

JoLLE@UGA[®]

JOURNAL OF LANGUAGE & LITERACY EDUCATION

Editor's Introduction: Creating Our Own Spaces

Alexandra Lampp Berglund

As I sit and reflect on the latest issue of *JoLLE* and weave a connective thread that ties each piece and each section together, I'm drawn to the concepts of place and power. Within this context and through my own understanding, I view place as both a geographical and societal construct and power as an ever-circulating, ever-present entity that informs place.

I think of the space that *JoLLE* occupies within the larger field of research in literacy and language education. I try to envision the places that each author writes from, both their role and their home institution. I also seek to understand the complex world and educational climate that we, as students, educators, scholars, and researchers, experience each day, as it informs our work. Further, I think of the ways each of these contexts and contingencies are continually shifting and moving forward, backward, and around in an interconnected web.

Judith Butler (1992) speaks to these ever evolving conditions when she writes of power and shares, "For if the subject is constituted by power, that power does not cease the moment the subject is constituted, for that subject is never fully constituted, but is subjected and produced time and time again" (p. 13). We, as subjects that occupy multiple roles and various spaces, are continually impacted by power and the spaces that are created and upheld by those in power.

The roles I occupy this year are many: graduate student, classroom teacher, teaching assistant, editor, and researcher. The roles of the readers and the authors of this journal are also vast and nuanced. When I travel between different places and spaces throughout my day, from the classroom to the university, I'm reminded of the power placed upon me within each role that I occupy and the ways that I and those around me are continually constituted.

However, as I read through the research articles, Voices from the Field pieces, academic book reviews, children's and young adult book reviews, and poetry, fiction, and visual works of art, I'm not only struck by these external forces that affect us daily. I'm also drawn toward the possibilities inherent in the power of our own creation through our research and through our art. While we, as human subjects, are being shaped, we shape others with

our ideas and our words. In this way, I see how the educational landscape is being reworked and resisted by each of the authors and artists within this issue.

This issue of *JoLLE* seeks to continue to shape the field of literacy and language education by producing new scholarship that pushes us all toward new futures and newly constituted forms. The authors and artists alike seek change through their work by informing the ways that others view power and place by creating innovative methodologies, combining and working from new theoretical stances, and presenting exciting and revolutionary findings. Collectively, each piece featured within Volume 15(2) of *JoLLE* challenges readers to rethink traditional notions of literacy research and views on equitable educational practices and work toward new understandings, knowing that these concepts, too, are contingent and will be reworked in future issues, in future research, and in future spaces that have yet to be imagined.

Research Articles

The first article featured in this issue, “The Black Literacies of Urban High School Youth Countering Anti-Blackness in the Context of Neoliberal Multiculturalism” by Justin A. Coles, seeks to explore the power of antiblackness, as it has been made invisible by multiculturalism. By situating his work within the deep history of racial animus within the United States, Coles works to reveal the ways that Black literacies can facilitate humanizing pedagogies for educators to teach and learn through Blackness. The second piece, “Wrestling with Competency and Everyday Literacies in School” by Kortney Sherbine, draws on posthuman philosophies to detail the entanglements of three young Black boys and their interests and experiences with WWE wrestling. Further, Sherbine’s research speaks to the places and spaces in which intimate and affective literacies emerge and how these literacies ignite considerations of whose lives and experiences matter in educational contexts.

“Meaningful, Embodied Literacies: Dramatic Play and Revision with Middle School Writers in Warsaw, Poland” by Katherine Batchelor, the third piece featured in this issue of *JoLLE*, implements a naturalist inquiry to look into the ways that middle school students experience embodied literacies in their drama elective and their experiences with revision by participating in both performance and puppetry that represented their fictional stories. Through this study, Batchelor highlights how creating spaces for drama can stimulate additional ideas for students’ stories. Barbara Guzzetti and Katina Zammit, with their piece, “Men Writing Their Lives: Situating the Authoring Process of Zinesters,” the fourth featured article in this issue, investigate the writing practices of men, an often-unexplored space within the field. Specifically focusing on why and how men write biographical comics zines and perzines of prose, poetry, and cartoons, Guzzetti and Zammit’s work provides insight into the writing lives of adult men and serves as a model to inspire and guide other writing practices.

The final research article within this issue, “We’re Rural Not Dumb’: An Examination of Literacy Sponsorship” by Judith Franzak, Heather Porter, and Courtney Harned, presents a striking analysis of literacy sponsorship within a rural region of the United States by focusing on the discourse that circulates within three local high schools. Through their work with both rural teachers and students, the three researchers implicate the need for critical literacy educators to address rural learners as integral to the policy and research carried out and supported within the field of literacy education.

Voices from the Field

Stephanie Anne Shelton and Tamara Brooks, in their Voices from the Field piece, bring their experiences as educators to the forefront to discuss the effects of standardized testing on students, classroom climate, teacher failure, and teacher morale. Using a dialogic narrative format, Shelton and Brooks poignantly speak to the need to listen to teachers now and reflect on the ways that teacher demoralization is a result of the never-ending national and state-level reliance on standardized testing. The two educators stress that teachers have the knowledge to make the changes needed and must be included in the discussions that affect them directly.

Academic Book Reviews

Yixuan Wang, our Academic Book Review Editor, has curated a set of book reviews that engage with six different texts on a variety of topics, including critical media literacy, English Education, poetry, children's literature, student engagement, and social justice. The books selected for review in this section have the capacity to influence a wide range of scholars and educators, and we hope that this feature of *JoLLE* will encourage all readers to continue to learn both within and beyond their chosen field.

The academic texts reviewed in this issue include *Teaching on Solid Ground: Knowledge Foundation for the Teacher of English* (Knapp, 2018) reviewed by Sarah J. Donovan; *Critical Media Literacy and Fake News in Post-Truth America* (Goering & Thomas, 2018) reviewed by Brady Nash; *Listen to the Poet: Writing, Performance, and Community in Youth Spoken Word Poetry* (Williams, 2018) reviewed by William Terrell Wright; *Before Words: Wordless Picture Books and the Development of Reading in Young Children* (Lysaker, 2018) reviewed by Eun Young Yeom; *Literacy Engagement Through Peritextual Analysis* (Witte, Latham, & Gross, 2018) reviewed by Michael Anderson; and *Justice on Both Sides: Transforming Education Through Restorative Justice* (Winn, 2018) by Merida Lang.

Children's and Young Adult Book Reviews

Wisnu Agung Pradana, *JoLLE*'s CYAL Book Review Editor, continues this feature's tradition of providing a space for both adults and young people to review new and notable children's and young adult literature. The picture books reviewed in this section are *My Grandma and Me* (Javaherbin, 2019) reviewed by Xinyi Meng, Dياسy Jiang, and Shirly Jiang; *All of Us: A Young People's History of the World* (Pommaux & Ylla-Somers, 2014) reviewed by Nupur Kittur and Lila; *The Tomato Flood* (Sharma, 2018) reviewed by Usree Bhattacharya and Kalika Haddad; *Arm in Arm* (Charlip, 2010) reviewed by Jennifer Fraser, Abeer Rajani, and Jolanda Young; *Looking for Yesterday* (Jay, 2019) reviewed by Jeff Lalaian and Hannah Lalaian; and *Up Versus Down: Poem, Paintings, and Serious Nonsense* (Brown, 2019) reviewed by Courtney Croker and Grace Croker. The young adult novels reviewed include *Seventh Grade vs. The Galaxy* (Kim, 2019) reviewed by Rachel Kim and Paul Kim; *Black Girls Like Me* (Lockington, 2019) reviewed by Jennifer Fraser, Chase Veitch, and Heba Hameed; *See You in the Cosmos* (Cheng, 2017) reviewed by Brittany Thurmond and Janiah Holmes; and *The Manic Pixie Dream Boy Improvement Project* (Appelhans, 2019) reviewed by Amanda Brady Deaton and Faith A. Comeau.

Poetry, Fiction, and Visual Arts

We close this issue with the Poetry, Fiction, and Visual Arts feature, edited by William Terrell Wright. This section starts with sets and standalone pieces of poetry by four different poets and includes “At This Very Moment” and “The Crasher” by Ruoyi Zhu, “war in the time of commas,” “grammar Nazis (post-apostrophe literature),” and “like two lower-case pronouns” by P. L. Thomas, “The Best Way to Enjoy Fish” and “The Trash” by Ming Sun,” and “The World We Live In—Recrimination” by Shannon Young. In addition to these works, this issue features the following pieces of visual art: “Disappearing Act” by Jerome C. Harste and “Collaborative Mark-Making” by Jae-Eun Suh.

JoLLE 2019 Winter Conference

Every year, JoLLE hosts the JoLLE@UGA Winter Conference. This year’s conference, organized by Conference Co-Chairs Stacia L. Long and Tamara Moten, will be held on February 1 and 2, 2019. The theme for the conference is Moving Past What We Already Know to Enact Change in Language and Literacy Education. JoLLE is proud to feature two keynote speakers: Dr. April Baker-Bell and Dr. David Stovall. Dr. Baker-Bell is an Assistant Professor of Language, Literacy, and English Education in the Department of English and African American and African Studies at Michigan State University and an emerging national and international leader in conversations on Black Language. Her research interrogates the intersections of sociolinguistics, anti-black racism, and anti-racist pedagogies. Dr. Stovall is a Professor of African American Studies and Criminology, Law, and Justice at the University of Illinois at Chicago. His scholarship investigates Critical Race Theory, the relationship between housing and education, and the intersection of race, place, and school, and he works with community organizations and schools to develop curriculum that address issues of equity and justice.

We hope that you will attend the JoLLE@UGA 2019 Winter Conference, as we invite teachers, researchers, and students to create and share different pathways for justice in an unjust world through language and literacy education. The JoLLE conference is designed to make space for collaborating, planning, and sharing between attendees and presenters, thus creating an imperative for highly interactive sessions. Together, presenters and audience members can inquire into what invigorates and revisions the trajectory of education.

Thanks and Recognition

This year, we have amazing group of graduate students that serve as JoLLE’s Editorial Board. Each Tuesday morning, I look forward to learning with and from them, as we have worked together to bring this issue to publication. This issue wouldn’t have been possible without each member’s tireless efforts and expertise. This year’s Editorial Board includes Merida Lang, Managing Editor; Bhairvi M. Trivedi, Production Editor; Stacia L. Long and Tamara Moten, Conference Co-Chairs; Yixuan Wang, Academic Book Review Editor; Wisnu Agung Pradana, Children’s and Young Adult Literature Editor; William Terrell Wright, Poetry, Fiction, and Visual Arts Editor; Maverick Y. Zhang, Communications Editor; and Andressa Cristina Molinari, Scholars Speak Out Editor. In addition to the Editorial Board, I want to extend my sincere gratitude to our Faculty Advisor, Peter Smagorinsky. His never-ending support and willingness to assist in any way possible has been invaluable to me and the entire Editorial Board, and we are forever indebted to his guidance.

After the inaugural year of JoLLE’s External Review Board was such an amazing success, I am happy to share that we have continued this practice, and we are so grateful for the service and friendship that the Editorial Review Board members continue to provide.

The Editorial Board would also like to thank Devin (Bokyoung) Jo for her submission of art that was selected as the cover art for this issue. As a part of a drawing essay entitled “Handspun Diary,” “On My Way Home” explores Devin’s journey as an international graduate student at The University of Georgia. The collage features selected experiences related to the difficulties with literacy and language Devin has experienced in a variety of contexts.

To end, we would like to thank the authors and advocates of JoLLE, both the readers and writers of the journal, that continue to contribute to its success. If you are interested in submitting your work to JoLLE or serving as an External Review Board member, please refer to the JoLLE submissions page on our website (jolle.coe.uga.edu) or contact our Managing Editor, Merida Lang (jolle.submissions@gmail.com). In addition to our Fall and Spring issues, we invite you to read and submit shorter op-ed essays to our Scholars Speak Out (SSO) feature that is published on our website and publicized in our monthly newsletters. To learn more about the SSO feature, please contact our SSO Editor, Andressa Cristina Molinari (jolle.scholarsspeakout@gmail.com). For regular social media updates, please follow JoLLE on both Facebook and Twitter (@JoLLE_UGA).

Sincerely,

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Principal Editor 2018-2019

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References

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