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*