

# teacher calls student n word

**teacher calls student n word** is a deeply troubling incident that raises significant concerns about racism, professionalism, and the responsibilities of educators. Such occurrences not only harm the targeted student but also impact the broader school community by undermining trust and safety. This article explores the implications of a teacher using the n word towards a student, examining the legal, ethical, and social consequences involved. It also discusses the steps schools and districts can take to prevent and address such misconduct effectively. Understanding the gravity of this issue is essential for fostering inclusive and respectful educational environments. The following sections provide a detailed overview of the causes, reactions, and preventive measures related to incidents where a teacher calls a student the n word.

- Understanding the Incident: Teacher Calls Student N Word
- Legal and Ethical Implications
- Impact on Students and School Community
- School Policies and Disciplinary Actions
- Preventive Measures and Training for Educators

## Understanding the Incident: Teacher Calls Student N Word

When a teacher calls a student the n word, it constitutes a severe breach of conduct that reflects racial discrimination and disrespect. The n word is a historically charged racial slur that carries painful connotations of oppression and hate. Its use by an educator towards a student signals a failure to uphold the standards of professionalism and equity required in schools. Such incidents can occur in various contexts, including verbal altercations, classroom management issues, or inappropriate expressions of bias. Understanding the dynamics behind these occurrences is crucial for addressing the root causes and preventing repetition.

## Context and Circumstances

Incidents involving a teacher calling a student the n word may arise from moments of conflict, stress, or prejudice. Regardless of the context, the use of this slur is unacceptable and warrants immediate attention. It can be intentional or unintentional but always results in harm. Schools must thoroughly investigate the circumstances to determine the intent and extent of the offense.

## **Public and Media Attention**

Cases where a teacher calls a student the n word often attract significant media coverage and public scrutiny. These events highlight systemic issues within educational institutions and prompt calls for accountability. Media attention can amplify the voices of affected students and communities, emphasizing the need for transparent handling and policy reform.

## **Legal and Ethical Implications**

The use of racial slurs by educators, including calling a student the n word, has profound legal and ethical consequences. Schools are legally obligated to provide a safe and nondiscriminatory environment. Failure to address such misconduct can lead to lawsuits, loss of employment, and damage to the institution's reputation. Ethically, teachers are held to high standards of conduct that promote respect and dignity for all students.

## **Civil Rights Violations**

Using racial slurs in an educational setting may violate civil rights laws, such as Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. Students subjected to racial harassment can file complaints with the school district or the U.S. Department of Education's Office for Civil Rights.

## **Professional Conduct and Licensing**

Educators are bound by professional codes of ethics, which explicitly forbid discriminatory language and behavior. A teacher caught using the n word may face disciplinary action from licensing boards, including suspension or revocation of their teaching credentials. These measures ensure accountability and uphold the integrity of the teaching profession.

## **Impact on Students and School Community**

The repercussions of a teacher calling a student the n word extend beyond the immediate victim. The incident can deeply affect the emotional well-being of the student, disrupt the classroom environment, and erode trust within the school community. Recognizing these impacts is vital for providing appropriate support and fostering healing.

## **Emotional and Psychological Effects**

Students targeted by racial slurs often experience feelings of humiliation, anger, anxiety, and depression. These emotional responses can impede academic performance and social development. Schools must prioritize mental health resources to assist affected students in coping with the trauma.

## **Community and Cultural Ramifications**

When a teacher uses a racial slur, it sends a damaging message to the entire school community about tolerance and respect. It can increase racial tensions, create divisions among students, and undermine efforts to build inclusive educational spaces. Addressing these wider ramifications requires community engagement and dialogue.

## **School Policies and Disciplinary Actions**

Schools typically have established policies and procedures to handle incidents where a teacher calls a student the n word. These policies outline the investigation process, disciplinary measures, and steps to support the impacted student. Transparency and consistency in applying these policies are crucial for maintaining trust and fairness.

## **Investigation Procedures**

Upon receiving a report of racial slurs used by a teacher, school administrators must conduct a prompt and thorough investigation. This includes interviewing witnesses, reviewing evidence, and documenting findings. Ensuring confidentiality and protection against retaliation is essential during this process.

## **Disciplinary Responses**

Disciplinary actions may range from mandatory sensitivity training to suspension or termination of employment, depending on the severity of the offense. Schools may also involve law enforcement or civil rights agencies if the incident violates legal statutes.

## **Supporting the Affected Student**

Providing counseling services, academic accommodations, and safe spaces is critical for students harmed by racial slurs. Schools should develop individualized plans to address the student's needs and facilitate their recovery and continued success.

## **Preventive Measures and Training for Educators**

Preventing incidents where a teacher calls a student the n word requires proactive strategies that promote cultural competency, awareness, and accountability. Comprehensive training and clear policies can help educators understand the impact of racial bias and foster inclusive classrooms.

## **Diversity and Sensitivity Training**

Regular professional development on diversity, equity, and inclusion equips teachers with the knowledge and skills to recognize and eliminate

discriminatory behavior. These programs encourage empathy, respect, and effective communication across cultural differences.

## **Establishing Clear Behavioral Expectations**

Schools must communicate explicit standards of conduct for educators, emphasizing zero tolerance for racial slurs or any form of harassment. Clear guidelines and consequences help prevent misconduct and promote a positive school culture.

## **Creating Supportive School Environments**

Fostering an environment where students feel valued and safe reduces the likelihood of racial incidents. Initiatives such as student diversity clubs, open forums, and community partnerships contribute to building mutual respect and understanding.

- Regularly review and update anti-discrimination policies
- Implement anonymous reporting systems for misconduct
- Encourage parental and community involvement in school culture
- Monitor and address implicit biases within staff
- Promote restorative justice practices following incidents

## **Frequently Asked Questions**

### **What does it mean when a teacher calls a student the N-word?**

When a teacher calls a student the N-word, it means the teacher used a highly offensive racial slur directed at the student, which is considered racist and unacceptable behavior.

### **Why is it problematic for a teacher to call a student the N-word?**

It is problematic because the N-word is a deeply offensive racial slur that perpetuates racism, causes emotional harm, and violates professional and ethical standards expected from educators.

### **What are the potential consequences for a teacher who calls a student the N-word?**

Potential consequences include disciplinary action by the school or school district, suspension, termination of employment, legal consequences, and

damage to the teacher's professional reputation.

## **How should a school respond if a teacher calls a student the N-word?**

The school should investigate the incident promptly, provide support to the affected student, take appropriate disciplinary action against the teacher, and implement measures to prevent future occurrences.

## **What rights do students have if a teacher calls them the N-word?**

Students have the right to a safe and respectful learning environment and can report the incident to school authorities, seek support from counselors, and in some cases pursue legal action for discrimination or harassment.

## **Can a teacher be legally punished for calling a student the N-word?**

Yes, depending on the circumstances, teachers can face legal consequences such as lawsuits for discrimination, harassment, or creating a hostile learning environment.

## **How can schools prevent incidents of teachers using racial slurs like the N-word?**

Schools can provide diversity and sensitivity training for staff, enforce strict anti-discrimination policies, encourage reporting of inappropriate behavior, and foster an inclusive school culture.

## **What impact does a teacher calling a student the N-word have on the student?**

It can cause significant emotional distress, feelings of humiliation, decreased academic performance, and long-term psychological harm due to the racist nature of the slur.

## **Are there any documented cases of teachers calling students the N-word and their outcomes?**

Yes, there have been documented cases where teachers used racial slurs, resulting in investigations, public outcry, disciplinary actions including termination, and sometimes legal settlements.

## **How can parents and community members address incidents where a teacher calls a student the N-word?**

They can advocate for thorough investigations, demand accountability, support affected students, participate in school board meetings, and promote anti-racism education within the school community.

## Additional Resources

### 1. *When Words Cross the Line: A Teacher's Misstep and Its Aftermath*

This book explores the controversial incident where a teacher used a racial slur toward a student, examining the emotional and social consequences for everyone involved. It delves into themes of accountability, racism in education, and the path to reconciliation. Through interviews and personal narratives, readers gain insight into the complexities of prejudice and the opportunity for growth.

### 2. *Breaking the Silence: Confronting Racism in the Classroom*

Focusing on a highly publicized case of a teacher using offensive language, this book discusses systemic racism in schools and the impact of such incidents on students of color. It offers strategies for educators and administrators to create more inclusive and respectful learning environments. The book also highlights the importance of restorative justice practices.

### 3. *Words That Wound: The Power and Pain of Racial Slurs in Education*

This title examines the historical and contemporary use of racial slurs within educational settings, with a particular focus on a case involving a teacher and a student. It discusses the psychological effects on students and the responsibilities teachers have in shaping inclusive spaces. The book advocates for comprehensive anti-racism training in schools.

### 4. *Accountability in Action: When Educators Cross the Line*

Through the lens of a troubling incident where a teacher called a student a racial slur, this book investigates the mechanisms of accountability in school systems. It outlines disciplinary processes, community responses, and the challenges of restoring trust. Readers learn about the balance between punishment and education in addressing such misconduct.

### 5. *Teaching with Respect: Lessons from a Racial Incident*

This book reflects on a specific incident involving a teacher's use of the n-word toward a student and the broader implications for teaching ethics and cultural sensitivity. It includes practical advice for teachers on how to foster respect and understanding among diverse student populations. The narrative emphasizes the importance of empathy and continuous learning in education.

### 6. *Confronting Hate: Educators and the Fight Against Racial Slurs*

Detailing an incident where a teacher used a racial epithet, this book highlights the efforts of educators and activists to combat racism in schools. It provides case studies, including the incident, and discusses policy changes aimed at preventing similar occurrences. The book serves as a call to action for creating equitable educational spaces.

### 7. *The Ripple Effect: How One Word Changed a School Community*

This title tells the story of a school community grappling with the fallout after a teacher used a racial slur against a student. It explores the emotional impact on students, faculty, and families, as well as the community's journey toward healing. The book emphasizes the importance of dialogue and education in overcoming racism.

### 8. *From Harm to Healing: Addressing Racial Incidents in Schools*

Focusing on restorative justice approaches, this book uses a case where a teacher called a student the n-word as a starting point to discuss healing and reconciliation in educational settings. It offers frameworks for conflict resolution and rebuilding relationships after racial harm. The book is a resource for educators, counselors, and policymakers.

#### 9. *Silent No More: Students Speak Out on Racial Abuse in Education*

Featuring firsthand accounts from students who have experienced racial slurs by educators, including the n-word incident, this book amplifies student voices on racism in schools. It discusses the long-term effects of such abuse and the importance of student advocacy. The book encourages educational institutions to listen and respond proactively to students' experiences.

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**teacher calls student n word: DRIVING WHILE BLACK: A MEMOIR OF PROFILING** Kevin J Phillips, 2021-09-27 My name is Kevin J. Phillips. The virus behind profiling comes in many forms, races, religions, sexual preferences, etc. I was a subject of profiling while driving, and my goal is to educate others on the problematic effects of profiling through this book, *Driving While Black: A Memoir of Profiling*.

**teacher calls student n word: Watching While Black** Beretta E. Smith-Shomade, 2013-01-10 Television scholarship has substantially ignored programming aimed at Black audiences despite a few sweeping histories and critiques. In this volume, the first of its kind, contributors examine the televisual diversity, complexity, and cultural imperatives manifest in programming directed at a Black and marginalized audience. *Watching While Black* considers its subject from an entirely new angle in an attempt to understand the lives, motivations, distinctions, kindred lines, and individuality of various Black groups and suggest what television might be like if such diversity permeated beyond specialized enclaves. It looks at the macro structures of ownership, producing, casting, and advertising that all inform production, and then delves into television programming crafted to appeal to black audiences—historic and contemporary, domestic and worldwide. Chapters rethink such historically significant programs as *Roots* and *Black Journal*, such seemingly innocuous programs as *Fat Albert* and *bro'Town*, and such contemporary and culturally complicated programs as *Noah's Arc*, *Treme*, and *The Boondocks*. The book makes a case for the centrality of these programs while always recognizing the racial dynamics that continue to shape Black representation on the small screen. Painting a decidedly introspective portrait across forty years of Black television, *Watching While Black* sheds much-needed light on under-examined demographics, broadens common audience considerations, and gives deference to the the preferences of audiences and producers of Black-targeted programming.

**teacher calls student n word: Addressing Racism** Madonna G. Constantine, Derald Wing Sue, 2006-06-27 Learn to identify and combat unintentional and overt racism This provocative book identifies and addresses racism in mental health and educational settings, providing proven strategies for overcoming this stubborn barrier to culturally competent practice. While addressing overt forms of racism, the book also explores and sensitizes practitioners to covert and unintentional forms of racism that may be equally detrimental in denying persons of color access to unbiased, high-quality education and mental health care. Despite the dismantling of overt racist policies, such as segregated schooling, and the implementation of policies aimed at remedying racial inequities, such as affirmative action, racism continues to persist in American society. Drs. Madonna Constantine and Derald Wing Sue, two of the leading researchers and advocates for multicultural competence, have collected sixteen thought-provoking and challenging chapters on the many ways

that racism can affect a practitioner's interactions in mental health and school settings. These contributions collectively bring to the forefront highly charged issues that need to be discussed, but are too often hidden away. The book is divided into four parts: What Do We Know about Racism? Racism in Mental Health Contexts Racism in Educational Settings Eradicating Racism: Future Directions Faced with the responsibility of understanding multiple oppressions and the intersections of racism with sexism, classism, and heterosexism, mental health practitioners and educators must be vigilant of their personal role in perpetuating racism. This collected work will help you identify forms of racism, both within yourself and the systems you work in, and then implement strategies to eliminate them.

**teacher calls student n word:** Everyday Antiracism Mica Pollock, 2010-07-19 Which acts by educators are "racist" and which are "antiracist"? How can an educator constructively discuss complex issues of race with students and colleagues? In *Everyday Antiracism* leading educators deal with the most challenging questions about race in school, offering invaluable and effective advice. Contributors including Beverly Daniel Tatum, Sonia Nieto, and Pedro Noguera describe concrete ways to analyze classroom interactions that may or may not be "racial," deal with racial inequality and "diversity," and teach to high standards across racial lines. Topics range from using racial incidents as teachable moments and responding to the "n-word" to valuing students' home worlds, dealing daily with achievement gaps, and helping parents fight ethnic and racial misconceptions about their children. Questions following each essay prompt readers to examine and discuss everyday issues of race and opportunity in their own classrooms and schools. For educators and parents determined to move beyond frustrations about race, *Everyday Antiracism* is an essential tool.

**teacher calls student n word:** *The Philosophy of Mind Travel* Psychotic Logician, 2017-11-20 Psychotic logician takes the reader on a journey through his mind. As ones own personal guide in existence, we explore and travel the world in search for a higher understanding of the universe and ones place in it. Whether this book accomplishes this purpose or not may be left open for debate, as well as a complete all-encompassing understanding of the meaning of the world.

**teacher calls student n word:** Teaching English Learners in Inclusive Classrooms Elva Duran, 2020-08-11 This newly revised text, *Teaching English Learners in Inclusive Classrooms*, updates and expands upon issues of great concern to those working with students who are English learners as well as having special learning challenges. Given the unacceptable school drop-out rates of these students, this book provides practical tools and strategies for educators to approach the unique learning needs of these students. It draws upon the most current laws and research in the interconnected fields of bilingual and multicultural education, language and literacy, and special needs. Additionally, Dr. Durán draws upon her extensive experiences via classroom teaching, university-level instruction, and textbook writing in these fields to present a highly useful compendium of ideas. The range of chapters exemplifies the width and breadth of this material. A sampling of these chapters include topics such as functional language, teaching students with more extensive needs, working with cross-cultural and linguistic diverse students in the U.S. and Central America, helping students with autism and includes information in the area of transition for mild/moderate and students with more extensive needs. There is also information as before on literacy and a chapter in the content subjects as it relates to social studies as well as a chapter on families of cross-cultural students. Many of the chapters look to use of direct instruction approaches that have proven to be successful strategies in addressing these educational areas. Teachers and teacher trainers will find this clear, well-written text to be an invaluable resource in addressing the needs of myriad and unique students.

**teacher calls student n word:** *Better Off Without 'Em* Chuck Thompson, 2013-07-16 The author of *Smile When You're Lying* describes his controversial road trip investigation into the cultural divide of the United States during which he met with possum-hunting conservatives, trailer park lifers and prayer warriors before concluding that both sides might benefit if former Confederacy states seceded.



**teacher calls student n word: Leading and Learning Together** Lynda Tredway, Matthew Militello, Joseph Flessa, 2024-12 Leadership, coupled with learning, is an ongoing process in which everyone has a participatory role in school or district change efforts. Providing a useful antidote to the plethora of packaged curriculum and external professional development providers, this book focuses on reclaiming agency, advocacy, and inquiry for leaders and teachers in the places they know best—their schools and districts. Doing so requires imagination, cooperation, and transparency. As such, the authors provide evidence from multiple school and district educators who are cultivating change from within by disrupting and dismantling systems and drawing on internal assets to address equity-driven challenges. As a result, educators can and should become researchers of their own practices. This resource offers a set of evidence-based principles, processes, and protocols that increase equitable access and support educators to breathe joy and justice into schools and communities. Book Features: Educational change reimagined as reinvesting in the collective power of the people closest to the issues. Guidance based on evidence from multiple school and district change efforts documented and described by the authors. Use of evidence to organize more productive informal and formal professional learning driven by practitioner agency and inquiry. Text boxes called “Voices From the Field” provide stories of practices from practitioner-researchers. Access to useful and equitable processes and protocols for the professional learning of educators. Evidence from school and district leaders underscores the complex work of leading and learning from within, and how to do it.

**teacher calls student n word: The Harvard Education Letter** , 2003

**teacher calls student n word: Forum** , 1982

**teacher calls student n word: (Re)Imagining Elementary Social Studies** Sarah B. Shear, Christina M. Tschida, Elizabeth Bellows, Lisa Brown Buchanan, Elizabeth E. Saylor, 2018-01-01 The field of elementary social studies is a specific space that has historically been granted unequal value in the larger arena of social studies education and research. This reader stands out as a collection of approaches aimed specifically at teaching controversial issues in elementary social studies. This reader challenges social studies education (i.e., classrooms, teacher education programs, and research) to engage controversial issues—those topics that are politically, religiously, or are otherwise ideologically charged and make people, especially teachers, uncomfortable—in profound ways at the elementary level. This reader, meant for elementary educators, preservice teachers, and social studies teacher educators, offers an innovative vision from a new generation of social studies teacher educators and researchers fighting against the forces of neoliberalism and the marginalization of our field. The reader is organized into three sections: 1) pushing the boundaries of how the field talks about elementary social studies, 2) elementary social studies teacher education, and 3) elementary social studies teaching and learning. Individual chapters either A) conceptually unpack a specific controversial issue (e.g. Islamophobia, Indian Boarding Schools, LGBT issues in schools) and how that issue should be/is incorporated in an elementary social studies methods courses and classrooms or B) present research on elementary preservice teachers or how elementary teachers and students engage controversial issues. This reader unpacks specific controversial issues for elementary social studies for readers to gain critical content knowledge, teaching tips, lesson ideas, and recommended resources. Endorsement: (Re)Imagining Elementary Social Studies is a timely and powerful collection that offers the best of what social studies education could and should be. Grounded in a politics of social justice, this book should be used in all elementary social studies methods courses and schools in order to develop the kinds of teachers the world needs today. -- Wayne Au, Professor, University of Washington Bothell, Editor, Rethinking Schools

**teacher calls student n word: Brainstorms** Thomas N. Turner, 1990 Educational resource for teachers, parents and kids!

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ability as well as accuracy in English.

**teacher calls student n word: Contexts of Competence** Margie Berns, 2013-06-29 The introduction of communicative competence as the goal of second and foreign language teaching has led to recognition of the role of context in language learning and use. As communicative competence is defined by the social and cultural contexts in which it is used, no single communicative competence can serve as the goal and model for all learners. This recognition has had an impact on program design and materials development. One significant change is that the choice of a teaching method is no longer the primary concern. Instead, the first step for the program designer is becoming familiar with the social and cultural features of the context of the language being taught. This includes a consideration of the uses speakers make of the language, their reasons for using it, and their attitudes toward it. *Contexts of Competence: Social and Cultural Considerations in Communicative Language Teaching* explores the relationship between context and competence from a theoretical and practical perspective. Its audience is applied linguists in general and language teaching practitioners in particular. The overall aim of its five chapters is to provide a framework for consideration of various contexts of language learning and use and to guide the implementation and development of models of communicative language teaching that are responsive to the context-specific needs of learners.

**teacher calls student n word: Supervision Modules to Support Educators in Collaborative Teaching** Kathryn L. Lubniewski, Debbie F. Cosgrove, Theresa Y. Robinson, 2019-08-01 The classroom teacher in the 21st century is no longer a solo practitioner. What can school leaders use to facilitate on-going, job-embedded, intentionally focused professional development that is unique to the collective needs of teacher pairs and teams as they work together? What can teacher preparation supervisors provide to support teacher candidates and cooperating teachers as they plan, teach, and assess student learning in a co-teaching context? *Supervision Modules to Support Educators in Collaborative Teaching* is a research-based supervisory handbook designed to promote on-going teacher reflection and development in collaborative teaching contexts. It is a tool for school leaders and teacher preparation supervisors to use for in-service and pre-service teacher development at all grade levels PK-12. The handbook's many resources provide practical guidance for meaningful teacher development that is field-based, relevant to daily teacher work, and artfully presented to build collaboration among teachers as they reflect and learn together. Unique to this approach is that school leaders and supervisors learn alongside teachers and teacher candidates as relevant topics are explored. The handbook contains a collection of eighteen interactive, activity-based modules that focus on topical content knowledge and productive teaching practices. Embedded in the modules are pair and team activities that address problem-solving, dimensions of collaborative teaching, communication and collaboration skill development, understanding of diversity, cultural responsiveness, and shared understanding of evidence-based practices. This resource is easy to use. Once school leaders and supervisors select a module topic to address the needs of a particular pair or team, they are supported with foundational knowledge of the most current research on the topic, discussion questions about the topic, suggestions of productive practices, questions to deepen personal and group understanding, reflective professional growth activities, critical analysis of teaching scenarios, and monitoring, follow-up, and goal setting strategies. Modules can be used in any order and include reproducible materials for pairs and teams to use as they collaborate and grow professionally.

**teacher calls student n word: Dialoguing across Cultures, Identities, and Learning** Bob Fecho, Jennifer Clifton, 2016-10-04 Drawing on Dialogical Self Theory, this book presents a new framework for social and cultural identity construction in the literacy classroom, offering possibilities for how teachers might adjust their pedagogy to better support the range of cultural stances present in all classrooms. In the complex multicultural/multiethnic/multilingual contexts of learning in and out of school spaces today, students and teachers are constantly dialoguing across cultures, both internally and externally, and these cultures are in dialogue with each other. The authors unpack some of the complexity of culture and identity, what people do with culture and identity, and how people

navigate multiple cultures and identities. Readers are invited to re-examine how they view different cultures and the roles these play in their lives, and to dialogue with the authors about cultures, learning, literacy, identity, and agency.

**teacher calls student n word:** We Do Language: English Variation in the Secondary English Classroom Anne H. Charity Hudley, Christine Mallinson, 2013-11-29 We Do Language builds on the authors' highly acclaimed first collaboration, Understanding English Language Variation in U.S. Schools, and examines the need to integrate linguistically informed teaching into the secondary English classroom. The book includes specific information about the language varieties students bring with them to school so that educators can better assist students in developing the literacy skills necessary for the Common Core State Standards. This resource features concrete strategies, models, and vignettes, as well as classroom materials developed by English educators for English educators.

**teacher calls student n word:** Consonants on Parade ,

**teacher calls student n word:** Success in Reading and Writing Helen G. Cappleman, 1991-09 Educational resource for teachers, parents and kids!

**teacher calls student n word:** Making Friends With Black People Nick Adams, 2012-07-11 White people of America, we know you've got it rough. Sure, black men and women have been through four hundred years of slavery, oppression, murder, and watching white college students try to dance. But now that it's hip to have black friends, white people aren't sure how to go about it. And that is a real American tragedy. Thank God Nick Adams is here to help you avoid potential racial pitfalls and successfully make the transition from white to aight. Now, you'll know not to start a conversation with, So, that new Jay-Z album is pretty great, right? Or tell a co-worker he looks just like (fill in blank with name of dark-skinned person who works in the other building.) You'll know that a lot of black people you meet at parties or work functions don't care who played Thelma's husband on Good Times, don't want to discuss the Malcolm X biography you just read and definitely don't want to listen to country music. Ever. Yes, it's a good thing Nick is here to explain. Because if we're going to live together in peace and harmony, you people are going to need help. Black People, Briefly Explained. A Q&A with Nick Adams Q: Nick, what is the correct term to use when addressing my new friends: Black or African-American? A: Personally, I always liked Afro-American. I liked being named after a 1970's hairdo. But then I wondered why we didn't become the Jheri-curled Americans or High Top Fade Americans. Q: Nick, if black people can use the N word as a term of endearment, can I, a white person, do so? A: No. I don't care if you have your hair in cornrows while wearing a Phat Farm t-shirt at an R. Kelly concert. Black people don't get to be president, and white people don't get to use the word nigger. Can we just call it even now? Q: Nick, I'd like to try slang. Is that okay? A: When you guys start using our words, that's when we know it's time for us to stop using them. Every time a white, middle-aged math teacher calls a student, dog, black people all over the country are notified via email. Believe it. Q: Nick, surely you have to agree that Eminem is a hip-hop visionary? A: Let's try this one more time: Kurtis Blow, RUN-DMC, LL Cool J, Rakim, Chuck D, KRS-One, Tupac, Notorious B.I.G., Nas, Common, Mos Def, Bitch!

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