Kinyard, C. (2015). Teaching while black. *Literacy in Composition Studies,* *3*(1), 1-20.

Kinyard (2015) uses current narratives framed as everyday macroaggressions intended to create a “macro-picture of political life in American Universities” wherein she argues that RWS faculty and staff can be deeply invested in the illogic of their racism. She uses the narrative form to ensure that racist processes are “seen, heard, and felt” and urges us to “understand and rupture whiteness, racial violence, and institutional racism of our disciplinary constructs in composition-rhetoric.” Moreover, she argues for a decolonization of pedagogies, classrooms, and epistemologies. She references Critical Race Theories like Derrick Bell’s “Racial Realism” to discuss both institutional and social racism in contemporary contexts with the aim to create a sense of urgency behind her call to “dismantle the hegemony of diversity discourses...that operationalize racial assaults on the bodies of students of color.” Finally, she ends this piece with a CODA geared at providing a lens for readers to place themselves in and feel the sense of urgency concerning these issues of institutional racisms.