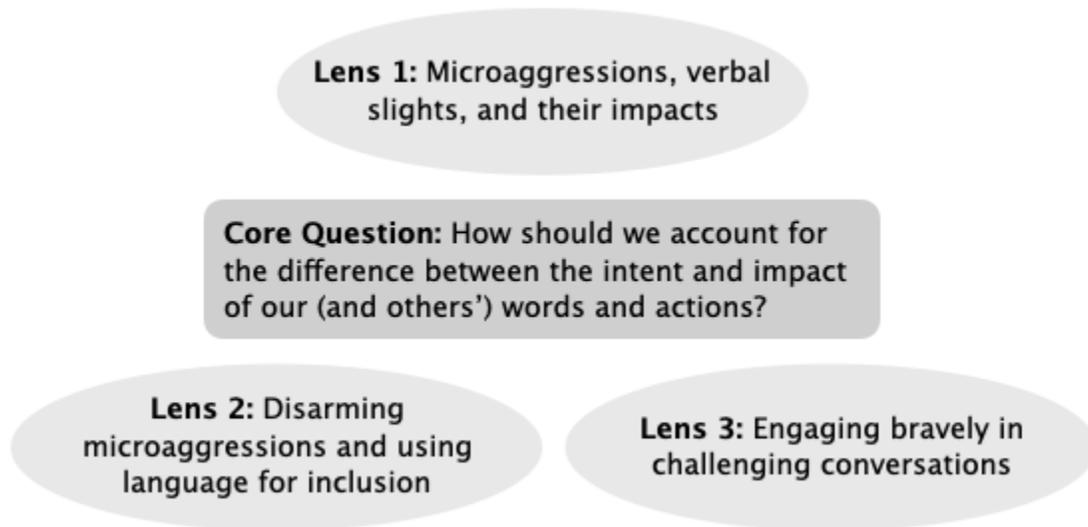


Week 4 Pre-Class Activity

Due 11:59pm Wednesday, Feb 23 via Canvas

This week's **core question** and **lenses** are motivated by the fact that our actions may have different impacts than we intend or can anticipate, and that a central part of inclusion is to engage with that impact. Microaggressions are a common scenario in which someone's intent and impact may differ.



Instructions

Goals of this activity:

- ✓ Hone your *own perspective* on the core question by exploring evidence related to your [assigned lens](#)¹.
- ✓ Prepare to bring helpful evidence, framed through your own perspective, to in-class discussion.

1. Engage with 2+ different sources on your lens for 45+ minutes.

As you go, document points that relate to the core question, and which you think might be helpful to share with your peers in class. These can be, e.g., definitions, examples, resources, questions, arguments, self-reflections.

- For an intro to your lens, see the “topic introduction” sources (also, recall the [Class Glossary](#))
- You can also introduce your own sources (they need not be in English).

2. Summarize the points you want to share in 150+ words and submit this response on Canvas. For some options on what you can write in this response, see [slide 2 of this presentation](#).

¹ You are free to trade lenses with your group members, as long as all lenses are covered.

Lens 1: Microaggressions, verbal slights, and their impacts

Source	Description
Topic introduction	
How intent and impact differ and why it matters (White 2021)	A written article introducing the dichotomy of intent and impact, and the importance of engaging with this difference when relating to and communicating with others.
What exactly is a microaggression? (Desmond-Harris, 2015)	A written article that serves as an introduction to microaggressions - what they are, the term's origins, and the potential harm they can cause.
Microaggressions: Clarification, Evidence, and Impact (Williams, 2019)	A journal article that discusses the term "microaggression", and engages with existing disagreement over this term in the context of broader social structures.
What can microaggressions / other verbal slights look like?	
Mathematical microaggressions (Su, 2015)	A written article for teachers or educators of math - various statements and their unintended messages, as well as suggestions for improvements. "Avoid unintentionally discouraging students whom we wish to inspire"
Biased evaluative descriptions (Bernstein, 2020)	A written thesis on <i>biased evaluative descriptions</i> , i.e., well-intentioned complements that, when examined in their social context or in light of what alternative messages they are replacing, can communicate verbal slights.
Microassaults, Microinsults, and Microinvalidations (PBS 2022)	A series of three short videos describing the three types of microaggressions with first-person examples (as defined by Professor Derald Sue, one of the founding researchers on the topic).
Microaggressions send implicit, often unintentional messages	
The socialization and comfortableness of microaggressions (Boyles 2017)	A TED talk describing how microaggressions send subliminal messages that communicate to certain groups in subtle ways that they are "the other", lesser, or outside the norm.
Microaggressions in Academia (Sue 2019)	In minutes 8 - 15 of this talk , Professor Derald Sue discusses how microaggressions communicate biases we hold and may not even be aware of (similar ideas are found in this article).
Tool: Recognizing Microaggressions and the Messages they Send (Sue, 2014)	A written article about concrete examples of microaggressions, the themes they fall under, and the messages they send.

“Micro”-aggressions can have substantial impacts

[Microaggressions in Academia](#)

(Sue 2019)

(starting at 34:00) This **academic talk** covers anecdotes about the impacts of microaggressions, and later in the talk, gives more results of research on outcome-based impacts in the academic setting (this is a long talk, but a great one!)

[Microaggressions: death by a thousand cuts](#)

(Sue, 2021)

A **written article** describing the documented harm that is caused by constant exposure to microaggressions.

[Wittgenstein on whether speech is violence](#)

(Littman-Navarro 2017)

This is a **written article** (with an audio option) exploring multiple perspectives on whether speech itself can be a form of violence.

Lens 2: Disarming microaggressions and using language for inclusion

Source	Description
Topic introduction	
How intent and impact differ and why it matters (White 2021)	A written article introducing the dichotomy of intent and impact, and the importance of engaging with this difference when relating to and communicating with others.
What exactly is a microaggression? (Desmond-Harris, 2015)	A written article that serves as an introduction to microaggressions - what they are, the terms origins, and the harm they cause.
Microaggressions: death by a thousand cuts (Sue, 2021)	A written article describing the documented harm that is caused by constant exposure to microaggressions.
Strategies for when you witness or experience a microaggression	
Disarming Racial Microaggressions (Sue et al., 2019)	A written journal article describing a taxonomy of strategies for disarming microaggressions. See section “ <i>Responding to Microaggressions</i> ” and Figure 1, which diagrams strategies.
What are Microaggressions? (Ch. 12 of <i>So You Want to Talk About Race</i>) (Oluo, 2019)	A book chapter describing microaggressions via personal anecdotes, and a list of steps to take if someone perpetrates a microaggression against you or if you witness one (p. 173).
How to respond to a microaggression (Yoon, 2020)	This is a written guide for responding to microaggressions when you experience them yourself.
Microaffirmations and other ways to inclusively deploy language	
5 Tiny but Impactful Micro-affirmations (Stillman 2021)	A written article that lists five simple actions you can take in everyday conversations to affirm those around you.
Use micro-affirmations and call out microaggressions to help others (Roberts, 2021)	A written article in Nature describing concrete micro-interventions (including micro-affirmations) that can help create a more inclusive academic culture.
British Columbia - Words Matter (BC Public Service)	A living document about the impact and changing nature of the language we use. Some suggestions are included, while noting that these may change over time.
Model Inclusive Language (The Eberly Center)	A short written guide from the CMU Eberly Center about how to be inclusive as an instructor.

Lens 3: Engaging bravely in challenging conversations

Topic introduction

[How intent and impact differ and why it matters](#)

(White 2021)

A **written article** introducing the dichotomy of intent and impact, and the importance of engaging with this difference when relating to and communicating with others.

[What exactly is a microaggression?](#)

(Desmond-Harris, 2015)

A **written article** that serves as an introduction to microaggressions - what they are, the terms origins, and the harm they cause.

[Microaggressions: death by a thousand cuts](#)

(Sue, 2021)

A **written article** describing the documented harm that is caused by constant exposure to microaggressions.

[Inclusive Conversations](#)

(Winters 2020)

A **book introduction** on engaging with common perspectives and anxieties about current cultural shifts toward greater awareness of inclusivity issues (Introduction), and the importance of inclusive conversations within this landscape (Chapter 1).

The psychology of engaging in difficult dialogues

[Race Talk: the psychology of racial dialogues](#)

(Sue 2013)

An **academic paper** recounting research about why discussing race (but themes can extend more broadly) can be so difficult. E.g., for some, a hurdle can be the fear of appearing racist. ([This talk](#), from minutes 34-45, gives nice context + motivation for this work).

[Why it's so hard to admit you're wrong](#)

(Wong 2017)

Written article on *cognitive dissonance*, and how it can be uncomfortable to be confronted with information that we have made a mistake, as it contradicts our own self-understanding.

[Leaders need to create brave space, not safe spaces, for diversity and inclusion conversations](#)

(Caminiti, 2021)

A **video (starting at 5:30)** in which Mary-Frances Winters talks about the importance of “brave” spaces over “safe” spaces for productive dialogues.

Guides on having difficult dialogues

[Diversity and inclusion: how to have bold inclusive conversations in the workplace](#)

(Winters 2020)

A **written article** on what it takes to partake in challenging conversations, busting the misconception that all it takes is good intent and tips to have to engage in these “bold, inclusive conversations.”

[Race talk and facilitating difficult racial dialogues](#)

(Sue 2015)

A **written article** describing successful and unsuccessful strategies that can be used in conversations about race (but can apply more broadly to difficult dialogues).

[Talking About Race and Inequity in Science – Guide for Students and Postdocs](#)
(Duncan 2022)

A **written guide** for how to bring up issues of race in a research setting, particular in scenarios with power dynamics

Reacting inclusively when you've said something hurtful or are called out

[What to do When You've Said the Wrong Thing](#)
(Goldfarb, 2019)
[Alternative link](#)

A general **written guide** to apologies, including principles and tips for mending when you've made a mistake. Highlight on self-compassion in knowing that you won't always be a perfect communicator.

[Mistakes: What if someone makes a mistake and mispronouns someone else?](#)
(Mypronouns 2022)

A **written article** with examples about how to address or react to someone being "mispronounced" (i.e., when the wrong pronoun is used to refer to or address someone)

[What if I talk about race wrong?](#)
(Ch. 3 of *So You Want to Talk About Race*)
(Oluo, 2019)

A **book chapter** on the difficulties of talking about race, tips for having productive conversations on the topic (p. 45), and tips for how to handle accidentally saying something harmful (p. 49). (Also: p. 175 of this book has steps for handling being called out).

[You've been called out for a microaggression, what do you do?](#)
(Knight 2020)

A **written article** with guidance about how to apologize after committing a microaggression, and how to respond if called out publicly.