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**“Reading & Writing for Filth”: Community Literacies for Change**

This proposal discusses using art pieces, literary works, music, and popular culture as a springboard for public pedagogy and community engagement in relation to social justice issues. I am inspired by Adam Banks’s use of African griot traditions and hip hop music as guides for rhetoric instruction as well as application into community spaces. His method of using common ground, or something present in the public arena, as a springboard for deeper discussion about social and political issues is integral to the work that I plan to pursue in community settings. Like Banks, I plan to pair this community program with a course that I teach in the university, or in coalition with a collective of scholars, but without the literacy and skill-intensive focus that is present in the academy. This presentation provides the details of the first lesson plan that I will use in the community program.

My project serves as an initial case-study of a lesson plan, which centers around the charcoal on paper print, “Go to Hell or Atlanta, Whichever Comes First” by Kara Walker. Within this piece, Walker depicts the ongoing violence against Black women by juxtaposing it in both historical and current contexts. In the print, the woman is being abused by both a lover and a policeman in riot gear while having a child ripped from her body and a bullet hole on the side of her breast. Walker’s artwork provides an opening to conversation topics relating to politics and society just like Treva B. Lindsey’s *America, Goddam,* Moya Bailey’s misogynoir, Claudia Rankine’s racial imaginary, Robin D’Angelo’s white fragility, Angela Davis and Mariame Kaba’s discussions of abolition, and Megan Eaton’s rhetorics of violence. I am also hopeful that this project could translate into public engagement with, and better comprehension of, Critical Race Theory concepts as well.

For the logistics of the collective, I propose a weekly meeting with the community group where we examine a different artifact together and discuss relations and connections that we see to these larger issues, especially in our community. I believe this methodology choice for pedagogy where we collectively share theory, experience, and interpretation will not only build relationships and a collective but create future vehicles for activism and community organization.