

# An introduction to microaggressions by CSUDH professors:

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# MICROAGGRESSIONS

(Yosso et. al., 2009)

sometimes unintentional discrimination in the form of subtle racialized and gendered assumptions, low expectations, and stereotypical assumptions translated into via “acts of disregard” nonverbal gestures even racially assaultive remarks-

these subtle aggressions produce feelings of degradation, an erosion of self confidence self-image - essentially reduce, dilute, the person- put them (already marginalized groups) into their “place.”

# IMPOSTER SYNDROME

Mismatch of Cultural Capital of the Academy with our homes/ families/ culture, our identities - our intersectional identities) which often results in microaggressions... being othered, marginalized.

# HOW IT PLAYS OUT IN OUR CLASSROOMS

Reinforced by a curriculum and pedagogy that does little to reflect their worldviews.- what we teach and how we teach centers white, middle/ upper class/ heteronormative cultural capital, knowledge, understanding

...acts of overt or covert racism [microaggressions] simply confirm and feed into doubts about our ability to be seen as legitimate participants in college. - push out (Yosso et. al, 2009)



"You don't act black."

"But, you sound white."

"Can I touch your hair?"

"You're lucky there's affirmative action."

"You're pretty in an exotic way."

"You don't dress ghetto."

sheknows



# WHAT TO CONSIDER IF YOU RESPOND

1. Emotional investment
2. Expected outcome
3. Assume positive intent
4. Be aware of your own physical health
5. You don't have to do the work alone- allies- talk to someone

Journal- write them down to help you process

# WHEN YOU DECIDE TO RESPOND

3 things to think about

1. Ask clarifying questions - what did you mean by that? What is the intent behind that?
2. Paraphrase it back to them- this is what I heard
3. Separate intent and impact- I don't know that you meant that but this is what it felt like to me



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