



KELLEY
SCHOOL OF BUSINESS
Institute for International Business



CIBER Focus Interview Series Video Annotation

Color Balance in Product Development and Media

Link: https://www.youtube.com/watch?v=NKoy2dtur_U

Length: 22:06

Production Date/Year: January 9, 2019

Keyword Topics: Race, Media, Color Complex, Cognitive Equity

Guest Info: Dr. Lorna Roth

Dr. Lorna Roth is Professor Emerita of the Communication Studies Department at Concordia University in Montreal, Canada. She focuses her research and teaching on international communication, indigenous television, oral histories, and the relationship between media and race. Her most recent effort, "The Colour Balance Project," investigates racialized imagery and skin color representations in consumer products and media.

Video Summary/Synopsis:

1:25 - Roth elaborates on the details of the Color Balance project, delving into how racial bias influences consumer products and vice versa. Roth gives some historical examples of how "flesh" color has influenced certain products.

7:07 - Roth explains the broader societal effects decisions regarding color in consumer products have had on individuals of specific racial groups. Roth further explains the "color complex" and how this applies within and out of racial groups.

13:09 - Roth explains the concept of "cognitive equity" and how this may help remove skin color bias.

Standards:

Ethnic Studies

- **ES.1.2**
 - Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.
- **ES.1.3**
 - Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.2.3**
 - Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, and forcible) as a response to the dominant culture of the time.
- **ES.2.4**
 - Students examine history and the present to make predictions about what role the dominant culture plays in the loss of racial/ethnic culture and cultural identity.
- **ES.4.2**
 - Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.

Indiana Studies

- **IS.1.23**
 - Summarize and assess the various actions which characterized the early struggle for civil rights and racial equality in Indiana.

Psychology

- **P.7.4**
 - Explain the concepts of groupthink and group polarization.
- **P.7.6**

- Explain how stereotypes, prejudice, and discrimination influence behavior.

Global Economics

- **GE-5.6**
 - Research the structure of financial institutions and analyze the consumer and commercial products offered

Economics

- **E.2.2**
 - Recognize that consumers ultimately determine what is produced in a market economy.

Essential Questions:

- How can products be racially biased?
- How do consumers influence racial bias in the products they purchase?
- What effects do racially biased products have on members of racial minority groups?
- What is cognitive equity and how can this help remove skin color bias?

Depth of Knowledge

- Students will be able to describe how specific consumer products contain certain racial biases.
- Students will examine the history of certain products and the racial biases they have.
- Students will recreate a popular consumer product and form it into a product that does not have skin color bias.

Additional Links & Related Information

- [Band-Aid Adds Non-White Skin Tone Bandages After a Previous Failed Attempt](#) - Article
- [Crayola Skin Tone Crayons](#) - Video
- [Racial Bias Built into Photography](#) - Article/Photos