Pedagogy seeks to create a new discourse surrounding teaching in English studies by fusing theoretical approaches and practical realities. As a journal devoted exclusively to pedagogical issues, it is intended as a forum for critical reflection as well as a site for spirited and informed debate from a multiplicity of positions and perspectives. The journal strives to reverse the long-standing marginalization of teaching and the scholarship produced around it and instead to assert the centrality of teaching to our work as scholars and professionals.

**Founding Coeditors**
Jennifer L. Holberg, Calvin College
Marcy Taylor, Central Michigan University

**Associate Editors**
*From the Classroom*
Elizabeth Brockman, Central Michigan University

*Reviews*
Mark C. Long, Keene State College

**Editorial Assistant**
Alexander Westenbroek

**Editorial Board**
Barclay Barrios, Florida Atlantic University
David Bartholomae, University of Pittsburgh
Michael Bérubé, Pennsylvania State University
Martin Bickman, University of Colorado
David Bleich, University of Rochester
Sheila T. Cavanagh, Emory University
Shawn Christian, Wheaton College (MA)
Danielle Nicole DeVoss, Michigan State University
Gerald Graff, University of Illinois, Chicago
Salah Hassan, Michigan State University
Ann Jurecic, Rutgers University
Paul Lauter, Trinity College (Hartford, CT)
Shirley Geok-lin Lim, University of California, Santa Barbara
Harriet Kramer Linkin, New Mexico State University

Donald Marshall, Pepperdine University
Jerome McGann, University of Virginia
Richard E. Miller, Rutgers University
E. Shelley Reid, George Mason University
Mariolina Salvatori, University of Pittsburgh
Robert Scholes, Brown University
Lad Tobin, Boston College