JOHN BAUGH

**Margaret Bush Wilson Professor in Arts and Sciences**

Professor of Psychological and Brain Sciences, Anthropology, Linguistics,

Education, English, African & African American Studies,

American Culture Studies, Philosophy-Neuroscience-Psychology, and Urban Studies

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**EXPERIENCE**

**Washington University in St. Louis**

Margaret Bush Wilson Professor in Arts and Sciences *2005-Present*

Director, African and African American Studies Program *2005-2010*

**Stanford University**

Professor Emeritus of Education and Linguistics *2005-Present*

Professor of Education and Linguistics *1990-2005*

Director, Stanford Teacher Education Program *1994-1996*

**Swarthmore College**

Eugene M. Lang Visiting Professor for Issues of Social Change *1996-1997*

Assistant Professor of Sociology and Anthropology *1978-1979*

Lecturer, Black Studies, Linguistics, Sociology & Anthropology *1975-1978*

**University of Texas at Austin**

Associate Professor of Linguistics, Anthropology, and Foreign *1984-1990* Language Education

Assistant Professor of Linguistics and Anthropology *1979-1984*

**Center for Advanced Study in the Behavioral Sciences**, Stanford, CA

Research Fellow *1988-1989*

**Center for Applied Linguistics**, Washington, DC

Visiting Scholar *1982-1983*

**EDUCATION**

Ph.D., Linguistics, University of Pennsylvania *1979*

M.A., Linguistics, University of Pennsylvania *1976*

B.A., Speech/Rhetoric, Temple University *1972*

Dissertation: *Linguistic Style Shifting in Black English*

Committee: William Labov (Supervisor), John Fought, Dell Hymes, Erving Goffman

**HONORS, GRANTS, AND AWARDS**

* *Edward Sapir Professor*. Linguistic Society of America, Summer Institute (2019).
* *Residential Fellowship*. Rockefeller Foundation Bellagio Research Center (2016)
* *Fellow of the Linguistic Society of America*. Linguistic Society of America (2015)
* ***Pioneer of Fair Housing****,* United States Department of Housing and Urban Development, in support of advancing Civil Rights nationally (*2004*).
* Principal Investigator and Project Director, The Ford Foundation: *Linguistic Profiling*: *Unequal Access to Fair Housing, Education, and Equal Employment Opportunities* (*2002-2005*).
* Principal Investigator and Project Director, The Ford Foundation: *Linguistic Profiling in Interdisciplinary Perspective* (*2005-2010*).
* Subcontract P.I. in collaboration with William Labov at the University of Pennsylvania, O.E.R.I. and National Science Foundation: Literacy education for African American and English Language Learning Students (*1998-2001*).
* St. Clair Drake Teaching Award, Stanford University (*1992-1993*, *1999-2000*).
* Educator of the Year, 100 Black Men of Silicon Valley, Inc. (*1999*).
* Principal Investigator, O.E.R.I./National Center for Postsecondary Information, community college survey of K-12 teacher preparation (*1995-1998*).
* Principal Investigator, O.E.R.I./Consortium for Policy Research in Education (CPRE), national survey of “categorical programs” in service to language minority students (*1992-1995*).
* Principal Investigator, National Science Foundation: Linguistic Diversity, Literacy and Related Consequences for Human Health and Environmental Change, Award No. 9196039 (*1991-1993*).
* Fellowship, Center For Advanced Study in the Behavioral Sciences (*1988-1989*).
* National Science Foundation (#BNS87-00864) in support of CASBS fellowship.
* President’s Associate Teaching Excellence Award, University of Texas (*1988-1989*).
* Faculty Research Award, University of Texas Research Institute (*1988-1989*).
* Travel Award to the 16th International Congress of Linguistics in Berlin, National Science Foundation (*1987*).
* Research Award, University of Texas Policy Research Institute (*1986*).
* *Choice* “Outstanding Academic Book Award” for *Black Street Speech* (*1984*).
* Postdoctoral Fellowship for American Minorities, National Research Council and Ford Foundation (*1982-1983*).
* Grant-in-aid, The American Council of Learned Societies (*1980-1981*).
* Summer Research Award, University of Texas Research Institute (*1980, 1982*).
* Fontaine Fellow, University of Pennsylvania (*1974-1978*).
* Research Fellow for William Labov, National Science Foundation (*1973-1974*).
* Travel and Study Award, The Ford Foundation (*1972-1973*).

**ADMINISTRATIVE DUTIES**

* Inaugural Director, Public Relations Committee, Linguistic Society of America. (*2007 – 2013*).
* Director, African and African American Studies, Washington University in St. Louis (*2005-2010*).
* Project Director/Principal Investigator, American Linguistic Heritage Survey (in association with the Ford Foundation project on Linguistic Profiling) (*2002-2010*).
* Member, President and Provost’s *Planning, Policy and Progress Committee*, Stanford University (*2003-2004*).
* Director, Stanford Teacher Education Program (*1994-1996*).
* Vice-Chair, Board of Trustees, Center for Applied Linguistics (*1983-1989*).
* President, American Dialect Society (*1992-1994*).

**RESEARCH INTERESTS**

Development of interdisciplinary research, including quantitative and qualitative studies that support efforts to promote greater social opportunities and improved policies in education, medicine, law, law enforcement, and business; that is, as derived from corresponding linguistic research and evaluation. Linguistic profiling and various forms of linguistic discrimination based on race, sex, age, sexual orientation, region, and class in advanced industrialized societies. Applied Linguistics, including educational and social applications of linguistics, with special emphasis on the problems of minority groups. Applications of linguistics to teacher education. Sociolinguistics, specializing in quantitative analyses of linguistic variation and languages/dialects in contact. Controlled experiments of housing discrimination based on speech. Policy analyses of language minority students, including speakers of nonstandard dialects. Studies of professional negligence and malpractice in educational contexts. Linguistic diversity and literacy. Language attitude analyses and related policy implications. Linguistic prejudice and discrimination. Historical linguistics. Interdisciplinary approaches to discourse analyses. International comparisons of educational needs and development in socially stratified speech communities. Analyses of linguistic background and differential access to health care. Language, equity, and environmental change. Development of econolinguistic theory as a linguistic diagnostic in support of various public policies.

**PROFESSIONAL ACTIVITIES**

* Member, *Board on Behavioral, Cognitive, and Sensory Sciences.* National Academies of Sciences, Engineering, and Medicine. (2017 – 2020).
* Associate Editor, *Language*. Journal of the Linguistic Society of America, duties are devoted to matters of Public Policy (*on-going*).
* Associate Producer, *Talking Black in America*. PBS Documentary film (2018-2019).
* TedX: Emory University. *Linguistic Profiling*. (2019).
* United States Department of Justice. Development of official U.S. protocol for voice recognition, with emphasis on fair housing and employment. (2018-2019).
* Expert Witness, Civil and Criminal legal cases, with extensive service to the United States Equal Employment Opportunity Commission, various governmental agencies, and combinations of public and private clients (*on-going*).
* Inaugural Chair, Public Relations Committee, Linguistic Society of America, Washington, D.C. (*2007-2013*).
* Member, Board of Directors, Oracle Education Foundation, Inc., Redwood Shores, CA (*2002-Present*).
* Member, Board of Directors, Raising a Reader, Silicon Valley Community Foundation. Palo Alto, CA (*2003-Present*).
* Member, Board of Directors, St. Louis Black Repertory Theatre, St. Louis, MO (*2005-2010*).
* Member, Board of Directors, Consortium for Social Science Associations, Washington, D.C., representing the Linguistic Society of America (*2001-2007*).
* Member, Board of Directors, Shoot for the Stars, Inc. East Palo Alto, CA (*1995-2012*).
* Founding Member, Board of Directors, Eastside College Preparatory School, East Palo Alto, CA (*1996-2012*).
* International Linguistic Advisory Committee, Merriam Webster’s Collegiate Dictionary (*1997-2005*).
* Linguistic Usage Advisory Committee, American Heritage College Dictionary (*1996-2018*).
* Elected representative to Executive Committee, Linguistic Society of America (*1998-2001*).
* Postdoctoral Advisory Committee, National Research Council and Ford Foundation (*1998-2001*).
* Postdoctoral Advisory Committee to the five National O.E.R.I. Research Institutes (*1998-2002*).
* Language Policy Advisory Committee, American Association of Applied Linguistics (*1998-2001*).
* National Linguistic Advisory Committee, Corporation for Public Broadcasting/PBS, for the documentary *Do You Speak American?* (*1997-2004*).
* Member, National Advisory Committee for the Human Capital Initiative, Linguistics Program, National Science Foundation (*1995*).
* Member, National Advisory Committee for Social, Behavior, and Economic Sciences, National Science Foundation (*1992-1995*).
* Linguistic Advisory Committee Member, Center for the International Exchange of Scholars/Fulbright Scholars program (*1990-1993*).
* Advisory Committee Member, Andrew W. Mellon Foundation and United Negro College Fellowship program for Faculty at Historically Black Colleges, (*1990-1996*).
* Research Advisory Panel, Educational Testing Services (*1990-1996*).
* Member, Committee on Education and Linguistics, Linguistic Society of America (*1994-1998*).
* Member, Board of Directors, American Linguistics Research Institute (*1985-1988*).
* Member, Board of Directors, George Washington Carver Museum, Austin, TX (*1984-1990*).
* Member, National Advisory Committee, PBS, for *The Story of English*, a nine-hour documentary on the history and diversity of the English language (*1997*).
* Numerous reviews for NSF, NEH, NIH, CASBS, O.E.R.I, U.S. Dept. of Education, private foundations, and various journals related to Linguistics and Education.

**PROFESSIONAL MEMBERSHIPS**

* American Anthropological Association
* American Association of Applied Linguistics
* American Educational Research Association
* American Dialect Society
* Linguistic Society of America
* Modern Language Association
* National Council of Teachers of English
* Teachers of English to Speakers of other Languages
* The Association for Linguistic Evidence

**EDITORIAL ASSIGNMENTS**

* Associate Editor, *Language,* Journal of the Linguistic Society of America *(2011 – Present).*
* Member, Editorial Board, *Du Bois Review: Social Science Research on Race*, Cambridge University Press (*2004-Present*).
* Member, Editorial Board, *Intercultural Communication Studies,* Trinity University (*2004-2010*).
* Member, Editorial Board, *Journal of Language, Identity, and Education,* Lawrence Erlbaum Associates (*2001-2008*).
* Member, Editorial Board, *Linguistics: The Cambridge Survey*, 4 vols., Cambridge University Press, Edited by F. Newmeyer (*1988*).
* Member, Editorial Board, *McGill Journal of Education*, McGill University (*1993-1998*).
* Member, Editorial Board, *American Speech*, American Dialect Society (*1983-1989*).
* Member, Editorial Board, *Texas Linguistics Series*, University of Texas Press (*1984-1990*).

**PUBLICATIONS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A. Books Authored**

*Linguistics in Pursuit of Justice.* Cambridge: Cambridge University Press (2018).

*Beyond Ebonics: Linguistic Pride and Racial Prejudice.* New York: Oxford University Press (2000).

*Out of the Mouths of Slaves: African American Language and Educational Malpractice.* Austin: University of Texas Press (1999).

*Black Street Speech: Its History, Structure and Survival*. Austin: University of Texas Press (1983). Recipient of 1984-1985 *Choice* “Outstanding Academic Book Award.”

Japanese Translation of *Black Street Speech,* by Takeshi Higashi, Ph.D., Tokyo: New Currents International Co., Ltd. (1989).

**B. Edited Volumes**

*Linguistic Profiling in Interdisciplinary Perspective: Volume 1, Linguistic Analyses*. African and African American Studies, Washington University: Final Report submitted to the Ford Foundation (2011).

*Linguistic Profiling in Interdisciplinary Perspective: Volume 2, Social Science and Legal Perspectives*: African and African American Studies, Washington University: Final Report submitted to the Ford Foundation (2011).

With H. Samy Alim. *Talkin Black Talk: Language, Education, and Social Change*. New York: Teachers College Press (2007).

With Salikoko Mufwene, John Rickford, and Guy Bailey. *African American English: Structure, History and Use.* London: Routledge (1998).

With Gregory Guy, Crawford Feagin, and Deborah Schriffrin. *A Social Science of Language*, *Vol. 2, Social Interaction and Discourse Structures*. Philadelphia: John Benjamins (1997).

With Gregory Guy, Crawford Feagin, and Deborah Schriffrin. *A Social Science of Language, Vol. 1, Variation and Change in Language and Society*. Philadelphia: John Benjamins (1996).

With K. Ferrara, B. Brown, and K. Walters. *Linguistic Change and Contact*, Texas Linguistics Forum 30: Proceedings of the Sixteenth Annual Conference on *New Ways of Analyzing Variation*. Austin: Department of Linguistics, University of Texas (1988).

With Joel Sherzer. *Language in Use: Readings in Sociolinguistics.* Englewood Cliffs: Prentice-Hall (1984).

**C. Selected Articles, Chapters, and Reports**

“Sociolinguistic Evaluations of Inequality.” Items: Insights from the Social Sciences. Washington, D.C.: Social Science Research Council. (In Press).

 **“**Family Matters: Seminal Rickford contributions to Kinesics, Education, Linguistics, and Law. In Renee Blake and Isabelle Buchstaller (eds.). The Routledge Companion to the Work of John Rickford. London: Routledge Press (2019).

“Ethnolinguistic Assertions Regarding People Who Allegedly “Talk White” or “Talk Black.”” In Betsy E. Evans, Erica J. Benson and James N. Stanford (eds.) *Language Regard: Methods, Variation and Change*. Pp. 183-196. Cambridge: Cambridge University Press (2018).

 “Meaning-Less Differences: Exposing Fallacies and Flaws in “The Word Gap” Hypothesis That Conceal a Dangerous “Language Trap” for Low-Income American Families and Their Children.” Vol. 11: 39-51. *International Multilingual Research Journal*. Taylor & Francis Group, LLC (2017).

 “Linguistic Profiling and Discrimination.” In Nelson Flores and Ofelia Garcia (eds.) *Oxford Handbook of Language and Society*. New York: Oxford University Press. (2017).

 “Use and Misuse of Speech Diagnostics for African American Students.” Vol. 9. 4: 291-307 *International Multilingual Research Journal*. Taylor & Francis Group, LLC (2015).

 “SWB: (Speaking while Black): Linguistic profiling and discrimination based on speech as a surrogate for race against speakers of African American vernacular English.” In Sonja Lanehart, (ed.) *Oxford Handbook of African American Language*. Chapter 41. New York: Oxford University Press. (2015):

 “Beyond Bidialectalism: Language Planning and Policies for African American Students.” In Sonja Lanehart (ed.) *Oxford Handbook of African American Language.* Chapter 56. New York: Oxford University Press. (2015):

 “Discursive practices, linguistic repertoire, and racial identities.” In Nancy Bonvillain (ed.) *The Routledge Handbook of Linguistic Anthropology*. London: Routledge Press. (2015): 206-220.

“Black English Vernacular: (Ebonics).” In Hal Pashler (ed.) *Encyclopedia of the Mind.* New York: Sage Publishing (2013): 118-120.

“African American Vernacular English/Ebonics.” In James Banks (ed.) *Encyclopedia of Diversity in Education.* New York: Sage Publishing. (2012): 49-54

 “Perceptions of Race and other Demographic Traits based on Speech, Sight Unseen.” A report prepared for the Fair Housing Counsel of Suburban Philadelphia. Fort Washington, Pennsylvania. (2012).

 “Linguistic, Discourse, and Cultural Evaluation of African American truck drivers.” A report prepared for the Birmingham, Alabama office of the Equal Employment Opportunity Commission.” (2012).

 “Linguistic, Cultural, and Contextual Evaluation: United States of America v. City of Joliet, Illinois.” A report prepared for the Sargent Shriver National Center on Poverty. (2012).

 “Linguistic and Cultural Evaluation of employees Born in Africa.” A report prepared for the Phoenix, Arizona office of the Equal Employment Opportunity Commission.” (2011).

“Whose Ancestors Were Imported into This Country and Sold as Slaves?” In David Thomas Konig, Paul Finkelman and Chrostopher Alan Bracey (eds). *The Dred Scott Case: Historical and Contemporary Perspectives on Race and Law*. Athens: Ohio University Press. (2010): 171-176.

“Linguistic Profiling, Education and the Law within and Beyond the African Diaspora.” In Jo Anne Kleifgen and George C. Bond (eds.) *The Languages of Africa and the Diaspora: Educating for Language Awareness.* New York: Multilingual Matters (2009): 214-230.

 “Linguistic Diversity, Access, and Risk” In Vivian Gadsden, James Davis, and Alfred Artiles (eds.), *Review of Research in Education: Risk, Schooling, and Equity.* SAGE. Vol. 33 (2009): 272-282.

With Aaron Welborn. “The Hidden Linguistic Legacies of *Brown v. Board* and No Child Left Behind.” In Jerrie Scott (ed.), *Legislated/Litigated Language Policies and Practices: How to Give Students the Right to Their Own Language*. Champaign-Urbana, IL: National Council of Teachers of English (2009): 41-53.

“The Ebonics Elephant in the Room: Antiracism and Linguistic Stereotypes.” In Mica Pollock (ed.), *Everyday Antiracism: 50 Ways to Successfully Navigate the Relevance of Race in School*. New York: The New Press (Spring 2008): 102-106.

“At Last—Plantation English in America: Nonstandard Varieties and the Quest for Educational Equity” *Research in the Teaching of English*. 41: 4 (May 2007):465-472.

“Attitudes towards Variation and Ear-Witness Testimony: Linguistic Profiling and Voice Discrimination in the Quest for Fair Housing and Fair Lending.” In Robert Bayley and Ceil Lucas (eds.), *Sociolinguistic Variation: Theory, Methods, and Applications*. Cambridge: Cambridge University Press (2007): 338-348.

“Linguistic Contributions to the Advancement of Racial Justice within and beyond the African Diaspora.” *Linguistics and Language Compass: An On-line Journal*. Malden, MA: Blackwell (2007).

“Teaching English among Linguistically Diverse Students.” In Janina Brutt-Griffler and Catherine E. Davies (eds.), *English and Ethnicity*. New York: Palgrave Macmillan (2006):217-228

“Linguistic Considerations Pertaining to *Brown v. Board*: Exposing Racial Fallacies in the New Millennium.” In Arnetha Ball (ed.), *NSSE Yearbook 2006: With More Deliberate Speed: Achieving Equity and Excellence in Education—Realizing the Full Potential of Brown v. Board of Education*. Malden, MA: Blackwell: 90-101.

“It Ain’t About Race: Some Lingering (Linguistic) Consequences of the African Slave Trade and Their Relevance to Your Personal Historical Hardship Index.” *Du Bois Review*, Vol. 3, No. 1 (2006): 145-159.

“Conveniently Black: Self-Delusion and the Racial Exploitation of African America.” Featured Article in *Du Bois Review*, Vol. 2, No. 1 (2005): 1-14.

“Standard English and Academic English (Dialect) Learners in the African Diaspora.” In Anne Curzan and Alicia Beckford (eds.), *Journal of English Linguistics.* Vol. 33, No. 1 (2004): 1-13.

“Ebonics and its controversy.” In Edward Finnegan and John Rickford (eds.), *Language in the USA*. Cambridge University Press (2004): 305-318.

“Linguistic Profiling.” In Sinfree Makoni, Geneva Smitherman, Arnetha F. Ball and Arthur K. Spears (eds.), *Black Linguistics: Language Society and Politics in Africa and the Americas.* London: Routledge Press (2003): 155-168.

“African American Language and Literacy.” In M. Schleppegrell and M.C. Colombi (eds.), *Developing Advanced Literacy in First and Second Languages: Meaning with Power*. Mahwah, NJ: Lawrence Earlbaum (2002): 177-188.

“Applying linguistic knowledge of African American English to help

students learn and teachers teach.” In Sonja Lanehart (ed), *Sociocultural and Historical Contexts of African American English*. Philadephia: John Benjamins (2001): 319-330.

“Variation.” In Alesandro Duranti (ed.), *Key Terms in Language and Culture*. Malden, MA.: Blackwell (2001): 260-263.

“A dissection of style-shifting.” In Penelope Eckert and John Rickford (eds.), *Style and Sociolinguistic Variation*. Cambridge University Press (2001): 109-119.

“American Parallel: Racial Conflict and the Ebonics Controversy: Ethnolinguistic Conflict & The Quest for Educational Enhancement.” In Ruth Wodak (ed.), *Loss of Communication in the Information Age*. Vienna: Institute Für Sprachwissenschaft (2001): 8-17.

“The Ebonics Controversy.” In R. Mestrie (ed.), *The Encyclopedia of Sociolinguistics.* London: Kluwer (2001).

“Variation.” *Journal of Linguistic Anthropology.* Washington: American Anthropological Association (2000): 259-262.

“Racial Identification by Speech.” American Speech. (2000) Vol. 74. No.4:362-364.

“Educational Malpractice and the Miseducation of Language Minority Students.” In Joan Kelly Hall and William G. Eggington (eds.), *The Sociopolitics of English Language Teaching.* Clevedon, England: Multilingual Matters (2000): 104-116.

“Educational Implications of Ebonics.” In J. David Ramirez, Terrence G. Wiley, Gerda de Klerk, and Enid Lee (eds.), *Ebonics in the Urban Education Debate*. Long Beach: Center for Language Minority Education and Research (1999): 43-50.

With Thomas Purnell and William Idsardi. “Perceptual and Phonetic Experiments on American English Dialect Identification.” *Journal of Language and Social Psychology*, Vol. 18, No. 1 (1999): 10-30.

“Linguistic Discrimination in Educational Contexts.” In Ruth Wodak and David Corson (eds.), *Language Policy and Political Issues in Education, Encyclopedia of Language and Education,* Vol. 1, Chapter 8. The Netherlands: Kluwer Academic Publishers Group (1998).

“Researching Race and Social Class in Language Acquisition and Use.” In Nancy H. Hornberger and David Corson (eds.), *Research Methods in Language and Education, Encyclopedia of Language and Education,* Vol. 8, Chapter 11. The Netherlands: Kluwer (1998).

“Linguistics, Education, and the Law: Educational Reform for African American Language Minority Students.” In Salikoko Mufwene, et al (eds.), *African American English: Structure, History, and Use*. London: Routledge (1998): 282-301.

“Dialect.” *The World Book Encyclopedia*, World Book Publishing: Chicago (1998): 180.

“What’s in a name? That by which we shall call the linguistic consequences of Slavery.” *Quarterly of the National Writing Project* 17.9. Berkeley: School of Education (1997).

“Dimensions of a Theory of Econolinguistics.” In Greg Guy et al (eds.), *A Social Science of Language.* Philadelphia: John Benjamins (1996): 397-419.

“Perceptions within a variable paradigm: Black and white detection and identification based on speech.” In E. Schneider (ed.), *Varieties of English Around the World: Focus on the USA.* Philadelphia: John Benjamins (1996): 169-182.

“The Law, Linguistics, and Education: Educational Reform for African American Language Minority Students.” *Linguistics and Education*, Vol. 7 (1995): 87-105.

“Research Trends for Black American English.” In A. Wayne Glowka and Donald M. Lance (eds.), *Language Variation in North American English: Research and Teaching.* New York: Modern Language Association (1993): 153-163.

“New and Prevailing Misconceptions of African American English for Logic and Mathematics.” In Etta R. Hollins, Joyce E. King, and Warren C. Hayman (eds.), *Teaching Diverse Populations: Formulating a Knowledge Base*. Albany, NY: State University of New York Press (1993): 263-287.

“Adapting Dialectology: the conduct of community language studies.” In Dennis Preston (ed.), *American Dialect Research.* Philadelphia: John Benjamins (1993): 167-192.

“Discrimination.” In H.P. Nelde, et al. (eds), *International Handbook of Contact Linguistics*. Berlin: Walter de Gruyter (1993).

“Hypocorrection: Mistakes in production of vernacular African American English as a Second Dialect.” *Language and Communication,* Vol. 12, No. 3 (1992): 317-26.

“Changing Terms of Self-reference among American Slave Descendants.” *American Speech*, Vol. 66, No. 2 (1991): 133-46.

“Language and race: some implications for linguistic science.” In F. Newmeyer (ed.), *Linguistics: The Cambridge Survey,* Vol. 4. Cambridge University Press (1988): 64-74.

“Why ‘What Works’ hasn't worked for nontraditional students.” *Journal of Negro Education* 57 (1988): 417-31.

“The situational dimension of linguistic power.” *Language Arts,* Vol. 64, No. 2 (1987): 234-40.

“Bilingualism and Bidialectalism among American Minorities.” *Journal of International Research on Applied Linguistics* (1986): 84-90.

“Linguistic diversity and justice in America: growing complexity in a traditional national paradox.” *Urban Resources,* Vol. 3, No. 3 (1985): 31-34, 61.

“Steady: progressive aspect in black English.” *American Speech,* Vol. 50, No. 1 (1984): 3-12.

“Chicano English: the anguish of definition.” In J. Ornstein-Galicia (ed.), *Form and Function in Chicano English*. Rowley, MA: Newbury House. (1984): 1-14.

“A survey of Afro-American English.” *Annual Review of Anthropology* 12 (1983): 335-54.

“Bi-Pidginization and African related Creole development.” *Southwest Journal of Linguistics,* Vol. 6, No. 2 (1983): 166-84.

“A reexamination of the black English copula.” In William Labov (ed.), *Locating Language in Time and Space.* New York: Academic Press (1980): 106-33.

“The politics of black power handshakes.” In *Natural History* (October 1978): 34-40 (reprinted often in other volumes).

1. **Selected Book Reviews**

Walt Wolfram and Erik Thomas. *The Development of African American English.* In *Language in Society, 35*(1) (2006), 152.

Robert Debski, June Gassin, and Mike Smith (eds.). *Language Learning Through Social Computing: Occasional Papers of the Applied Linguistics Association of Australia, 16*. Melbourne: ALAA & The Horwood Language Centre (1997). In *Studies in Second Language Acquisition*. Cambridge University Press (1999): 502-03.

Traute Ewers. *Ancient Black English and the Hoo Doo Texts*. In *Language in Society* (1998).

Teun A. Van Dijk. *Communicating Racism*. In *American Journal of Sociology*, Vol. 94, No. 3 (1988): 683-85.

Eleanor Wilson Orr. *Twice as Less: Black English and the performance of Black Students in Mathematics and Science*. In *Harvard Educational Review*, Vol. 58, No. 3 (1988): 395-403.

Michael B. Montgomery and Guy Bailey (eds.). *Language Variety in the South: Perspectives in Black and White*. In *American Speech,* Vol. 63, No. 3 (1988): 265-71.

Nessa Wolfson and Joan Manes (eds.). *Language of Inequality*. In *Language*, Vol. 62, No. 4 (1986): 923-27.

**UNIVERSITY SERVICE**

* Faculty Representative: Tenure and Promotion Committee of the Board of Trustees, Washington University in St. Louis.
* Member, Department of African and African American Studies, Executive Committee, Washington University in St. Louis.
* Member, Sociology Department Search Committee, Washington University in St. Louis.
* Chair, Provost’s Committee on “Target of Opportunity” appointments, Washington University in St. Louis.
* Faculty representative for Arts & Sciences to the Chancellor’s Committee on Diversity, Washington University in St. Louis.
* Member, Faculty Senate, Washington University in St. Louis.
* Member, African American Advisory Board, Alzheimer’s Disease Research Center, Washington University School of Medicine.
* Member, Advisory Committee, Institute for Public Health, Washington University in St. Louis.
* Member, Advisory Committee, Gephardt Institute for Public Service, Washington University in St. Louis.
* Member, President and Provosts’ Planning, Policy, and Progress Board, Stanford University.
* Member, Stanford University Faculty Senate.
* Member, Stanford University Graduate Studies Committee.
* Coordinator, Ad Hoc Committee for the Applied Linguistics Program, Stanford University.
* Chair, Black Community Services Center, Director’s Search Committee, Stanford University.
* Member, Provost’s committee on minority recruitment and retention, Stanford University.
* Member, Carnegie Center for the Study of Adolescence, Stanford University.
* Member, University Librarian Search Committee, Stanford University.
* Member, Language Literacy & Culture, Area Committee, Stanford University.
* Member, Social Science and Educational Policy, Area Committee, Stanford University.
* Member, Symbolic Systems Research Program, Stanford University.
* Member, Black Community Service Center, Stanford, University.
* Member, African American Men at Stanford, Stanford University.
* Faculty Advisor: Haas Center for Public Service, Stanford University.
* Faculty Advisor: Mellon Foundation grants for minority teachers.
* Faculty Advisor: Undergraduate Scholars Program at Stanford.
* Faculty Ambassador: Alumni and Undergraduate excursions to South Africa.

**CONSULTING ACTIVITIES**

Confidential linguistic consultation has been provided through legal testimony, depositions, and meetings with members of legal firms. Additional consultation has been provided at least once to each of the following organizations:

* Alameda County Office of Education, Hayward, CA
* American Association of Applied Linguistics
* Apple Computer Corporation, Cupertino, CA
* California State Department of Education, Sacramento, CA
* The Council for the International Exchange of Scholars
* Delaware State National Advisory Committee for Systemic Reform
* Developmental Learning Materials, Dallas, TX
* Eastside College Preparatory School, East Palo Alto, CA
* Educational Testing Service, Princeton, NJ
* The Gordy Foundation, Los Angeles, CA
* The Hungarian Academy of Science, Budapest, Hungary
* The Johnson Foundation, Racine, WI
* The Linguistic Society of America, Washington, DC
* The Andrew W. Mellon Foundation, New York, NY
* The Modern Language Association, New York, NY
* The National Endowment for the Humanities, Washington, DC
* The National Fair Housing Alliance, Washington, DC
* The National Institute of Education, Washington, DC
* The National Institute of Health, Washington, DC
* The National Research Council, Washington, DC
* The National School Boards Association, Arlington, VA
* The National Science Foundation, Washington, DC
* The New York Times, New York, NY
* Public Broadcasting System, Washington, DC
* The Oakland Unified Public School District, Oakland, CA
* The Oracle Education Foundation
* Radical Media: Television Production of *WrongMan*.
* The Rockefeller Foundation, New York, NY
* The United Negro Colleges, New York, NY
* The United States Department of Education
* The United States Equal Employment and Opportunity Commission
* The United States Department of Housing and Urban Development
* The United States Department of Justice
* The United States Department of State
* The University of Cape Town
* The University of Vienna, Applied Linguistics Institute
* Extensive private consultation with attorneys, law enforcement, first responders, the Equal Employment Opportunity Commission, and fair housing agencies; all concerned with human voice recognition.

**RECENT and FORTHCOMING INVITED LECTURES**

American Dialect Society. “Linguistics, Life, and Death.” Annual meeting. January 9, 2019.

North Carolina State University. “Linguistic Profiling and other legal applications of Linguistics.” February 8, 2019.

Linguistic Society of America. “Just Linguistics: Distinguished Invitational Edward Sapir Lecture.” July 12, 2019.

**PERSONAL INFORMATION**

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 Birthday: December 10, 1949