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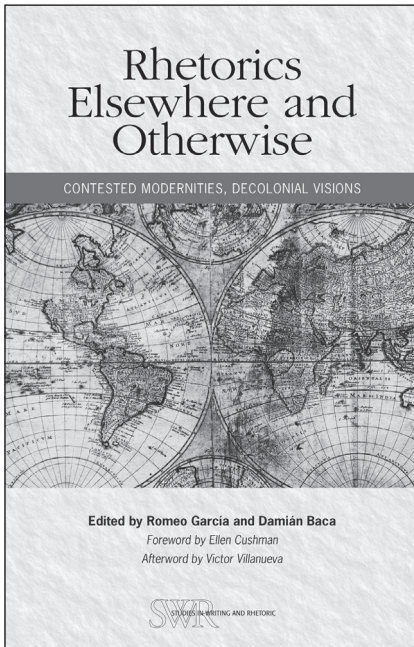
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Rhetorics Elsewhere and Otherwise

CONTESTED MODERNITIES, DECOLONIAL VISIONS

Romeo García and Damián Baca, editors

The discipline of composition and rhetoric stands at a crossroad in its pedagogical, research, and public commitments. Decolonial ruptures in writing and rhetoric studies work to build new horizons, new histories, of local knowledges and meaning-making practices that break from Western hegemonic models of knowledge production. This collection functions as one access point within a constellation of such work, forming an ecology of decolonial shifts informed by strategies for potentially decolonizing language and literacy practices, writing and rhetorical instruction, and research practices and methods. Rhetorics elsewhere and otherwise emerge across a spectrum, from geo- and body politics of knowledge and understanding to local histories emerging from colonial peripheries. Romeo García and Damián Baca offer the expressions *elsewhere* and *otherwise* as invitations to join existing networks and envision pluriversal ways of thinking, writing, and teaching that surpass the field's Eurocentric geographies, cartographies, and chronologies.

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From the Editor

Melissa lanetta

Writing a “From the Editor” is always a bit of a strange exigency, for it seems to me to be based on a series of likely artificial assumptions. First, as the writer, I assume that my reader is not an individual far, far in the future who is disinterestedly skimming through the issue while specifically looking for a single essay that supports their research—an individual who, when considering how my own research progresses, actually seems like the probable reader, indeed. Nevertheless, I think this feature assumes a fictive, ideal reader who shares at least some of the editor’s exigency and experiences. That is, whether penned by me or another, these columns are founded on an assumed commonality of experience. As I write to you, I’m staring out the window at late spring rain, and I imagine that you, dear reader, will be reading this shortly, perhaps as you enjoy a bit of down time this summer (or at least enjoy teaching in shorts and linen rather than flannel or wool). In my mind then, we are a community joined by proximate time, shared concerns, and, perhaps, by the wearing of natural fabrics.

This assumption of a community based in a shared timeframe and mutual interests encourages the inclusion in an editorial introduction of recent events or items of note. In this vein, I’d like to thank those of you who have contacted me to express your enthusiasm for the scholarly editing issue. We’ve had scholars at all levels and across the profession praise its essays, all of which helped to pull back the curtain on editorial processes and brought to the fore editorial challenges of disciplinary import. Following up on the note of increased transparency repeatedly sounded in that issue and providing another instance of my exigency, in this issue you will find “From the College Section Chair,” in which Rochelle (Shelley) Rodrigo explains the workings of the College Section, the NCTE group to which *College English* reports. As Rodrigo describes, this group does important, albeit often invisible, work within NCTE both to further the interests of postsecondary instructors of English studies and to build connections

between this group and other language and literacy educators. She describes the ways in which the College Section is sometimes occluded by the mission of contiguous groups—the Conference of College Composition and Communication, for example, or the Two-Year College English Association—and suggests new paths forward. Part of responding to the call for increased transparency in editing is, I think, increased transparency among the professional groups that provide homes for our journals. Professor Rodrigo’s contribution is an important step in that direction.

The audience created in a “From the Editor” essay is not only described by shared time and interests, but also by particular reading practices. That is, a genre feature of a column such as this one is the editor’s exhortation not to skim like the researcher looking for a single essay but to read deeply, completely and well—to consider equally all the contents that an issue holds. Aligning with this expectation, I invite you to consider the resonances among the works collected here. Most obviously, David Fleming’s “Fear of Persuasion in the English Language Arts” and Carolyn Skinner’s “A Physiological Education: Audience Constitution and the Construction of Gender in *Sex in Education*” cogently collaborate to show us the possibilities for and challenges to rhetorical study in the twenty-first century. On the one hand, Skinner’s essay shows us the expansive possibilities of rhetorical studies in her examination of the ways in which the text strategically constructs both gender and audience, and so broadens our rhetorical gaze. On the other hand, Fleming limns the ways in which we have narrowed the institutional concept of the rhetorical arts, arguing that study of rhetoric has, in fact, moved away from persuasion itself. Rounding out the issue, Jennifer Wells reviews three books in writing program administration, considering them both on their own terms as well as for the threshold concepts that can be extracted from these works.

I’ll close here on a last genre feature of this most peculiar genre: the acknowledgment of the gift of serving as an editor. One of the great pleasures of editing *College English* is the opportunity to read works such as these carefully and to deepen my appreciation as I watch them develop over multiple drafts. It is with the authority of this experience, then, that I encourage you, readers both present and future, real and ideal, to enjoy.