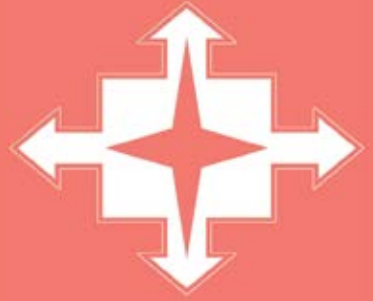


JAEPL



The Journal of the Assembly for Expanded Perspectives on Learning

“Be a Liberation Whatever”: Social Justice Literacy in a Living-Learning Community, Faith Kurtyka

Racial Literacy Is Literacy: Locating Racial Literacy in the College Composition Classroom, Mara Lee Grayson

**SPECIAL SECTION: ENCOUNTERING THE NATURAL WORLD:
ENVIRONMENTAL EDUCATION IN THE ARTS AND HUMANITIES**

Swamps, Flat Earthers, and Boughs of Holly: “Encountering” the Natural World and the Poetics of Environmental Literacy, Wendy Ryden

Containing the Jeremiad: Understanding Paradigms of Anxiety in Global Climate Change Experience, Brian Glaser

Seeking a Language that Heals: Teaching and Writing from a Ruined Landscape, Amy Nolan

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Writing about Wolves: Using Ecocomposition Pedagogy to Teach Social Justice in a Theme-Based Composition Course, Michael S. Geary

Relational Literacy, W. Kurt Stavenhagen

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JAEPL

The Assembly for Expanded Perspectives on Learning (AEPL), an official assembly of the National Council of Teachers of English, is open to all those interested in extending the frontiers of teaching and learning beyond the traditional disciplines and methodologies.

The purposes of AEPL are to provide a common ground for theorists, researchers, and practitioners to explore innovative ideas; to participate in relevant programs and projects; to integrate these efforts with others in related disciplines; to keep abreast of activities along these lines of inquiry; and to promote scholarship on and publication of these activities.

The *Journal of the Assembly for Expanded Perspectives on Learning*, *JAEPL*, also provides a forum to encourage research, theory, and classroom practices involving expanded concepts of language. It contributes to a sense of community in which scholars and educators from pre-school through the university exchange points of view and boundary-pushing approaches to teaching and learning. *JAEPL* is especially interested in helping those teachers who experiment with new strategies for learning to share their practices and confirm their validity through publication in professional journals.

Topics of interest include but are not limited to:

- Aesthetic, emotional & moral intelligences
- Learning archetypes
- Kinesthetic knowledge & body wisdom
- Ethic of care in education
- Creativity & innovation
- Pedagogies of healing
- Holistic learning
- Humanistic & transpersonal psychology
- Environmentalism
- (Meta)Cognition
- Imaging & visual thinking
- Intuition & felt sense theory
- Meditation & pedagogical uses of silence
- Narration as knowledge
- Reflective teaching
- Spirituality
- New applications of writing & rhetoric
- Memory & transference
- Multimodality
- Social justice



Membership in AEPL is \$30. Contact Jon Stansell, AEPL, Membership Chair, email: jon.stansell@gmail.com. Membership includes current year's issue of *JAEPL*

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Dear *JAEPL* Readers,

Volume 24 marks the beginning of a new co-editorship of the journal. It is with humble enthusiasm that we take up this mantle and hope to carry on the best of *JAEPL*'s work, even as we put our own brand on what it means to have expanded perspectives on learning.

As with many transitions, this one is bittersweet. The beginning of our period as coeditors marks the passing of a stellar era for *JAEPL* under the leadership of Joonna Trapp and Brad Peters. Without doubt, *JAEPL* flourished under their watch both in terms of quality and impact of the journal, and we are exceedingly grateful for the expertise and dedication that Joonna and Brad brought to their co-editorship. They have graciously offered to help us in assuming our new roles, and we will be taking advantage of their kind offer to ensure that we meet the high standards they have set. Many thanks, Joonna and Brad, and best of luck to you in your new endeavors. You have indeed left your mark.

We thank AEPL members and all our readers for your interest and commitment to the work carried out under the aegis of our organization. There has perhaps never been a more important time for pursuing our mission.

We especially would like to thank the following peer reviewers without whom this issue would not be possible: Tony Adams, Kati Ahern, Jennifer Clary-Lemon, Sid Dobrin, John Foran, Sandra Friedman, David Grant, Doug Hesse, Tom Hothem, Richard Kahn, Nate Mickelson, Marlowe Miller, Kimberly Moekle, Matthew Ortoleva, Irene Papoulis, Catherine Prendergast, David Schoem, Kurt Spellmeyer, Dan Weinstein, Bob Yagelski.