



HISTORICAL TRAUMA AND CULTURAL HEALING

Reading List – Microaggressions

These readings address the concept of microaggressions and how they play out in contemporary society. This list is offered as a supplemental resource to the video series located at <http://z.umn.edu/htplaylist>. It is for those interested in exploring in-depth issues related to what microaggressions are and how they impact people.

BOOK TITLE	AUTHORS(S)	YEAR	SUMMARY
Microaggressions and Marginality: Manifestation, Dynamics, and Impact	Derald Wing Sue (editor)	2010	Exploring the psychological dynamics of unconscious and unintentional expressions of bias and prejudice toward socially devalued groups, <i>Microaggressions and Marginality: Manifestation, Dynamics, and Impact</i> takes an unflinching look at the numerous manifestations of these subtle biases. It thoroughly deals with the harm engendered by everyday prejudice and discrimination, as well as the concept of microaggressions beyond that of race and expressions of racism.
Microaggressions in Everyday Life: Race, Gender and Sexual Orientation	Derald Wing Sue	2010	In this book, Derald Wing Sue looks at the manifestations, taxonomy, and dilemmas associated with microaggressions that impact those of different races/ethnic backgrounds, genders, and sexual orientations. He explores the impacts on physical and mental health associated with microaggressions and implications for employment, education, and mental health care settings.
That's So Gay! Microaggressions and the Lesbian, Gay, Bisexual, and Transgender Community	Kevin L. Nadal	2013	In this book, Kevin Nadal provides a thought-provoking review of the literature on discrimination and microaggressions toward LGBT people. The generous use of case examples makes the book ideal for gender studies courses and discussion groups. Each case is followed by analysis of the elements involved in microaggressions and discussion questions for the reader to reflect upon. This book includes advice for mental health practitioners, organizational leaders, educators, and students who want to adopt LGBT-accepting worldviews and practices. It has tips for how to discuss and advocate for LGBT issues in the realms of family, community, educational systems, and the government.

ARTICLE CITATION	SUMMARY
<p>Clark, D. A., Kleiman, S., Spanierman, L. B., Isaac, P., & Poolokasingham, G. (2014). "Do you live in a teepee?" Aboriginal students' experiences with racial microaggressions in Canada. <i>Journal of Diversity in Higher Education</i>, 7(2), 112-125. doi:10.1037/a0036573</p>	<p>The purpose of the current qualitative investigation was to examine Aboriginal undergraduates' ($N = 6$) experiences with racial microaggressions at a leading Canadian university. The research team analyzed focus group data using a modified consensual qualitative research approach (Hill, Thompson, & Williams, 1997). The authors identified 5 distinct themes that represented Aboriginal students' experiences with racial microaggressions on campus: (a) <i>encountering expectations of primitiveness</i>, (b) <i>enduring unconstrained voyeurism</i>, (c) <i>withstanding jealous accusations</i>, (d) <i>experiencing curricular elimination or misrepresentation</i>, and (e) <i>living with day-to-day cultural and social isolation</i>. Some themes were similar to previous research, whereas others were novel to the current investigation. Implications for future research and campus interventions are discussed.</p>
<p>Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. <i>Journal of Counseling Psychology</i>, 54(1), 1-16. doi:10.1037/0022-0167.54.1.1</p>	<p>This study examined the relationships among African American clients' perceptions of their White counselors with respect to (a) perceived racial microaggressions in cross-racial counseling relationships, (b) the counseling working alliance, (c) their counselors' general and multicultural counseling competence, and (d) their counseling satisfaction. Findings revealed that greater perceived racial microaggressions by African American clients were predictive of a weaker therapeutic alliance with White therapists, which, in turn, predicted lower ratings of general and multicultural counseling competence. Greater perceived racial microaggressions also were predictive of lower counseling satisfaction ratings. In addition, African American clients' perceptions of racial microaggressions had a significant indirect effect on these clients' ratings of White counselors' general and multicultural counseling competence through the therapeutic working alliance.</p>
<p>Forrest-Bank, S., & Jenson, J. M. (2015). Differences in Experiences of Racial and Ethnic Microaggression among Asian, Latino/Hispanic, Black, and White Young Adults. <i>Journal of Sociology & Social Welfare</i>, 42(1), 141-161.</p>	<p>Racial and ethnic discrimination is a significant risk factor for health and mental health problems among non-White children, adolescents, and adults. Recent evidence suggests that a form of discrimination known as microaggression, characterized by subtle and often unintentional acts of discriminatory behavior, is associated with detrimental effects on the psychological and emotional wellbeing of non-White individuals. We examined differences in microaggression experiences among a sample of 409 Asian, Latino, Black, and White young adults. Young adults in all the non-White groups reported significantly higher rates of microaggressive experiences than respondents in the White group. Black participants experienced the highest levels of microaggression, followed by Latinos/Hispanics and Asians. Exploratory post-hoc comparisons yielded significant differences in the nature and type of racial and ethnic microaggressions experienced by members of different racial or ethnic groups. Implications for policy and practice are discussed.</p>
<p>Franklin, J. D., Smith, W. A., & Hung, M. (2014). Racial Battle Fatigue for Latina/o Students A Quantitative Perspective. <i>Journal of Hispanic Higher Education</i>,</p>	<p>Previous literature demonstrates that as a result of racial microaggressions and hostile campus racial climates, Latina/o students often state they experience psychological, physiological, and behavioral stress responses during and after racialized incidents on campuses. The purpose of this study is to quantitatively test the racial battle fatigue framework for Latina/o students using</p>

<p>13(4), 303-322. doi:10.1177/1538192714540530</p>	<p>structural equation modeling. Findings suggest that psychological stress responses for Latinas/os are most impacted by racial microaggressions in the racial battle fatigue framework.</p>
<p>Hall, M. H., & Fields, B. (2015). "It's killing us!" Narratives of black adults about microaggression experiences and related health stress. <i>Global Qualitative Nursing Research</i>, 2, 1-14. doi:10.1177/2333393615591569</p>	<p>Perceived racism contributes to persistent health stress leading to health disparities. African American/Black persons (BPs) believe subtle, rather than overt, interpersonal racism is increasing. Sue and colleagues describe interpersonal racism as racial microaggressions: "routine" marginalizing indignities by White persons (WPs) toward BPs that contribute to health stress. In this narrative, exploratory study, Black adults ($n= 10$) were asked about specific racial microaggressions; they all experienced multiple types. Categorical and narrative analysis captured interpretations, strategies, and health stress attributions. Six iconic narratives contextualized health stress responses. Diverse mental and physical symptoms were attributed to racial microaggressions. Few strategies in response had positive outcomes. Future research includes development of coping strategies for BPs in these interactions, exploration of WPs awareness of their behaviors, and preventing racial microaggressions in health encounters that exacerbate health disparities.</p>
<p>Hunn, V., Harley, D., Elliott, W., & Canfield, J. P. (2015). Microaggression and the Mitigation of Psychological Harm: Four Social Workers' Exposition For Care of Clients, Students, and Faculty Who Suffer 'A Thousand Little Cuts'. <i>The Journal of Pan African Studies (Online)</i>, 7(9), 41-54.</p>	<p>Microaggression has been defined as the subtle behavioral 'put downs' perpetrated by majority populations on minority or disenfranchised groups. This article describes how microaggression is manifested; the harm caused; and how to minimize the damage to social work clients, students, and faculty.</p>
<p>Jones, M. L., & Galliher, R. V. (2015). Daily racial microaggressions and ethnic identification among Native American young adults. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 21(1), 1-9. doi:10.1037/a0037537</p>	<p>The current study investigated Native American young adults' experiences of racial microaggressions, and links between microaggression experiences and self-reported ethnic and cultural identification. Participants reported strong identification with their Native/indigenous ethnicity, along with stronger commitment than exploration. Participants reported moderately strong identification with Native culture and practices, with strong identification with White American culture. 98% of participants reported experiencing at least 1 type of racial microaggression. Generally, the extent to which participants were upset by the microaggressions was mild, but all types of microaggressions received ratings from not upsetting at all to extremely upsetting. Microinvalidations were significantly more upsetting than microinsults for females, but there was no difference among the forms of microaggression for males. Correlational findings demonstrated that greater Native identification was strongly associated with more microaggression experiences, especially among males. Regression analyses found several identity correlates of microaggression experiences. "Assumption of criminality" and "assumed superiority of White values" were most frequently associated with identity scales. Results are discussed within the context of identity development theory.</p>

Kwan, Y. Y. (2015). Microaggressions and Hmong American Students. *Bilingual Research Journal*, 38(1), 23-44.
doi:10.1080/15235882.2015.1017026

This research identifies how anti-immigrant sentiment and racism, which have historically been reflected and transmitted through nativist language policies and school curriculum, affect second-linguistic-generation Hmong Americans—not via overtly xenophobic and discriminatory acts but via subtle yet hurtful racial microaggressions. Interviews with 19 Hmong American college students from diverse regions in California show that participants experienced the following racial microaggressions: Objectification and Assumed Inadequacy. Such microlevel experiences, as shaped and structured by macrolevel processes, ultimately affected Hmong Americans' views on Hmong cultural communication practices and heritage language.

Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The impact of racial microaggressions on mental health: Counseling implications for clients of color. *Journal of Counseling & Development*, 92(1), 57-66.
doi:10.1002/j.1556.2014.00130.x

This study examined the relationship between racial microaggressions (subtle and unintentional forms of racial discrimination) and mental health. Results from a large sample ($N = 506$) indicated that higher frequencies of racial microaggressions negatively predicted participants' mental health and that racial microaggressions were significantly correlated with depressive symptoms and negative affect. Differences in the types of microaggressions experienced by various racial groups (Asian, Latina/o, Black, White, and multiracial) and counseling implications are discussed.

Owen, J., Tao, K. W., Imel, Z. E., Wampold, B. E., & Rodolfa, E. (2014). Addressing racial and ethnic microaggressions in therapy. *Professional Psychology: Research and Practice*, 45(4), 283-290.
doi:10.1037/a0037420

Racial and ethnic microaggressions in everyday life can negatively impact the wellbeing of racial and ethnic minorities (REM). When microaggressions are perceived in therapy they can interfere with therapeutic progress. However, little is known about whether microaggressions are addressed in therapy and if so, does addressing them impact the therapeutic relationship. REM clients from a university counseling center ($n = 120$) reported on their therapy experience. Approximately 53% of clients reported experiencing a microaggression from their therapist. Clients' perceptions of microaggressions were negatively related to the working alliance, even after controlling for their current psychological well-being, number of sessions, and therapist racial and ethnic status. Of those clients who reported a microaggression, nearly 76% reported that the microaggression was not discussed. For those clients who experienced a microaggression and did not discuss it, alliance ratings were lower as compared with clients who did not experience a microaggression or who experienced a microaggression but discussed it.

Pérez Huber, L., & Solorzano, D. G. (2015). Racial microaggressions as a tool for critical race research. *Race Ethnicity and Education*, 18(3), 297-320.
doi:0.1080/13613324.2014.994173

This conceptual article utilizes critical race theory (CRT) to explain how everyday forms of racism – racial microaggressions – emerge in the everyday experiences of People of Color. We provide a framework for understanding and analyzing racial microaggressions that demonstrates how everyday racist events are systemically mediated by institutionalized racism (i.e. structures and processes), and guided by ideologies of white supremacy that justify the superiority of a dominant group (whites) over non-dominant groups (People of Color). To demonstrate the conceptual utility of the framework, we utilize historical and contemporary examples of racial microaggressions, and offer varied ways to use the framework in critical race research. We argue racial microaggressions can be a



	<p>powerful 'tool' for identifying, disrupting, and dismantling the racism that marginalizes, subordinates and excludes People of Color in and outside of education.</p>
<p>Robinson-Wood, T., Balogun-Mwangi, O., Fernandes, C., Popat-Jain, A., Boadi, N., Matsumoto, A., & Zhang, X. (2015). Worse than blatant racism: a phenomenological investigation of microaggressions among black women. <i>Journal of Ethnographic & Qualitative Research</i>,9(3), 221-236.</p>	<p>Three ethnically diverse Black female researchers conducted phenomenological research using semi-structured interview questions that investigated the presence and nature of microaggressions in the lives of 17 highly educated women of African descent, ranging in age from mid-20s to late-50s. The relevance of resistance theory as a framework for understanding Black women's experiences with and responses to microaggressions is investigated. Using thematic analysis within a social constructionist framework, five themes were detected: (a) Mighty Melanin Tax; (b) The Acrid Academy; (c) Underrating Race; (d) Coping as Optimal Resistance; and (e) Armored Coping.</p>
<p>Sue, D. W., Bucceri, J., Lin, A. I., Nadal, K. L., & Torino, G. C. (2009). Racial microaggressions and the Asian American experience. <i>Asian American Journal of Psychology</i>, S(1), 88-101. doi:10.1037/1948-1985.s.1.88</p>	<p>Racial microaggressions were examined through a focus group analysis of 10 self-identified Asian American participants using a semistructured interview and brief demographic questionnaire. Results identified 8 major microaggressive themes directed toward this group: (a) alien in own land, (b) ascription of intelligence, (c) exoticization of Asian women, (d) invalidation of interethnic differences, (e) denial of racial reality, (f) pathologizing cultural values/communication styles, (g) second class citizenship, and (h) invisibility. A ninth category, "undeveloped incidents/responses" was used to categorize microaggressions that were mentioned by only a few members. There were strong indications that the types of subtle racism directed at Asian Americans may be qualitatively and quantitatively different from other marginalized groups. Implications are discussed.</p>
<p>Sue, D. W., Capodilupo, C. M., & Holder, A. (2008). Racial microaggressions in the life experience of Black Americans. <i>Professional Psychology: Research and Practice</i>, 39(3), 329-336. doi:10.1037/0735-7028.39.3.329</p>	<p>Racial microaggressions cause considerable psychological distress among Black Americans and are manifested in nearly all interracial encounters. They set in motion energy-depleting attempts to determine whether incidents were racially motivated. Reactions can be classified into 4 major themes: healthy paranoia, sanity check, empowering and validating self, and rescuing offenders. Microaggressions result in high degrees of stress for Blacks because of denigrating messages: "You do not belong," "You are abnormal," "You are intellectually inferior," "You cannot be trusted," and "You are all the same." Feelings of powerlessness, invisibility, forced compliance and loss of integrity, and pressure to represent one's group are some of the consequences.</p>
<p>Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. <i>American psychologist</i>, 62(4), 271-286. doi:10.1037/003-</p>	<p>Racial microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color. Perpetrators of microaggressions are often unaware that they engage in such communications when they interact with racial/ethnic minorities. A taxonomy of racial microaggressions in everyday life was created through a review of the social psychological literature on aversive racism, from formulations regarding the manifestation and impact of everyday racism, and from reading numerous personal narratives of counselors (both White and those of color) on their racial/cultural</p>

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<p>Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 15(2), 183-190. doi:10.1037/a0014191</p>	<p>A qualitative study supports the observation that difficult dialogues on race and racism are often triggered by racial microaggressions that make their appearance in classroom encounters or educational activities and materials. Difficult dialogues are filled with strong powerful emotions that may prove problematic to both students and teachers. When poorly handled by teachers, difficult dialogues can assail the personal integrity of students of color while reinforcing biased worldviews of White students. The success or failure of facilitating difficult dialogues on race is intimately linked to the characteristics and actions of instructors and their ability to recognize racial microaggressions. Implications regarding specific education and training recommendations are presented.</p>
<p>Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. <i>Journal of Negro Education</i>, 60-73.</p>	<p>Microaggressions are subtle insults (verbal, nonverbal, and/or visual) directed toward people of color, often automatically or unconsciously. Using critical race theory as a framework, the study described in this article provides an examination of racial microaggressions and how they influence the collegiate racial climate. Using focus group interview data from African American students at three universities, it reveals that racial microaggressions exist in both academic and social spaces in the collegiate environment. The study shows how African American students experience and respond to racial microaggressions. It demonstrates how racial microaggressions have a negative impact on the campus racial climate.</p>
<p>Torres, L., & Taknint, J. T. (2015). Ethnic microaggressions, traumatic stress symptoms, and Latino depression: a moderated mediational model. <i>Journal of Counseling Psychology</i>, 62(3), 393-401. doi:10.1037/cou0000077</p>	<p>Although ethnic microaggressions have received increased empirical attention in recent years, there remains a paucity of research regarding how these subtle covert forms of discrimination contribute to Latino mental health. The present study examined the role of traumatic stress symptoms underlying the relationship between ethnic microaggressions and depression. Further, ethnic identity and general self-efficacy were tested as moderators between the ethnic microaggressions and traumatic stress link. The major findings suggested that the indirect effects were the most robust within low ethnic identity and low self-efficacy. The findings are discussed within a stress and coping framework that highlight the internal resources and stress responses associated with experiencing ethnic microaggressions.</p>
<p>Walls, M. L., Gonzalez, J., Gladney, T., & Onello, E. (2015). Unconscious Biases: Racial Microaggressions in American Indian Health Care. <i>The Journal of the American Board of Family Medicine</i>, 28(2), 231-239. doi:10.3122/jabfm.2015.02.140194</p>	<p><i>Purpose:</i> This article reports on the prevalence and correlates of microaggressive experiences in health care settings reported by American Indian (AI) adults with type 2 diabetes mellitus (T2DM). <i>Results:</i> Greater than one third of the sample reported experiencing a microaggression in interactions with their health providers. Reports of microaggressions were correlated with self-reported history of heart attack, worse depressive symptoms, and prior-year hospitalization. Depressive symptom ratings seemed to account for some of the association between microaggressions and hospitalization (but not history of heart attack) in multivariate models. <i>Conclusions:</i> Microaggressive experiences undermine the ideals of patient-centered care and in this study were correlated with worse mental and physical health reports for AIs living with a chronic disease. Providers should be cognizant of these subtle, often</p>

	unconscious forms of discrimination.
<p>Wong, G., Derthick, A. O., David, E. J. R., Saw, A., & Okazaki, S. (2014). The what, the why, and the how: A review of racial microaggressions research in psychology. <i>Race and Social Problems</i>, 6(2), 181-200. doi:10.1007/s12552-013-9107-9</p>	<p>Since the publication of Sue et al.'s seminal article, there has been an enormous scholarly interest in psychology on this construct of racial microaggressions—subtle everyday experiences of racism. In this paper, we provide a review of racial microaggressions research literature in psychology since 2007, following the publication of the first comprehensive taxonomy of racial microaggressions, which provided a conceptual framework and directions for research related to racial microaggressions. However, our review suggests that important conceptual and methodological issues remain to be addressed in the three domains: (1) <i>what</i> are racial microaggressions and who do they impact; (2) <i>why</i> are racial microaggressions important to examine; and (3) <i>how</i> are racial microaggressions currently studied and <i>how</i> might we improve the methodologies used to study racial microaggressions. We propose recommendations to further facilitate racial microaggressions research, improve the scientific rigor of racial microaggressions research, and contribute toward a more complete and sophisticated understanding of the concept and consequences of racial microaggressions—a construct that is undoubtedly salient and psychologically relevant among many members of racial minority groups.</p>

Note: this is just a small sampling of published articles.

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