

Tool: Recognizing Microaggressions and the Messages They Send

THEMES	MICROAGGRESSION	MESSAGE
<p>Pathologizing Cultural Values/Communication Styles The notion that the values and communication styles of the dominant/White culture are ideal/"normal".</p>	<ul style="list-style-type: none"> ◦ To an Asian, Latino or Native American: "Why are you so quiet? We want to know what you think. Be more verbal." "Speak up more." ◦ Asking a Black person: "Why do you have to be so loud/animated? Just calm down." ◦ "Why are you always angry?" anytime race is brought up in the classroom discussion. ◦ Dismissing an individual who brings up race/culture in work/school setting. 	<p>Assimilate to dominant culture.</p> <p>Leave your cultural baggage outside. There is no room for difference.</p>
<p>Second-Class Citizen Occurs when a target group member receives differential treatment from the power group; for example, being given preferential treatment as a consumer over a person of color.</p>	<ul style="list-style-type: none"> ◦ Faculty of color mistaken for a service worker. ◦ Not wanting to sit by someone because of his/her color. ◦ Female doctor mistaken for a nurse. ◦ Being ignored at a store counter as attention is given to the White customer. ◦ Saying "You people..." ◦ An advisor assigns a Black post-doctoral student to escort a visiting scientist of the same race even though there are other non-Black scientists in this person's specific area of research. ◦ An advisor sends an email to another work colleague describing another individual as a "good Black scientist." ◦ Raising your voice or speaking slowly when addressing a blind student. ◦ In class, an instructor tends to call on male students more frequently than female ones. 	<p>People of color are servants to Whites. They couldn't possibly occupy high status positions. Women occupy nurturing positions. Whites are more valued customers than people of color.</p> <p>You don't belong. You are a lesser being.</p> <p>A person with a disability is defined as lesser in all aspects of physical and mental functioning. The contributions of female students are less worthy than the contributions of male students.</p>
<p>Sexist/Heterosexist Language Terms that exclude or degrade women and LGBT persons.</p>	<ul style="list-style-type: none"> ◦ Use of the pronoun "he" to refer to all people. ◦ Being constantly reminded by a coworker that "we are only women." ◦ Being forced to choose Male or Female when completing basic forms. ◦ Two options for relationship status: married or single. ◦ A heterosexual man who often hangs out with his female friends more than his male friends is labeled as gay. 	<p>Male experience is universal. Female experience is invisible.</p> <p>LGBT categories are not recognized. LGBT partnerships are invisible.</p> <p>Men who do not fit male stereotypes are inferior.</p>
<p>Traditional Gender Role Prejudicing and Stereotyping Occurs when expectations of traditional roles or stereotypes are conveyed.</p>	<ul style="list-style-type: none"> ◦ When a female student asks a male professor for extra help on an engineering assignment, he asks "What do you need to work on this for anyway?" ◦ "You're a girl, you don't have to be good at math." ◦ A person asks a woman her age and, upon hearing she is 31, looks quickly at her ring finger. ◦ An advisor asks a female student if she is planning on having children while in postdoctoral training. ◦ Shows surprise when a feminine woman turns out to be a lesbian. ◦ Labeling an assertive female committee chair/dean as a "b_ _ _," while describing a male counterpart as a "forceful leader." 	<p>Women are less capable in math and science.</p> <p>Women should be married during child-bearing ages because that is their primary purpose.</p> <p>Women are out of line when they are aggressive.</p>

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