

RACIAL MICROAGGRESSIONS

Theme	Microaggression	Message/Impact
<p>Alien in own land When Asian Americans, Latino Americans, and others are assumed to be foreign-born</p>	<p>Asking an Asian co-worker, “Where are you from? No, where are you <i>really</i> from?”</p> <p>Telling an American-born Latina student she speaks such good English.</p>	<p>You are not American.</p>
<p>Ascription of intelligence Assigning a degree of intelligence to a Person of Color on the basis of his/her race</p>	<p>A school counselor reacts with surprise when an Asian American student has trouble on the math portion of a standardized test.</p> <p>A career counselor asks a Black or Latino student, “Do you really think you’re ready for college?”</p>	<p>All Asians are smart and are good at math.</p> <p>It is unusual for People of Color to succeed.</p>
<p>Color blindness Statements which indicate that a person does not want to acknowledge race.</p>	<p>When a staff member of color attempts to discuss being the only Person of Color at her job and feeling alienated and dismissed by her co-workers, another staff members says, “I think you are being too paranoid. We should emphasize similarities, not people’s differences.</p> <p>When a student complains that a teach is racist, another teacher replies, “We don’t see color here at MLK High School. He was probably just having a bad day.”</p>	<p>Race and culture are not important variables that affect people’s lives.</p> <p>Your racial experiences are not valid.</p>
<p>Myth of meritocracy Statements which assert that race does not play a role in succeeding in career advancement or education</p>	<p>A school counselor tells a Black student, “If you work hard, you can succeed like everyone else.”</p> <p>When test results show a racial achievement gap, a school <i>only</i> focuses on ways to motivate students of color to work harder to close the gap.</p>	<p>People of color are lazy and/or incompetent and need to work harder.</p> <p>If you don’t succeed, you have only yourself to blame (blaming the victim).</p>

<p>Pathologizing cultural values/communication styles The notion that the values and communication style of the dominant/White culture are ideal</p>	<p>A Black student is loud, emotional, and confrontational in class. The teacher refers her to Special Education for a behavior disorder.</p> <p>A student of Asian or Native American descent has trouble maintaining eye contact with his teacher. The teacher assumes he is being defiant.</p>	<p>Assimilate to dominant culture.</p> <p>Leave your cultural baggage outside.</p>
<p>Second class citizen Occurs when a White person is given preferential treatment as a consumer over a Person of Color</p>	<p>White students get called on more frequently in class when student of color have their hands raised just as often</p> <p>A White person is served first by the office staff when a Person of Color arrived earlier</p>	<p>Whites are more valued than People of Color.</p> <p>White families are more valued in this school than families of color.</p>
<p>Environmental Microaggressions Visible microaggressions, which are more apparent on a systemic level</p>	<p>A school website features only pictures of White historical figures.</p> <p>What people are the protagonists of all the required reading in a classroom.</p>	<p>You don't belong; only White people can succeed.</p> <p>You are an outsider. You don't exist.</p>

Adapted from "Racial Microaggressions in Everyday Life: Implications for Clinical Practice," Sue, D.W., Capodilupo, C.M., Torino G.C., Bucceri, J., Holder, A.M.B., Nadal, K.L., Esquilin, M., *American Psychologist*, 2007, Volume 62, No. 4.