Spotting and Addressing Microaggressions

Presented by Sally Eck and Virginia Luka
Community Guidelines

- Acknowledge oppression hurts everyone
- Respect
- Take responsibility for our intentions
- Be accountable for our impact
- Share air time
- Love yourself, each other, and your presenters
Microaggressions in Everyday Life by Dr. Derald Wing Sue
Your turn to share...
PYRAMID OF OPPRESSION

Acts
of Oppression*

* Oppression is:
Power imbalance
Institutionalized:
  Systemically
  Systematically
A part of national consciousness

Major Institutions:
  Family
  Economy
  Government
  Education
  Religion

Genocide:
Willingness to kill groups of people for discriminatory reasons

Violence:
Willingness to hurt groups of people for discriminatory reasons

Discrimination:
Institutional acts: Housing, employment, healthcare, harassment, etc.

Acts of Prejudice:
Jokes, name calling, ridicule, social avoidance, etc.

Prejudicial Attitudes:
Accepting stereotypes, part of the national consciousness you may not challenge
Interrupting Oppression

- Interruptions are a skill used to address microaggressions

- There are several objectives of interruptions, but here are a few:
  - Encourage respectful communication
  - Destruct isms and stereotypes
  - To educate and learn something together (Inspire, Empower, Educate)
Role playing...

Let's practice
Closing
### Racial Microaggressions in Every Day Life

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<thead>
<tr>
<th>Theme</th>
<th>Microaggression</th>
<th>Message</th>
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| Alien in own land: When Asian Americans and Latino Americans are assumed to be foreign-born | “Where are you from?”  
“Where were you born?”  
“You speak good English.”  
A person asking an Asian American to teach them words in their native language | You are not American.  
You are a foreigner |
| Ascription of intelligence: Assigning intelligence to a person of color on the basis of their race | “You are a credit to your race.”  
“You are so articulate.”  
Asking an Asian person to help with a math or science problem | People of color are generally not as intelligent as Whites.  
It is unusual for someone of your race to be intelligent.  
All Asians are intelligent and good in math/ sciences |
| Color blindness: Statements that indicate that a White person does not want to acknowledge race | “When I look at you, I don’t see color.”  
“America is a melting pot.”  
“There is only one race, the human race.” | Denying a person of color’s racial/ethnic experience  
Assimilate/ acculturate to the dominant culture.  
Denying the individual as a racial/ cultural being |
| Criminality/ assumption of criminal status: A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race | A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes  
A store owner following a customer of color around the store  
A White person waits to ride the next elevator when a person of color is on it | You are a criminal.  
You are going to steal/ You are poor/ You do not belong.  
You are dangerous |
| Denial of individual racism: A statement made when Whites deny their racial biases | “I’m not racist. I have several Black friends.”  
“As a woman, I know what you go through as a racial minority.” | I am immune to racism because I have friends of color.  
Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you. |
| Myth of meritocracy: Statements which assert that race does not play a role in life successes | “I believe the most qualified person should get the job.”  
“Everyone can succeed in this society, if they work hard enough.” | People of color are given extra unfair benefits because of their race.  
People of color are lazy and/or incompetent and need to work harder |
| Pathologizing cultural values/ communication styles: The notion that the values and communication styles of the dominant/ White culture are ideal | Asking a Black person: “Why do you have to be so loud/ animated? Just calm down.”  
To an Asian or Latino person: “Why are you so quiet? We want to know what you think. Be more verbal.” “Speak up more.” | Assimilate to dominant culture. |
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<tr>
<th>Second-class citizen: Occurs when a White person is given preferential treatment as a consumer over a person of color</th>
<th>Person of color mistaken for a service worker Having a taxi cab pass a person of color and pick up a White passenger Being ignored at a store counter as attention is given to the White customer behind you “You people…”</th>
<th>People of color are servants to Whites. They couldn’t possibly occupy high-status positions You are likely to cause trouble and/or travel to a dangerous neighborhood Whites are more valued customers than people of color You don’t belong. You are a lesser being.</th>
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<td>Environmental microaggressions: Macro-level microaggressions, which are more apparent on systemic and environmental levels</td>
<td>A college or university with buildings that are all named after White heterosexual upper class males Television shows and movies that feature predominantly White people, without representation of people of color Overcrowding of public schools in communities of color Overabundance of liquor stores in communities of color</td>
<td>You don’t belong/You won’t succeed here. There is only so far you can go You are an outsider/You don’t exist People of color don’t/shouldn’t value education People of color are deviant.</td>
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**Disability Microaggressions in Every Day Life**

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<td>Denial of personal identity: Occurs when any aspect of a person’s identity other than disability is ignored or denied</td>
<td>“I can’t believe you are married.”</td>
<td>There is no part of your life that is normal or like mine. The only thing I see when I look at you is your disability.</td>
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<td>Denial of disability experience: Occurs when disability related experiences are minimized or denied</td>
<td>“Come on now, we all have some disability.”</td>
<td>Your thoughts and feelings are probably not real and are certainly not important to me.</td>
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<td>Denial of privacy: Occurs when personal information is required about a disability</td>
<td>Someone asks what happened to you.</td>
<td>You are not allowed to maintain disability information privately.</td>
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<td>Helplessness: Occurs when people frantically try to help PWDs</td>
<td>Someone helps you onto a bus or train, even when you need no help. Someone feels incapable of rescuing you from your disability.</td>
<td>You can’t do anything by yourself because you have a disability. Having a disability is a catastrophe. I would rather be dead than be you.</td>
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<td><strong>Secondary gain:</strong></td>
<td>“We’re going to raise enough money tonight to get Johnny that new wheelchair.”</td>
<td>I feel good and get recognition for being nice to you.</td>
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<td>Occurs when a person expects to feel good or be praised for doing something for a PWD</td>
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<td><strong>Spread effect:</strong></td>
<td>“Those deaf people are retarded.” “Your other senses must be better than mine.”</td>
<td>Your disability invalidates you in all areas of life.</td>
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<td>Occurs when other expectations about a person are assumed to be due to one specific disability</td>
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<td>You must be special in some way.</td>
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<td><strong>Infantilization:</strong></td>
<td>“Let me do that for you.”</td>
<td>You are not really capable.</td>
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<td>Occurs when a PWD is treated like a child</td>
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<td>You know better than you how to do this.</td>
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<td><strong>Patronization:</strong></td>
<td>“You people are so inspiring.”</td>
<td>You are so special for living with that.</td>
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<td>Occurs when a PWD is praised for almost anything</td>
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<td><strong>Second-class citizen:</strong></td>
<td>People work hard not to make eye contact or to physically avoid a PWD.</td>
<td>Those people expect too much and are so difficult to work with.</td>
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<td>Occurs when a PWD’s right to equality is denied because they are considered to be bothersome, expensive, and a waste of time, effort, and resources</td>
<td>A person in a wheelchair waits 15 minutes outside a restaurant for access through the kitchen. She then complains to the manager. At a staff meeting, the question is raised about improving accessibility to the restaurant, and the official plan is that changes will be made when more PWDs come to eat.</td>
<td>They have no patience. Your rights to equality are not important to me.</td>
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<td><strong>Desexualization:</strong></td>
<td>“I would never date someone who uses a wheelchair.”</td>
<td>PWDs are not my equal, not attractive, and not worthy of being with me.</td>
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<td>Occurs when the sexuality and sexual being is denied</td>
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**Gender Microaggressions in Every Day Life**

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<td><strong>Sexual objectification:</strong></td>
<td>“[At private school] we had to wear these skirts, and every time we passed by, there would be a bunch of guys cracking jokes, and you know, whistling.” “Some stranger guy tried to pick me up on the subway, and that completely creeped me out. . . . I was trying to shoot him down, but he thought I was, like, playing hard to get or something.”</td>
<td>Women’s value is in their bodies; they are meant to entertain men.</td>
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<td>Occurs when a woman is treated as a sexual object</td>
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<tr>
<td>Category</td>
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<td>Example</td>
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<td>Second-class citizen:</td>
<td>Occurs when a woman is overlooked and/or when men are given preferential treatment</td>
<td>&quot;[It’s like we're] not as smart or capable and that’s why we are not paid as well for the same work.&quot; A female sports team not getting the same resources or funding as a male sports team</td>
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| Assumptions of inferiority:    | Occurs when a woman is assumed to be less competent than men (e.g., physically or intellectually) | "I mean, my job, I don’t necessarily move heavy boxes or anything like that, but a lot of the times, like, the men... they won’t... they purposely just won’t go ask the girl to do it."
When playing sports, men telling women that they don’t want to play with them | Women are not physically capable. |
| Assumptions of traditional gender roles: | Occurs when an individual assumes that a woman should maintain traditional gender roles | "People expect you to be more polite, more dainty, just because, you know, you are a woman. ... Guys they are around in public, they curse, they burp, they do this, they do that, but if a woman were to do that, people would be like, 'Oh my god, what is she doing? Who does she think she is?' What is acceptable for a man to do in public is totally different than what a woman is expected to do in public."
Women being expected to cook and clean in the house, while men are not | Women should be feminine.
Women should be domesticated. |
| Use of sexist language:        | Occurs when language is used to degrade a woman                               | "They're bimbos, they're stupid, they don't have brains, women in general."
"You know, if a guy has, like, a lot of girls, and they, like, have sex with all the other girls, they're not called sluts or anything like that. ... 'You're a player,' or like, 'Oh! You're the man!' Like, they're cool. And then if a girl does it, it's all pretty different. It's like, 'Oh! You're a slut. You're sleeping with how many guys?''' | Women are intellectually inferior.
There are different standards for men and women when it comes to sex. |
| Environmental invalidations:   | Macrolevel aggressions that occur on systemic and environmental level          | A male coworker hanging “pin-up pictures” of women on his wall in the workplace
The notion that women do not get paid the same as men for the same type of work
The fact that are so few women in the corporate world | Men have a right to sexualize women.
Women are inferior to men.
Business is a man's world. |

Best Practices for Addressing Microaggressions
(This is a list we co-created at the end of the workshop to share.)

- Reflect back what we are hearing
- Say “I noticed that…”
- Be an ally
- Check in with person experiencing the microaggression
- Validate the experiences of others
- Reframe the situation
- Set an example
- Acknowledge and accept discomfort, it is a part of the process
- Ask clarifying questions
- Get “curious”. You can do this by saying, “I’m curious about ________. Tell me about ________”
- Assume the best of each other