Racialized Aggressions Also Known as Micro Aggressions

The Reverend Willard Ashley, Sr., MDIV, DMin, SCP, NCPsyA
Rutgers School of Social Work
September 8, 2020
Microaggression theory was first created by Harvard psychiatrist Chester M. M. Pierce in 1970.
• Scholars have argued that the term promotes victimhood.
• Other scholars argued that the term casts negative light on African-Americans as weak
• Micro Aggression was originally a term used to describe behavior, subtle insults and acts of aggression towards BIPOC.
• Today the term is more widely used to include other populations.
• Thus the updated term is Racial Aggressions.
Racial Aggressions Impact Health

- In 1986 Dr. Pierce published a study to show the impact of suppressed anger on blood pressure and overall health. His research was challenged that he needed a larger sample size.
- There is Nothing Micro About the Pain and Suffering to One’s Mind, Body and Spirit
- Micro Minimizes the Documented DNA Cell Damage that is Caused by Racism and Bias.
- Micro Suggests Racial Aggression is not a Big Deal. It is!
Own Hidden Narratives, Shame, Traumatic Experiences, Losses and Everyday Injustices. How Do We Affirm Growth and Build on Strengths If We Are Not Working on Our Biases, Blind Spots, Internalized Myths and Cultural Humility?
Experiencing Racial Anxiety

People experiencing racial anxiety often engage in less eye contact, have shorter interactions, and generally seem awkward.

→ Missteps in communication
  - Awkward attempts to connect
  - Control failures
→ Avoidance
→ In education, teachers often give students of color less critical feedback (Harber et al., 2010)

@EPIP @NCRP #ImplicitBias
Professor Rachel Godsil
Rutgers Law School
Chancellor's Social Justice Scholar
Co-Founder & Co-Director of the Perception Institute
https://perception.org

The Reverend Willard W C Ashley, Sr. MDiv, DMin, SCP, NCPsyA
Racialized Aggressions Abound
What Is the Impact on Students?
Teens Who Hurt Tend to Experience Teenage Violence in a Socio-Cultural Context, Devaluation, Disruption of Community, Dehumanization of Loss Rage

- Kenneth V Hardy, PhD
Microaggressions in the Learning Environment: A Systematic Review

Ogunyemi, Dotun; Clare, Camille; Astudillo, Yaritzy M.; Marseille, Melissa; Manu, Eugene; Kim, Sun

Section Editor(s): Griffin, Kimberly A. Editor

Author Information

Department of Medical Education, School of Medicine, California University of Science and Medicine, and Department of Obstetrics and Gynecology, Beaumont Hospital, Royal Oak, Michigan
Department of Obstetrics and Gynecology, New York Medical College
Office of Diversity and Inclusion, New York Medical College
Department of Biology, Lehman College
Department of Obstetrics and Gynecology, Beaumont Hospital
This study was presented at the 2018 Council on Resident Education in Obstetrics and Gynecology and the Association of Professors of Gynecology and Obstetrics Annual Meeting Gaylord National Harbor, Washington, DC, February 28-March 2, 2018.

Dotun Ogunyemi, Department of Medical Education, School of Medicine, California University of Science and Medicine, 217 East Club Center Drive suite A, San Bernardino, CA 92408
dogunye@outlook.com

Received December 26, 2017
revised October 23, 2018
Accepted December 21, 2018
• Microaggressions were prevalent and “invisible” in colleges with minority students seemingly worn down by ongoing strategies used to confront the inherent associated stresses.

• Difficult racial dialogues were characterized by intense emotions in both professors and students that interfered with successful learning experiences.
• Coping strategies that correlated positively with microaggression and psychological stress included disengagement, cultural mistrust, stigma for seeking psychological help, alcohol use, and intolerance of uncertainty.
Pedagogical Opportunities

• Factors tending to ameliorate microaggression and psychological stress included engagement, dispositional forgiveness, help-seeking attitudes, self-efficacy in coping with daily hassles, and social connectedness.

• Political activism was helpful in Latinx, but exacerbated microaggression related stress in African American students.

• Multicultural curricula were associated with increased racial awareness. Innovative intervention strategies included brief video interventions and utility of mobile apps.
To address institutional microaggressions and creating a positive racial climate on campuses requires

(1) a critical mass of minority students, faculty and administrators;

(2) a curriculum that includes the historical and contemporary experiences of minority groups;

(3) programs to support recruitment and retention of minorities; and

(4) an institutional mission that reinforces commitment to pluralism and diversity. Larger system efforts on social policies and public education that raise awareness and minimize the occurrence of racial microaggressions are of critical importance. It is crucial that colleges and their funding organizations are motivated to fund and continue to sustain diversity programs.
When and How to Respond to Microaggressions

by Ella F. Washington, Alison Hall Birch and Laura Morgan Roberts, July 03, 2020

**Discern:** the Importance of the Issue and Relationship; Your Feelings; How You Will Be Perceived

**Disarm:** Confront – Usually the Person Fears How You Perceive Him or Her

**Defy:** Challenge with a Probing Question

**Decide:** You Control What This Means for Your Life or Work
Dear anti-racist allies: Here's how to respond to microaggressions

By Kristen Rogers, CNN
Updated 4:57 AM ET, Sat June 6, 2020

Common Racial Aggressions

• All Lives Matter
• Call 9/11 - Random Check
• Can I Touch Your Hair?
• You are so Articulate, You Don’t Sound Black
• Don’t Blame Me, I Didn’t Own Slaves
• I Don’t See Color…
• White Privilege Doesn’t Exist - I had hardships too
• I Have Black Friends

The Art of the Comeback

Educate

• Make the Invisible, Visible
• Disarm the Aggression
• Why This is Offensive
• What to Say
Is It Always About Race?
Learn from the Social Determinants of Health
Learn The Lasting Global Legacy of Stolen Lands
Targeted People and Hidden Narratives
The Number of Hate Groups Reach a Twenty-Year High
(USA Today, 2/20/2019)
Four Decisions in the Classroom

Overcoming Unintentional Racism in Counseling and Therapy, Charles Ridley,
Looking at Situational Variables. Explore What Drives Your Worldview? Check Our Biases

**True Positive**
Favorable Decision or Judgement that is Correct. The Ability to Distinguish Pathology from Cultural Beliefs and Practices.

**False Positive**
Favorable Decision that is Incorrect. Assumption Patient is Functioning at a Higher Level Than Tests or Reality Indicates. Benefit of the Doubt with No Data to Confirm Our Bias at Work

**True Negative**
Negative Decision that Is Correct..

**False Negative**
Unfavorable Decision or Judgment that Is Incorrect. Misinterpretation of Symptoms and Wrong Diagnosis

The Reverend Willard W C Ashley, Sr.
MDiv, DMin, SCP, NCPsyA
Racism Dehumanizes All
Race Prejudice + Power

Internalized Racial Superiority

Internalized Racial Inferiority

The most potent weapon of the oppressor is the mind of the oppressed.

Steven Biko

The Reverend Willard W C Ashley, Sr.
MDiv, DMin, SCP, NCPsyA
Internalized Racial Superiority

- Individualism * Competition
- Expectation of Comfort
- Distancing
- Exceptionalism
- Cultural Appropriation
- Intellectualism
- Addictive Behavior
- Perfectionism
- Difficulty Sitting
- Paternalism
- White Savior Complex
How Are You Working on Your Internalized Racial Superiority?
Hyper Vigilance * Denial
Shame  * Protectionism
Distancing  * Assimilation
Colorism  * Ethnocentrism
Anger * Rage
Self-Hate
Exaggerated Visibility
Violence
Ego  * Self-doubt
Addiction
How Are You Working on Your Internalized Racial Inferiority?

The Reverend Willard W C Ashley, Sr. MDiv, DMin, SCP, NCPsyA
Phyllis Harrison-Ross, MD
Mother of Black Psychiatry

Imagine to Take the Stance:
There is Nothing Wrong with You;
What Happened to You Is Wrong,
Let’s Talk About It

Offer Affirmation
BLACK, BROWN, BRUISED
How Racialized STEM Education Stifles Innovation
EBONY OMOTOLA McGEE
Foreword by David Omotoso Stovall
Racialized Body Battles
Explore The Impact on Students

The Reverend Willard W C Ashley, Sr. MDiv, DMin, SCP, NCPsyA
Trauma Dislocation Gentrification Changes the Brain - Roots Matter: Pursue The Impact on the Student
Build Self-Esteem (Victims or Victors)
Historically Black Universities Set the Bar High - Offer Affirmation

The Reverend Willard W C Ashley, Sr. MDiv, DMin, SCP, NCPsyA
Books Worth Reading
Create a Study and Accountability Group

The longer you swim in a culture, the more invisible it becomes.
More essential now than ever -

TEACHERS’ SOCIAL JUSTICE PLANNER

2020-2021
Planning to Change the World
Planning to Change the World
A PLAN BOOK FOR
SOCIAL JUSTICE EDUCATORS

Planning to Change the World
is a plan book for educators who believe their students can and will change the world. It is designed to help teachers translate their vision of a just education into concrete classroom activities. This unique resource has all the things you would expect in a lesson plan book.

K007RS... $18
Soft, spiral bound, 9 x 11", 176 pp., 2020
NOW SHIPPING

“...an imaginative and innovative idea in the field of education. It is something that teachers all over the country who have social consciences will find useful because it will give them an opportunity and a framework for putting into practice what they believe. I hope it will be widely adopted.” — Howard Zinn
Thank you!

Willard W C Ashley, Sr.
he/his/him/
The Reverend Dr.
Willard W C Ashley, Sr.
Email: Dr.wwca@icloud.com
Mobile: 201-400-3166
Twitter: WWCA
LinkedIn: Willard Ashley
https://about.me/WWCA
www.yourpsychoanalyst.com