

# Community Literacy Journal

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Volume 10  
Issue 2 *Spring*

Article 1

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Spring 2016

## Front Matter

CLJ Editors  
editorsclj@gmail.com

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### Recommended Citation

Editors, CLJ (2016) "Front Matter," *Community Literacy Journal*: Vol. 10 : Iss. 2 , Article 1.  
DOI: 10.25148/CLJ.10.2.009260  
Available at: <https://digitalcommons.fiu.edu/communityliteracy/vol10/iss2/1>

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## Mission

We understand “community literacy” as the domain for literacy work that exists outside of mainstream educational and work institutions. It can be found in programs devoted to adult education, early childhood education, reading initiatives, lifelong learning, workplace literacy, or work with marginalized populations, but it can also be found in more informal, ad hoc projects.

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 and technological representations as well. We publish work that contributes to the field’s emerging methodologies and research agendas.

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John Warnock, *Community Literacy Journal*  
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Info: [johnw@u.arizona.edu](mailto:johnw@u.arizona.edu)

## Cover Art

Photograph: “Words as/and Found Objects in the Desert Cityscape,” by Adela C. Licona

Adela C. Licona’s photography captures surface and depth. with camera in hand, she studies facets, textures, colors, patterns, & forms at times to document and at times to interrogate the mundane. she approaches her object photography as well as her eco-scapes, arte urbano/city-scapes, and body-scapes as “assemblages of stories so far” through a developed intensity in focus, her photographs often invite deeper inspections of the everyday. her work, referred to as “contemplative” and “queer” and noted for its depth as well as its “delicacy & intimacy,” often explores interstices, propinquities, blurred boundaries, & bent light. as artist, scholar, & public rhetor, she is interested in provoking & participating in new ways of seeing & looking — reorientations, meaningful distortions, & re/visionings that are informed by — and might also inform — radical re/imaginings of being, belonging, and relating to one another, to everyday objects & everyday-scapes, to histories & bodies, to places & practices, and to the earth. See also: <http://www.u.arizona.edu/~aclicona>

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# COMMUNITY LITERACY

*Journal*

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## Submissions

The peer-reviewed *Community Literacy Journal* seeks contributions for upcoming issues. We welcome submissions that address social, cultural, rhetorical, or institutional aspects of community literacy; we particularly welcome pieces authored in collaboration with community partners.

Manuscripts should be submitted according to the standards of the *MLA Handbook for Writers of Research Papers*, 7th ed. (New York: MLA).

Shorter and longer pieces are acceptable (8–25 manuscript pages) depending on authors' approaches. Case studies, reflective pieces, scholarly articles, etc., are all welcome.

To submit manuscripts, visit our site—[communityliteracy.org](http://communityliteracy.org)—and register as an author. Send queries to Michael Moore: [mmoore46@depaul.edu](mailto:mmoore46@depaul.edu).

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ISSN 1555-9734



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# COMMUNITY LITERACY *Journal*

Spring 2016  
Volume 10 Issue 2

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**"If I Can't Bake, I Don't Want To Be Part of Your Revolution": CODEPINK's Activist Literacies of Peace and Pie**

*Abby M. Dubisar*

**Abstract**

By focusing on the cookbook *Peace Never Tasted So Sweet*, this article argues that CODEPINK strategically combines peace activist and food literacies to engage audiences in their antiwar efforts, strategies that take on benefits and drawbacks. Although feminist scholars from a variety of disciplines have studied cookbooks, researchers have yet to fully analyze the intersections of gendered activist literacies and cookbooks. Expanding upon arguments promoting food literacies as well as feminist analyses of cookbooks, this article illuminates CODEPINK's efforts to teach readers how to critique military action, recruit peace-workers, build a movement, *and* bake pie.

Food and food discourses hold persuasive power, a notion well understood by teachers who use food themes in their rhetoric and writing classrooms. Veronica House, for example, argues that teaching food themes is an essential act of civic literacy since the world food system is in crisis and educators thus have an obligation to engage students with the intersections of food, environmentalism, and sustainable futures (5). Cookbooks can also be understood as literacy artifacts that represent communities. Contributors to *Recipes for Reading: Community Cookbooks, Stories, Histories*, for example, address narrative elements in community cookbooks (Bower) as well as how the language of recipes defines communities (Cotter). Beyond classroom contexts, activists leverage political arguments by connecting them to food. Understanding such activists' rhetorical strategies helps literacy educators better appreciate how learning about food facilitates other types of learning in public spaces, paralleling the lessons about social justice aided by food literacy for students in House's courses.

Analyzing the 2010 cookbook *Peace Never Tasted So Sweet: Women's Delicious Recipes for a Sweeter World (With Action 'How-tos' and a Few Cookies Thrown in for Good Measure)* showcases peace organization CODEPINK's activist literacies. Examining their complex, potentially subversive gender performance linked to their