

Computer Science and Engineering

CELEBRATION OF DIVERSITY

UC SAN DIEGO · 4/12/19

Recognizing and Responding to Microaggressions

CSE Diversity, Equity, and Inclusion
Culture Subcommittee

Goals/Learning Outcomes

- Participants will be able to define "microaggression"
- 2. Participants will be able to **recognize** microaggressions
- Participants will be able to **respond** to microaggressions in a constructive, non-aggressive manner
- 4. Participants will be able to **educate** others about recognizing and responding to microaggressions



Code of Conduct

- Be Mindful of your Language
- Use your best judgement
- Be respectful
- Be intentional
- ❖ Be open minded
- Maintain a Safe Space



What is a microaggression?

Microaggressions are brief and commonplace daily interactions that are difficult to identify and even harder to address. Microaggressions, whether intentional or unintentional, communicate hostile, derogatory, or negative prejudicial slights and insults towards a person based solely on their marginalized group membership. These actions can be verbal, behavioral, or environmental. They are often cultural norms from a less aware time which make them a subtle and ostensibly innocent, but are ultimately a detriment to both individuals and communities.1

















Tools & Methods for Addressing Microaggressions

- Inquire
- Use Strategic Questions
- Paraphrase/Reflect
- Reframe
- Use Impact and "I" Statements
- Use Preference Statements
- Re-direct
- Re-visit
- Open the Front Door
- Considerations



What is our activity?

- 1. Split into groups of 8-10 people for "Apples to Apples" style game to identify microaggressions
 - a. Review Code of Conduct for respectful and inclusive behavior
 - b. Cards with examples of microaggressions will be read and participants will discuss and brainstorm how to address these different scenarios
 - c. Aim to spend about 10 minutes on each scenario, and be mindful to give anyone who wishes to share an opportunity to do so
 - d. Please note, unlike "Apples to Apples," there is no card "winner"
- 2. Reflect on how these lessons can be applied in our CSE and UCSD community



Example:

You are studying with a few classmates for your upcoming statistics midterm. A study group member, who is white, turns to another study group member, who is Asian, and says "You must be good at math, can you help me with practice problem #4?"

How would you respond in this situation?



Questions









Reflection Questions

- 1. What were your thoughts and feelings while reading the cards or hearing others talk about the stories they read?
- 2. Did anything challenge what you know or thought you knew?
- 3. What's an example of implicit bias that you have experienced, witnessed or heard about within the CSE community?
 - What impact did it have on you? What did you learn from the experience?



Acknowledgements

- Jackson, Zakiya (2018). We Were So Happy: Microaggressions and Where They Happen [Audio podcast].
- Sue, D. W. (2010). Microaggressions in everyday life: Race, gender, and sexual orientation. Hoboken, NJ: Wiley.
- Sue, D. W. (2015). Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race. Hoboken, NJ, US: John Wiley & Sons Inc.
- FrameShift Consulting
- CSTT Gamecards
- PDOC Organizer's Kit
- Photos: GLAAD Trans* Microaggressions Photo Project
- Photos: Kim, Kiyun: <u>Racial Microaggressions</u>
- Spiegler, J. (2017, Sept. 27) <u>First Encounters With Race and Racism: Teaching Ideas for Classroom Conversations</u>
- University of Illinois Engineering, "A Guide to Responding to Microaggressions"

Questions?

cse-diversity-culture-subcommittee@eng.ucsd.edu