

- Abbate, J. (2018). Code switch: Alternative visions of computer expertise as empowerment from the 1960s to the 2010s. *Technology and Culture*, 59(4S), S134–S159. <https://doi.org/10.1353/tech.2018.0152>
- Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.
- Alexander, J., Lunsford, K., & Whithaus, C. (2020). Toward wayfinding: A metaphor for understanding writing experiences. *Written Communication*, 37(1), 104–131. <https://doi.org/10.1177/0741088319882325>
- Arnone, R. F., & Graff, H. J. (2020). National literacy campaigns: Historical and comparative lessons. In E. Cushman, C. Haas, & M. Rose (Eds.), *Literacies: A critical sourcebook* (2<sup>nd</sup> ed., pp. 435–442). Bedford/St. Martin's. (Original work published 1987)
- Bailey, M., & Mobley, I. A. (2019). Work in the intersections: A black feminist disability framework. *Gender & Society*, 33(1), 19–40. <https://doi.org/10.1177/0891243218801523>
- Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. Routledge.
- Banks, A. J. (2006). *Race, Rhetoric, and Technology: Searching for Higher Ground*. Routledge.
- Bannon, J. L. (2016). Capitalizing on adult education: The economic imperative for literacy in 1960s federal policy discourse. *College English*, 78(4), 314–339.
- Barton, D., & Hamilton, M. (1998). Literacy practices. In D. Barton, M. Hamilton, & R. Ivanic (Eds.), *Situated literacies: Reading and writing in context* (pp. 7–15). Routledge.
- Bazerman, C. (2018). Lifespan longitudinal studies of writing development: A heuristic for an impossible dream. In C. Bazerman et al. (Eds.) *The Lifespan Development of Writing* (pp. 326–365). National Council of Teachers of English. <https://wac.colostate.edu/books/ncte/lifespan-writing/>
- Bell, D. A. (1980). Brown v. Board of Education and the interest-convergence dilemma. *Harvard Law Review*, 93(3), 518–533. <https://doi.org/10.2307/1340546>
- Benner, C. (2002). *Work in the new economy: Flexible labor markets in Silicon Valley*. Blackwell.
- Bennett, V., & Steinberg, A. (2022). *Navigating the maze of short-term credentials to boost young adult talent*. Jobs for the Future. <https://www.jff.org/idea/navigating-maze-short-term-credentials-boost-young-adult-talent/>
- Bibbs, M. L. (2011). *The African American literacy myth: Literacy's ethical objective during the Progressive Era, 1890-1919* (Publication No. 3488549) [Doctoral dissertation, University of Wisconsin-Madison]. ProQuest Dissertations & Theses.
- Bohonos, J. W. (2023). Workplace hate speech and rendering Black and Native lives as if they do not matter: A nightmarish autoethnography. *Organization*, 30(4), 605–623. <https://doi.org/10.1177/13505084211015379>

## References

- Brandt, D. (2001). *Literacy in American lives*. Cambridge University Press.
- Brandt, D. (2014). *The rise of writing: Redefining mass literacy*. Cambridge University Press. <https://doi.org/10.1017/CBO9781316106372>
- Brandt, D. (2018). Writing development and life-course development: The case of working adults. In C. Bazerman et al. (Eds.), *The lifespan development of writing* (pp. 244–271). National Council of Teachers of English. <https://wac.colostate.edu/books/lifespan-writing/>
- Brandt, D., & Clinton, K. (2002). Limits of the local: expanding perspectives on literacy as a social practice. *Journal of Literacy Research*, 34(3), 337–356. [https://doi.org/10.1207/s15548430jlr3403\\_4](https://doi.org/10.1207/s15548430jlr3403_4)
- Brock, A. (2020a). Black technoculture and/as Afrofuturism. *Extrapolation*, 61(1–2), 7–28. <https://doi.org/10.3828/extr.2020.3>
- Brock, A. (2020b). *Distributed Blackness: African American cybercultures*. New York University Press.
- Browdy, R., & Milu, E. (2022). Global Black rhetorics: A new framework for engaging African and Afro-diasporic rhetorical traditions. *Rhetoric Society Quarterly*, 52(3), 219–241. <https://doi.org/10.1080/02773945.2022.2077624>
- Browne, S. (2015). *Dark matters: On the surveillance of Blackness*. Duke University Press Books.
- Burnett, C., Merchant, G., Pahl, K., & Rowsell, J. (2014). The (im)materiality of literacy: The significance of subjectivity to new literacies research. *Discourse: Studies in the Cultural Politics of Education*, 35(1), 90–103. <https://doi.org/10.1080/01596306.2012.739469>
- Byrd, A. (2020). “Like coming home”: African Americans tinkering and playing toward a computer code bootcamp. *College Composition and Communication*, 71(3), 426–452. <https://doi.org/10.58680/coc202030502>
- Byrd, A. (2022). Black professional communicators testifying to Black technical joy. *Technical Communication Quarterly*, 31(3), 298–310. <https://doi.org/10.1080/10572252.2022.2069287>
- Carney, J. (2006). Landscapes of technology transfer: Rice cultivation and African continuities. In B. Sinclair (Ed.), *Technology and the African-American experience: Needs and opportunities for study* (pp. 19–48). MIT Press. (Original work published 1996)
- Carter Andrews, D. J., Brown, T., Castro, E., & Id-Deen, E. (2019). The impossibility of being “perfect and White”: Black girls’ racialized and gendered schooling experiences. *American Educational Research Journal*, 56(6), 2531–2572. <https://doi.org/10.3102/0002831219849392>
- Consumer Financial Protection Bureau. (2021, September 7). CFPB takes action against adult learner lender for misleading borrowers about income share agreements. *Consumer Financial Protection Bureau*. <https://tinyurl.com/4ah6cd6e>
- Charmaz, K. (2014). *Constructing grounded theory* (2<sup>nd</sup> ed.). Sage.
- Chow, T. (2022). The geography of jobs: How proximity to a prestige labor market shapes opportunity for computer science degree holders. *Social Sciences*, 11(3), 116. <https://doi.org/10.3390/socsci11030116>
- Zlolniski, C. (2006). *Janitors, street vendors, and activists: The lives of Mexican immigrants in Silicon Valley*. University of California Press.

- Chun, W. H. K. (2008). On “sourcery,” or code as fetish. *Configurations*, 16(3), 299–324. <https://doi.org/10.1353/con.0.0064>
- CNBC Television. (2019, March 6). *Apple CEO Tim Cook: Kids should be proficient in coding by the time they graduate* [Video]. YouTube. <https://www.youtube.com/watch?v=So2PPTmCM4M>
- Code.org. (2013, February 26). *What most schools don't teach* [Video]. YouTube. <https://www.youtube.com/watch?v=nKIu9yen5nc>
- Cohen, G. L., & Steele, C. M. (2002). A barrier of mistrust: How negative stereotypes affect cross-race mentoring. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (1<sup>st</sup> ed., pp. 303–327). Emerald Publishing Limited.
- Collins, J. (2009). Social reproduction in classrooms and schools. *Annual Review of Anthropology*, 38, 33–48.
- Collins, K. (2016, March 27). *How one programmer broke the internet by deleting a tiny piece of code*. Quartz. <https://tinyurl.com/5fv6vchb>
- Collins, P. H. (2009). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge.
- Contemporary English Version. (1998). *Holy Bible, Contemporary English Version*. Thomas Nelson Publishers.
- Corbel, C., Newman, T., & Farrell, L. (2022). Gig expectations: Literacy practices, events, and texts in the gig economy. *Written Communication*, 39(1), 66–96. <https://doi.org/10.1177/07410883211052941>
- Cottom, T. M. (2017). *Lower ed: The troubling rise of for-profit colleges in the new economy*. The New Press.
- Craig, T., & Kynard, C. (2017). Sista girl rock: Women of colour and hip-hop deejaying as raced/gendered knowledge and language. *Changing English*, 24(2), 143–158. <https://doi.org/10.1080/1358684X.2017.1311034>
- Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299. <https://doi.org/10.2307/1229039>
- CSforALL. (2021, November 3). Investing in teacher preparation for the classrooms of today. *Medium*. <https://csforall.medium.com/investing-in-teacher-preparation-for-the-classrooms-of-today-c7dd7c41ab68>
- CTFORUM. (2020, November 13). *Toni Morrison on trauma, survival, and finding meaning* [Video]. YouTube. <https://www.youtube.com/watch?v=5xvJYrSsXPA>
- David Pellow & Lisa Sun-Hee Park. (2002). *The Silicon Valley of dreams: Environmental injustice, immigrant workers, and the high-tech global economy*. New York University Press.
- Davidson Mhonde, R., & Hingle, A. (2021). Resistance, reflexivity, and rest: Critical pedagogical rituals of “Ubuntu.” *Communication Education*, 70(3), 336–338. <https://doi.org/10.1080/03634523.2021.1912793>
- Decker, S. H., Spohn, C., Ortiz, N. R., & Hedberg, E. (2014). *Criminal stigma, race, gender, and employment: An expanded assessment of the consequences of imprisonment for employment* (Report No. 244756, p. 104). USA Department of Justice. <https://www.ncjrs.gov/pdffiles1/nij/grants/244756.pdf>

## References

- Delfanti, A. (2021). *The warehouse: Workers and robots at Amazon*. Pluto Press.
- Desmond, M. (2023). *Poverty, by America*. Crown.
- Diane E. Bailey & Paul M. Leonardi. (2015). *Technology choices: Why occupations differ in their embrace of new technology*. The MIT Press.
- Dos Santos, J., Powers, K., & Thompson, J. K. (Directors). (2023). *Spider-Man: Across the Spider-Verse* [Film]. Sony Pictures Releasing.
- Douglas, P., Rice, C., & Kelly, C. (2017). Crippling care: Care pedagogies and practices. *Review of Disability Studies: An International Journal*, 13(4), 3–11.
- Dubina, K. S., Morisi, T. L., Rieley, M., & Wagoner, A. B. (2019). *Projections overview and highlights, 2018–28: Monthly Labor Review: U.S. Bureau of Labor Statistics*. U.S. Bureau of Labor Statistics. <https://www.bls.gov/opub/mlr/2019/article/projections-overview-and-highlights-2018-28.htm>
- Dudley, T., & Rindlisbacher, E. (2021, August 4). *Flying under the regulation radar: University partnerships with computer code bootcamps*. The Century Foundation. <https://tcf.org/content/report/flying-regulation-radar-university-partnerships-coding-bootcamps/>
- Dunbar-Hester, C. (2020). *Hacking diversity: The politics of inclusion in open technology cultures*. Princeton University Press.
- E. M. Forster. (2020). *The machine stops*. Open Road Media Sci-Fi & Fantasy.
- Eggleson, L. (2021). *2020 Coding Bootcamp Alumni Outcomes & Demographics Report*. Course Report. <https://www.coursereport.com/reports/2020-coding-bootcamp-alumni-outcomes-demographics-report-during-covid-19>
- Ensmenger, N. (2010). *The computer boys take over: Computers, programmers, and the politics of technical expertise*. MIT Press.
- Eubanks, V. (2011). *Digital dead end: Fighting for social justice in the information age*. MIT Press.
- Everett, A. (2009). *Digital diaspora: A race for cyberspace*. SUNY Press.
- Farrell, L., Newman, T., & Corbel, C. (2021). Literacy and the workplace revolution: A social view of literate work practices in Industry 4.0. *Discourse: Studies in the Cultural Politics of Education*, 42(6), 898–912. <https://doi.org/10.1080/01596306.2020.1753016>
- Fisher, M. (2007). *Writing in rhythm: Spoken word poetry in urban classrooms*. Teachers College.
- Frye, J. (2023). *Rejecting business as usual: Improving employment outcomes and economic security for black women*. National Partnership for Women & Families. <https://nationalpartnership.org/report/improving-employment-outcomes-economic-security-for-black-women/>
- Gee, J. P. (2011). *An introduction to discourse analysis: Theory and method* (3<sup>rd</sup> ed.). Routledge.
- Gere, A. R., Curzan, A., Hammond, J. W., Hughes, S., Li, R., Moos, A., Smith, K., Van Zanen, K., Wheeler, K. L., & Zanders, C. J. (2021). Communal justicing: Writing assessment, disciplinary infrastructure, and the case for critical language awareness. *College Composition and Communication*, 72(3), 384–412. <https://doi.org/10.58680/cc202131160>
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Harvard University Press.

- Goldin, C. (1977). Female labor force participation: The origin of Black and White differences, 1870 and 1880. *Journal of Economic History*, 37(1), 87–108.
- Grabill, J. T. (2001). *Community literacy programs and the politics of change*. State University of New York Press.
- Graff, H. J. (1979). *The literacy myth: Literacy and social structure in the nineteenth-century city*. Academic Press.
- Gray, M. L. (2019). *Ghost work: How to stop Silicon Valley from building a new global underclass*. Houghton Mifflin Harcourt.
- Greene, D. (2021). *The promise of success: Technology, inequality, and the political economy of hope*. MIT Press.
- Green, D., Pulley, T., Jackson, M., Martin, L. L., & Fasching-Varner, K. J. (2018). Mapping the margins and searching for higher ground: Examining the marginalisation of Black female graduate students at PWIs. *Gender and Education*, 30(3), 295–309. <https://doi.org/10.1080/09540253.2016.1225009>
- Guzdial, M. (2015). *Learner-centered design of computing education: Research on computing for everyone*. Morgan & Claypool Publishers. <https://doi.org/10.2200/Soo684ED1V01Y201511HCl033>
- Guzdial, M. (2021, November 26). Computer Science was always supposed to be taught to everyone, and it wasn't about getting a job: A historical perspective. *Computing Education Research Blog*. <https://computinged.wordpress.com/2021/11/26/computer-science-was-always-supposed-to-be-taught-to-everyone-but-not-about-getting-a-job-a-historical-perspective/>
- Hardaway, A. T., Ward, L. W. M., & Howell, D. (2019). Black girls and womyn matter: Using Black feminist thought to examine violence and erasure in education. *Urban Education Research & Policy Annuals*, 6(1), Article 1. <https://journals.charlotte.edu/urbaned/article/view/913>
- Harrell, C. (2020). *A civic technologist's practice guide*. Five Seven Five Books.
- Haverbeke, M. (2018). *Eloquent Javascript: A modern introduction to programming*. No Starch Press.
- Hess, A. J. (2022, January 6). "All work produces value": What experts say Eric Adams gets wrong about "low skill" workers. CNBC. <https://www.cnbc.com/2022/01/06/what-experts-say-eric-adams-gets-wrong-about-low-skilled-workers.html>
- Hicks, M. (2017). *Programmed inequality: How Britain discarded women technologists and lost its edge in computing*. The MIT Press.
- hooks, bell. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.
- Hull, G. A. (1999). What's in a label?: Complicating notions of the skills-poor worker. *Written Communication*, 16(4), 379–411. <https://doi.org/10.1177/0741088399016004001>
- Ivey, A., Johnson, S. R., Skorodinsky, M., Snyder, J., & Goode, J. (2021). Abolitionist computer science teaching: Moving from access to justice. *2021 Conference on Research in Equitable and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*, 1–4. <https://doi.org/10.1109/RESPECT51740.2021.9620652>
- Jacobson, E. (2016). Workforce development rhetoric and the realities of 21<sup>st</sup> century capitalism. *Literacy and Numeracy Studies*, 24(1), 3–22. <https://doi.org/10.5130/lns.v24i1.4898>

## References

- James, P. (2006). "To collect proof of colored talent and ingenuity": African-American invention and innovation, 1619—1930. In B. Sinclair (Ed.). *Technology and the African American Experience: Needs and Opportunities for Study* (pp. 49–69). MIT Press.
- Jefferson, T., & Forbes, R. P. (2022). *Notes on the state of Virginia*. Yale University Press.
- Jones, F. (2019). *Reclaiming our space: How Black feminists are changing the world from the tweets to the streets*. Beacon Press.
- Joseph-Salisbury, R. (2019). Institutionalised whiteness, racial microaggressions and black bodies out of place in Higher Education. *Whiteness and Education*, 4(1), 1–17. <https://doi.org/10.1080/23793406.2019.1620629>
- Juberg, M., Mercer, J., & Bravo, V. (2023, May 17). State of the Bootcamp Market Report: 2023 Statistics and Share Analysis. *Career Karma*. <https://careerkarma.com/blog/state-of-the-bootcamp-market-2023/>
- Kara, S. (2023). *Cobalt red: How the blood of the Congo powers our lives*. St. Martin's Press.
- Keenan, S. (2024, January 3). Google and Meta cut back on DEI initiatives, despite post-2020 pledges. *POCIT. Telling the stories and thoughts of people of color in tech*. <https://peopleofcolorintech.com/articles/google-and-meta-cut-back-on-dei-initiatives-despite-post-2020-pledges/>
- Kendi, I. X. (2016). *Stamped from the beginning: The definitive history of racist ideas in America*. Nation Books.
- Knotts, B. (2022). Programming girlhood: Digital labor and the twenty-first century girl coder in the United States. *Journal of Children & Media*, 16(1), 117–133. <https://doi.org/10.1080/17482798.2021.1923541>
- Ko, A. J. (2016). What is a programming language, really? In C. Anslow, T. LaToza, & J. Sunshine (Eds.), *Proceedings of the 7<sup>th</sup> International Workshop on Evaluation and Usability of Programming Languages and Tools*, 32–33. <https://doi.org/10.1145/3001878.3001880>
- Krebs, C. (2020, March 19). *Guidance on the essential critical infrastructure workforce: Ensuring community and national resilience in COVID-19 response*. <https://tinyurl.com/43ae6w73>
- Lachuk, A. J. (2016). *Literacy as moral obligation among African Americans in the rural southeast*. Lexington Books.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3–12. <https://doi.org/10.3102/0013189X035007003>
- Lauer, C., & Brumberger, E. (2019). Redefining writing for the responsive workplace. *College Composition and Communication*, 70(4), 634–663. <https://doi.org/10.58680/coc201930182>
- Leonard, R. L. (2017). *Writing on the move: migrant women and the value of literacy*. University of Pittsburgh Press.
- Leong, N. (2021). *Identity capitalists: The powerful insiders who exploit diversity to maintain inequality*. Stanford University Press.
- Lindgren, C. A. (2021). Writing with data: A study of coding on a data-journalism team. *Written Communication*, 38(1), 114–162. <https://doi.org/10.1177/0741088320968061>



- Lockett, A. (2012). I am not a computer programmer. *Enculturation: A Journal of Rhetoric, Writing, and Culture*, 14. <https://www.enculturation.net/node/5270>
- Loprest, P., Spaulding, S., & Nightingale, D. S. (2019). Disconnected young adults: Increasing Engagement and opportunity. *The Russell Sage Foundation Journal of the Social Sciences*, 5(5), 221–243. <https://doi.org/10.7758/rsf.2019.5.5.11>
- Lowrey, A. (2021, April 23). Low-skill workers aren't a problem to be fixed. *The Atlantic*. <https://tinyurl.com/ypsusnh8/>
- MacDonald, F. (2018, September 17). How a programmer nearly broke the internet by deleting just 11 lines of code. *ScienceAlert*. <https://www.sciencealert.com/how-a-programmer-almost-broke-the-internet-by-deleting-11-lines-of-code>
- Marotta, C. (2019). Who has the right to write? Custodian writing and White property in the university. *College English*, 81(3), 163–182. <https://doi.org/10.58680/ce201929957>
- Maurer, R. (2020, August 6). New DE&I roles spike after racial justice protests. *SHRM*. <https://tinyurl.com/uY3r7fbr>
- McGregor, J. (2019, December 30). First there was “diversity.” Then “inclusion.” Now HR wants everyone to feel like they “belong.” *Washington Post*. <https://tinyurl.com/mxcmhdhd>
- McIlwain, C. D. (2020). *Black software: The Internet and racial justice, from the AfroNet to Black Lives Matter*. Oxford University Press.
- McKinsey & Company. (2021). *Race in the workplace: The Black experience in the US private sector* (p. 71). McKinsey & Company. <https://tinyurl.com/y38h236c>
- Mckoy, T. (2021, April 21 - 23). “... had y’all simply listened to Black women”: A call to intentional listening and impactful anti-racist action [Conference presentation]. 2021 Watson Conference on Rhetoric and Composition, Online.
- Cottom, T. M. (2017, December 1). Teaching technology: Tressie McMillan Cottom on coding schools and the sociology of social media. *Logic Magazine*. <https://tinyurl.com/8kv3v8bc>
- Meehan, M. B. (2021). *Seeing Silicon Valley: Life inside a fraying America*. University of Chicago Press.
- Meyer, P. (2002). *Precision journalism: A reporter's introduction to social science method* (4<sup>th</sup> ed.). Rowman & Littlefield Publishers.
- Miller, E. L. (2016). Literate misfitting: Disability theory and a sociomaterial approach to literacy. *College English*, 79(1), 34–56. <https://doi.org/10.58680/ce201628691>
- Miltner, K. M. (2019). *Anyone can code? The coding fetish and the politics of sociotechnical belonging* [Doctoral Dissertation]. University of Southern California.
- Miltner, K. M. (2022). Everything old is new again: A comparison of midcentury American EDP schools and contemporary computer code bootcamps. *Information & Culture*, 57(3), 255–282. <https://doi.org/10.7560/IC57302>
- Morse, J. *An Uber engineer died by suicide, and his family blames the company culture*. (2017, April 25). *Mashable*. <https://mashable.com/article/uber-joseph-thomas-suicide>
- Moudgalya, S. K., Mayfield, C., Yadav, A., Hu, H. H., & Kussmaul, C. (2021). Measuring adult learners' sense of belonging in introductory CS courses. In M. Sherriff, L. D. Merkle, P. A. Cutter, A. E. Monge, & J. Sheard (Eds.), *Proceedings of the 52<sup>nd</sup> ACM Technical Symposium on Computer Science Education* (pp. 445–451). <https://doi.org/10.1145/3408877.3432425>

## References

- National Academies of Sciences, Engineering, and Medicine. (2018). *Assessing and responding to the growth of computer science undergraduate enrollments*. The National Academies Press. <https://doi.org/10.17226/24926>
- Noble, S. U. (2016). A future for intersectional Black feminist technology studies. *The Scholar and Feminist Online*, 13. <https://tinyurl.com/2xcsjt2j>
- Noble, S. U. (2018). *Algorithms of oppression: How search engines reinforce racism*. New York University Press.
- Noble, S. U., & Roberts, S. T. (2019). Technological elites, the meritocracy, and postracial myths in Silicon Valley. In *Racism Postrace* (pp. 113–134). Duke University Press. <https://doi.org/10.1215/9781478003250>
- Olson, D. (1977). From utterance to text: The bias of language in speech and writing. *Harvard Educational Review*, 47(3), 257–281. <https://doi.org/10.17763/haer.47.3.8840364413869005>
- O’Neil, L. (2023, August 12). These women tried to warn us about AI. *Rolling Stone*. <https://tinyurl.com/yfdepsxp/>
- Ong, M., Wright, C., Espinosa, L., & Orfield, G. (2011). Inside the double bind: A synthesis of empirical research on undergraduate and graduate women of color in science, technology, engineering, and mathematics. *Harvard Educational Review*, 81(2), 172–209. <https://doi.org/10.17763/haer.81.2.t022245n7x4752v2>
- Ong, W. J. (1986). Writing is a technology that restructures thought. In G. Baumann (Ed.), *The written word: Literacy in transition* (pp. 23–50). Oxford University Press.
- Park, E. J. W. (1999). Racial ideologies and hiring decisions in Silicon Valley. *Qualitative Sociology*, 22(3), 223–233. <https://doi.org/10.1023/A:1022905821460>
- Pasquinelli, M. (2023). *The eye of the master: A social history of artificial intelligence*. Verso.
- Pennell, M. (2007). “If knowledge is power, you’re about to become very powerful”: Literacy and labor market intermediaries in postindustrial America. *College Composition and Communication*, 58(3), 345–384. <https://doi.org/10.58680/cc20075911>
- Penny, L. (2014, April 9). Laurie Penny on a tale of two cities: How San Francisco’s tech boom is widening the gap between rich and poor. *New Statesman*. <https://tinyurl.com/562edf8v>
- Prendergast, C. (2002). The economy of literacy: How the Supreme Court stalled the Civil Rights Movement. *Harvard Educational Review*, 72(2), 206–230. <https://doi.org/10.17763/haer.72.2.l8112t70x6klx6jo>
- Prior, P., & Shipka, J. (2003). Chronotopic lamination: Tracing the contours of literate activity. In C. Bazerman & D. R. Russell (Eds.), *Writing Selves/Writing Societies: Research from Activity Perspectives* (pp. 181–239). The WAC Clearinghouse; Mind, Culture, and Activity. <https://doi.org/10.37514/PER-B.2003.2317.2.06>
- Pritchard, E. D. (2014). “Like signposts on the road”: The function of literacy in constructing Black Queer ancestors. *Literacy in Composition Studies*, 2(1), Article 1. <https://doi.org/10.21623/1.2.1.3>
- Pritchard, E. D. (2017). *Fashioning Lives: Black Queers and the Politics of Literacy*. Southern Illinois University Press.
- Ratcliffe, K. (2005). *Rhetorical listening: Identification, gender, whiteness*. Southern Illinois University Press.



- Ray, V. (2019). A theory of racialized organizations. *American Sociological Review*, 84(1), 26–53. <https://doi.org/10.1177/0003122418822335>
- Rea, A. (2022). Coding equity: Social justice and computer programming literacy education. *IEEE Transactions on Professional Communication*, 65(1), 87–103. <https://doi.org/10.1109/TPC.2022.3143965>
- Rebuild The Dream. (2016, April 21). *Prince supports #YesWeCode* [Video]. YouTube. [https://www.youtube.com/watch?v=QdomVrf\\_oYI](https://www.youtube.com/watch?v=QdomVrf_oYI)
- Richardson, E. (2021). “She ugly”: Black girls, women in hiphop and activism—hiphop feminist literacies perspectives. *Community Literacy Journal*, 16(1), 10–31. <https://doi.org/10.25148/CLJ.16.1.010603>
- Rodgers. (2019). Race in the labor market: The role of equal employment opportunity and other policies. *The Russell Sage Foundation Journal of the Social Sciences*, 5(5), 198. <https://doi.org/10.7758/rsf.2019.5.5.10>
- Roig-Franzia, M. (2022, March 20). What became of Trayvon Martin’s hoodie? *Washington Post*. <https://tinyurl.com/mu4t6ktm>
- Rose, M. (2004). *The mind at work: Valuing the intelligence of the American worker* (2004-19515-000). Viking.
- Rosenberg, L. (2015). *The Desire for Literacy: Writing in the Lives of Adult Learners*. National Council of Teachers of English.
- Roth, W. D. (2016). The multiple dimensions of race. *Ethnic and Racial Studies*, 39(8), 1310–1338. <https://doi.org/10.1080/01419870.2016.1140793>
- Royster, J. J. (2000). *Traces of a stream: Literacy and social change among African American women*. University of Pittsburgh Press. <https://doi.org/10.2307/j.ctt6wrb9s>
- Russell, L. (2020). *Glitch feminism: A manifesto*. Verso.
- Schmidt, A. (2022). *Deliberate intervention: Using policy and design to blunt the harms of new technology*. Two Waves Books.
- Scott, K. A., & Elliott, S. (2019). STEM diversity and inclusion efforts for women of color: A critique of the new labor system. *International Journal of Gender, Science and Technology*, 11(3), Article 3.
- Seamster, L., & Charron-Chénier, R. (2017). Predatory inclusion and education debt: Rethinking the racial wealth gap. *Social Currents*, 4(3), 199–207. <https://doi.org/10.1177/2329496516686620>
- Sekaquaptewa, D., & Thompson, M. (2003). Solo status, stereotype threat, and performance expectancies: Their effects on women’s performance. *Journal of Experimental Social Psychology*, 39(1), 68–74. [https://doi.org/10.1016/S0022-1031\(02\)00508-5](https://doi.org/10.1016/S0022-1031(02)00508-5)
- Shapiro, R. (2015). Rhetorics of hope: Complicating Western narratives of a “social media revolution.” *Literacy in Composition Studies*, 3(1), Article 1. <https://doi.org/10.21623/1.3.1.13>
- Shapiro, T. M. (2017). *Toxic inequality: How America’s wealth gap destroys mobility, deepens the racial divide, & threatens our future*. Basic Books.
- Shelton, C. (2019). *On edge: A techné of marginality* [Doctoral Dissertation, East Carolina University]. The Scholarship. <https://thescholarship.ecu.edu/handle/10342/7433>
- Sinclair, B. (2006). Integrating the histories of race and technology. In B. Sinclair (Ed), *Technology and the African American Experience: Needs and Opportunities for Study* (pp. 1–17). MIT Press.

- Singer, N. (2017, June 27). How Silicon Valley pushed coding into American classrooms. *The New York Times*. <https://tinyurl.com/48cu56fc>
- Small, M. L., & Calarco, J. M. (2022). *Qualitative literacy: A guide to evaluating ethnographic and interview research*. University of California Press.
- Solomon, A., Moon, D., Roberts, A. L., & Gilbert, J. E. (2018). Not just Black and not just a woman: Black women belonging in computing. *2018 Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*, 1–5. <https://doi.org/10.1109/RESPECT.2018.8491700>
- Solorzano, D., Ceja, C., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(1/2), 60–73. <https://www.jstor.org/stable/2696265>
- Sovacool, B. K. (2021). When subterranean slavery supports sustainability transitions? Power, patriarchy, and child labor in artisanal Congolese cobalt mining. *The Extractive Industries and Society*, 8(1), 271–293. <https://doi.org/10.1016/j.exis.2020.11.018>
- Staley, O. (2017, April 25). Silicon Valley hires the most alumni of these 10 universities, and none of them are in the Ivy League. *Quartz*. <https://tinyurl.com/66v2bh6j>
- Steele, C. K. (2021). *Digital Black feminism*. New York University Press.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797–811. <https://doi.org/10.1037/0022-3514.69.5.797>
- Street, B. V. (1984). *Literacy in theory and practice*. Cambridge University Press.
- Takhteyev, Y. (2012). *Coding places: Software practice in a South American city*. MIT Press.
- Tanksley, T. (2022). Race, education and #BlackLivesMatter: How online transformational resistance shapes the offline experiences of Black college-age women. *Urban Education*. <https://doi.org/10.1177/00420859221092970>
- Tanksley, T. (2023). Toward a critical race technology theory in education: Interrogating sociotechnical racism in educational research, pedagogy, and practice [Roundtable presentation]. American Educational Research Association, Chicago, IL.
- Tech Equity Collaborative, & Project Include. (2021, October 15). Separate and unequal: How tech's reliance on disproportionately diverse, segregated, and underpaid contract workers exacerbates inequality. *TechEquity Collaborative*. <https://tinyurl.com/yc8khwfk>
- Thayer, K., & Ko, A. J. (2017). Barriers faced by coding bootcamp adult learners. In J. Tenenbergs, D. Chinn, L. Malmi, A. Korhonen, & J. Sheard (Eds.), *Proceedings of the 2017 ACM Conference on International Computing Education Research* (pp. 245–253). <https://doi.org/10.1145/3105726.3106176>
- The Kapor Center, & NAACP. (2022). *State of tech diversity: The Black tech ecosystem* (p. 20). Kapor Center. <https://tinyurl.com/4zkf6m4w>
- Thompson, A. (1998). Not the color purple: Black feminist lessons for educational caring. *Harvard Educational Review*, 68(4), 522–555. <https://doi.org/10.17763/haer.68.4.nm436v83214n5016>
- Thompson, A. (2004). Caring and colortalk: Childhood innocence in White and Black. In V. S. Walker & J. R. Snarey (Eds.), *Race-ing moral formation: African American perspectives on care and justice* (pp. 23–37). Teachers College Press.

- Thompson, C. (2019). *Coders: The making of a new tribe and the remaking of the world*. Penguin Press.
- Trotter, J. W. (2019). *Workers on arrival: Black labor in the making of America*. University of California Press.
- Twine, F. W. (2022). *Geek girls: Inequality and opportunity in Silicon Valley*. New York University Press.
- Vee, A. (2017). *Coding literacy: How computer programming is changing writing*. The MIT Press.
- Vieira, K. (2010). "American by paper": Assimilation and documentation in a biliterate, bi-ethnic immigrant community. *College English*, 73(1), 50–72. <https://doi.org/10.58680/ce201011652>
- Vieira, K. (2016). Doing transnational writing studies: A case for the literacy history interview. *Composition studies*, 44(1), 138–140. <https://www.jstor.org/stable/compestud.44.1.0138>
- Vieira, K. (2019). *Writing for love and money: How migration drives literacy learning in transnational families*. Oxford University Press.
- Vieira, K., Heap, L., Descourtis, S., Isaac, J., Senanayake, S., Swift, B., Kim, A. M., Krzus-Shaw, K., Black, M., Castillo, C., Oládipo, Olá, Yang, X., Ratanapraphart, P., Tiwari, N., Velarde, L., & Wes, G. B. (2020). Literacy is a sociohistoric phenomenon with the potential to liberate and oppress. In L. Adler-Kassner and E. Wardle (Eds.), *(Re)considering what we know: Learning thresholds in writing, composition, rhetoric, and literacy* (pp. 36–55). Utah State University Press.
- Watkins, E. (2015). *Literacy work in the reign of human capital*. Fordham University Press. <https://doi.org/10.5422/fordham/9780823264223.001.0001>
- Watkins, S. C. (2019). *Don't knock the hustle: Young creatives, tech ingenuity, and the making of a new innovation economy*. Beacon Press.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.
- Whithaus, C., Alexander, J., & Lunsford, K. (2022). When things collide: Wayfinding in professional writers' early career development. *Literacy in composition studies*, 9(1), Article 1. <https://doi.org/10.21623/1.9.1.2>
- Whittaker, M. (2023). Origin stories: Plantations, computers, and industrial control. *Logic(s) Magazine*, 19. <https://tinyurl.com/5529afdd>
- Williams, C. (2016, 23). How one developer just broke Node, Babel and thousands of projects in 11 lines of JavaScript. *The Register*. [https://www.theregister.com/2016/03/23/npm\\_left\\_pad\\_chaos/](https://www.theregister.com/2016/03/23/npm_left_pad_chaos/)
- Winn, M. T. (2011). *Girl time: Literacy, justice, and the school-to-prison pipeline*. Teachers College Press.
- Wolfe, R., Harknett, K., & Schneider, D. (2021, June 4). Inequalities at work and the toll of COVID-19. *Health Affairs*. <https://www.healthaffairs.org/doi/10.1377/hpb20210428.863621>
- Wysocki, A., & Johnson-Eilola, J. (1999). Blinded by the letter: Why are we using literacy as a metaphor for everything else? In G. E. Hawisher & C. L. Selfe (Eds.), *Passions, pedagogies, and 21<sup>st</sup> century technologies* (pp. 349 - 368). Utah State University Press.

## References

- Yosso, T. J., Smith, W. A., Ceka, M., & Solórzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review*, 79(4), 659–690. <https://doi.org/10.17763/haer.79.4.m6867014157m7071>
- Zinshteyn, M. (2016, February 1). How much should the U.S. spend on computer-science education? *The Atlantic*. <https://www.theatlantic.com/education/archive/2016/02/obamas-push-for-computer-science-education/459276/>
- Zukin, S., & Papadantonakis, M. (2017). Hackathons as co-optation ritual: Socializing workers and institutionalizing innovation in the “new” economy. In A. L. Kalleberg & S. P. Vallas (Eds.), *Research in the sociology of work* (vol. 31; pp. 157–181). Emerald Publishing. <https://doi.org/10.1108/So277-283320170000031005>