

October 2024

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Recommended Citation

Baca, Isabel and Jones, Natasha (2024) "Editors' Introduction," *Community Literacy Journal*: Vol. 18: Iss. 2, Article 2.

Available at: <https://digitalcommons.fiu.edu/communityliteracy/vol18/iss2/2>

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Editors' Introduction

Isabel Baca and Natasha Jones

We begin this issue with gratitude and thanks as we are happy to share the 2024 Spring Issue with our readers and welcome Natasha N. Jones of Michigan State University as this issue's journal co-editor. As co-editors who are familiarizing ourselves with the editorial and publishing processes of the *CLJ*, we are grateful to Veronica House for her guidance and mentoring. We are proud of this issue and thank all of our contributors and the entire editorial team. We are also thankful for the strides made in writing studies that encourage our scholars and students to see community as key to making change within and beyond the academy. As co-editors of this issue, we acknowledge that scholarship about community engagement must toe a delicate line between labor and love, between possibility and politics, between research and reciprocity, between representation and remembering, and between pedagogy and promise. The work in this issue of *CLJ* interrogates some of these ideals by analyzing community engaged work in different physical and temporal spaces.

In this issue, our contributing authors expand our understanding of different types of sites of community literacy, examine the interplay between public memory and countermemory, and interrogate the pedagogical possibilities of combining archival research with reflection in community-based learning. Each of these articles brings to the fore the role of community engagement and pedagogy in a push toward inclusion and local, as well as broader socio political, activist work. The authors of these three articles each ground their work in specific sites of community engagement, highlighting the rich variety of contexts, spaces, and places in which scholars in rhetoric and composition and writing studies can be impactful in their commitment to fostering a deeper understanding of what it means to work with and in communities and progress ideals of equality and justice. We are excited about these three articles and the examples shared within them.

In the first article of this issue, "Mainstreaming Counteremory: Tracing Marginalized Narratives through Media Representations and Community-Engaged Memory Work," Elliott Cochran and April L. O'Brien focus on counteremory shifts and address the reasons for such shifts. More specifically, Cochran and O'Brien examine the role of media portrayals in film and television series and the impact of grassroots community-engaged public memory efforts. Through an analysis of three examples—the life story of Bass Reeves, the Tulsa Race Massacre, and the Freedom Summer Murders – Cochran and O'Brien explain how patterns emerge, and they explore how and why counteremory shifts. The authors examine the broader rhetorical context of shifting public narratives and collective memory and note that community engagement paired with visibility in media can help to illuminate the historical community narratives of Black people in the United States.

Angela Muir, in “‘To Open Eyes’: Community Literacies, Radical Democracy and a Pedagogy Presence at Black Mountain College, 1933-1957,” makes a case for Black Mountain College, in North Carolina, as a community literacy site. Through a description of Black Mountain College’s principles and pedagogy with an interdisciplinary approach, Muir argues that rhetoric and composition scholars can expand our understanding of sites of literacy and these sites’ roles in engaged democracy and political and pedagogical inclusion. Muir, additionally, discusses how Black Mountain College’s approaches to education and pedagogy resulted in antiracist literacies and activism, via what Muir terms, a pedagogy of presence. Muir asks readers to consider the example of Black Mountain College’s values as a way forward for understanding different types of literacies and democratic citizenship beyond traditional classroom and curricular practices.

In “Entering the ‘Headspace’ of Community-Based Archival Research: Reflection and Invention in an Undergraduate Community Literacy Course,” Jens Lloyd, through a description of a course that merges archival research and community-based learning and a qualitative study of students’ reflections, explores the benefits students gain as community-aware, archival researchers and how such coursework impacts students. Lloyd demonstrates that teacher-scholars can help students build meaningful connections with community organizations even after class projects and university semesters end.

For our **Issues in Community Literacy section**, edited by Michelle LeFrance, we present three pieces, “How Community Means” by Donnie Johnson Sackey, “‘Inviting the Body’: Walking Methodologies as a Process of Unlearning” by Jamie Crosswhite, and “Identifying a Gap in Prison Literacies: The Needs of Formerly Incarcerated Sexual Offenders” by David Kocik, Casey O’Ceallaigh, Kayla Fetting, and Maria Novotny.

Finally, you’ll find our **Book and New Media Review** section, edited by Jessica Shumake. This section includes 2 book reviews: Rosanne Carlo’s review of Charles N. Lesh’s book, *The Writing of Where: Graffiti and The Production of Writing Spaces* and Patrick Thomas Morgan’s review of Wendy S. Hesford’s *Violent Exceptions: Children’s Human Rights and Humanitarian Rhetorics*.