1. History of White ASL, Black ASL—see ch. 2 of book
   - As we’ve discussed, residential schools for deaf children have been crucial in the development of ASL
     - Brought together children using a variety of homesign, as well as children from signing Deaf households, or sometimes from communities with “shared sign”
   - From more or less the Civil War till aftermath of Brown v. Board of Education (1954), in much of the U.S. there were segregated White and Black schools
     - No discussion here of where children who were neither white nor black could go...
     - Teachers in Black deaf schools were generally diverse in terms of both race and status as Deaf/hearing
   - Not surprising that different varieties of ASL would develop in the two separate school systems

<table>
<thead>
<tr>
<th>Table 2.1. Black and White Deaf Schools: Founding and Desegregation</th>
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<tbody>
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<td><strong>State</strong></td>
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<td>DC, KDES</td>
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<td>N. Carolina</td>
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<td>Maryland</td>
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<td>Tennessee</td>
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<td>Louisiana</td>
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<td>W. Virginia</td>
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</tbody>
</table>

*Notes: Adapted from American Annals of the Deaf (1951 January); Fay (1893).*
2. **Phonological variation: Let’s watch the video!**
   - McCaskill & al. collected data in 6 of these states with a history of segregated Deaf schools
     - Filmed groups (e.g., alumni at a class reunion) of two types of signers, in free conversation, interviews, and cartoon retelling
       - >55, attended segregated school
       - <35, attended integrated school
     - Analyzed social attitudes, linguistic variation at many levels
   - Below are **images of the key signs** for phonological variation, to help us follow along
   - Overall, McCaskill & al. find that Black ASL (especially for older speakers) tends to be conservative
     - They suggest an explanation: oralism was more prevalent in White deaf schools
     - This means ASL was not used so much in the classroom there, more in informal interactions between students
     - Children in Black deaf schools had more exposure to formal, adult sign

3. **Two-handed signs with one-handed variants**
   - Only studied for signs where both hands have same handshape, same movement (whether synchronous or alternating)
     - these are the signs that should be eligible for Weak Drop, as we’ve seen
DON’T KNOW

Figures 5.1a and 5.1b. Two-handed and one-handed variants of DON’T KNOW.

REMEMBER (Lifeprint)

1 https://www.lifeprint.com/asl101/pages-signs/r/remember.htm
THANKS (Lifeprint—one-handed version)

GIVE (Lifeprint)

SURPRISE (Lifeprint)

2 https://www.lifeprint.com/asl101/pages-signs/t/thankyou.htm
3 https://www.lifeprint.com/asl101/pages-signs/g/give.htm
• One-handed variant found to be more common when...
  o preceding or following sign is one-handed
  o sign involves contact with head or body
  o signer is younger
  o signer is Northern
  o signer is white (comparing with data from earlier study)

| Table 5.3. One-Handed vs. Two-Handed Signs by State and Race |
|-----------------|-----------------|-----------------|-----------------|-----------------|
|                 | California      | Louisiana       | Kansas/Missouri | Massachusetts   |
| Ethnicity       | % 1H            | % 1H            | % 1H            | % 1H            |
| AA              | 42              | AA              | AA              | AA              |
| W               | 47              | W               | W               | W               |
| Total           | 44              | 40              | 45              | 59              |

Note: n = 2,258 (Lucas et al. 2007)

• By the way, there’s a super-interesting moment in the Ch. 2 part I video, starting at 12:00—let’s watch it
  o older interviewee recounting how education in segregated Black schools was all vocational
  o interviewee at first is using left hand very little, but then notice what happens

(p. 86)
4. Lowering: e.g. from temple or forehead to lower

UNDERSTAND (Lifeprint)
**WHY** (Lifeprint)

**LEARN** (Lifeprint)

**BLACK** (Lifeprint)

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5 https://www.lifeprint.com/asl101/pages-signs/u/understand.htm

DEFINITELY – sorry, couldn’t find a static image, but let’s try to catch it from the narrator

- Lowering found to be more common...
  - in compounds
  - in nouns than verbs
  - location is body (with or without contact), or head with contact
  - signer is Texan
  - signer is younger
  - signer is white

5. Signing space [for this part of video, we can skip forward to 15:30]

- Anything in V, L, h, or H coded as “outer”
- More “outer” space use in...
  - “depicting/locative” verbs (“a verb that may use space to indicate the relative location of the event or entity”)
  - to a less extent, “indicating” verbs (“a verb that uses space to indicate grammatical relationships”)
    - less for “plain verbs”, adjectives, nouns, and function words
  - emphasis
  - everyone except older white signers
    - previous findings that white signers use smaller signing space may be becoming obsolete
References