

# Microaggressions in the Classroom

Wednesdays at 4 on October 14, 2020

Vivie Nguyen, Director for Intercultural Engagement

# Our Time Together

## Agenda

1. Define and identify microaggressions
2. Learn the R.A.V.E.N. method to intervene
3. Practice the R.A.V.E.N. method in the classroom

## Outcomes

Understand microaggressions and their impacts; utilize tools for interventions in the classroom.

Consider how microaggressions also affect us in our everyday lives and in the workplace.

More info on how to use this template at [slidescarnival.com/help-use-presentation-template](https://www.slidescarnival.com/help-use-presentation-template)

This template is free to use under [Creative Commons Attribution license](https://creativecommons.org/licenses/by/4.0/). You can keep the Credits slide or mention SlidesCarnival and other resources used in a slide footer.

# Microaggressions and mental health

What is a microaggression?

How do they impact others?

“

*Racial microaggressions are the brief and everyday slights, insults, indignities and denigrating messages sent to people of color by well-intentioned White people who are unaware of the hidden messages being communicated.*

”

# Microaggressions in Everyday Life

1. When a White couple (man and woman) passes a **Black man** on the sidewalk, the woman automatically clutches her purse more tightly.
2. A third generation **Asian American** is complimented for speaking such good English.
3. Police stop a **Latino male** driver for no apparent reason but to subtly check his driver's license to determine immigration status.
4. **Native/American Indian/Indigenous** students see Native American symbols and mascots.

# Microaggressions and Mental Health

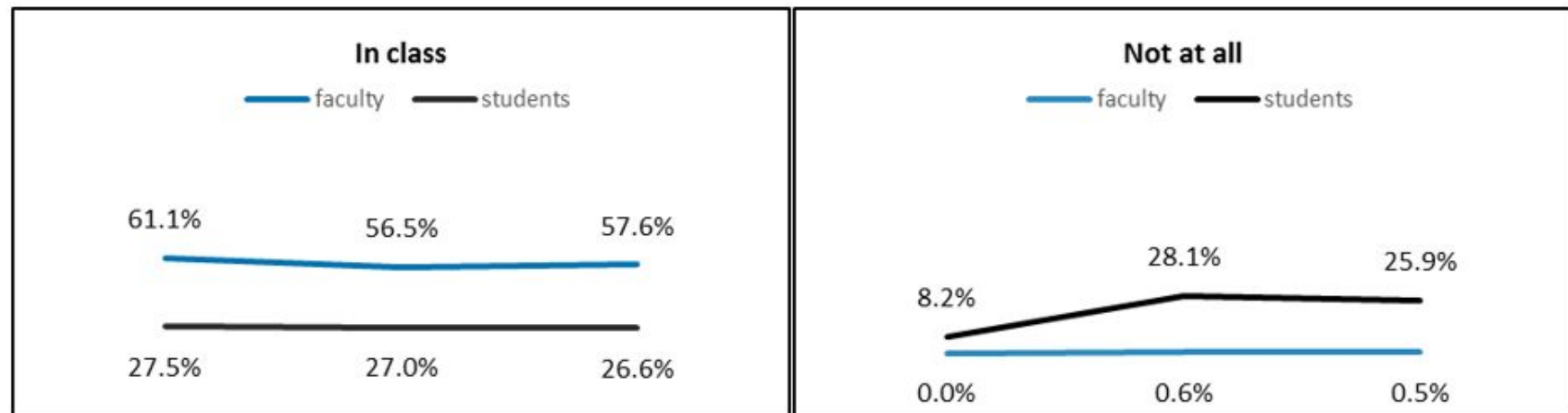
Individuals who perceive and experience racial microaggressions in their lives are likely to exhibit negative mental health symptoms, such as:

- ▶ depression
- ▶ anxiety
- ▶ negative affect (or negative view of the world)
- ▶ lack of behavioral control

# Recognizing Microaggressions

Identifying microaggressions  
in the classroom

**Incidents of bias in the classroom:** Have you (seen your professors) address(ed) incidents of bias, stereotyping, or discrimination in class? If so, when, relative to the incident, did they (you) do so? (Trendline 2012, 2015, 2018)



*Faculty are more likely to think they've addressed an incident of bias, stereotyping, or discrimination that are students and faculty are more likely to perceive that they've addressed an incident in class than are students. The trend from 2012 to 2015 to 2018 shows that students are slightly less likely to think that faculty address incidents in class, and much more likely to think that they do not address such incidents at all.*



# Microaggressions in the Classroom

## Gender

Misgendering (pronouns) a student or utilizing their wrong name (dead name).

## Disabilities

Asking students with disabilities to identify themselves.

\* Accessibility in font size and scans on Canvas.

## Race

Turning to a student of color for their insight or input (directly or indirectly e.g. eye contact) when race enters the classroom conversation.

Making comments about POC “dialect” as non-academic or inferior.

Mistaking POC students for one another.

## Religion

Scheduling a deadline during a holiday for a non-Christian student.

## Socioeconomic Status

\* Assigning additional software or texts not stated on the syllabus.

\* “Field work” when students have multiple jobs or no access to transportation.

# Responding to Microaggressions

Considerations for responding  
and the R.A.V.E.N. Method

# Considerations for Responding

## Causer

- △ **Remember** that everyone commits microaggressions.
- △ **Listen** to the person explaining their experience.
- △ **Recognize** the impact of your actions and learn to identify microaggressions.
- △ Microaggressions aren't micro—they cause harm.
- △ **Offer a genuine apology.**

## Affected

- △ **Acknowledge** your feelings.
- △ **Choose** to talk to the person who committed the microaggression or...
- △ Decide that you need **time to process** alone or with others before coming back to the person.
- △ The important thing is to do what you feel is **best for you.**

# Should I Respond?

1. If I respond, could my physical safety be in danger?
2. If I respond, will the person become defensive and will this lead to an argument?
3. If I respond, how will this affect my relationship with this person?
4. If I don't respond, will I regret not saying something?
5. If I don't respond, does that convey that I accept the behavior or statement?

# R.A.V.E.N. Method

1. **R**edirect the interaction
2. **A**sk probing questions
3. **V**alues Clarification
4. **E**mphasize your own thoughts and feelings
5. **N**ext steps

1. "I'm concerned with the language that is being used."
2. "What did you mean by that?"
3. "What you said is not aligned with our agreed values for this space."
4. "I feel, think, was hurt..."
5. Suggestions to change or correct behavior.

# Microaggressions in the Classroom

## Scenario 1

A White student says, “I don’t see why we have to talk about race all the time, it’s not always about race.”

This course is part of the KNOW requirement.

## Scenario 2

A male student consistently interrupts and receives praise instead of a female student for her response. She no longer raises her hand for the remainder of the class.

## Scenario 3

Students are having a conversation as you walk into the room about how everything past 6th street is scary and “ghetto”

There are local students in this class.

# Microaggressions in the Classroom

## Scenario 4

Student in a chemistry class makes the following comment about an Arab American student: “Maybe she should not be learning about making bombs and stuff.”

## Scenario 5

Student makes a side comment while lamenting about midterms that they “wish they had ADHD so that they could have twice the amount of time to take a test.”

## Scenario 6

A colleague remarks that they are tired of teaching students who have not been “adequately prepared” to be in an elite college setting.

## Decentering Whiteness: Anti-Racist Unlearning Space

### Critical Approaches to 'Allyship'

October 22nd | 6 PM

Registration link:

<https://forms.gle/yuPyvq7PHtHMSHiD6>

A space to unlearn white supremacy & complicity in allyship, learn about structural oppression, and understand & unpack privileged positionality. This space specifically aims to engage with the dimensions of whiteness UPS students occupy, and most importantly mobilize support for the work of faculty, staff and students of color.

This space is facilitated by UPS students Maya Horten, Kaity Calhoun, and Mara Johnson

## EDUCATION UNDER SIEGE:

A Panel Discussion on President Trump's Executive Order on Combatting Race and Sex Stereotyping

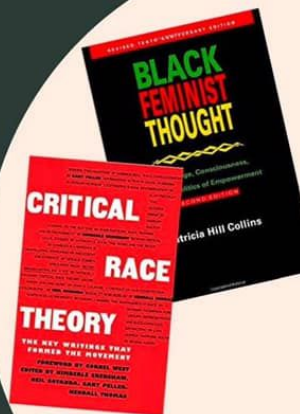
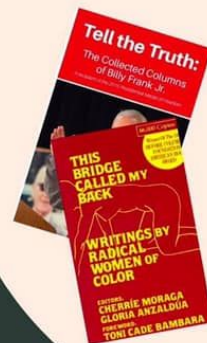
### Panelists:

Nancy Bristow, History  
Dexter Gordon, AFAM/RPI  
Douglas Sackman, History  
and more!

\*\*\*\*\*  
*Friday, October 23  
Noon-1:00*

*Zoom Meeting ID:  
915 3732 0727*

\*\*\*\*\*  
Sponsored by: PART (People for an Anti-racist Transformation), the History Department, Race and Pedagogy, and the African American Studies Program



## HUMAN RESOURCES

w/ University Chaplain,  
Dave Wright

### Being an Engaged Voter – Before, During & After the Election

October 23<sup>rd</sup> -1:00-2:00

### Strategies for Holiday Conversations

November 19<sup>th</sup> –  
10:00-11:00

### Post-election Summary/Holiday Observances

December 7<sup>th</sup> – 1:00-2:00