

Community Literacy Journal

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Article 1

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Front Matter

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Mission

The *Community Literacy Journal* Community Literacy Journal is an interdisciplinary journal that publishes both scholarly work that contributes to theories, methodologies, and research agendas and work by literacy workers, practitioners, and community literacy program staff. We are especially committed to presenting work done in collaboration between academics and community members, organizers, activists, teachers, and artists.

We understand “community literacy” as including multiple domains for literacy work extending beyond mainstream educational and work institutions. It can be found in programs devoted to adult education, early childhood education, reading initiatives, or work with marginalized populations. It can also be found in more informal, ad hoc projects, including creative writing, graffiti art, protest songwriting, and social media campaigns.

For us, literacy is defined as the realm where attention is paid not just to content or to knowledge but to the symbolic means by which it is represented and used. Thus, literacy makes reference not just to letters and to text but to other multimodal, technological, and embodied representations, as well. Community literacy is interdisciplinary and intersectional in nature, drawing from rhetoric and composition, communication, literacy studies, English studies, gender studies, race and ethnic studies, environmental studies, critical theory, linguistics, cultural studies, education, and more.

Subscriptions

Donations to the *CLJ* in any amount can be made with a check made out to “FIU English Department,” with *Community Literacy Journal* in the memo line.

Send to:

Paul Feigenbaum
Department of English
Florida International University
DM462D
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Donors at the \$40 level or above will receive a courtesy subscription of the academic year’s issues. Donors will also be given electronic access to the *CLJ*’s present and past issues, upon request to Paul Feigenbaum at the mailing address above or at pfeigenb@fiu.edu.

Cover Art

The images in this cover’s collage were photographed by *CLJ* author Jo Hunter-Adams, as a part of her research that she outlines in her snapshot in this issue, entitled “School Vegetable Gardens as a Site for Reciprocity in Food Systems Research: An Example from Cape Town, South Africa.” For two years, Hunter-Adams recorded her

experiences gardening with schoolchildren and teachers at a primary school in Cape Town, South Africa. Hunter-Adams argues for the value of “slow research around a shared physical space, where reciprocity is derived from a negotiated give-and-take of learning to grow vegetables.”

Submissions

Submissions for the articles section of the journal should clearly demonstrate engagement with community literacy scholarship, particularly scholarship previously published in the *Community Literacy Journal*. The editors seek work that pushes the field forward in exciting and perhaps unexpected ways. Case studies, qualitative and/ or quantitative research, conceptual articles, etc., ranging from 20-25 manuscript pages, are welcome. If deemed appropriate, we will send the manuscript out to readers for blind review. You can expect a report in 8-10 weeks.

The *CLJ* also welcomes shorter manuscripts (8-12 pages) for two new sections:

Community Literacy Project and Program Profiles will discuss innovative and impactful community-based projects and programs that are grounded in best practices. We encourage community-based practitioners and non-profit staff to submit for this section. Profiles should draw on community literacy scholarship, but they are not expected to have the extended lit reviews that are customary in the articles section of the journal. If you are a community member wanting to submit, and it is your first time writing for an academic journal, we are happy to offer mentorship and answer questions. Pieces co-authored by multiple stakeholders in a project are also welcome.

Please submit using our online submission system. Contact the Project and Program Profiles Editor, Vincent Portillo, with questions at vportill@syr.edu.

Issues in Community Literacy will offer targeted analysis, reflection, and/or complication of ongoing challenges associated with the work of community literacy. Potential subjects for this section include (but are not limited to): building/sustaining infrastructure, navigating institutional constraints, pursuing community literacy in graduate school, working with vulnerable populations, building ethical relationships, realizing reciprocity, and negotiating conflicts among partners. We imagine this as a space for practitioners to raise critical issues or offer a response to an issue raised in a previous volume of the *CLJ*.

We encourage community-based practitioners and non-profit staff to submit for this section. If you are a community member wanting to submit, and it is your first time writing for an academic journal, we are happy to offer mentorship and answer questions. Pieces co-authored by multiple stakeholders in a project are also welcome. Please submit using our online submission system. Contact the Issues in Community Literacy Editor, Cayce Wicks, with questions at cwick003@fiu.edu.

Advertising

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Format

We accept .PDF, .JPG, .TIF or .EPS. All advertising images should be camera-ready and have a resolution of 300 dpi. For more information, please contact Veronica House (housev@colorado.edu) and Paul Feigenbaum (pfeigenb@fiu.edu).

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COMMUNITY LITERACY *Journal*

Fall 2019

Volume 14, Issue 1

Guest Editors' Introduction

- 1** *Reciprocity in Community-Engaged Food and Environmental Justice Scholarship*

Dawn S. Opel and Donnie Johnson Sackey

Articles

- 7** *Research Justice as Reciprocity: Homegrown Research Methodologies*
Jennifer L. Bay

- 26** *Nutrition, Health, and Wellness at La Escuelita: A Community-Driven Effort Toward Food and Environmental Justice*

Victor Del Hierro, Valente Francisco Saenz, Laura Gonzales, Lucía Durá and William Medina-Jerez

- 44** *Interventional Systems Ethnography and Intersecting Injustices: A New Approach for Fostering Reciprocal Community Engagement*

Danielle DeVasto, S. Scott Graham, Daniel Card, and Molly Kessler

Snapshots

- 65** *School Vegetable Gardens As a Site for Reciprocity in Food Systems Research: An Example from Cape Town, South Africa*

Jo Hunter-Adams

- 73** *Pathways to Partnerships: Building Sustainable Relationships Through University-Supported Internships*

Lara Smith-Sitton

Interview

- 83** *Resituating Reciprocity within Longer Legacies of Colonization: A Conversation*
Shane Bernardo and Terese Guinsatao Monberg

Book Reviews

- 94** *From the Book and New Media Review Editor's Desk*
Jessica Shumake, Editor
- 95** *An Interview with Tomás Mario Kalmar, Author of Illegal Alphabets and Adult Bilingualism*
Rebecca Lorimer Leonard
- 105** *Illegal Alphabets and Adult Bilingualism: Latino Migrants Crossing the Linguistic Border. 2nd ed.* by Tomás Mario Kalmar
Reviewed by Rebecca Lorimer Leonard
- 111** *Literacy Behind Bars: Successful Reading and Writing Strategies for Use with Incarcerated Youths and Adults* by Mary E. Styslinger, Karen Gabigan, and Kendra Albright, eds.
Reviewed by Stephanie Hilliard
- 116** *Provocations of Virtue: Rhetoric, Ethics, and the Teaching of Writing* by John Duffy
Reviewed by Erin Cromer Twal
- 121** *Unruly Rhetorics: Protest, Persuasion, and Publics* by Jonathan Alexander, Susan C. Jarratt, and Nancy Welch, eds.
Reviewed by Katelyn Lusher
-
-