhat Unlikely Somewhat Likely Likely Very Likely

8. How likely do you think it is that DeShawn is telling the truth about his reason for missing the exam?

1 2 3 4 5 6 7

Very Unlikely Unlikely Somewhat Unlikely Somewhat Likely Likely Very Likely

9. What recommendations do you have for Professor Anderson on how to handle this case?

_____.

Demographic questions:

What best describes your year in school?

 Freshman Sophomore Junior Senior

What is your age (in years)? _____

What best describes your race/ethnicity? Check all that apply.

Asian/Pacific Islander Black Caucasian/White Hispanic/Latino
American Indian Other_____

What best describes your gender?

Male Female Transgender Other_____

Do you have health insurance?

 Yes No

Appendix E

Debriefing Statement

Thank you for your participation in this study. This study is anonymous. Your answers will in no way be linked to you. While we are also interested in your views of classroom policies, another purpose of this study that was not revealed to you at the beginning of the study was to understand whether students' perceived race or sex influences punitive action and perceptions of fairness in an educational setting.

Following the survey, you will be redirected to a different page to put in your contact information to be entered into the drawing for the \$50 giftcard. If you do not wish to participate in the drawing just exit the survey following this page.

If you have any questions about the survey, drawing, or your rights as a research participant, please contact the researcher Melissa Scott by email at melissa.a.scott@okstate.edu or by phone at 405-513-2959. You can also contact Dr. Heather McLaughlin, the faculty advisor for this Honors thesis, by email at heather.mclaughlin@okstate.edu or by phone at 405-744-6124. If you have questions about your rights as a research volunteer, you may also contact the Oklahoma State University IRB Office at 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu.

Appendix F

Oklahoma State University Institutional Review Board

Date: Friday, March 04, 2016
IRB Application No AS1616
Proposal Title: Perceptions of punitiveness in Education

Reviewed and
Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 3/3/2019

Principal
Investigator(s):

Melissa Scott Heather McLaughlin

Stillwater, OK 74078 Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

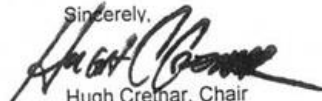
The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Scott Hall (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Hugh Cretnar, Chair
Institutional Review Board