

Teaching Critical Theory in the Era of Globalization: A Special Issue of *Pedagogy* (Duke UP), scheduled for October 2020.

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The editors of this special issue are seeking contributions on teaching critical theory in the global present. What is the relevance of teaching theory in the era of globalization, and what is at stake? What are the challenges and unavoidable paradoxes of teaching theory at a time when global classrooms are geared toward both neoliberal information/skills acquisition and conservative knowledge accumulation?

Changes in the classroom reflect changes in global politics. In the decades following the Second World War, that is, in the midst of the Cold War and the rapid decolonization of the globe, critical theory gained popularity across Anglo-American English departments with its radical interrogations of traditional society, politics, and culture. It drastically dislocated the imperial boundaries of English studies and was responsible for challenging the canon – “birthing” gender and postcolonial studies and connecting literature to politics, subjectivity, and networks of commodity relations. But does theory retain these strengths in the twenty-first century college classroom? What relevance does it have as pedagogy and practice to better understand and address the challenges of contemporary social reality – climate change, depredation of democracy, neoliberalism and violence, and the so-called “death of the humanities”?

Our special issue will ponder these questions, as we seek new ways of teaching undergraduate and graduate literary theory and criticism courses. We would particularly like to rethink the institution of the survey course, an accepted narrative that begins with formalism and ends with identity.

Topics include but are not limited to:

- Teaching a theory survey course (graduate and/or undergraduate) in a globalized world: challenges, rewards, and methodologies.
- Teaching critical theory: new methodologies, forgotten theories/forgotten methodologies, new theories.
- Teaching critical theory in a graduate course in the current (global) job market.
- Teaching global literatures as theory/ Global literary theory as pedagogy.
- Teaching a global critical theory survey: resisting chronology.
- Teaching critical theory beyond the Western university.

We invite articles of 5000-7500 words and position papers of 1500 words. Articles are open to all theoretical approaches. Position papers should address one of the following: 1) teaching queer theory; 2) teaching postcolonial theory; 3) teaching the non-human turn. In all cases, global pedagogical contexts are essential. *Pedagogy* uses The Chicago Manual of Style, 16th edition.

Submission Deadlines:

March 2, 2018: 1-page CVs; abstracts of 500 words for articles, or of 150 words for position papers to hgurfin@siue.edu and gbasuth2@gmail.com

September 4, 2018: full articles and position papers to hgurfin@siue.edu and gbasuth2@gmail.com

Queries welcome.