

Creating a Homeplace for Black Deaf Students: The Importance of Black Deaf Studies in K-12 Deaf Education

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How does antiblackness
manifest itself in K-12
deaf education?

Antiblackness....What's that?

Antiblackness refers to actions or behaviors that minimize, marginalize or devalue the full participation of Black people in life. The spectrum of anti-Black actions and behaviors spans from unconscious bias to motivated acts of prejudice, and the institutions, policies, and ideologies that uphold.

How does antiblackness manifest itself in K-12 deaf education?



Intersectional
Erasure

Whitmer (2021)



Anti-Black
Linguistic
Racism

Baker-Bell (2020)



Curriculum
Violence

Jones (2020)

Homeplace

“A site of radical possibility, a space of resistance ... a central location for the production of a counter-hegemonic discourse that is not just found in words ... a site one stays in, clings to even, because it nourishes one’s capacity to resist. It offers one the possibility of a radical perspective from which to see and create, to imagine alternatives, new worlds.”

Creating a “Homeplace” for Black Deaf Students

A site where Black Deaf students can articulate the politics of refusal, and re-imagine themselves in opposition to antiblackness.

Black Deaf Studies is one of the ways to
resist antiblackness.

(Moges, 2020 and Nicolarakis, 2022)

The Importance of Black Deaf Studies

Racial Identity

(Whitmer, 2021)

Black Joy

(Love, 2019)

Counter-Storytelling

(Solorzano & Yosso, 2002 and Nicolarakis, 2022)

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