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Titolo	Vernacular insurrections : race, black protest, and the new century in composition-literacies studies // Carmen Kynard
Pubbl/distr/stampa	Albany, NY, : State University of New York Press, [2013]
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Descrizione fisica	1 online resource (336 p.)
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Lingua di pubblicazione	Inglese
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Teaching interlude I : method mmen and women -- "Before I'll be a slave, I'll be buried in my grave" : black student protest as discursive challenge and social turn in the nineteenth and twentieth centuries -- Teaching interlude II: through their window -- "I want to be African" : tracing the black radical tradition with students' rights to their own language -- Teaching interlude III : undoing the singularity of "ethical English" and language-as-racial-inferiority -- "Ain't we got a right to the tree of life?" : the black arts movement and black studies as an untold story of and in composition studies -- Teaching interlude IV : "not like the first time, talkin bout the second time" -- "The revolution will not be [error analyzed]" : the black protest tradition of teaching and the integrationist moment -- Teaching interlude V : "your mother is weak" -- What a difference an error makes : ongoing challenges for "white innocence," historiography, and disciplinary knowledge-making -- Outerlude : leaving the Emerald City.
Sommario/riassunto	Winner of the 2015 James M. Britton Award presented by Conference on English Education a constituent organization within the National Council of Teachers of English Carmen Kynard locates literacy in the

twenty-first century at the onset of new thematic and disciplinary imperatives brought into effect by Black Freedom Movements. Kynard argues that we must begin to see how a series of vernacular insurrections—protests and new ideologies developed in relation to the work of Black Freedom Movements—have shaped our imaginations, practices, and research of how literacy works in our lives and schools. Utilizing many styles and registers, the book borrows from educational history, critical race theory, first-year writing studies, Africana studies, African American cultural theory, cultural materialism, narrative inquiry, and basic writing scholarship. Connections between social justice, language rights, and new literacies are uncovered from the vantage point of a multiracial, multiethnic Civil Rights Movement.

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