



Addressing Microaggressions in the Classroom

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The Davidson Microaggressions Project aims to achieve the following objectives:

- Raise awareness about campus climate as experienced by diverse members of the College community.
- Demonstrate how microaggressions manifest around campus and the broader communities in which we live and work.
- Define and describe microaggressions and provide a space for resources and additional information on relevant topics.

“Derogatory (non)verbal, behavioral, and environmental messages and experiences by members of marginalized groups.”

~Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007.

“Brief, everyday exchanges that send denigrating messages to certain individuals because of their group membership (people of color, women, or LGBTQ+ folks).” ~Sue, 2010.

“... subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously.”
~Solorzano, Ceja, & Yosso, 2000.

A continuum of conscious awareness of our biases, prejudices, and stereotypes.

(1) Aware of our biases but generally successful in concealing them.

(2) Only minimally (marginally) aware.

(3) Completely unaware until an incident or outburst(s) occurs.



Intentions ----- Impact

“It is the unconscious and unintentional forms of bias that create the overwhelming problems for marginalized groups in our Society.”
(Sue, 2003; 2005)

Microaggressions hold their power because they often send hidden, invalidating, demeaning, or insulting messages (Sue, Capodilupo, et al., 2007).

Forms of Microaggressions (Sue, 2010).

- Microassaults
- Microinsults
- Microinvalidations
- See pg. 29.
- Extent of conscious --- unconscious operation.
- Intent vs. Impact
- *What is the metacommunication?*
- *What are the metamessages?*

Microaggressions are like mosquito bites... and some of us are bitten alllll the time.



TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

- Schools are hierarchical systems of socialization.
 - Power relationships are embedded.
- Adults in schools play an important role - we can and should model the kind of behavior we want to see from students.
- “Moments” = the very short time that passes when somebody says something and we struggle with how (or even whether) we will respond.
- ***“These moments are opportunities that must be acted upon swiftly.” ~Maureen Costello, Teaching Tolerance Director***

What kind of Asian are you?

STEPS TO TAKE:

1. Defining microaggressions.
2. Recognizing microaggressions.
3. Deconstructing the hidden meaning of microaggressions.



There is no single failproof fix. Our focus is ongoing. Let's think about teaching moments as **windows of opportunity**.

Interrupt

Question

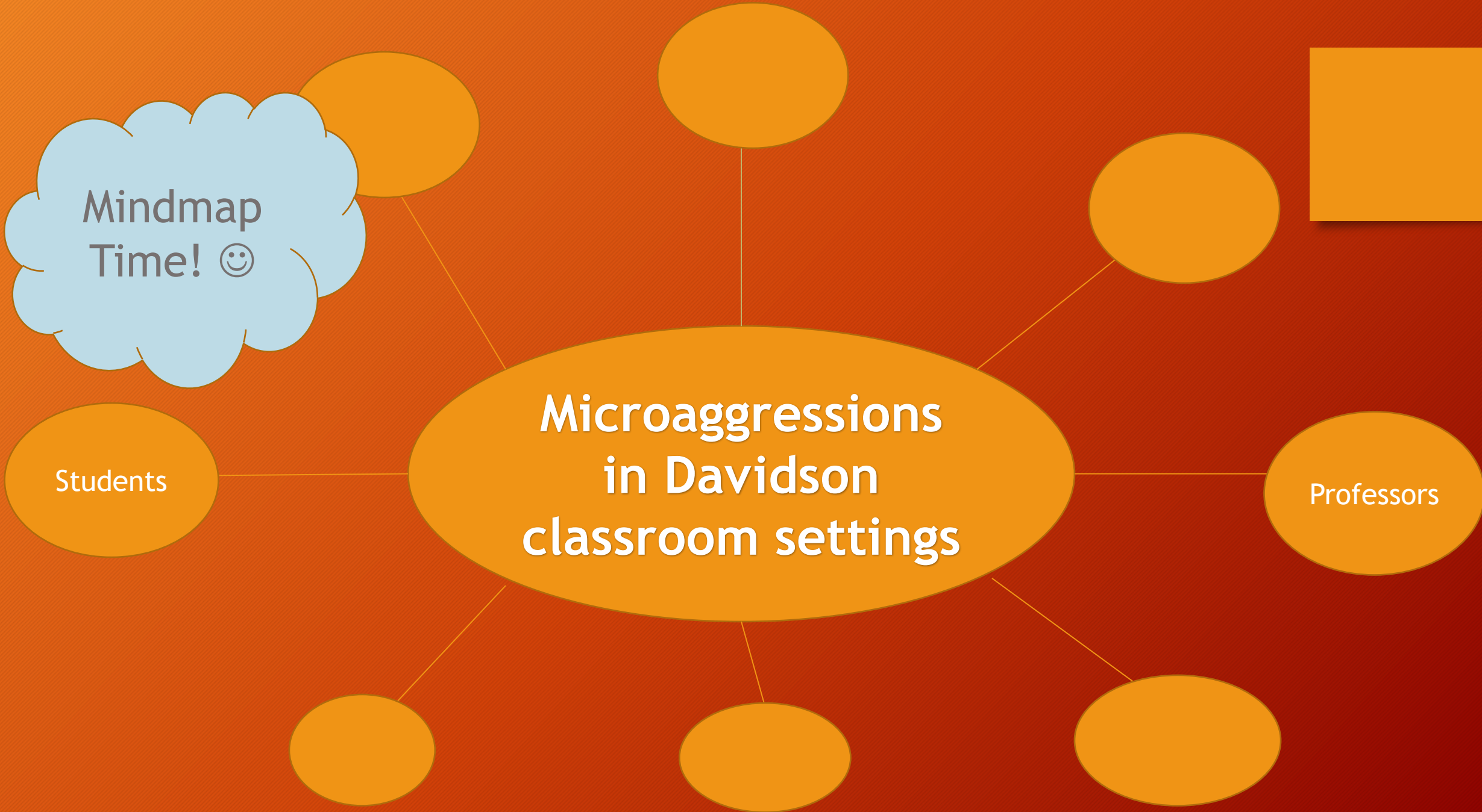
Educate

Echo

-pgs. 18-23.



- **A**sk clarifying questions to assist with understanding intentions.
 - **C**ome from curiosity not judgment.
 - **T**ell what you observed as problematic in a factual manner.
 - **I**mpact exploration - ask for, and/or state, the potential impact of such a statement or action on others.
 - **O**wn your thoughts and feelings around the impact.
 - **N**ext steps - request appropriate action be taken.
- Chueng, Ganote, & Souza, 2016.



Case Study Analysis & Reflection + Extensions

- Extent of conscious --- unconscious operation.

- Intent vs. Impact

- What is the metacommunication?

- What are the metamessages?

- Interrupt
- Question
- Educate
- Echo

- Ask clarifying questions to assist with understanding intentions.
- Come from curiosity not judgment.
- Tell what you observed as problematic in a factual manner.
- Impact exploration - ask for, and/or state, the potential impact of such a statement or action on others.
- Own your thoughts and feelings around the impact.
- Next steps - request appropriate action be taken.

What are some specific ways to respond? What might you say or do?

Thank you for attending
this session! 😊

Shameless plug/announcement →

If you are interested in guest blogging for the DMP, sending in a G.I.F.T. for inclusion in our Resources tab, or leading a reading and reflection faculty and staff group for the Critical Education Series in Fall 2018, please contact me for more details!