Pedagogy celebrates 10 years, considers future of the humanities with an anniversary issue

Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture celebrates ten years of publication in 2010.

Founded in 2001 by Jennifer L. Holberg (Calvin College) and Marcy Taylor (Central Michigan University), Pedagogy grew out of the editors’ realization, while they were writing program administrators in graduate school, that there was a lack of theoretically informed scholarship with which to train their teaching assistants. The field’s need for a journal in this area was recognized by the Council of Editors of Learned Journals, which named it “best new journal” in its first year of publication. The journal’s intention of facilitating discourse around teaching in English studies has been realized through a devoted readership and a considerable number of submissions.

“It is gratifying to see that there really is a hunger for critically-inflected approaches to teaching,” says Holberg. “Marcy and I feel privileged that Pedagogy has become a site where conversations across the field of English can take place. We are thankful for all the support from our board, at the Press, and within the profession that makes this possible.”

A special issue of Pedagogy, “To Delight and Instruct: Celebrating Ten Years of Pedagogy,” commemorates the journal’s anniversary, looking back on its accomplishments and envisioning its future. The issue also considers the sustainability of English studies and of the humanities as a whole in the context of shrinking budgets, diminishing job opportunities, and shifting resources. Exploring topics from academic freedom and globalization to digitization, diversity, and the value of a humanities-based education, “To Delight and Instruct” reexamines the work of the English professor and calls for a reassessment of the priorities and means that undergird it.

Contributors examine the faculty’s fundamental responsibilities to the classroom, the university, and the community. Attending to the relationship between changing technologies and literacy in a global environment, the issue not only argues for a reassertion and reimagining of the humanities in the contemporary university but, perhaps as important, helps articulate a way forward.

For more information about the journal, please visit dukeupress.edu/pedagogy.