AN EDUCATOR’S RESOURCE GUIDE
UNIT 2: ENCuentros & DESENCuentros
¡NUEVOlution! Latinos and the New South
An Educator’s Resource Guide

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ABOUT THE EXHIBITION
¡NUEVolution!: Latinos and the New South

Over the past 25 years, the South has emerged as the nation’s most vibrant area of Latino growth and has transformed itself from a place that previously held almost no immigrants to a multi-cultural, multi-ethnic and fast changing environment. ¡NUEVolution!: Latinos and the New South explores the seismic demographic change that the South has and continues to experience, something that many historians consider to be the biggest story in southern history since the Civil Rights Movement. Today, Charlotte tops the Nielsen list of fastest growing major Latino metro areas, up over 400% since 2000. In Charlotte-Mecklenburg schools, 1 in 5 students is now Latino.

¡NUEVolution! is divided into four different sections based on the concept of encuentros, or exchanges, in which the visitor will be able to connect southern history to his/her experience in the Latino New South. Relying heavily on first-person accounts (via video) and interactive questions, the exhibit seeks to help visitors connect through shared stories and experiences. The entire exhibit is transadapted, into English and Spanish, which unlike literal translation, takes into account the nuances and cultural richness of the Spanish language while retaining the core message, thus creating deeper connections with Latino visitors. Another unique feature of the exhibit is the inclusion of Latino artwork. These pieces help to convey the promising and challenging lived experiences of this demographic change.

We are excited to share the ¡NUEVolution! curriculum, a foundation from which educators can further engage students around the themes and topics within the exhibit. The curriculum is divided into three units, each of which contains lesson plans that meet NC Essential Standards and Common Core objectives. To assist educators in bridging the gap between the classroom and the exhibit, each lesson plan incorporates videos from ¡NUEVolution! that can be accessed online. Moreover, we encourage educators to be creative and adapt the lesson plans to meet the needs of their students.

It is our hope that the ¡NUEVolution! curriculum enable educators to open the door for dialogue, build bridges between students of different backgrounds, introduce multiculturalism, and help students connect their personal stories to this new chapter in Southern history.
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UNIT 2: ENCUENTROS & DESENCUENTROS
**Word Storm**

**Common Core and NC Essential Standards:** 3.C.1.1; 4.C.1.1; NL.CLL.3.1; NL.COD.4.1

**Objective:** Students will be able to identify common Spanish words they encounter and learn how to understand unfamiliar words in context.

**Warm-up:** Write down a list of your 10 favorite foods.

**Lesson:**

1. Ask students to look at their list. Do they know how to say those words in Spanish or any other language?
2. Have students exchange their list (or a set of words from their list) with a classmate. After the exchange, each student should underline foods that they like as well and see if they can translate any of each other’s lists to Spanish.
3. Watch the ¡NUEVOlution! video *Taste/Sabor* that features conversation about how different dishes come together in the South.
4. Have students complete a Word Storm sheet for 2-5 words they didn’t know from the video and from their classmate’s list.

**Additional Writing/Discussion Prompt:** Think of how to make your favorite dish (consider grilled cheese or ice cream or lemonade). What are the steps and ingredients to make it? What are the Spanish words that will help you explain how to make that dish?

After you finish, ask yourself:

Could a friend use my directions and ingredients to make my dish?

**See in ¡NUEVOlution! and/or watch online:** *Taste/Sabor; Origins/Orígenes*; Interactive: How do cultures collide on your plate?
Creating Questions

**Common Core and NC Essential Standards:** IL.COD.1.1; IL.COD.1.2; IL.COD.3.3

**Objective:** Students will be able to pose questions correctly in Spanish.

**Warm-up:** Think of the last time you met someone new or interesting. What did you ask him or her? What did they ask you in return?

**Lesson:**


2. Ask students to think of questions they have for Neftali. The questions could be personal or about the work that she does. Have students write at least five questions to Neftali using proper Spanish punctuation and spelling.

3. Once students have questions for Neftali, have them construct two additional questions that they would like to pose to others concerning Neftali’s story and her work to help organize farmworkers.

**Additional Writing/Discussion Prompt:** What questions do students have about the rights of farmworkers? Have them design a set of questions in English and Spanish for a web search that will help them answer the questions that they have. They should answer their questions in both English and Spanish as they complete their research.

**See in ¡NUEVOlution! and/or watch online:** Activismo/Activismo; Origins/Orígenes; Neftali Cuello, Poder Juvenil Campesino & NC Field by RAFIUSAVideo: [https://www.youtube.com/watch?v=z-L63zhnJ9E](https://www.youtube.com/watch?v=z-L63zhnJ9E)
**Indigenous Languages of Latin America**

**Common Core and NC Essential Standards:** LAS.C.1.3; CCSS.ELA-Literacy.RI.9-10.1; CCSS.ELA-Literacy.RI.11-12.1; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.11-12.7; IM.COD.3.3; IH.CLL.3.2; IH.CLL.3.3

**Objective:** Students will be able to describe the history of native Latin American languages and the relevance of these languages in contemporary society.

**Warm-up:** Ask students to read the abbreviated article, “United States has more Spanish speakers than Spain does, report says” and write a paragraph reflecting on the information. Have students share their responses. If students respond negatively about Spanish being spoken in the U.S. or diversity in languages, remind them that indigenous Americans had their own languages and were ultimately forced by settlers and their descendants to learn European languages.

**Lesson:**

1. Explain to students that just as Native Americans, in what is now the United States, developed their own languages before the arrival of European colonists, so too did the indigenous peoples of Latin America. Moreover, since the dawn of European colonization, indigenous languages in the Americas have been on the decline with many disappearing.

2. Ask your students to name some languages that are spoken in Latin America. List the languages on the board. Explain that a common misconception is that everyone in Latin America speaks Spanish. Emphasize to the students how many of the languages listed are of European origin. Explain to students that even though European languages, originally introduced by colonists, are now the most commonly spoken in Latin America, there are communities that still speak native languages.

3. As a class, watch the ¡NUEVOlution! video *Origins/Orígenes* as well as *Indigenous Languages Revive and Thrive in Mexico*: [https://www.youtube.com/watch?v=9Eiv-pnRVr4](https://www.youtube.com/watch?v=9Eiv-pnRVr4). Use the videos as the foundation for a Think, Pair, Share: Ask students to take notes and write down ideas or questions during the videos. After the videos, ask students to share their thoughts with a partner.

4. Divide your students into groups or pairs for a research project on indigenous Latin American languages. Assign groups/pairs one of the following languages: Nahualt, Quechua, Guaraní, Maya, Aymara. If you would like to avoid groups/pairs researching the same language, please consult *Most Common Native Latin American Languages* ([http://www.native-languages.org/most-latin.htm](http://www.native-languages.org/most-latin.htm)) or *The Archive of the Indigenous*
Languages of Latin America (http://www.ailla.utexas.org/site/lg_about.html) for additional languages. Both resources may be shared with students.

a. Ask your students to: (1) research the history of the language (2) research contemporary use of the language (3) identify some words to share with the class

Encourage your students to be creative by creating a digital presentation.

***The research project may be assigned over the course of two class periods***

Homework: Find an article about Spanish being spoken in your community or the United States. Write a two paragraph reflection about the article. What was the article about? What did you learn? How do your opinions and beliefs compare to those expressed in the article? Have students share their responses in class.

Additional Writing/Discussion Prompt: Complete the above homework assignment in Spanish.

Exit Ticket: Other than Spanish, what languages are spoken in Latin America?

See in ¡NUEVOlution! and/or watch online: Origins/Orígenes
1. What is the word? _____________________________

2. How would you spell the word in Spanish or English? _____________________________

3. What other words do you think of when you hear this word? _____________________________

4. Name two people who would use this word. _____________________________

5. Make up a sentence using the word. Your sentence should tell what the word means without saying it directly. _____________________________

Use the rest of the page to create an illustration or idea that goes with your word.
The United States is now the second largest Spanish-speaking country, second only to Mexico, according to a new report by the Spain-based nonprofit Instituto Cervantes.

Surpassing major Spanish-speaking nations such as Spain and Colombia, the United States is home to 41 million native Spanish speakers, with an additional 11.6 million who are bilingual, according to data collected from the U.S. census and other government sources.

Spain has a population of 47.7 million. Colombia has a population of 46.2 million. The United States has a population of 318.9 million.

By 2050, the United States will have the highest Spanish-speaking population in the world at 132.8 million, according to the report, citing figures from the U.S. Census Bureau.

The new report also found that Spanish is the third most used language on the Internet -- following Chinese and English -- and second after English on social media platforms such as Facebook and Twitter.

The data is not surprising, given that 2014 saw a 2.2% increase in the Hispanic population in the United States, accounting for 17.4% of the total population, even as that growth has slowed, according to a recent Pew Research Center report.

While the nation's Hispanic population grew an average of 4.8% from 1995 to 2000, it has dropped an average of 2.2% annually from 2010 to 2014, according to the Pew report.

The decline is attributable in part to the slowdown in immigration from Latin America, particularly Mexico, the Pew center found, citing census figures.

...
Stereotypes: What are they good for? Absolutely nothing!

**Common Core and NC Essential Standards:** 3.C.1; CCSS.ELA-Literacy.W.3.1

**Objective:** Students will be able to define and identify stereotypes and explain why it is wrong to stereotype people.

**Warm-up:** Ask students to write “girls” at the top left side of a piece of paper and “boys” at the top right. Then ask them to draw a line down the middle of the paper, creating a T-Chart. Have students create a list of adjectives and phrases describing girls and boys in each column.

***Preparation: Before the lesson, cut enough sheets of copy paper into four sections so that each student in the class will get one.***

**Lesson:**

1. Once students are finished compiling their lists, have them get into groups of 3-4 to share their lists.
2. Ask each group for a description of boys and of girls. Have a student from each group to come to the front of the board to write a description under girls and under boys. When all of the groups have written descriptions, ask the students to look over the board and raise their hand if they think an important description is missing. If so, add a couple more to the board.
3. Ask students think about whether the descriptions on the board are fair. On the back of their T-Charts, have them write 4-5 sentences about whether they think the descriptions are fair. How did they feel being described as what is written on the board? Have a few students share their opinions. Discuss with the class why making assumptions about people based on gender, clothes, looks, and groups that you may categorize them as being a part of is unfair.
4. Next, ask if anyone has heard of the word stereotype. If students raise their hands, invite them to share. Be sure to provide a class definition for stereotype and have students write it down on the back of their T-Chart. You may use this definition:
   **Stereotype**- an idea or description about a group of people that unfairly describes everyone in the group the same way.
   (Optional video to shows your class about stereotypes by Life lessons/Lesson N°1: [https://www.youtube.com/watch?v=UDT VasxLNho](https://www.youtube.com/watch?v=UDT VasxLNho))
5. Explain to students that stereotypes are sometimes used to describe people based on their race or where they are from, and that we all hold stereotypes about other people whether or not we realize it. Ask students to think about all the different people that
live within their community and what stereotypes they have heard about the different people. Some examples may include: Asians make good grades; African Americans are good athletes; White people have no rhythm; Latinos are illegal immigrants. Discuss as a class why these stereotypes are unfair and offensive. How might believing in stereotypes about one another make it difficult for different people to work together as a community?

6. Below the definition of stereotype, ask students to write about a time that they have been stereotyped based on their race or where they are from. Have students share their experiences with the class. If students do not want to read their responses, collect their papers and randomly select a few to read for the class. Discuss as a class why these stereotypes are unfair and offensive.

7. Now pass each student a piece of the copy paper. Ask them to think of a stereotype that they have of another group of people and that they don’t want to think anymore because it is unfair. Ask them to write it down on the piece of paper. When they are finished writing, ask that they turn their paper over, face down on the desk.

8. Go from student to student with a trash can and tell the class that they are going to throw away their stereotypes, symbolically showing that they no longer believe in the stereotype and will no longer use it.

**Homework:** Ask students to go home and have their parents/guardians throw away a stereotype each. Have the parents/guardians sign the I Threw Away a Stereotype! form.

**See in ¡NUEVOlution! and/or watch online:** Identity Theater; Desencuentros Corridor; Origins/Orígenes; Hopes and Fears for the Future South
Microaggressions and Stereotyping in School

**Common Core and NC Essential Standards:** CCSS.ELA-Literacy.W.6.1; CCSS.ELA-Literacy.W.8.1

**Objective:** Students will be able to define and identify microaggressions.

**Warm-up:** Ask students to write about a time in which they were stereotyped. What was the comment or action? How did it make them feel? How did they handle it? Ask students to share their responses.

**Lesson:**

1. Have students participate in the Common Ground icebreaker. The activity will highlight the different encounters students have had with being stereotyped. Students will need to get into a circle, so this may require moving desks and classroom furniture. Read through the following statements one at a time. Explain to students that after you read each statement they are to step into the center of the circle if the statement applies to them and to step out of the circle if the statement does not apply.
   a. Step forward if you like pizza.
   b. Step forward if pepperoni is your favorite topping.
   c. Step forward if you have ever talked in class without permission.
   d. Step forward if you have ever felt out of place because of your culture.
   e. Step forward if you have ever been judged based on your race, ethnicity, or gender.
   f. Step forward if you have judged someone because they were different.
   g. Step forward if you have ever misjudged someone.

   Take a moment to discuss why people have/have not stepped into the circle following each statement.

2. Introduce students to the concept of microaggressions. Provide the following definition:

   **Microaggressions:** the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment.


4. Before the class begins, select some examples from the University of California’s list of microaggressions to discuss with your students. Present your selected examples one at a time and ask your students to discuss why it is a microaggression.

5. Next, ask students if they think stereotyping and microaggressions are a problem at their school. Why or why not? What should be done to prevent or stop stereotyping and microaggressions at school?

**Homework:** Students should write a five paragraph essay about their perspective on stereotyping and microaggressions in school. Do they see it happen in school? Have they stereotyped others? Have they been stereotyped? What should be done about stereotyping and microaggressions in school?

**See in ¡NUEVolution! and/or watch online:** Identity Theater; Desencuentros Corridor; *Origins/Orígenes*; Hopes and Fears for the Future South
Microaggressions in School and Beyond

Common Core and NC Essential Standards: CCSS.ELA-Literacy.W.9-10.1; CCSS.ELA-Literacy.W.11-12.1

Objective: Students will be able to define and identify microaggressions.

Warm-up: Ask students to write about a time in which they were stereotyped. What was the comment or action? How did it make them feel? How did they handle it? Ask students to share their responses.

Lesson:

1. Introduce students to the concept of microaggressions. Provide the following definition:

   **Microaggressions**: the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. In many cases, these hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment.


2. Review the University of California’s list of examples of microaggressions. Have students list microaggressions they have heard/made. Discuss the examples and the students’ list as a whole group. How do students feel about these comments? Have students encountered similar comments or scenarios? If so, how did they feel and respond? Have students made similar comments? Discuss the relationship between microaggressions and stereotypes.

3. Next, with a partner, have students read “Universities Are Trying To Teach Faculty How To Spot Microaggressions.” Have each student create a T-Chart that contrasts the views of those who believe microaggressions are not a problem and those who believe they are a problem. Encourage them to integrate data from tables 2 and 3 into their charts.

Homework: Ask students to write an essay that addresses the following prompt: Compose an argumentative essay that expresses your views about microaggressions. Are they a problem in society or nothing to worry about? Should your school adopt a no microaggressions policy? Use evidence from “Universities Are Trying To Teach Faculty How To Spot Microaggressions,” additional online research, and personal experience.
See in ¡NUEVolution! and/or watch online: Identity Theater; Desencuentros Corridor; Origins/Orígenes; Hopes and Fears for the Future South
I Threw Away A Stereotype!

Tonight, I, ________________________, threw away a stereotype that I no longer wish to believe about other people.

(Parent/Guardian Name)

_____________________________________________

(Parent/Guardian Signature)

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CUT

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I Threw Away A Stereotype!

Tonight, I, ________________________, threw away a stereotype that I no longer wish to believe about other people.

(Parent/Guardian Name)

_____________________________________________

(Parent/Guardian Signature)

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CUT

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I Threw Away A Stereotype!

Tonight, I, ________________________, threw away a stereotype that I no longer wish to believe about other people.

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_____________________________________________

(Parent/Guardian Signature)

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CUT

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I Threw Away A Stereotype!

Tonight, I, ________________________, threw away a stereotype that I no longer wish to believe about other people.

(Parent/Guardian Name)

_____________________________________________

(Parent/Guardian Signature)
Tool: Recognizing Microaggressions and the Messages They Send

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014). The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical. Below are common themes to which microaggressions attach.

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<th>MICROAGGRESSION EXAMPLES</th>
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<td>Alien in One’s Own Land</td>
<td>“Where are you from or where were you born?” “You speak English very well.” “What are you? You’re so interesting looking!” A person asking an Asian American or Latino American to teach them words in their native language. • Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name.</td>
<td>You are not a true American. You are a perpetual foreigner in your own country. Your ethnic/racial identity makes you exotic.</td>
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<td>Ascription of Intelligence</td>
<td>“You are a credit to your race.” “Wow! How did you become so good in math?” To an Asian person, “You must be good in math, can you help me with this problem?” To a woman of color: “I would have never guessed that you were a scientist.”</td>
<td>People of color are generally not as intelligent as Whites. All Asians are intelligent and good in math/science. It is unusual for a woman to have strong mathematical skills.</td>
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<td>Color Blindness</td>
<td>“When I look at you, I don’t see color.” “There is only one race, the human race.” “America is a melting pot.” “I don’t believe in race.” Denying the experiences of students by questioning the credibility/validity of their stories.</td>
<td>Assimilate to the dominant culture. Denying the significance of a person of color’s racial/ethnic experience and history. Denying the individual as a racial/cultural being.</td>
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<td>Criminality/Assumption of Criminal Status</td>
<td>A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches. • A store owner following a customer of color around the store. • Someone crosses to the other side of the street to avoid a person of color. • While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of color to ask if she/he is lost, making the assumption that the person is trying to break into one of the labs.</td>
<td>You are a criminal. You are going to steal/you are poor, you do not belong. You are dangerous.</td>
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<td>Denial of Individual Racism/Sexism/Heterosexism</td>
<td>“I’m not racist. I have several Black friends.” “As a woman, I know what you go through as a racial minority.” To a person of color: “Are you sure you were being followed in the store? I can’t believe it.”</td>
<td>I could never be racist because I have friends of color. Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you. Denying the personal experience of individuals who experience bias.</td>
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<td>Myth of Meritocracy</td>
<td>“I believe the most qualified person should get the job.” “Of course he’ll get tenure, even though he hasn’t published much—he’s Black!” “Men and women have equal opportunities for achievement.” “Gender plays no part in who we hire.” “America is the land of opportunity.” “Everyone can succeed in this society, if they work hard enough.” “Affirmative action is racist.”</td>
<td>People of color are given extra unfair benefits because of their race. The playing field is even so if women cannot make it, the problem is with them. People of color are lazy and/or incompetent and need to work harder.</td>
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Adapted from Sue, Derald Wing, Microaggressions in Everyday Life: Race, Gender and Sexual Orientation, Wiley & Sons, 2010.
## Tool: Recognizing Microaggressions and the Messages They Send

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| **Pathologizing Cultural Values/Communication Styles**  
The notion that the values and communication styles of the dominant/White culture are ideal/normal. | 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. | Assimilate to dominant culture.  
Leave your cultural baggage outside.  
There is no room for difference. |
| **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. | 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. | 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.  
You don’t belong. You are a lesser being.  
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. |
| **Sexist/Heterosexist Language**  
Terms that exclude or degrade women and LGBT persons. | 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. | Male experience is universal.  
Female experience is invisible.  
LGBT categories are not recognized.  
LGBT partnerships are invisible.  
Men who do not fit male stereotypes are inferior. |
| **Traditional Gender Role Prejudicing and Stereotyping**  
Occurs when expectations of traditional roles or stereotypes are conveyed. | 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.” | Women are less capable in math and science.  
Women should be married during child-bearing ages because that is their primary purpose.  
Women are out of line when they are aggressive. |

Universities Are Trying To Teach Faculty How To Spot Microaggressions

Student activists demanded colleges make campuses more inclusive, and many universities are trying to do just that.

Tyler Kingkade, The Huffington Post
July 11, 2015
http://www.huffingtonpost.com/entry/universities-microaggressions_559ec77be4b096729155bfec?ir=Education

Earlier this year, University of California President Janet Napolitano invited deans and department heads to a seminar on inclusivity on campus. A large theme was how the university could better address microaggressions, the subtle comments, "slights" or "snubs" that signal bias against someone's race, background or identity.

To better explain it, UC published a list of examples of microaggressions, and when commentators discovered it in June, they erupted in disapproval at the examples.

One UCLA professor wrote op-eds calling it "UC's PC police." A Los Angeles Times staff editorial criticized it as going too far. Bloomberg View columnists picked it apart as well.

UC officials declined to make anyone available for an interview, but insisted no one in the university system is "prohibited from making statements such as 'America is a melting pot,' 'America is the land of opportunity,' or any other such statement," phrases listed among the microagression examples.

Yet for all the criticism, the University of California didn't come up with the list -- a Columbia University researcher named Derald W. Sue did in 2007, along with several colleagues. And versions of it have been used in college diversity trainings nationwide for at least the past few years.

"I'm not sure they are advocating for banning speech," Sue told The Huffington Post on Tuesday about the institutions that have adopted the table. "I think it's much more educational. In other words, what are microaggressions? How do they harm individuals of color or marginalized groups? And what can we do to avoid creating misunderstandings?"

The University of Missouri used an almost identical list at a 2012 summit on diversity, part of a biannual effort by the school to improve the campus climate. A version was handed out at a professional development program at Texas A&M University by a guest speaker. A PowerPoint presentation during a student affairs symposium in 2012 at the University of Arizona laid out several examples of microaggressions as well, some from Sue and John Jay College researcher
Kevin Nadal, and a few from students on their own campus. The University of Richmond and Virginia Commonwealth University co-organized a workshop in January 2014 to recognize and diffuse microaggressions in the classroom.

Real Life Microaggressions

- UA Latina student heard other students asking "what is that awful smell? and how can she eat that?" when student was cooking her comfort food in residence hall community kitchen.
- Counselor expresses "surprise" in a counseling session when LGBTQ student hasn't come out to family, suggesting there's a right and wrong way to be LGBTQ.
- "On any given day someone will race across the parking lot, and I won't be looking for help. I am putting my wheelchair in my car, and I hear 'can I help you? can I help you?'" (Keller & Gilgax, p. 253, 2010)

Real Life Microaggressions

- UA professor asks a student wearing a hijab to explain to the class about arranged marriages, because "where she's from they must do a lot of that"
- Students and faculty dismissing questions by international students by responding "I don't understand you?" or ignoring what was said (Kim & Kim, p. 175, 2010)
- "When I tell someone I'm Jewish, some people are shocked. And then I get, 'wait do you celebrate Christmas?' But most people just say, 'YOU'RE JEWISH?!' And then I can't stand when people are always making 'jew jokes' about being cheap, or saving money." -- UA Student
- Commenting that "mixed race people are so beautiful/handyome/exotic" (Johnston & Nadal, p. 131, 2010)

A key component of microaggressions, Sue said, is that they frequently are uttered without any malice on the speaker's part.
"When I'm complimented for speaking good English -- and this happens to me frequently -- the person complimenting me, they are not a mean, evil person," Sue elaborated. "They mean to compliment me but they don't see what message it sends -- that I am a perpetual alien in my own country, I am not a true American. When you try to tell them you feel insulted, they get defensive and they don't understand it. They begin to perceive I am oversensitive. This is the power of microaggressions."

Sue's example appears to be reflected by reactions outside of academia to campus educational efforts.

Shortly after the University of California version made the rounds online, it was discovered that a similar copy was shared at the University of Wisconsin-Stevens Point. Similar criticism ensued from Bloomberg View, but UW-Stevens Point Provost Greg Summers noted to HuffPost it was merely a page ripped out of Sue's 2007 article, and said they've used it in new faculty and staff seminars for a few years.

"Few people have seemed to notice that it's not our material," Summers said, noting there's been academic literature on microaggressions "for at least the past decade, so it's not surprising that other universities are discussing similar lists."

"The term 'microaggression' is really professional jargon that has arisen from research on the subject, and it obviously doesn't translate well to a popular audience," he added.
The reason schools are doing this, according to University of Illinois urban planning professor Stacy Anne Harwood, is because students are demanding it. Students in recent years have engaged in activism around campus climate issues tied to race and treatment of minorities.

From Dartmouth College, Colgate University and the University of Virginia, to the University of Notre Dame, the University of Michigan and UCLA, student activists have demonstrated on campus about microaggressions and inclusivity.

Students at the University of Illinois staged the Being Black at Illinois campaign in March 2014, and later met with school officials to explain their grievances on campus. A year later, in May, a group of faculty and students produced a report after surveying 4,800 students of color at the Urbana campus, showing that over half had experienced stereotyping in the classroom. The report went on to detail places minority students felt uncomfortable, examples of microaggressions they faced and recommendations for how the university could improve.

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Racial Microaggressions in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Yes</td>
</tr>
<tr>
<td>I have had stereotypes made about me in the classroom because of my race.</td>
<td>51</td>
</tr>
<tr>
<td>I have had my contributions minimized in the classroom because of my race.</td>
<td>27</td>
</tr>
<tr>
<td>I have been made to feel the way I speak is inferior in the classroom because of my race.</td>
<td>27</td>
</tr>
<tr>
<td>I have experienced not being taken seriously in my classes because of my race.</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Coping Strategies: How Students Respond to Incidents Related to Race on Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Yes</td>
</tr>
<tr>
<td>Assumed that the person(s) were ignorant</td>
<td>83</td>
</tr>
<tr>
<td>Dismissed or ignored the incident</td>
<td>73</td>
</tr>
<tr>
<td>Decided to pick my battles (when to respond verbally)</td>
<td>42</td>
</tr>
<tr>
<td>Tried to dispel racial stereotypes</td>
<td>32</td>
</tr>
<tr>
<td>Blamed the media</td>
<td>33</td>
</tr>
<tr>
<td>Built a support network of friends/allies/supporters</td>
<td>33</td>
</tr>
<tr>
<td>Responded verbally to the person</td>
<td>33</td>
</tr>
<tr>
<td>Relied on my faith or religious beliefs</td>
<td>27</td>
</tr>
<tr>
<td>Got involved in campus activities</td>
<td>22</td>
</tr>
<tr>
<td>Took on leadership roles in student organizations</td>
<td>19</td>
</tr>
<tr>
<td>Used the cultural centers</td>
<td>13</td>
</tr>
<tr>
<td>Made use of campus resources</td>
<td>10</td>
</tr>
<tr>
<td>Thought about leaving the university</td>
<td>8</td>
</tr>
<tr>
<td>Cried about the incident</td>
<td>8</td>
</tr>
<tr>
<td>Responded physically to the person</td>
<td>4</td>
</tr>
</tbody>
</table>
The top recommendation from the report was that the administration should train faculty and staff about microaggressions and provide them with "tools to address racial microaggressions, such as how to facilitate dialogue in the classroom." Beyond that, it recommended creating an education requirement that students take a class about race, white privilege and inequality in the United States.

"The reaction is more like, 'Oh, we have to be [politically correct] and 'thought police,' without thinking about well, if your words are harming people and limiting access and contributing to students dropping out and not succeeding," Harwood said. "There is this disconnect."

Harwood doesn't think new rules banning certain phrases or disciplining people at school for committing microaggressions would be helpful. Instead, she and her colleague Ruby Mendenhall, a sociology professor, hope reports like theirs can get people to simply think more critically about what they say to one another.

"Since the civil rights era, all of us have been socialized in some way to believe we're in this post-racial society, that it's colorblind, that race does not play a role in the U.S.," explained Mendenhall, "and I think that's some of what's behind the backlash. We aren't really taught or feel comfortable talking about about race relations."

Harwood knows people may write off microaggressions as "just a few words," and insist "it's not a big deal.

"Yeah, but have you heard that 20 times this week?" she asks rhetorically. "I'm sure everyone can relate in some way, maybe because of your weight, your religion, your sexuality."

Sue doesn't want to ban microaggressions either -- though favors banning overt racial slurs -- because the people committing them don't realize they're doing it. He'd rather get more people to recognize what they are.

"It's not a political issue," Sue said, "It's an educational issue here."

"If we are to have a society that really allows for equal opportunities," he continued, "we have to begin talking with one another."