Download the handout and slides: https://go.ncsu.edu/byrd-microaggressions

TEACHER EDUCATION AND LEARNING

MICROACERESPACES MACADEMIC SPACE

CHRISTY M. BYRD

GUIDELINES FOR DISCUSSION

Listen to learn

Listen harder when you disagree or don't understand

Respect confidentiality

Talk in your breakout groups about what is OK to share outside the group



WHAT ARE MICROAGGRESSIONS?

Microaggressions are subtle and often unintentional verbal or nonverbal slights that demean an individual based on their membership in a marginalized group. "You speak English so well!"

"You must be good in math, can you help me with my assignment?" (to an Asian person)

"Why do Black people have to be so loud? Just calm down."

"That's so gay"

- Assuming a student of color has cheated when they get a high score
- A teacher calling on males students more than female students

Take a moment to think of a microaggression you experienced. How did you respond?

MICROAGGRESSIONS HURT

For college students in particular, microaggressions have been linked to anxiety, depression, binge drinking, and poor academic performance(Blume 1971; Brown et al. 2015; Ong et al. 2013; Solorzano et al. 2000; Torres et al. 2010; Wong et al. 2014) Their subtlety and ambiguity make it difficult to detect and respond to microaggressions and make it difficult for targets to receive support.

WHY CONFRONT IN THE MOMENT?

Research on discrimination in general and microaggressions in particular suggests that active coping strategies are associated with greater well-being later on (Dickter 2012; Grier-Reed 2010; Miller and Major 2000; Solorzano et al. 2000; Torres et al. 2010).

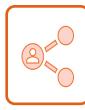
Confronting may not always be the best strategy.



It can reduce aggressor's bias(Czopp et al. 2012, 2006; Czopp and Monteith 2003; Gervais et al. 2010)



You may feel less guilty and are less likely to ruminate(Dickter 2012; Dickter and Newton 2013; Sechrist and Swim 2008; Shelton et al. 2006)



It sets a norm for others(Blanchard et al. 1994; Monteith et al. 1996)

SOME TYPES OF CONFRONTATION ARE MORE EFFECTIVE

Hostile confrontations generate more backlash and make the confronter seem more unlikeable (Czopp et al. 2006; Hyers 2010; (Saunders and Senn 2009)

Messages focused on fairness are associated with less prejudiced behavior later (Czopp et al. 2006)

Responses that are active, polite, and positive seem to be most effective for reducing **prejudice** for the aggressor and reducing **backlash** against the confronter (Hillard 2011; Nadal 2013; Plous 2000; Sue 2003, 2010; Swim and Thomas 2006)



Your goal

• What do you want to accomplish?

Your role

• What is your relationship to the aggressor and bystanders?



HOW TO RESPOND

Appeal to values	• "You're too smart to believe that!"	
Express your feelings	• "That hurts my feelings."	
Get them to explain	• "What did you mean by that?"	
Empathize with the underlying feeling	• "I know it's hard to find a job after college, [but affirmative action isn't the problem.]"	
Give information	"Actually, most people on welfare are White."	
Use humor	• "Are you Donald Trump now?"	
Involve others	• "Did you hear that?"	
Non-verbal response	• Roll your eyes	

HOW THEY MIGHT REACT

Denial	
Dismissal/minimization	
Attack	
Claim it was a joke	
Try to explain your misinterpretation	
Guilt	
Freeze	
Get others to agree with them	
Apologize/try to make up for it	

BREAKOUT ROOMS

If you feel comfortable, share your experience with a microaggression. If you confronted, which response did you use and did you feel it was effective?

Brainstorm alternative responses with your group. If you wish, practice saying them out loud.

Discuss what types of responses are most useful in different circumstances.

	Microintervention strategies		
Directed Toward Perpetrator Microaggressions	Directed Toward Institutional Macroaggressions	Directed Toward Societal Macroaggressions	
	Make the "Invisible" Visible		
 communication Make the meta-communication - explicit Challenge the stereotype Broaden the ascribed trait to a 	Keep a log of inequitable practices as you see them Run your observations by allies who can corroborate Solicit feedback from fellow coworkers/students Monitor trends around recruiting, hiring, retention, promotion	 Create partnerships with acaden institutions to analyze data relat to disparities in education, healt care, employment Disseminate research on dispari trends to general public and mee Organize peaceful demonstration 	
Disa	rm the Microaggression/Macroaggres	sion	
 State values and set limits Describe what is happening Use an exclamation Use non-verbal communication Interrupt and redirect 	Boycott, strike, or protest the institution Request meetings with intermediary or senior leadership to share perspectives Exercise right to serve on boards to voice your concerns Delineate financial repercussions of continued macroaggressions Notify press or other media outlets	 Protest political leaders who reinforce inequity and division/ support those who do not Revise and veto unjust commun policies, practices, and laws Lobby to your congressmen or senators Attend televised town hall meetings to voice your concerns 	
	Educate the Offender		
 Appeal to the offenders values 	Describe the benefits of workforce diversity Institute long-term mandated training on cultural sensitivity for all levels Infuse multicultural principles into organizational mission and values	 Raise children to understand concepts like prejudice, discrimination, and racism. Challenge silence/lack of response to macroaggression Identify shared mutual goals among people Increase community's exposure positive examples of diverse cultures to offset negative stereotypes and biases 	
	Seek External Intervention		
Report the act Seek therapy/counseling Seek support through spirituality/religion/community Set up a buddy system Attend support groups	Report inequitable practices to your union Create networking/mentoring opportunities for underrepresented employees/students Maintain an open, supportive, and responsive environment Call on consultants to conduct external assessments/cultural audits	 Foster cooperation over competition Foster a sense of community belonging Create caucuses for allies and targets Participate in healing circles, vigils, memorials that remind u the consequences of hate 	

Sue et al. (2019)

SUPPORT THE DEI TASK FORCE

Sense of Belonging Survey – open through Feb 23rd

Task Force Information: <u>https://ced.ncsu.edu/advancing-dei/</u>



RESOURCES

- Byrd, C.M. (2018). Microaggressions Self-Defense: A Role-Playing Workshop for Responding to Microaggressions. Social Sciences, 7, 9. (<u>full text</u>)
- Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128-142. <u>http://dx.doi.org/10.1037/amp0000296</u>