



MICROAGGRESSIONS

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TODAY'S AGENDA



1. Definitions
2. Understanding
3. Practice



EDI Support & Our Heritage

LAND RECOGNITION STATEMENT:

We acknowledge that the University of Wisconsin-Eau Claire occupies the sacred and ancestral lands of Indigenous Peoples. We honor the land of the Ojibwe and Dakota Nations.



SPACE EXPECTATIONS



creating a positive space that encourages dialogue



engaging actively and constructively



trying to use inclusive language



examining and critiquing ideas, not people



ensuring that one participant speaks at a time



be aware of the amount of time we occupy when providing input

Warm Up: Share with your neighbor one way you have used something that you learned from the last session.



Self Assessment

Not Confident At All

I am confident using terminology related
microaggressions.

Very Confident



Self Assessment

Not Prepared At All

I am prepared to be confronted about my biases and microaggressions.

Very Prepared



Self Assessment

Strongly disagree

I can recognize microaggressions when they happen.

Strongly agree



Self Assessment

Not Confident At All

I can address microaggressions in my daily life.



Very Confident



LEARNING OUTCOMES

KNOWLEDGE

I will understand terminology related to microaggressions.

SKILL

I will be able to recognize microaggressions when they happen.

ATTITUDE

I will decrease my defensiveness when confronted about my biases and microaggressions.

SKILL

I will be able to address microaggressions in my daily life.



WHAT ARE MICROAGGRESSIONS?

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

-Derald Wing Sue, PhD



UNDERSTANDING MICROAGGRESSIONS

MICROINSULTS

Verbal and nonverbal communications that subtly convey rudeness and insensitivity as well as demean a person. Microinsults are often unconscious behaviors.

(Sue, et. al. 2007)

MICROINVALIDATIONS

Communications that subtly exclude, negate, or nullify the thoughts, feelings, or experiential reality of a marginalized person.

Microinvalidations are often unconscious acts.

(Sue, et. al. 2007)

MICROASSAULTS

Conscious and intentional biased beliefs, actions, or slurs. These are usually expressed covertly or overtly towards marginalized group.

Microassaults are usually conscious acts.

(Sue, et. al. 2007)





Microinsults





Microinsults in the Classroom



UNDERSTANDING MICROAGGRESSIONS

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Microassaults



Microaggressions (Clean)



WE MEAN MICROAGGRESSIONS.

Watch on YouTube



A word cloud of terms related to microaggressions, centered around the word "microaggressions" in red. Other prominent words include "racism", "insults", "hostile", "subtle", "verbal", "disability", "acts", "slights", "discrimination", "POC", "LGBTQ", "WOC", "derogatory", "society", "negative messages", "psychic violence", "verbal violence", "aggression", "stressful", "target persons", "nonverbal", "prejudice", "intentional", "dismissals", "demeaning", "snubs", "unintentional", "minority", "physical violence", "social violence", "cultural appropriation", "prejudice", "society", "derogatory", "negative messages", "psychic violence", "verbal violence", "aggression", "stressful", "target persons", "nonverbal", "prejudice", "intentional", "dismissals", "demeaning", "snubs", "unintentional", "minority", "physical violence", "social violence", "cultural appropriation".

physical violence
discrimination
minority
oppressive acts
slights
unintentional
snubs
POC
disabled
racism
demeaning
social violence
cultural appropriation
dismissals
intentional
microaggressions
aggression
stressful
target persons
nonverbal
insults
LGBTQ
hostile
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verbal
subtle
derogatory
society
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psychic violence

Recognizing Microaggressions and the Messages They Send

TRADITIONAL GENDER ROLE PREJUDICING AND STEREOTYPING

EXAMPLE

Labeling an assertive female supervisor as a “b____,” while describing a male counterpart as a “forceful leader.”

MESSAGE

Women are out of line when they are assertive or direct.

ALIEN IN ONE'S OWN LAND

EXAMPLE

You speak English very well.

MESSAGE

You are a perpetual foreigner in your own country.

COLOR BLINDNESS

EXAMPLE

"When I look at you, I don't see color."

MESSAGE

Assimilate to the dominant culture.

Denying the significance of a person of color's racial/ethnic experience and history.

CRIMINALITY

EXAMPLE

A White person clutches their purse or checks their wallet as a Black or Latinx person approaches.

MESSAGE

You are going to steal, you are poor, and you do not belong.

LGBTQIA+

EXAMPLE

Isn't it just a phase?

I love you, but I don't love your sin.

I don't think LGBTQ+ people are entitled to special rights.

I knew you were gay!

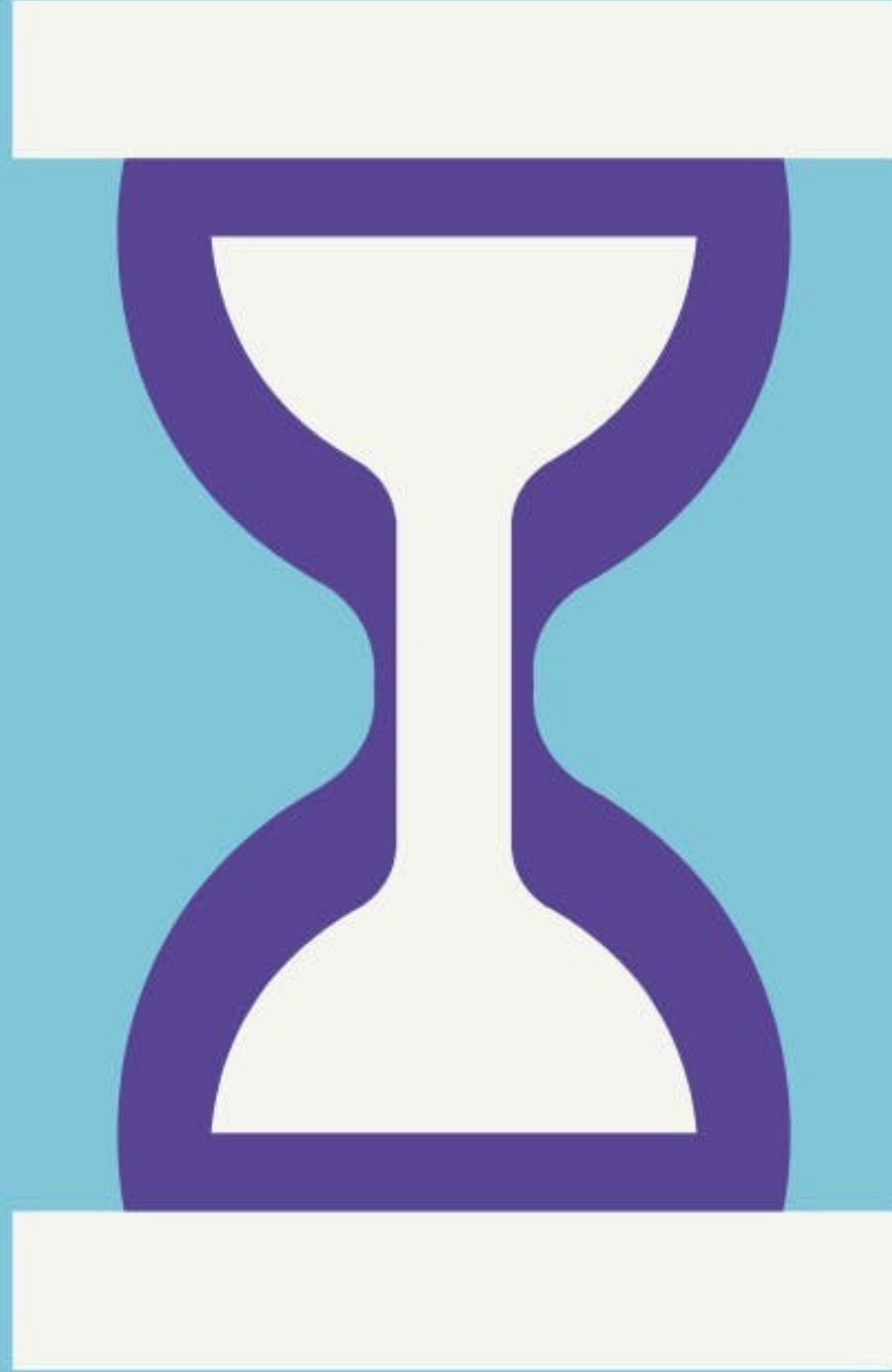
MESSAGE

Your identities are a choice.



How do microaggressions make you feel when you experience, witness or perpetrate them?





ADDRESSING MICROAGGRESSIONS



RESTATE OR PARAPHRASE

**“I THINK I HEARD YOU
SAYING _____
(PARAPHRASE COMMENTS).
IS THAT CORRECT?”**

**RESPONDING TO
MICROAGGRESSIONS**

ADAPTED FROM: GOODMAN, D. (2011).
PROMOTING DIVERSITY AND SOCIAL JUSTICE: EDUCATING PEOPLE FROM PRIVILEGED GROUPS.
NEW YORK: ROUTLEDGE.

ASK FOR CLARIFICATION OR MORE INFORMATION

**“COULD YOU SAY MORE ABOUT
WHAT YOU MEAN BY THAT?”**

**“HOW HAVE YOU COME TO THINK
THAT?”**

**RESPONDING TO
MICROAGGRESSIONS**

ACKNOWLEDGE THE FEELINGS BEHIND THE STATEMENT

“IT SOUNDS LIKE YOU’RE REALLY FRUSTRATED/NERVOUS/ANGRY...”

**RESPONDING TO
MICROAGGRESSIONS**

SEPARATE INTENT FROM IMPACT

**“I KNOW YOU DIDN’T REALIZE THIS,
BUT WHEN YOU _____
(COMMENT/BEHAVIOR),
IT WAS HURTFUL/OFFENSIVE
BECAUSE _____.”**

**INSTEAD YOU COULD _____
(DIFFERENT LANGUAGE OR
BEHAVIOR.)”**

**RESPONDING TO
MICROAGGRESSIONS**

SHARE YOUR OWN PROCESS

**“I NOTICED THAT YOU _____
(COMMENT/BEHAVIOR).”**

**I USED TO DO/SAY THAT TOO, BUT
THEN I LEARNED _____.”**

**RESPONDING TO
MICROAGGRESSIONS**

EXPRESS YOUR FEELINGS

**“WHEN YOU _____
(COMMENT/BEHAVIOR), I FELT
_____ (FEELING) AND I
WOULD LIKE YOU
TO _____.”**

**RESPONDING TO
MICROAGGRESSIONS**

CHALLENGE THE STEREOTYPE

“ACTUALLY, IN MY EXPERIENCE _____.”

“I THINK THAT’S A STEREOTYPE. I’VE LEARNED THAT _____.”

“ANOTHER WAY TO LOOK AT IT IS _____.”



RESPONDING TO MICROAGGRESSIONS

APPEAL TO VALUES AND PRINCIPLES

“I KNOW YOU REALLY CARE ABOUT _____ . ACTING IN THIS WAY REALLY UNDERMINES THOSE INTENTIONS.”

**RESPONDING TO
MICROAGGRESSIONS**

PROMOTE EMPATHY

“HOW WOULD YOU FEEL IF SOMEONE SAID THAT ABOUT/DID THAT TO YOUR SISTER OR GIRLFRIEND?”

**RESPONDING TO
MICROAGGRESSIONS**

**TELL THEM THEY'RE TOO SMART OR
TOO GOOD TO SAY THINGS LIKE THAT**

**“COME ON. YOU'RE TOO SMART TO SAY
SOMETHING SO IGNORANT/OFFENSIVE.”**

**RESPONDING TO
MICROAGGRESSIONS**

PRETEND YOU DON'T UNDERSTAND

“I DON'T GET IT.....”

“WHY IS THAT FUNNY?”

**RESPONDING TO
MICROAGGRESSIONS**

USE HUMOR

**“SHE PLAYS LIKE A GIRL?” YOU
MEAN SHE PLAYS LIKE SERENA
WILLIAMS? OR MIA HAMM?**

**RESPONDING TO
MICROAGGRESSIONS**

POINT OUT WHAT THEY HAVE IN COMMON WITH THE OTHER PERSON

“I’M TIRED OF HEARING YOUR MUSLIM JOKES. DO YOU KNOW HE’S ALSO STUDYING _____ AND LIKES TO _____? YOU MAY WANT TO TALK WITH HIM ABOUT THAT. YOU ACTUALLY HAVE A LOT IN COMMON.”

RESPONDING TO MICROAGGRESSIONS

W.I.I.F.T. (WHAT'S IN IT FOR THEM).

“IN THE REAL WORLD, WE ARE GOING TO HAVE TO WORK WITH ALL SORTS OF PEOPLE, SO MIGHT AS WELL LEARN HOW TO DO IT HERE.”

**RESPONDING TO
MICROAGGRESSIONS**

REMIND THEM OF THE RULES OR POLICIES

**“THAT BEHAVIOR IS AGAINST OUR
CODE OF CONDUCT AND COULD
REALLY GET YOU IN TROUBLE.”**

**RESPONDING TO
MICROAGGRESSIONS**

Intent vs. Impact

Addressing Microaggressions



the MORE
YOU PRACTICE
THE PRACTICE
BETTER
YOU GET

SCENARIO

PERSON ONE:
TEACHER

PERSON TWO:
STUDENT

There is a transgender student in your class and the students in your class continually use gendered pronouns. You know the student has requested 'they, them, their' pronouns. One student in particular refuses to even try to use 'they, them, their' pronouns.

How do you address this issue?



SCENARIO

PERSON ONE:
TEACHER

PERSON TWO:
STUDENT WHO IS TOUCHING HAIR

A Black student in your class has a new hair style and students keep touching her hair. The student doesn't say anything to the other students, but you can tell that the Black student is annoyed.

What should you do?



SCENARIO

PERSON ONE:
TEACHER

PERSON TWO:
TEACHER WHO MISPRONOUNCED
THE NAME

One of your fellow teachers repeatedly mispronounces the name of one of their students. You have heard this many times and you know it must bother them.

How do you address this situation with your colleague?



LEARNING OUTCOMES

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Questions

?

?

Answers

?



Lingering Questions

