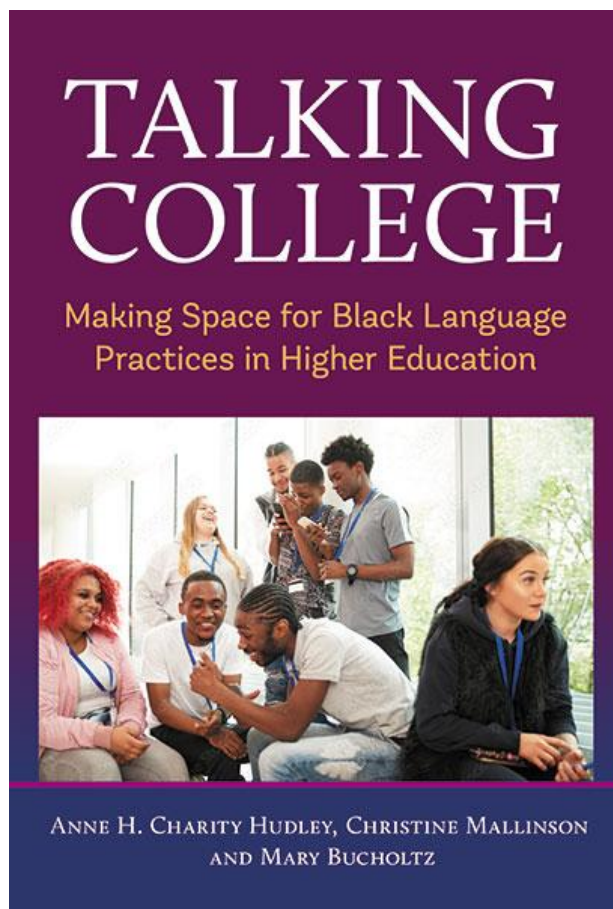


Talking College Study Guide



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Introduction

Since [Talking College](#) was published in April 2022, it already has been adopted in post-secondary institutions and college access programs across the country. Furthermore, in October 2022, Dr. Monique Inez Liston provided a poignant and generous [book review](#) in *Teachers College Record*. Thank you! Since before the book was completed, we've been working hard to bring you a study guide that will clarify questions, prod your thinking, and enrich your use of the text.

For each of the five chapters in *Talking College*, there is a corresponding chapter in this *Study Guide* with sections that include:

- Key Scholars/Writers/Activists Referenced
- Key Geographic Areas Referenced
- Vocabulary Spotlight
- Meet the *Talking College* Book & Study Guide Contributors
- Reflection Questions
- Action Steps
- Key Events
- Related Resources

The audience for the *Talking College Study Guide* is both students and educators, as it provides scaffolding and learning activities that can be completed independently or for coursework. We imagine that readers will use the guide flexibly, according to their specific educational goals.

In addition to this study guide, there are a number of resources that provide more information about the *Talking College* book, including the inspiration for the book, and its role in wider conversations in the fields of linguistics and education about race, language, and African American culture. You can find this *Study Guide* and more information about the book and related content at the website *Talking College: Real Talk About Language and Culture in College* (<https://talkingcollege.org/>). Next, you can view Dr. Anne Charity Hudley's book talks given at [Stanford University](#), [McGill University](#) (See the pre-event video podcast [here](#)), and the [Linguistic Society of America](#).

Thank you for engaging with this work and being in community with us. We invite you to connect with us for guest lectures, workshops, or other collaborations that may be useful.

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Chapter One

Key Scholars/Writers/Activists Referenced

- **Toni Morrison**

- [1993 Nobel Prize Lecture](#)
- Documentary:
 - [The Pieces I Am \(2019\)](#)
- [A Collection of Speeches and Interviews](#)
- [The Toni Morrison Society](#)

- **Geneva Smitherman**

- Biography:
 - <http://www.abcc.net/geneva-smitherman>
- Written Interviews:
 - [Interview with Geneva Smitherman \(2012\)](#)
 - [Q&A: Geneva Smitherman, Michigan State professor emerita of English, on the study of African American English \(2014\)](#)
- Video Interview:
 - [VFW \[Voices from the Vineyard\] #2: Geneva Smitherman](#)
- On Hip Hop:
 - [ABEC Friday Oct. 11, Dr. Iva E. Carruthers and Sista Dr. Geneva Smitherman](#)

- **April Baker-Bell**

- Video Book Trailer:
 - [Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy](#)
- Video Conversation:
 - [From Linguistic Racism to Linguistic Justice and Liberation: Black Language, Literacy, and Learning](#)
- Website:
 - <http://www.blacklanguagesyllabus.com/>

- **Prudence Carter**

- Website:
 - <https://vivo.brown.edu/display/plcarter>
- Video Talk:
 - [AERA Ed-Talk: Achieving True Integration in Education](#)
 - [PBS NewsHour: Answering Your Questions on Critical Race Theory](#)
- Written Interview:
 - [Part I: Achievement Gap, Or Opportunity Gap? What's Stopping Student Success](#)

- **John Rickford**

- Website:
 - <http://johnrickford.com/>
- Written Interview:
 - [John R. Rickford : An Oral History](#)
- Video Interview:
 - [John Rickford, Sharese King: Full Interview on "Race, Dialect Prejudice, and Literacy in the Zimmerman Trial and Beyond"](#)
- Video Talk:
 - [Linguistic Society of America 2016 Annual Meeting Presidential Address](#)

- **Signithia Fordham**

- Written Article:
 - [Are \(Black\) Female Academics Ignored?](#)
- Journal Articles:
 - [“Signithia, You Can Do Better than That”: John Ogbu \(And Me\) and the Nine Lives Peoples](#)
 - [“Those Loud Black Girls”: \(Black\) Women, Silence, and Gender “Passing” in the Academy](#)

- **James Baldwin**

- Documentary:
 - [I Am Not Your Negro \(2016\)](#)
- Video Interviews:
 - [A Conversation With James Baldwin | Dr. Kenneth Clark | May 24, 1963 | \(Full Length\)](#)
 - [James Baldwin & Nikki Giovanni - A Conversation \(1971\)](#)
 - [Never Aired: Profile on James Baldwin ABC's 20/20, 1979](#)
- Debates
 - [James Baldwin and Paul Weiss Debate Discrimination In America | The Dick Cavett Show \(1969\)](#)
 - [James Baldwin Debates William F. Buckley \(1965\)](#)
 - [Baldwin-Buckley race debate still resonates 55 years on](#)
- Written articles
 - <https://www.esquire.com/entertainment/books/a36727428/james-baldwin-1979-abc-interview-buried-surfaced/>

- **W.E.B. DuBois**

- Biography & Writings:
 - <https://hutchinscenter.fas.harvard.edu/web-dubois>
 - www.webdubois.org
 - <https://www.poetryfoundation.org/poets/w-e-b-du-bois>
- [W.E.B. DuBois's Data Portraits: Visualizing Black America](#)

● Outkast

- Written Biography:
 - [Brittanica-Outkast](#)
- Music Videos:
 - [Southernplayalisticadillacmuzik](#)
 - [Da Art of Storytellig' \(Part 1\)](#)
 - [ATliens](#)
- Music Reviews:
 - [“Outkast - 10 of the Best” by Angus Batey](#)
- Written Interviews:
 - [“The Songs Are Like Testimony”: An Interview With Big Boi From Outkast by Lex Pryor](#)
 - [Earth to André 3000: The OutKast Icon Talks Life After “Hey Ya!” by Will Welch](#)
- [NPR’s Outkast Artist Page](#)

● August Wilson

- Video Interviews:
 - [60 Minutes: August Wilson Interview with Ed Bradley](#)
 - [Theatre Conversations: August Wilson](#)
 - [CUNY TV Spotlight - August Wilson, Part 1 with Ed Wilson](#)
 - [CUNY TV Spotlight - August Wilson, Part 2 with Ed Wilson](#)
- Written Interviews:
 - [“August Wilson, The Art of Theater No. 14” by Bonnie Lyons & George Plimpton](#)
 - [“August Wilson: ‘I Still See Myself Developing as a Playwright’” by Nathaniel G. Nesmith](#)
- [August Wilson Theatre website](#)

Key Geographic Areas Referenced

- **Virginia**

- [Language Diversity in Virginia \(Statchatva\)](#)
- [Virginia Spoken Language Statistics](#)
- [Race and Ethnicity in Virginia \(Statchatva\)](#)
- [Virginia Teachers of English to Speakers of Other Languages \(VATESOL\)](#)
- [Virginia Association of Teachers of English \(VATE\)](#)

- **California**

- <https://www.livestories.com/statistics/california/language>
- [California Teachers of English to Speakers of Other Languages \(CATESOL\)](#)
- [California Association of Teachers of English \(CATE\)](#)
 - Los Angeles, CA
 - <https://www.livestories.com/statistics/california/los-angeles-county-language>
 - Compton, CA
 - <https://www.livestories.com/statistics/california/los-angeles-county-language>

- **North Carolina**

- <https://www.livestories.com/statistics/north-carolina/language>
- <https://www.city-data.com/states/North-Carolina-Languages.html>
- [Carolina Teachers of English to Speakers of Other Languages](#)
- [North Carolina English Teachers' Association \(NCETA\)](#)
- [The Language and Life Project - Voices of North Carolina](#)
 - Salisbury, NC
 - <https://www.livestories.com/statistics/north-carolina/rowan-county-language>

- **Rensselaer, IN**

- <https://www.livestories.com/statistics/indiana/language>
- [Indiana Teachers of English to Speakers of Other Languages \(INTESOL\)](#)
- [Indiana Council of Teachers of English](#)
 - Rensselaer
 - <https://www.livestories.com/statistics/indiana/jasper-county-language>
 - <https://www.census.gov/quickfacts/rensselaercityindiana>
 - <https://worldpopulationreview.com/us-cities/rensselaer-in-population>

- **Tulsa, OK**

- <https://www.livestories.com/statistics/oklahoma/language>
- [Oklahoma Teachers of English to Speakers of Other Language \(OKTESOL\)](#)
- [Oklahoma Council of Teachers of English \(OKCTE\)](#)
 - Tulsa
 - <https://www.livestories.com/statistics/oklahoma/tulsa-county-language>
 - [Tulsa Public Schools - Language and Cultural Services](#)

- **Jamaica**

- <https://www.britannica.com/place/Jamaica>
- [Jamaican Creole at York College-A Resource Site](#)
- The Honorable Dr. Louise Bennett Coverley (“Miss Lou”)
 - [Official Website](#)
 - [Miss Lou on Jamaican Proverbs](#)
 - [Miss Lou and the Early Jamaican Theatre](#)
 - [National Library of Jamaica: Louise Bennett-Coverley](#)

● Pennsylvania

- <https://www.livestories.com/statistics/pennsylvania/language>
- <https://www.city-data.com/states/Pennsylvania-Languages.html>
- [Eastern Pennsylvania Association of Teachers of English to Speakers of Other Languages \(Penn TESOL East\)](#)
- [Pennsylvania Council of Teachers of English and Language Arts \(PCTELA\)](#)
 - Pittsburgh, PA
 - <https://www.livestories.com/statistics/pennsylvania/allegheeny-county-language>
 - <https://www.pbs.org/speak/seatosea/americanvarieties/pittsburghese/> (2005)
 - https://pittsburghspeech.pitt.edu/PittsburghSpeech_PgheseOverview.html (2011)

● Maryland

- <https://www.livestories.com/statistics/maryland/language>
- <https://www.city-data.com/states/Maryland-Languages.html>
- [Maryland Teachers of English to Speakers of Other Languages \(MDTESOL\)](#)
- [Maryland Council of Teachers of English Language Arts \(MDCTELA\)](#)
 - Prince George's County, MD
 - <https://www.livestories.com/statistics/maryland/prince-george%27s-county-language>
 - Baltimore, MD
 - [Language in Baltimore: Exploring the Linguistic Charm of Charm City](#)
 - [Baltimore Accent | Wikipedia](#)
 - [Hold up, 'Hon': Baltimore's Black Vernacular](#)

Vocabulary Spotlight

- Institutionally authorized language (p. 4)
- Linguistic deficit (p. 4)
- Linguistic resources (p. 4)
- Dual curriculum (p. 4)
- Respectability politics (p. 5)

Meet the *Talking College* Book & Study Guide **Contributors: Chapter 1**

Kahdeidra Monét Martin, Ph.D.



- **[Website](#)**

- **Related Publications**

- Martin, Kahdeidra M. (2023). Religious Racism & Resistance in the Vodou Community: A Report of the Community Project to Prevent Discrimination and Violence Against Black and African Religions. Available at:
<https://www.kahdeidramartin.com/research-projects>.
- Martin, Kahdeidra M. (2022, January). [How Dr. Martin Luther King, Jr. used Black preaching traditions to deliver powerful speeches](#). Duo Lingo.
- Martin, Kahdeidra M., Aponte, Gladys, & García, Ofelia (2019). [Countering raciolinguistic ideologies: The role of translanguaging in educating bilingual children](#). *Cahiers internationaux de sociolinguistique*, 16(2), 19-41. doi:10.3917/cisl.1902.0019.

- **Multimedia:**

- “Embodied Memories: Oral Histories of African Diasporic Religious Communities.” Podcast available on [Spotify](#) and [YouTube](#).
- [“Translanguaging & Intersectionality Among Black Students in Elite NYC Independent Schools,”](#) The Graduate Center, City University of New York.
- [“Intersectional Counternarratives of Black Students and Belonging in Private Schools,”](#) Stanford Graduate School of Education.

Christine Mallinson, Ph.D.



- [Website](#)
- **Multimedia**
 - [“The Social Life of Speech,”](#) University of Maryland, Baltimore County.
 - [Language in Baltimore: Exploring the linguistic charm of Charm City](#)
 - [“The Joy of Sociolinguistic Fieldwork,”](#) an interview with linguist John R. Rickford

Mary Bucholtz, Ph.D.



- [Website](#)
- **Multimedia**
 - [SKILLS: School Kids Investigating Language in Life and Society](#), University of California, Santa Barbara
 - [“Creating More Just and Inclusive Learning Experiences,”](#) Linguistic Society of America
 - [Mary Bucholtz - “The Whiteness of Nerds: Superstandard English and Racial Markedness” \(2001\)](#), by Mike Mena
 - [THE POWER OF NAMES AND NAMING: It's not pronounced "Pay-dro"!](#) (Bucholtz 2016), by Mike Mena

Reflection Questions

1. On page 2, how do the authors distinguish between the terms ‘Black’ and ‘African American’? Does it align with your own usage of the terms? If not, explain how your usage differs and conjecture about what might account for these differences. What is the role of context (time, geography, audience, etc.) in your understanding and use of the terms?
2. What’s in a name? Have you capitalized racial terms in your own writing before? What factors influenced your decision to do so or not? Do you align with the authors’ choice to capitalize ‘Black’ and leave ‘white’ in lower case (p. 2)? Explain.
3. When you see the term ‘African American English’ what ideas come to mind? What does this linguistic variety sound like in conversation? What does it look like when written down? Using only your background knowledge—or existing schema—about language, write one typed page (two handwritten pages) describing what you think are the patterns of African American English. Include 1-2 examples of each pattern that you describe.
4. In your own words, distinguish between the ideas of a ‘linguistic deficit’ and a ‘linguistic resource’ (p. 4). Describe the language attitudes and practices of people who might use or agree with each term.

5. Which vignettes and ideas about the use of African American English in colleges do you most identify with? Did parts of anyone's experience mirror your own? Explain.
6. The authors describe their research methods as "collaborative" and "community-centered" (p. 7). What strategies do they use to communicate this practice throughout the chapter? What kinds of evidence do they provide to support this claim?
7. As you composed your linguistic autobiography (Box 1.3. Reflection, p. 8), what kinds of emotions did you experience? Did you choose to reflect on them within the biography? Why or why not?
8. Did you make any connections while reading the bios of the authors and research team members? Did anything surprise you? Whom or what would you like to learn more about?
9. If you could learn more about any aspect of global Black language practices or African American English, what would it be? What are some initial ideas that you have about a research study and possible research findings? Which communities would you want to collaborate with?

Action Steps

- **Ask someone in your house or neighborhood who uses a Black language or language variety to complete a linguistic autobiography.** Tell them that you intend to do a project that would make some or all of their autobiography public, and ask for their permission to do so.
- If the person agrees to participate, provide them with the linguistic autobiography prompt (p. 8), and ask them to complete it within a few days. To complete the task, they can use speech, writing, or signing, according to their preference.
- When they give you a copy of the narrative, read through it carefully and annotate your responses. What do you notice about their narrative? What stands out to you? What do you want to know more about? Choose one of the following actions to center the voice of your family, friend, or neighbor:

- **A) Write a letter to the school board or local politician [2 pp single-spaced]**. What do you think teachers, administrators, and policy makers would need to understand to better serve this person and their community? Use the following five questions as prompts to draft your letter:
 - 1. Who are you, and why do you care about sustaining Black language practices?
 - 2. Do some research to find out more information about the geographic areas and cultures mentioned in this person's linguistic autobiography.
 - 3. What is the demographic make-up of people who live in the school district? Of the neighborhood? Of the city and state?
 - 4. What kinds of curricula or programs are in place that celebrate Black language practices in schools? What important resources are missing?
 - 5. What neighborhood businesses and community-based organizations are celebrating Black language practices? Who uses them in their marketing to the community? In your opinion, why or why isn't it effective?
 - Once you have completed a draft letter, share it with your research partner (the person who wrote the autobiography) and other friends and community members to get their feedback. Did you accurately and effectively weave this person's story into your letter? Do they have any suggestions for changes or additional information?
 - After incorporating any additional feedback, submit your letter via email and via postal mail to the school board or elected official of your choice.
- **B.) Using your research partner's autobiography as inspiration, craft a piece of creative writing that also narrates their story [2 pp+ double-spaced]**. Combine the writing with music, visual art, or movement if you like. The artistic format, or genre, is up to you, but the creative piece should reflect the essence of the linguistic autobiography and your research partner's lived experience.

- Pay attention to word choice, tone, and structure. How can you make choices in each category that help to illustrate your chosen themes?
- Conduct a brief interview with your research partner if necessary to ask clarifying questions about their linguistic autobiography.
- Once you have completed the artistic piece, think about how you may want to share it with your research partner and other members of the community.
 - Research local newspapers, magazines, and websites that feature art from community members. Submit your work!
 - If it's a performance piece, what festivals, concerts, or other cultural events might it be appropriate for? Contact the organizers of 2-3 events, and ask to share your work.
 - Consider sharing a recording of your performance or publishing the writing on your own social media.

Key Events

- Rooted in dehumanizing ideas about African-descendant people in general and Black Americans in particular, ideologies about the languaging of Black people in the Americas often characterize it as having linguistic deficits rather than linguistic resources. Consider the following two examples about African American English and Haitian Creole from the late 1990s and early 2000s.
- **The Oakland Ebonics Controversy:** Over the winter recess of 1996, the Oakland School Board passed a resolution stating that teachers and African American students should learn “Ebonics” (a less widely used term for AAE or Black English). The resolution further stated that Ebonics was a “genetically based” language. The school board had intended to make a linguistic connection between Ebonics, other Black languages of the Americas, and African languages (which linguists often refer to as a “genetic relationship”). Nearly everyone misunderstood this and denounced what appeared to be a statement arguing that genetic and racial deficits prevented African American students from learning standardized English. More resources on Ebonics:
 - [Do You Speak American? Ebonics. with Linguist John Baugh](#)
 - [Linguist John Rickford's writings on Ebonics](#)
- **Teaching Kreyòl in Miami:** As one of the largest groups of Black language speakers in the United States, Haitian Americans present several opportunities

for discussions about language and race and the politics of literacy instruction. While it is estimated that over 80% of Haitians in Haiti speak Kreyòl as their home language, French-only instruction in Haiti results in the majority of Haitians learning to read and write in a second language, reinforcing language ideologies that French is the language of literacy and education, and therefore the only route to social mobility. Linguist Michel DeGraff advocates for the use of Kreyòl as the language of instruction in Haiti and throughout the Kreyòl-speaking diaspora. However, in the United States, efforts of a local elementary school in Miami to incorporate Kreyòl as a language of instruction with English was met with strikingly similar ire and condemnation that occurred with Ebonics.

Letters to Peter Bailey, the author of the *Miami Herald* article written about the program, included the following comments: ‘That lousy, disgusting Creole...is not even a legitimate language. It’s just badly bastardized French.’ and ‘The absence of Creole of complex concepts and fine shadings of meaning should suggest that it is fine if Haitian parents want to speak it at home, but it should not be “taught” in schools any more than “Spanglish” or “Ebonics” should be’ (DeGraff, 2009, p. 124). Negative attitudes towards the value of Kreyòl as a language serve to ‘ghettoize’ it alongside African American English as unworthy and undesirable.

- Reference: DeGraff, Michel. (2009). Creole exceptionalism and the (mis)education of the creole speaker. In Jo Anne Kleifgen and George C. Bond (eds.), *The languages of Africa and the diaspora: Educating for language awareness* (pp. 124-144). Tonawanda, NY: Multilingual Matters.

Related Resources

- *The Souls of Black Folk* by W.E.B. DuBois
- *Darkwater: Voices from Within the Veil* by W.E.B. DuBois
- *The Art and Imagination of W.E.B. DuBois* by Arnold Rampersad
- *The Autobiography of W.E.B. DuBois, Volumes I and II* by David Levering Lewis
- *Playing in the Dark: Whiteness and the Literary Imagination* by Toni Morrison
- *The Signifying Monkey: A Theory of African-American Literary Criticism* by Henry Louis Gates, Jr.
- *Talkin and Testifyin: The Language of Black America* by Geneva Smitherman
- *Talkin that Talk: Language, Culture and Education in African America* by Geneva Smitherman

- *Black Talk: Words and Phrases from the Hood to the Amen Corner* by Geneva Smitherman
- *Spoken Soul: The Story of Black English* by John Rickford and Russell Rickford
- *The Routledge Companion to the Work of John R. Rickford*, edited by Renée Blake and Isabelle Buchstaller
- *African American Vernacular English* by John Rickford
- *Keepin' It Real: School Success beyond Black and White* by Prudence Carter
- *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy* by April Baker-Bell
- *Vernacular Insurrections: Race, Black Protest, and the New Century in Composition-Literacies Studies* by Carmen Kynard
- *Fences* by August Wilson
- *The Fire Next Time* by James Baldwin
- *If Beale Street Could Talk* by James Baldwin
- *Notes of a Native Son* by James Baldwin
- "Sonny's Blues" by James Baldwin
- "A Talk to Teachers" by James Baldwin

Chapter Two

Key Scholars/Writers/Activists Referenced

- **James A. Banks**

- Video Talks:
 - [Knowledge Construction, the Canon Debate, and the Education of Citizens in Diverse Societies](#) (Talk at NC State, March 2021)
- Video Interviews:
 - [MOSAIC Nation interview with Dr. James A. Banks](#) (2011)

- **Tara J. Yosso**

- [Faculty Profile](#)
- Article Link:
 - [Whose culture has capital? A critical race theory discussion of community cultural wealth \(2005\)](#)

- **Rosina Lippi-Green**

- [Website](#)
- Academic Talks:
 - [Linguistic authenticity and stereotyping in the performance of identity \(2013\)](#)

- **H. Samy Alim**

- Academic Talks:
 - [Articulate While Black](#) book launch talk | Stanford University | October 2012
 - [Refusing the "White Gaze": Language, Race, and the Disruption of White Supremacist Ideologies](#) | Abralín Ao Vivo (Linguists Online)| June 2020

- **Geneva Smitherman**

- Biography:
 - <http://www.abcc.net/geneva-smitherman>
- Written Interviews:
 - [Interview with Geneva Smitherman \(2012\)](#)
 - [Q&A: Geneva Smitherman, Michigan State professor emerita of English, on the study of African American English \(2014\)](#)
- Video Interview:
 - [VFW \[Voices from the Vineyard\] #2: Geneva Smitherman](#)
- On Hip Hop:
 - [ABEC Friday Oct. 11, Dr. Iva E. Carruthers and Sista Dr. Geneva Smitherman](#)

- **Sojourner Truth**

- Written Articles:
 - [Biography - Sojourner Truth](#)
 - [Sojourner Truth: Ain't I a Woman?](#)
- Websites:
 - [The Sojourner Truth Project](#)

- **Frederick Douglass**

- Video Biographies:
 - [Frederick Douglass' Incredible Legacy | Told by Laurence Fishburne | History at Home](#)
 - [Frederick Douglass - Journalist & Civil Rights Activist | Mini Bio | BIO](#)
- Archives:
 - [City of Rochester- Rediscovering Frederick Douglass](#)
 - [Frederick Douglass Papers at the Library of Congress](#)
- Lineage:
 - [Frederick Douglass Family Initiatives](#)
 - [Video: Frederick Douglass' Descendants Deliver His 'Fourth Of July' Speech](#)
- Commentary:
 - ['What to the Slave Is the Fourth of July?': The History of Frederick Douglass' Searing Independence Day Oration](#)

- **Martin Luther King, Jr.**

- Video Biographies:
 - [Martin Luther King, Jr. - Minister & Civil Rights Activist | Biography](#)
 - [Martin Luther King Jr. | A Crusader For Liberation | Biography](#)
- Video Interview:
 - [An Intimate Conversation with Martin Luther King | David Susskind Meets MLK | Timeline](#)
- Speeches and Sermons:
 - [Martin Luther King Jr. Nobel Peace Prize Acceptance Speech \(1964\)](#)
 - [MLK: The Other America \(1967\)](#)
 - [MLK: I've Been To The Mountaintop! \(1968\)](#)
- Archives:
 - [Stanford University - The Martin Luther King, Jr. Research and Education Institute](#)
- Legacy:
 - [The Martin Luther King, Jr. Center for Nonviolent Social Change](#)
 - [Beloved Community Talks - Critical Race Theory: Dismantling Misinformation](#)

- **Shirley Chisholm**

- Video Biographies:
 - [Before Barack Obama and Maxine Waters There Was Shirley Chisholm](#)
 - [Shirley Chisholm - first black woman to run for US president](#)
 - [Shirley Chisholm Had Guts | Rachel Maddow | MSNBC](#)
- Speeches:
 - [Shirley Chisholm: Declares Presidential Bid, January 25, 1972](#)
 - [Shirley Chisholm Speech \(1983\)](#)
 - [Shirley Chisholm, MIT 1984 Commencement Address](#)
- Interviews:
 - [Conversation with Shirley A. Chisholm \(Talking Leadership series\)](#)
- Archives:
 - [United States House of Representatives - Chisholm, Shirley Anita](#)
- Legacy:
 - [Shirley A. Chisholm Center for Equity Studies](#)
- Documentary:
 - [Chisholm '72: Unbought & Unbossed](#)

- **Maxine Waters**

- [Congresswoman Maxine Waters](#)
- Interviews:
 - [Maxine Waters - Honoree - 2019 NAACP Image Awards - Full Backstage Interview](#)
- Videos on Social Impact:
 - [Maxine Waters's 'Reclaiming my time' is having a moment](#)
 - [4 Times Maxine Waters Owned the Internet](#)
 - [A Brief History of Maxine Waters Being Maxine Waters](#)

- **Barack Obama**

- Video Biography:
 - [Barack Obama: 44th President of the United States of America | Biography](#)
- Interviews:
 - [2017: President Obama on eight years in the White House](#)
 - [Barack Obama: The 2020 60 Minutes interview](#)
 - [Barack Obama talks about his new memoir 'A Promised Land' | The Washington Post](#)
- Speeches:
 - [CNN: Obama's 2004 DNC keynote speech](#)
 - [Raw Video: Barack Obama's 2008 acceptance speech](#)
 - ["Obama out": President Barack Obama's hilarious final White House correspondents' dinner speech](#)
- Archives:
 - [Public Papers of the Presidents of the United States](#)
 - [Barack Obama Presidential Library](#)
- Legacy:
 - [The Barack Obama Foundation](#)

- **Nina Simone**

- [Official Website](#)
- Video Biographies:
 - [How Nina Simone Became the 'High Priestess of Soul' | Evolution Of | NowThis](#)
- Performances:
 - [Mississippi Goddam \(Live At Carnegie Hall, New York, 1964\)](#)
 - [Nina Simone: To Be Young, Gifted and Black \(1969\)](#)
 - [Nina Simone - I Wish I Knew \(How It Would Feel To Be Free\) \(Live at Montreux, 1976\)](#)
- Documentary:
 - [What Happened, Miss Simone? \(2015\)](#)

- **James Brown**

- [Website](#)
- Written Biography:
 - [Biography - James Brown](#)
- Performances:
 - [James Brown performs "Please Please Please" at the TAMI Show \(Live\)](#)
 - [James Brown performs "Try Me" at the Apollo Theater \(Live\)](#)
 - [James Brown - It's A Man's Man's Man's World - Live - 11 July 1981 • World of Jazz](#)
 - [Luciano Pavarotti, James Brown - It's A Man's Man's Man's World \(Stereo\)](#)

- **Alicia Garza**

- [Website](#)
- Podcast:
 - [Lady Don't Take No](#)
- Interviews:
 - [Alicia Garza - Drawing the Road Map for Black Lives Matter | The Daily Social Distancing Show](#)
 - [Alicia Garza Talks About Leaving the Black Lives Matter Organization | Jemele Hill is Unbothered](#)
- TED Talk:
 - [An Interview with the Founders of Black Lives Matter](#)

- **Ayo (formerly Opal) Tometi**

- Websites:
 - [Personal site](#)
 - [The Movement for Black Lives](#)
- Interview:
 - [Black Lives Matter Co-Founder Opal Tometi on the Fight for Racial Justice in the US](#) | Georgetown Institute for Women, Peace and Security | January 2021
- TED Talk:
 - [An Interview with the Founders of Black Lives Matter](#)

- **Patrisse Khan-Cullors Brignac (formerly Cullors)**

- Websites:
 - [Personal site](#)
 - [The Movement for Black Lives](#)
- Interviews:
 - [Interviews | Patrisse Cullors](#)
- TED Talk:
 - [An Interview with the Founders of Black Lives Matter](#)

- **Zora Neale Hurston**

- [Official Website](#)
- Interviews:
 - [“Mary Margaret McBride” with guest Zora Neale Hurston \(January 25, 1943\), Essay by Cary O’Dell](#)
 - [Audio Excerpt: Zora Neale Hurston on Zombies](#)
 - [Transcript of Zora Neale Hurston Interview with Mary Margaret McBride Re: Zombies Jan. 25, 1943](#)
- Video Biography:
 - [Zora Neale Hurston | Queen of the Harlem Renaissance \(Biography\)](#)
- Written Biography:
 - [Biography | Zora Neale Hurston](#)
- Visual Documentary:
 - [PBS | Zora Neale Hurston: Claiming a Space](#)
- Audio Documentary:
 - [The Life and Times of Zora Neale Hurston by Aron Myers \(Part 1\)](#)
 - [The Life and Times of Zora Neale Hurston by Aron Myers \(Part 2\)](#)
 - [The Life and Times of Zora Neale Hurston by Aron Myers \(Part 3\)](#)
 - [The Life and Times of Zora Neale Hurston by Aron Myers \(Part 4\)](#)
 - [The Life and Times of Zora Neale Hurston by Aron Myers \(Part 5\)](#)

● August Wilson

- Video Interviews:
 - [60 Minutes: August Wilson Interview with Ed Bradley](#)
 - [Theatre Conversations: August Wilson](#)
 - [CUNY TV Spotlight - August Wilson, Part 1 with Ed Wilson](#)
 - [CUNY TV Spotlight - August Wilson, Part 2 with Ed Wilson](#)
- Written Interviews:
 - [“August Wilson, The Art of Theater No. 14” by Bonnie Lyons & George Plimpton](#)
 - [“August Wilson: ‘I Still See Myself Developing as a Playwright’” by Nathaniel G. Nesmith](#)
- [August Wilson Theatre website](#)

● June Jordan

- [Website](#)
- Written Biography and Poems:
 - [The Poetry Foundation | June Jordan](#)
- Archives:
 - [Video Introduction to Papers Collection: June Jordan || Radcliffe Institute](#)
 - [June Jordan | Radcliffe Institute for Advanced Study at Harvard University](#)
- Discussions of her work:
 - [June Jordan at the Brockport Writers Forum](#)
 - [June Jordan: Reflections on Her Life and Activism](#)

- **James Baldwin**

- Documentary:
 - [I Am Not Your Negro \(2016\)](#)
- Video Interviews:
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- Debates
 - [James Baldwin and Paul Weiss Debate Discrimination In America | The Dick Cavett Show \(1969\)](#)
 - [James Baldwin Debates William F. Buckley \(1965\)](#)
 - [Baldwin-Buckley race debate still resonates 55 years on](#)
- Written articles
 - <https://www.esquire.com/entertainment/books/a36727428/james-baldwin-1979-abc-interview-buried-surfaced/>

- **Toni Morrison**

- [1993 Nobel Prize Lecture](#)
- Documentary:
 - [The Pieces I Am \(2019\)](#)
- [A Collection of Speeches and Interviews](#)
- [The Toni Morrison Society](#)

- **Jamie Thomas**

- [Website](#)
- Digital Humanities:
 - [\[Zombies Reimagined\]](#)
 - [AfroLatinx Podcast](#)
- Academic Talks:
 - [Jamie Thomas - Zombies Speak Swahili](#)

- **Warsan Shire**

- Video Biography:
 - [Meet the 28-Year-Old Poet Behind Beyonce's Words in Lemonade](#)
- Written Biography and Poems:
 - [The Poetry Foundation | Warsan Shire](#)
- Poetry Readings:
 - [89plus Marathon 2013: Warsan Shire - A Reading](#)
 - [Warsan Shire reads her poetry](#)

- **Arthur Spears**

- [Website](#)
- Academic Talks:
 - [Linguists on African American Language: Arthur Spears](#)
 - [Race, language, culture, and grammar in the life of a Black university professor](#)

- **Angela Y. Davis**

- Video Biography:
 - [How Did Angela Davis Inspire a Movement? #BecauseOfHerStory](#)
- Academic Talks:
 - [Angela Davis speaking at UCLA 10/8/1969 \(Audio\)](#)
 - [Angela Davis: How Does Change Happen? \(2007\)](#)
 - [An Audience With Angela Davis \(keynote speech, 17th Sep 2020\)](#)
- Interviews:
 - [Black Journal Interview with Angela Davis \(1972\)](#)
 - [Black Journal | Black Leaders Discussion feat. Angela Davis, Kwame Ture & Fannie Lou Hamer \(1973\)](#)
 - [Angela Davis on Running from the FBI, Lessons from Prison and How Aretha Franklin Got Her Free \(2018\)](#)
 - [Angela Davis on feminism, communism and being a Black Panther during the civil rights movement \(2018\)](#)
 - [Angela Davis on the argument for police and prison abolition | UpFront \(2021\)](#)
- Archives:
 - [National Museum of African American History and Culture | Angela Davis](#)
 - [National Archives | Angela Davis](#)

- **W.E.B. DuBois**

- Biography & Writings:
 - <https://hutchinscenter.fas.harvard.edu/web-dubois>
 - www.webdubois.org
 - <https://www.poetryfoundation.org/poets/w-e-b-du-bois>
- [W.E.B. DuBois's Data Portraits: Visualizing Black America](#)

- **Valerie Kinloch**

- [Faculty Profile](#)
- Academic Talks:
 - [Transforming Education | Valerie Kinloch | TEDxUniversityofPittsburgh](#)
 - [Working for Equity in Education: A Dean's Perspective | Valerie Kinloch](#)

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- <https://www.city-data.com/states/South-Carolina-Languages.html>
- [Carolina Teachers of English to Speakers of Other Languages](#)
- [South Carolina Council of Teachers of English \(SCCTE\)](#)
 - Columbia, SC
 - <https://www.livestories.com/statistics/south-carolina/lexington-county-language>
 - <https://www.livestories.com/statistics/south-carolina/richland-county-language>

- **California**

- [The Center for California Languages and Cultures \(CCALC\)](#)
- <https://www.livestories.com/statistics/california/language>
- [California Teachers of English to Speakers of Other Languages \(CATESOL\)](#)
- [California Association of Teachers of English \(CATE\)](#)
 - Santa Barbara, CA
 - <https://www.livestories.com/statistics/california/santa-barbara-county-language>

Vocabulary Spotlight

- Community linguistic capital (p. 25)
- Hegemonic (p. 26)
- Social construct (p. 27)
- Implicit (p. 29)
- Microaggression (p. 29)
- Repository (p. 30)
- Monolithic (p. 30)
- Multifaceted (p. 31)
- Agency (p. 34)
- Nuclear family (p. 32)
- De facto (p. 32)
- Debutante (p. 32)
- Cotillion (p. 32)
- Linguistic profiling (p. 33)
 - [Oxford Bibliographies - Linguistic Profiling](#)
- Rhetorical (p. 34)
- Psyche (p. 34)
- Canon (p. 35)
- Eminent (p. 35)
- Catalyze (p. 36)
- Advocacy (p. 37)
- Mundane (p. 37)
- Commiserate (p. 37)
- Regent (p. 38)
- Intersectional oppression (p. 38)
 - [What's Intersectionality? Let These Scholars Explain the Theory and Its History](#)
- Deride (p. 38)
- Tactic (p. 38)
- Deploy (p. 38)
- Eradicate (p. 38)
- Discourse (p. 39)

- [ThoughtCo- Definition and Examples of Discourse](#)
- Infrastructure (p. 39)
- Surveilling (p. 39)
- Egalitarian (p. 39)
 - [Stanford Encyclopedia of Philosophy- Egalitarianism](#)
- Double-consciousness (p. 39)
 - [“Strivings of the Negro People” by W.E.B. Du Bois \(1897\)](#)
 - [Stanford Encyclopedia of Philosophy- Double Consciousness](#)
- Pejorative (p. 39)
- Unequivocal (p. 39)
- Disdain (p. 40)
- Contingent (p. 40)
- Enunciate (p. 40)
- Caveat (p. 40)
- Intuit (p. 41)
- Patently (p. 42)
- Ethnography (p. 43)
- Regard (p. 47)
- Positionality (p. 48)

Meet the *Talking College* Book & Study Guide

Contributors: Chapter 2

Anne Harper Charity Hudley, Ph.D.



- [Website](#)
- [BAD Lab Website](#)
- **Research Talks**
 - [“An Educational Model for Black Linguistic & Cultural Reparations,”](#) Stanford Graduate School of Education.
 - [“A Model for Linguistics Reparations,”](#) McGill University.
- **Multimedia**
 - [Students’ Rights to Their Own Writing](#)

Tracey Weldon, Ph.D.



- [Employee Profile](#)
- **Multimedia**
 - [Plenary Presentation: Talking Black Sounding Black—Middle-Class African American English and the State of the Black Union](#) | Linguistic Society of America
 - [Linguists on African American Language: Tracey Weldon](#) | The Language & Life Project

deandre miles-hercules



● Related Publications

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<https://doi.org/10.1093/oxfordhb/9780190212926.013.70>.
- miles hercules, deandre, and Jamaal Muwwakkil. (2021). Virtue Signaling and the Linguistic Repertoire of Anti-Blackness: or, "I would have voted for Obama for a third term," *Journal of Linguistic Anthropology*, special issue on "Language and White Supremacy" edited by Krystal Smalls, Arthur Spears, and Jonathan Rosa, 31(2): 267-270.
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● Research Talks

- [This IS Linguistics: Scope, Positionality, and Graduate Apprenticeship when Diversifying the Linguistics Curriculum](#)," Linguistic Society of America.
- "[Why We Say 'Woke'](#)," Brut America.
- "[Why Anthropology?](#)," American Anthropological Association.

Reflection Questions

1. (For speakers of a Black language) What does *your* Black sound like? What social identities such as gender, sexuality, region, ethnicity, and economic class, as examples, most impact your language practices?
2. On page 46, Ms. Joy Peltier is quoted as saying "the words 'broken' and 'grammar' don't go together at all." Let's unpack this quotation further. What social belief about language, or linguistic ideology, is she critiquing here? Based

on your own background with studying language, why is the concept of ‘broken grammar’ illogical?

3. Describe three ways that language has been used as a form of resistance among Black people in the United States. Can you make any comparisons with the use of language among Black people in another country or region? Explain.
4. On page 36, the authors state, “Your research can foster activism, and your activism can foster research.” What is your reaction to this sentiment? What kinds of experiences have you had before entering college that are reflected in this statement? For example, can you think of any involvement in activist or social justice-oriented clubs, organizations, teams, or competitions that could have led to interesting research opportunities? Alternatively, have you been involved in any middle school or high school research projects that led to or could have led to a social action? Explain.

Action Steps

- **(For Faculty) What steps can you take to combat anti-Black linguistic racism in your classes and at your institution?**
 - First, respond to the prompts in Box 2.8 about your school climate and positionality.
 - Next, share your responses with a fellow educator who is a critical friend. Ask them to comment on your perceptions versus their observations of you and your teaching. If there are any discrepancies, see if you can determine what might account for them. What can you learn from their perspective? And what can they learn from yours?
 - Then, use the prompts to hold a dialogue with your students. What other questions might you ask that are specific to your community context?
 - Finally, collaborate with your students to plan an instructional unit on Black language practices in your course. Decide collectively on the content, learning activities, and assessments that will be used. Guide students in using the backwards or understanding by design unit plan model and universal design for learning (UDL).

- [Vanderbilt University Center for Teaching | Understanding by Design](#)
- [CAST | The UDL Guidelines](#)
- [UDL for Teachers](#)
- **(For Students) How can you combat anti-Black linguistic racism in your own community?** Are you in a position to lead a workshop at school or another organization on the importance of Black languages to social justice? Are there affinity groups on campus that could benefit from an intersectional perspective on Black language use?
 - Brainstorm a list of clubs and groups that you are a member of, and jot down the top 2-3 social issues that are important to each one. Go down the list and annotate whether or not they always (+), sometimes (✓), or never (-) involve Black languages in their marketing tactics or organizing strategies.
 - Based on your assessments, your current capacity as a student, and your relationships, which of these groups could you possibly influence this semester/quarter/term or next to integrate Black languages and awareness of anti-Black linguistic racism into their agendas?

Key Events

- Black student activism has been integral to social and political movements in the U.S. since the Civil Rights Movements that began in the 1950s. In the early 1960s South, members of the Student Nonviolent Organizing Committee (SNCC) pushed for Black voting rights and desegregation. College students' activism in California in the late 1960s led to the institutionalization of Ethnic Studies in the state's colleges and universities. For example, a student strike in 1968 led by the Black Student Union and Third World Liberation Front at San Francisco State College led to the creation of the nation's first College of Ethnic Studies a year later. Members of the Black Student Union at the University of California, Santa Barbara occupied a central campus building in 1968, and their protest led to the creation of the university's Department of Black Studies.
 - <https://www.history.com/topics/black-history/sncc>
 - <https://www.npr.org/sections/codeswitch/2019/03/21/704930088/the-student-strike-that-changed-higher-ed-forever>
 - <https://livinghistory.as.ucsb.edu/2019/10/09/ofab/>

- In 2007, then Senator and Presidential candidate Joe Biden was quoted in the *New York Observer* making the following statement about his fellow Presidential candidate Barack Obama: “I mean, you’ve got the first sort of mainstream African-American who is articulate and bright and clean and a nice-looking guy. I mean, that’s a story-book, man.” Obama pointed out that this was factually inaccurate by naming several African American presidential candidates who preceded him, and the public criticized Biden for this very public *racial microaggression*. Although Biden intended it as a compliment, his comment was based in long-standing stereotypes of African Americans as inarticulate, unintelligent, and dirty.
 - <https://www.nbcnews.com/id/wbna16911044>
 - H. Samy Alim and Geneva Smitherman discuss this event in their book [*Articulate While Black: Barack Obama, Language, and Race in the U.S.*](#) (Oxford University Press, 2012)
- The impact of *standard language ideology* and misconceptions about African American English can be seen clearly in the events that are now known as the “Oakland Ebonics controversy.” As discussed in Chapter 1, in 1996, the Oakland School District voted to recognize Ebonics (AAE) as a distinct language in order to apply for funding for language programs that would support the district’s many Black students who spoke it. Language experts viewed the decision positively, but the public, including many prominent Black figures, viewed it negatively. People believed that teaching in ways that recognized Ebonics would “lower standards” of education or that Black students wouldn’t learn standardized English and therefore be socially disadvantaged in the racist society of the U.S.
 - <https://www.latimes.com/archives/la-xpm-1996-12-20-mn-11042-story.html>
 - <https://www.pbs.org/speak/seatosea/americanvarieties/AAVE/hooks/> (2005)

Related Resources

- *Dreams from My Father* by Barack Obama
- *Tell My Horse: Voodoo and Life in Haiti and Jamaica* by Zora Neale Hurston
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *Barracoon: The Story of the Last “Black Cargo”* by Zora Neale Hurston
- *When They Call You a Terrorist: A Black Lives Matter Memoir* by Patrisse Khan-Cullors and asha bandele
- *Directed by Desire: The Collected Poems of June Jordan* by June Jordan

- *Soldier: A Poet's Childhood* by June Jordan
- *Harlem on Our Minds: Race, Place, and the Literacies of Urban Youth* by Valerie Kinloch
- *English with an Accent: Language, Ideology, and Discrimination in the United States* by Rosina Lippi-Green
- *Articulate While Black: Barack Obama, Language, and Race in the U.S.* by Geneva Smitherman and H. Samy Alim
- *Women, Race, and Class* by Angela Davis
- *Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement* by Angela Davis

Chapter Three

Key Scholars/Writers/Activists Referenced

- **Langston Hughes**

- Written Biography:
 - [Poetry Foundation | Langston Hughes](#)
- Video Biographies:
 - [Biography | Langston Hughes - Mini Biography](#)
 - [Hughes Dream Harlem \(2002\)](#)
- Poems:
 - [Poetry Foundation: Theme for English B by Langston Hughes](#)
 - [Langston Hughes Reads Langston Hughes \(1994\)](#)

- **Lorenzo Dow Turner**

- [Blackpast: Lorenzo Dow Turner Biography](#)
- [Amistad Research Center: Lorenzo Dow Turner Papers - Archival Materials](#)

- **Margaret Wade-Lewis**

- [Black Language Matters: Dr. Margaret Wade-Lewis](#)

- **Tyler Kendall**

- [Faculty Profile](#)
- [The Language Variation and Computation Lab](#)

- **Erica Britt**

- [Faculty Profile](#)
- Collecting Oral Histories in Flint, Michigan:
 - [The Tendaji Talks \(8/2/16\): Erica Britt pt. 1](#)
 - [The Tendaji Talks \(8/2/16\): Erica Britt pt. 2](#)
 - [The Tendaji Talks \(8/2/16\): Erica Britt pt. 3](#)
 - [The Tendaji Talks \(8/2/16\): Erica Britt pt. 4](#)

- **James Anderson**

- [Faculty Profile](#)

- **Angie Kortenhoven**

- Article:
 - [The Language of the African-American Church](#)

- **Joseph C. Hill**

- [Personal Website](#)
- [RIT NTID Black ASL Webinar by Dr. Joseph C. Hill](#)
- [Signing Black in America](#)

- **Tressie McMillan Cottom**

- Interview:
 - [The Daily Show | Upending Stereotypes of Black Womanhood with “Thick”](#)

Key Geographic Areas Referenced

- **Haiti**

- [Michel DeGraff's Abralin Talk: Black Lives Will Not Matter Until Our Languages Also Matter: The Politics of Linguistics and Education In Post-Colonies](#)
- [Haiti's Foreign Language Stranglehold](#)

- **Ethiopia**

- [LIU Palmer Library Guides: Languages of Ethiopia](#)

- **Nigeria**

- [World Book: Languages of Nigeria](#)

- **Kenya**

- [Brittanica: Kenya](#)

- **Dominican Republic**

- [CUNY Dominican Studies Institute | Film, Video, and Audio Collection](#)

- **New York**

- New York City
 - [The Legacy of Arturo Schomburg](#)
 - [Oxford Handbook Chapter: African American Language in NYC by Dr. Renée Blake](#)
 - [NYPL Community Oral History Project](#)
 - [Business Insider: Most Common Languages Spoken in NYC](#)

- **South Carolina**

- Charleston
 - [Voices of Charleston: Gullah](#)
- Sea Islands
 - [Gullah Geechee Storyteller Preserves a Painful Past | National Geographic](#)

- **Georgia**

- Sea Islands
 - [Georgia Historical Society | Gullah Language](#)

- **Sierra Leone**

- [University of Hawai'i: Krio Language](#)

- **Pennsylvania**

- <https://www.livestories.com/statistics/pennsylvania/language>
- <https://www.city-data.com/states/Pennsylvania-Languages.html>
- [Eastern Pennsylvania Association of Teachers of English to Speakers of Other Languages \(Penn TESOL East\)](#)
- [Pennsylvania Council of Teachers of English and Language Arts \(PCTELA\)](#)
- Philadelphia
 - [The Philadelphia Inquirer | Philly accent: There's a lot youse don't know about it](#)

- **Illinois**

- Chicago
 - [Curious City WBEZ Chicago: AAE and the 'Chicago Accent'](#)

- **California**

- <https://www.livestories.com/statistics/california/language>
- [California Teachers of English to Speakers of Other Languages \(CATESOL\)](#)
- [California Association of Teachers of English \(CATE\)](#)
 - Los Angeles, CA
 - <https://www.livestories.com/statistics/california/los-angeles-county-language>

- **Michigan**

- Flint
 - [Flint Linguistic and Demographic Data](#)
- Detroit
 - [VH1 | Growing Up Black in Detroit](#)
 - [1985 Detroit Black Journal Clip: The Use of Black English](#)

- **Maryland**

- <https://www.livestories.com/statistics/maryland/language>
- <https://www.city-data.com/states/Maryland-Languages.html>
- [Maryland Teachers of English to Speakers of Other Languages \(MDTESOL\)](#)
- [Maryland Council of Teachers of English Language Arts \(MDCTELA\)](#)
- Baltimore
 - [Language in Baltimore: Exploring the Linguistic Charm of Charm City](#)
 - [Baltimore Accent | Wikipedia](#)
 - [Hold up, 'Hon': Baltimore's Black Vernacular](#)

Vocabulary Spotlight

- Recurring (p. 52)
- Creole (p. 52)
- Innovative (p. 53)
- Prosody (p. 53)
- Unabashed (p. 53)
- Explicate (p. 55)
- Racialization (p. 56)
- Postcolonial (p. 56)
- Antebellum (p. 57)
- Cadence (p. 59)
- Interlocutor (p. 59)
- Seminal (p. 60)
- Demoralize (p. 61)
- Empirical (p. 61)
- Sartorial (p. 61)
- Sociocultural (p. 66)
- Variability (p. 67)
- Pitch (p. 71)
- Rambunctious (p. 72)
- Trope (p. 72)
- Caricature (p. 72)
- Judiciousness (p. 72)
- Euphemism (p. 77)
- Jousting (p. 77)

Meet the *Talking College* Book & Study Guide **Contributors: Chapter 3**

Kendra Calhoun, Ph.D.



- [Website](#)

- **Related Publications**

- Calhoun, Kendra, Anne H. Charity Hudley, Mary Bucholtz, Jazmine Exford, and Brittney Johnson. 2021. "Attracting Black Students to Linguistics Through a Black-Centered Introduction to Linguistics Course," *Language* 97(1), e12-e38.
<https://muse.jhu.edu/article/785545>.
- Calhoun, Kendra. 2020. "Blackout, Black Excellence, Black Power: Strategies of Everyday Online Activism on Black Tumblr," In Allison McCracken, Alexander Cho, Louisa Stein and Indira Neill Hoch (eds.), *a tumblr book: platform and cultures*, University of Michigan Press. 48-62.
<https://doi.org/10.3998/mpub.11537055>.
- Calhoun, Kendra. 2019. "Vine Racial Comedy as Anti-Hegemonic Humor: Linguistic Performance and Generic Innovation," *Journal of Linguistic Anthropology* 29(1), 27-49.
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- ["This IS Linguistics: Scope, Positionality, and Graduate Apprenticeship When Diversifying the Linguistics Curriculum,"](#) Linguistic Society of America.
- ["Centering Black Language and Culture in Introductory Linguistics: A Model for Improving Racial Equity in Linguistics Pedagogy,"](#) University of Chicago.
- ["Analyzing Race, Humor, and Activism Online Through the Lens of Black Digital Culture,"](#) University of Kent.

Dozandri C. Mendoza



- [Website](#)
- **Related Publications**
 - Mendoza, C. (2021). “Chapter 33 Drag and Drag Studies.” In Kamden K. Strunk and Stephanie Anne Shelton (eds.), *Encyclopedia of Queer Studies in Education*. Leiden, The Netherlands: Brill. doi: https://doi.org/10.1163/9789004506725_033.

Antione Tomlin, Ph.D.



- **Faculty Profile**
- **Multimedia**
 - [LIFT Your Story with Antione Tomlin Life Coach with Perspective on Gender Race and Literacy](#) | Podcast with That Gal and That Guy
- **Select Publications**
 - Tomlin, Antione D., & Davis, Lavon (2022). "Linguistic Liberation: The Experiences of Black Higher Education Professionals" in the volume, *Global and Transformative Approaches toward Linguistic Diversity*, edited by Sarah DeCapua, IGI Global.
 - Tomlin, Antione D. (2021). *When They See Us: Narratives of Black Male Teachers* (Order No. 28322094). Available from ProQuest Dissertations & Theses Global; Publicly Available Content Database. (2539144767).
<https://www.proquest.com/dissertations-theses/when-they-see-us-narratives-black-male-teachers/docview/2539144767/se-2>

Reflection Questions

1. In your own words, describe the differences between the Anglicist and Creolist theories on the origins of African American English. What is your opinion on its origins? Do you adhere to one of these theories, a combination of the two, or something different? Explain.
2. Languages of the Black Diaspora listed on page 55 are described using the words 'English', 'Creole', 'Kriol', 'Kreyòl', and 'Patois'. What do you make of these naming choices? Who do you think was involved in making them? Whose voices

and perspectives were likely excluded? Why do you think so? Do you know these languaging practices by any other names that are not listed here?

3. (For Black students) Do you speak a regional variety of African American English? Or, do you know family or friends who speak a regional variety of AAE that is different than yours? If so, how would you describe your regional variety (or theirs)? What kinds of words, pronunciations, or grammatical structures does it include? Do you know of any celebrities or characters in films or books who speak this variety? Create a chart listing features of the variety and any people, memes, writings, or songs that use the specific regional variety that you are familiar with.
4. What experience do you have with signifying (p. 77)? Was it an activity that you engaged in as a child or young adult? What was it called where you grew up? What movies, songs, recordings, or works of literature depict the art of signifying? Who are the participants? Who is the audience?

Action Steps

- **Analyze the features of African American English (AAE) in spoken discourse, music, or literature.**
 - Choose a written work or excerpt of speech that you think illustrates AAE.
 - Go through each linguistic category outlined in this chapter and circle or underline examples of AAE that you find. In the margins, identify the type of feature that you found (phonological, morphological, syntactic, lexical, rhetorical) and its name or a brief description. For example, one annotation might read 'Morphological: Habitual be.' This is called 'coding data.' If you like, you might also color-code each example according to the category of linguistic feature it is. You decide how it best makes sense to code your data.
 - After coding your document for linguistic features, write 1-2 paragraphs summarizing what you found and explaining why the example you chose is a good representation of AAE. In addition, comment on how the medium of text (spoken or written) and any other knowledge of context may have impacted the frequency and types of linguistic features that you identified.

- **Compare and contrast the features of AAE with another Black language in the diaspora that you are familiar with.** The language you select does not need to be English-based. Remember, English is not the only language that contributes to AAE.
 - Follow the steps outlined in the first activity above to select and code your example for AAE.
 - Choose a second example that depicts your language of comparison, and code it according to the regular patterns for that language. Try doing this based on your own knowledge first. Then, look on Wikipedia and in academic articles for descriptions of this language by linguists. You may not find much, and that's okay. This just means that you are more of an expert than most, and there's a need for more research like yours!
 - After you have thoroughly coded both examples, look for and list any similarities across types of linguistic features.

Key Events

- The televised and livestreamed funeral [service for singer Aretha Franklin](https://www.washingtonpost.com/news/arts-and-entertainment/wp/2018/08/31/aretha-franklins-funeral-is-taking-place-in-detroit-watch-here/) in 2018 brought African American rhetorical styles and the language of the Black church into the homes of millions of people in the U.S. and around the world. The service included sermons, eulogies, and an abundance of gospel music. The various speakers and singers performed using Black preacher style, call-and-response, and features of AAE embedded in music.
 - <https://www.washingtonpost.com/news/arts-and-entertainment/wp/2018/08/31/aretha-franklins-funeral-is-taking-place-in-detroit-watch-here/>
 - <https://www.detroitnews.com/story/news/local/detroit-city/2018/08/30/aretha-franklin-homegoing-black-culture-celebration/37659089/>
- In the past few years, several non-Black celebrities have been publicly accused of speaking with a “Blaccent” based on their use of AAE vocabulary or discourse features. Although this isn’t a new phenomenon, it’s received increased attention as a result of the Black Lives Matter movement, which has highlighted the impact of cultural appropriation on Black people. In 2021, singer Olivia Rodrigo was one of multiple public figures criticized for using features of AAE in their social media posts when they don’t use the variety in their everyday speech. Additionally, in 2020 TikTok star Brittany Broski (“Kombucha Girl”) erroneously claimed that

using AAE online isn't appropriation because it's "internet culture" or "stan culture."

- <https://www.yahoo.com/lifestyle/non-black-celebrities-olivia-rodrigo-blaccent-appropriation-135706807.html>
- <https://www.insider.com/brittany-brooksi-tiktok-aave-internet-culture-slang-appropriation-chile-2020>

Related Resources

- *On African-American Rhetoric* by Keith Gilyard and Adam J. Banks
- [Black Language Syllabus](#) by April Baker-Bell and Carmen Kynard
- [Black English Is Fire, Even in Class](#) by The Ohio State Inspire Podcast
- *Black Bottom Saints* by Alice Randall
- [Accent Expert Gives Tour of U.S. Accents \(Part I\)](#): This video from Wired includes discussion from linguists about AAE varieties and Gullah/Geechee

Chapter Four

Key Scholars/Writers/Activists Referenced

- **Prudence Carter (Chapter 1)**
- **Tressie McMillan Cottom**
 - [Website](#)
 - Video Interview
 - [Tressie McMillan Cottom - Upending Stereotypes of Black Womanhood with “Thick” | The Daily Show](#)
- **Nicole Patton Terry**
 - [Faculty Website](#)
- **Hollis S. Scarborough**
 - Written Biography
 - [Hollis Scarborough- Wikipedia](#)
 - [Lab Profile](#)
- **Krystal Smalls**
 - [Website](#)
 - [Faculty Profile](#)

- **Sarah Hercula**

- [Faculty Profile](#)

- **Jessi (Jessica) Grieser**

- [Website](#)
- Research Talk
 - [The Black Side of the River with Author Jessica Grieser](#) | Sankofa Video & Books

- **Joy Lawson Davis**

- [Website](#)

- **Patricia Hill Collins**

- [Faculty Profile](#)
- Written Biographies
 - [Patricia Hill Collins | Britannica](#)
 - [Patricia Hill Collins | Wikipedia](#)
- Research Guides
 - [Patricia Hill Collins | Sociology | Research and Subject Guides](#)

- **Marcyliena Morgan**

- [Faculty Profile](#)
- Interview:
 - [Left of Black with Marcyliena Morgan](#)
- [Hip Hop Archive and Research Institute](#)

Key Geographic Areas Referenced

- **Missouri**

- <https://www.livestories.com/statistics/missouri/language>
- <https://www.city-data.com/states/Missouri-Languages.html>
- [Mid-America Teachers of English to Speakers of Other Languages \(MIDTESOL\)](#)
- [Missouri Council of Teachers of English \(MoCTE\)](#)

- **Maryland**

- <https://www.livestories.com/statistics/maryland/language>
- <https://www.city-data.com/states/Maryland-Languages.html>
- [Maryland Teachers of English to Speakers of Other Languages \(MDTESOL\)](#)
- [Maryland Council of Teachers of English Language Arts \(MDCTELA\)](#)
 - Prince George's County, MD
 - <https://www.livestories.com/statistics/maryland/prince-george%27s-county-language>
 - Baltimore, MD
 - [Language in Baltimore: Exploring the Linguistic Charm of Charm City](#)
 - [Baltimore Accent | Wikipedia](#)
 - [Hold up, 'Hon': Baltimore's Black Vernacular](#)

- **Washington, D.C.**

- <https://www.livestories.com/statistics/district-of-columbia/washington-language>
- <https://www.city-data.com/states/District-of-Columbia-Language-s.html>
 - Anacostia
 - [“What’s in a Name? Anacostia”](#) by Karis Lee
 - [Anacostia Community Museum](#), Smithsonian Institution
 - *The Black Side of the River* by Jessica A. Grieser

Vocabulary Spotlight

- Multifaceted (p. 88)
- Assimilate (p. 89)
- Resonate (p. 90)
- Cognitive (p. 93)
- Dexterity (p. 93)
- Disparage (p. 95)
- Chagrin (p. 95)
- Homogeneity (p. 96)
- Underpinnings (p. 96)
- Ascribe (p. 99)
- Salient (p. 100)
- Intrinsic (p. 100)
- Cohort (p. 103)
- Tokenization (p. 103)
- Palpable (p. 104)
- Resilience (p. 108)

Meet the Talking College Book & Study Guide

Contributors: Chapter 4

Jamaal Muwwakkil



- [Website](#)
- **Related Publications**
 - Hannah Franz; Anne Charity Hudley; Rachael Scarborough King; Kendra Calhoun; deandre miles-hercules; Jamaal Muwwakkil; Jeremy Edwards; Cecily A. Duffie; Danielle Knox; Bishop Lawton John Henry Merritt. (2022). The Role of the Graduate Student in Inclusive Undergraduate Research Experiences, *Pedagogy: Critical Approaches to Teaching, Literature, Language, Composition, Culture*, special issue edited by Kristine Johnson and J. Michael Rifenburg, 22 (1): 121–141. <https://doi.org/10.1215/15314200-9385522>.

- miles hercules, deandre, and Jamaal Muwwakkil. (2021). Virtue Signaling and the Linguistic Repertoire of Anti-Blackness: or, “I would have voted for Obama for a third term,” *Journal of Linguistic Anthropology*, special issue on “Language and White Supremacy” edited by Krystal Smalls, Arthur Spears, and Jonathan Rosa, 31(2): 267-270.
<https://doi.org/10.1111/jola.12320>.

- **Research Talks**

- [“This IS Linguistics: Scope, Positionality, and Graduate Apprenticeship When Diversifying the Linguistics Curriculum,”](#) Linguistic Society of America.
- [“Contextualizing Higher Ed Models and Academia’s Hidden Curriculum,”](#) Grad School Femtoring.

Erin Berry-McCrea, Ph.D.



- [Employee Profile](#)

- **Related Publications**

- Charity Hudley, Anne H., Mallinson, Christine, Berry-McCrea, Erin L., & Muwwakkil, Jamaal (2020). Empowering African-American student voices in college. In *Reconceptualizing the Role of Critical Dialogue in American Classrooms* (pp. 157-184). Routledge.
- Berry-McCrea, Erin L. (2018). "To My Girls in Therapy, See Imma Tell You This fo Free...": Black Millennial Women Speaking Truth to Power in and across the Digital Landscape. *Meridians*, 16(2), 363-372.

Reflection Questions

1. On page 88, the authors reference the Black National Anthem. Do you know who wrote the words to the song and when? Research the origins of the song, and explain why you think it became a national anthem. Did you grow up singing this song, or was it sung in your community? If so, explain the occasions and audiences for when it took place.
2. Review Figure 4.1 A Model of Black Students' Racial and Linguistic Identities (p. 91). Did anything catch your attention or stand out to you? Do you see parts of yourself reflected in the model? How did you move through the model at various parts of your education? Explain.
3. The authors state that frequently using one's linguistic dexterity can be challenging (p. 94). What factors play into this work? How are the concepts of 'sociolinguistic labor' and 'communicative burden' different than rhetoric, or the persuasive language choices that we make with regard to audience? What claim are the authors making about the rhetorical choices of racialized speakers?
4. Consider the solo status experiences of Kiara and Scott at Southern universities (p. 104). **CW: This exercise includes discussion of the N-word. In addition,**

the full word is spelled out in the chapter references, as it is the title of a widely-discussed book on the topic.

- a. Kiara suggests that regional variation of Southern speech overlaps with some features of African American English. Why do you think that her classmate responded as she did? What might she have been feeling or trying to accomplish? What other social identities are interacting with race in this exchange?
 - b. Compare your classroom experience with Scott's. Have you been in a literature class where the N-word was used? Did your teacher and other students use the actual word or say 'N-word' or something similar? What effect did this choice have on your participation in the discussion? How do you think teachers should handle the use of the N-word in class? Explain.
5. Stereotype threat (p. 105) can affect our performance academically, on exams and essays, but it can also affect how we perform in other contexts, such as sports, arts, business meetings, and any context in which stereotypes about our social identity can be invoked. Can you think of a time when you experienced stereotype threat because of your race? What was the context? What were the discourses or dominant narratives about your race that were on your mind? What racial group was positioned as excelling in this area?
6. Are there differing expectations for language according to one's gender or sexual identity? Have you experienced or witnessed someone's language use being critiqued or praised because of their gender or sexual identity, or the combination of gender, sexuality, and another social identity? Who was assessing them? What were the expectations for linguistic performance, and how did the person meet them or not? Explain.

Action Steps

- **Analyze the role of language in a social media space for Black and African American people.**
 - What is the purpose of the space, and who is its audience? How do you know?
 - Examine the texts, images, audio, and videos in the posts that are made. What features of African American English do you notice? Are features of

other Black languages used? What does the use of these languages accomplish for the site?

- Now, look at comments in the space. Do you notice any patterns related to language? What clues about identity do the commenters provide based on their use of language?
- What is the overall mood or feeling of the social media space? How do the posts make you and other commenters feel? How is mood created through language?

Key Events

During the term of President Barack Obama, he and First Lady Michelle Obama faced intense scrutiny of their names, wardrobe, mannerisms, and language – with detractors highlighting anything that made them appear as ‘other,’ and, therefore, ‘un-American.’ As the nation’s first Black presidential family, their rhetorical choices and perceived codeswitching were on international display. The following media portray some of these tensions:

- [Michelle Obama’s story of “talking white” shines a light on the complexities of code-switching](#) by P.R. Lockhart
- [Key & Peele - Obama Meet & Greet](#)

We discuss the topic of *linguistic profiling* in Chapter 1 and Chapter 5 of this Study Guide. The misinterpretation of Black language in emergency situations can have dire consequences, especially in court. The significance of codeswitching and Black language arose in the Trayvon Martin and George Floyd murder trials.

- Rickford, John R., & King, Sharese (2016). Language and linguistics on trial: Hearing Rachel Jeantel (and other vernacular speakers) in the courtroom and beyond. *Language* 92(4), 948-988. doi:10.1353/lan.2016.0078.
https://www.linguisticsociety.org/sites/default/files/Rickford_92_4.pdf
- [EXPLAINER: Did Floyd really yell, ‘I ate too many drugs?’](#) by Steve Karnowskil

Related Resources

- [Lift Every Voice and Sing | NAACP](#)
- [“Why the Black National Anthem Is Lifting Every Voice to Sing.”](#) Smithsonian Magazine
- *Nigger* by Randall Kennedy
- *The N Word: Who Can Say It, Who Shouldn’t, and Why* by Jabari Asim
- [“The Intersectionality Wars”](#) by Jane Coaston
- [The African American Policy Forum](#) website
- [Kimberlé Crenshaw: What Is Intersectionality?](#) | National Association of Independent Schools
- [\(1977\) The Combahee River Collective Statement](#)
- *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment (30th Anniversary Edition)* by Patricia Hill Collins
- *Misogynoir Transformed: Black Women’s Digital Resistance* by Moya Bailey
- [“On misogynoir: citation, erasure, and plagiarism”](#) by Moya Bailey and Trudy
- [For Harriet](#) website
- [Black Language Syllabus](#) website
- [Students’ Right to Their Own Writing](#) website
- Students’ Right to Their Own Language statement resources
 - <https://prod-ncte-cdn.azureedge.net/nctefiles/groups/ccccc/newsrtol.pdf>
 - <https://ccccc.ncte.org/ccccc/resources/positions/srtolsummary>
 - <https://ncte.org/blog/2015/03/students-right-to-their-own-language/>

Chapter Five

Key Scholars/Writers/Activists Referenced

- **Gloria Ladson-Billings**

- Video Lecture:
 - Discussion of [Critical Race Theory](#)
- Written Article:
 - [“But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy”](#)

- **John Baugh**

- Ted Talk:
 - [The Significance of Linguistic Profiling](#)
- Written Article:
 - [Linguistic Profiling](#)

- **John Lewis**

- Video and Profile:
 - [U.S. Rep. John Lewis at Georgia State University’s Fall 2019 Freshman Convocation](#)
- Written speech:
 - [Civil Rights Leader John Lewis Never Gave Up Or Gave In](#)

- **James A. Banks (Chapter 2)**

- **Frederick Erickson**

- Interview:
 - [“A Pioneer in the Use of Video for the Study of Human Social Interaction: A Talk with Frederick Erickson](#)
- Written Biography:
 - [National Academy of Education](#)
- Video Tutorial:
 - [Learning How to Look & Listen with Frederick Erickson](#)

- **Geneva Gay**

- Video Talk:
 - ["Why is it important for faculty to employ culturally responsive teaching practices?"](#)
- Feature Article:
 - [Geneva Gay: A legacy of elevating multicultural education to prominence](#)

- **Paulo Freire**

- Documentary:
 - [“Seeing through Paulo’s Glasses: Political Clarity, Courage, and Humility”](#)
- Video:
 - [“Paulo Freire and the Development of Critical Pedagogy”](#)

- **Kevin O’Neal Cokley**

- Article:
 - [“What It Means to be Black in the American Educational System”](#)
- Written Biography:
 - [University of Texas at Austin](#)

- **Ta-Nehisi Coates**

- Video Interviews:
 - [Craig Melvin’s Extended Interview with Ta-Nehisi Coates](#)
 - [Ta-Nehisi Coates- America’s Flawed Criminal Justice System on the Daily Show](#)
- Book Tour Q&A:
 - [On Words that Don’t Belong to Everyone | We Were Eight Years in Power Book Tour](#)
- Articles:
 - [The Atlantic | “All Stories” by Ta-Nehisi Coates](#)

- **William Labov**

- Written Essay:
 - [“What Is Sociolinguistics? A Linguist’s Journey”](#)
- Video Biography:
 - [2013 Laureate of the Franklin Institute in Computer and Cognitive Science](#)

- **Walt Wolfram**

- Documentaries:
 - [Walt Wolfram Talks About his Documentary “Talking Black in America”](#)
 - [Linguistics on African American language: Walt Wolfram](#)

- **John Rickford**

- Website:
 - <http://johnrickford.com/>
- Written Interview:
 - [John R. Rickford : An Oral History](#)
- Video Interview:
 - [John Rickford, Sharese King: Full Interview on "Race, Dialect Prejudice, and Literacy in the Zimmerman Trial and Beyond"](#)
- Video Talk:
 - [Linguistic Society of America 2016 Annual Meeting Presidential Address](#)

- **Nelson Flores**

- Video Interview:
 - [“Understanding Translanguaging as a Political Act: A Conversation with Nelson Flores”](#)
- Blog:
 - [The Educational Linguist: Examining Race and Language in Education](#)

- **Nicole Holliday**

- Video Lectures:
 - [It's in the Tone: The Acoustics of Social Judgments and Linguistic Profiling](#)
 - [Sociolinguistics](#)
- Podcast:
 - [Spectacular Vernacular](#)

- **Elaine Chun**

- [Website](#)
- Video Lecture:
 - [“The Limits and Possibilities of Linguistic Appropriation”](#)

- **Arthur Spears**

- [Website](#)
- Academic Talks:
 - [Linguists on African American Language: Arthur Spears](#)
 - [Race, language, culture, and grammar in the life of a Black university professor](#)

- **W.E.B. DuBois**

- Biography & Writings:
 - <https://hutchinscenter.fas.harvard.edu/web-dubois>
 - www.webdubois.org
 - <https://www.poetryfoundation.org/poets/w-e-b-du-bois>
- [W.E.B. DuBois’s Data Portraits: Visualizing Black America](#)

- **Cheryl L. Wade**

- Video Interview:
 - [Ingrid’s World Ep. 102](#)
- Written Biography:
 - [St. John’s University School of Law](#)

- **Lal Zimman**

- Public Lecture:
 - [Gender, pitch, and voice quality through the lens of transgender speakers](#)
- Articles:
 - [Medium](#)

- **Lisa Green**

- Public Lecture:
 - ["African American English through the Years"](#)
- Documentary:
 - [Linguists on African American Language: Lisa Green](#)

- **Kathryn Campbell-Kibler**

- TedX Talk:
 - [Accents -- Where and Why?: Kathryn Campbell-Kibler at TEDxOhioStateUniversity](#)
- Written Interview:
 - [Linguistic Society of America](#)

- **Nikole Patson**

- [Website](#)
- Video:
 - [Making Meaning From Linguistic Content](#)

- **Michel DeGraff**

- [Faculty Profile](#)
- Podcast:
 - [S1E7: Unpacking Misconceptions about Language & Identities with Prof. Michel DeGraff](#)
- Research initiative:
 - [MIT-Haiti initiative](#)

- **Iyabo Osiapem**

- Video Interview:
 - [SMU Dr. Iyabo Osiapem Interview](#)
- Video:
 - [Introduction to Africana Studies](#)

Key Geographic Areas Referenced

- **South Africa**

- Capetown
 - [The first-ever dictionary of South Africa's Kaaps language has launched – why it matters](#)
 - [Lost and Found in Cape Town: The Linguistic Construction of Coloured Identity](#)

Vocabulary Spotlight

- Agency (p. 124)
- Harness (p.124)
- Touted (p. 127)
- Inquiry (p. 128)
- Disciplinary (p. 129)
- Pedagogical (p. 129)
- Hegemony (p. 132)

- Predation (p. 132)
- Dialogic (p. 134)
- Disingenuous (p. 139)
- Infrastructure (p. 146)
- Quantitative (p. 148)
- Qualitative (p. 148)
- Dissemination (p. 148)
- Colloquia (p. 152)

Meet the *Talking College* Book & Study Guide **Contributors: Chapter 5**

Jessica Stovall



- [Website](#)

- **Related Publications**

- Stovall, Jessica L., & Mosely, Micia (2022). “We just do us”: How Black teachers co-construct Black teacher fugitive space in the face of antiblackness. *Race Ethnicity and Education*. <https://doi.org/10.1080/13613324.2022.2122424>.
- Stovall, Jessica L. (2022). Integrity despite moral nonrecognition: Why Black teachers are called to teach. *Philosophy of Education*, 78(1): 150-155. <https://doi.org/10.47925/78.1.150>.
- Stovall, Jessica L., & Sullivan, Tara R. (2022). “Grant us the sun:” What Black teachers need. *Phi Delta Kappan*, 104(1): 18-21 <https://doi.org/10.1177/00317217221123644>.

- **Multimedia**

- Hines, Michael, & Lusiani Elliot, Nicole (Executive Producers) (2021). Teaching to Meet the Moment [Audio Podcast] Stanford Center for Supporting Excellence in Teaching Podcast. <https://www.podbean.com/ew/pb-bqrdz-f8f00c>.
- James, Steven, Liu, Bing, Parrish, Rebecca, Shaw, Kevin (2018) America to Me [TV series] Kartemquin Films, Starz. <https://www.starz.com/us/en/series/america-to-me/38818>.

Jeremy Edwards, Ph.D.



● Related Publications

- Edwards, Jeremy A. (2021). "Black Pathways: Examining the History of Race Considerations in College Admissions at Highly Selective Campuses", *Journal of Critical Thought and Praxis* 10(2). doi: <https://doi.org/10.31274/jctp.11607>.
- Edwards, Jeremy A. (2020). A Critical Race Analysis: Examining the Black College Experience at a Selective Public Minority-Serving Research Institution (MSRI). UC Santa Barbara. ProQuest ID: Edwards_ucsb_0035D_14992. Merritt ID: ark:/13030/m5m38mw4. Retrieved from <https://escholarship.org/uc/item/07m043xc>.

● Media

- "[UCSB First-Gen Stories: Jeremy Edwards](#)," University of California, Santa Barbara.

Isaiah Simmons



- [Student Profile](#)
- **Related Publication**
 - Harper, Shaun R., & Simmons, Isaiah (2019). Black students at public colleges and universities: A 50-state report card. Los Angeles: University of Southern California, Race and Equity Center.

Reflection Questions

1. Consider Dr. Charity Hudley's powerful call to center Black intellectualism (p. 125). What do you think about these ideas? When, if at all, have you been valued as a Black intellectual in your life? In what ways do they align with your goals as a Black college student? Is there anything that you would add?
2. In your own words, explain the distinctions between being 'underrepresented and underserved' and being 'misrepresented and disserved' (p. 127). Provide some examples to support your claims.

3. Think about your educational journey so far. What courses or educational practices within and outside of school prepare you to be a sociocultural linguist (p. 190)? What academic fields have supported your study of language and society? What extracurricular and out-of-school experiences have supported your knowledge of language and society? How does your experience relate to the concept of 'people-first linguistics'?
4. What are some recent instances of Black linguistic and academic activism that you are aware of? What issues did these activists address? What were their forms of protest? What were the results of their efforts?

Action Steps

- **Do you know the history of your school? Conduct research to determine answers to the following questions:**
 - How did your college or university acquire its land? Who or what was there previously? Did it expand over time? If so, what enabled it to do so?
 - Who built your college or university? Who were the laborers who cleared, built, and maintained the physical space? Who are the laborers who maintain the space now?
 - Who were the founders of your school, and what was their relationship to slavery or indentured labor? What ideologies did they hold about race?
 - Based on your school's history, what would a comprehensive model of reparations look like for Black families and communities? Where should the funding come from? Whom should resources be directed to?
- **How can you be a member of the Linguistic New School?** Considering what you have learned about linguistics and activism from this book, what steps can you take to promote liberatory linguistics? Choose one of the following options or another action of your choice:
 - A. Compose an op-ed or letter to the editor of your campus newspaper discussing how your school can implement linguistic equity and liberatory linguistics in its curricula and programming.

- B. If your school does not already offer it, propose an idea for a sociocultural linguistics course in the African and African Diasporic/Black Studies degree or concentration at your school. Review the faculty descriptions in ethnic studies, anthropology, English, modern languages, Africana studies, sociology, and linguistics. Identify people whom you could ask to co-teach the course or provide guest lectures.

Key Events

- **Anti-racist pedagogy and Critical Race Theory under siege.** In response to the 2020 national awakening around racial injustice and white supremacy following the murders of Ms. Breonna Taylor, Mr. George Floyd, and other Black people around the world, the Trump administration issued an executive order that banned federal employees from participating in diversity, equity, and inclusion (DEI) trainings, as well as discussions of anti-Blackness. As a result, DEI initiatives, Critical Race Theory, and the teaching of history have been under attack around the nation. These mandates impact all students' rights to learn and to think critically, but it especially impacts Black students and educators. Several scholars and curricular initiatives, like Nikole Hannah-Jones's *1619 Project*, have been fighting to make sure that Black and non-Black people have access to understanding the foundation of anti-Blackness today.
 - [Opinion: Using Critical Race Theory to Understand the Criticisms Against It](#)
 - [The 1619 Project](#)
- **Black linguistic and academic activism among the Gullah/Geechee community.** Hailing from North Charleston, South Carolina, Akua Page & Chris Cato are 'Gullah Geechee language activists' who founded [Geechee Experience](#) in 2019. The pair use social media, online courses, K-12 programming, and community activism to 'preserve & promote Gullah Geechee history & culture.' In 2021, they crowd-sourced ideas for symbols and launched a Geechee Experience flag that represents the shared heritage of Black people whose ancestry comprise the Gullah Geechee corridor from North Carolina to Florida.
 - Article: ["Geechee Experience \(Akua Page and Chris Cato\)"](#) by Adam Parker
 - Video: [Gullah Geechee Experience Flag Meaning](#)

Related Resources

- *The Dreamkeepers* by Gloria Ladson-Billings
- *Pedagogy of the Oppressed* by Paulo Freire
- [Imagining America](#)
- [Native Land Digital](#)
- [African American English: A Linguistic Introduction](#) by Lisa Green
- [Center for the Study of African American Language](#)
- [Buckeye Language Network Summer Research Program](#)
- *American English, Dialects and Variation* by Walt Wolfram
- *Language in Cape Town's District Six* by Kay McCormick
- *Language in South Africa* by Rajend Mesthrie
- [Global Perspectives on Human Language: The South African Context](#)
 - [Language and Education](#)
- *Black Feminism in Qualitative Inquiry: A Mosaic for Writing Our Daughter's Body (Futures of Data Analysis in Qualitative Research)* by Venus E. Evans-Winters
- [African American Standard English](#) by Arthur Spears
- *Research Methods in Africana Studies (Black Studies and Critical Thinking)* by Serie McDougal III
- ["The Construction of White, Black, and Korean Identities through African American Vernacular English"](#) by Elaine Chun
- *Recovering Black Storytelling in Qualitative Research: Endarkened Storywork* by S.R. Toliver
- ["Colleges pushed anew for reparations for slavery, racism"](#) by Philip Marcelo
- ["Sometimes We Do Not Hear What People Say, Instead We Hear What We Expect Them to Say"](#) by Nikole Patson
- ["Dis/possession Afoot: American \(Anthropological\) Traditions of Anti-Blackness and Coloniality"](#) by Jenny L. Davis and Krystal A. Smalls