Submission Guidelines

Electronic submission is strongly preferred. Send submissions to pedagogy@calvin.edu. Otherwise, submit four copies by mail. Consideration will be given to previously unpublished full-length articles or commentary of no more than 30 typed, double-spaced pages (approx. 10,000 words). Prepare submissions according to The Chicago Manual of Style, 17th edition. All references to the author’s identity must be removed. Manuscripts meeting these criteria and judged to be within the scope of the journal’s mission will be submitted to outside anonymous review.

Send all editorial correspondence to pedagogy@calvin.edu or Pedagogy, Department of English, Calvin College, 1795 Knollcrest Circle SE, Grand Rapids, MI 49546.

Send inquiries about reviews of scholarship, textbooks, and other teaching materials, including pedagogical websites, to the reviews editor, Mark C. Long, Department of English, Keene State College, 101 Parker Hall, Mailstop 1402, Keene, NH 03435 (mlong@keene.edu).

Send inquiries about contributing to “From the Classroom” to Elizabeth Brockman, Department of English, Central Michigan University, Mount Pleasant, MI 48859 (elizabeth.brockman@cmich.edu).

Pedagogy is published three times a year, in January, April, and October, by Duke University Press, 905 W. Main St., Suite 18B, Durham, NC 27701. Annual subscription rates: print-plus-electronic institutions, $198; print-only institutions, $180; e-only institutions, $152; individuals, $25; students, $18. For information on subscriptions to the e-Duke Journals Scholarly Collections, contact libraryrelations@dukeupress.edu. Print subscriptions: add $11 postage and applicable HST (including 5% GST) for Canada; add $14 postage outside the US and Canada. Back volumes (institutions): $180. Single issues: institutions, $60; individuals, $10. For more information, contact Duke University Press, Journals Customer Service, at 888-651-0122 (toll-free in the US and Canada) or at 919-688-5334; subscriptions@dukeupress.edu.

Photocopies for course or research use that are supplied to the end user at no cost may be made without explicit permission or fee. Photocopies that are provided to the end user for a fee may not be made without payment of permission fees to Duke University Press. Address requests for permission to republish copyrighted material to Rights and Permissions Manager, permissions@dukeupress.edu.

Direct inquiries about advertising to Journals Advertising Coordinator, journals_advertising@dukeupress.edu.

For a list of the sources in which Pedagogy is indexed and abstracted, see dukeupress.edu/pedagogy.

© 2021 by Duke University Press
ISSN 1531-4200
IN THIS ISSUE

Articles
Post-racial Preoccupations: Nella Larsen, Rachel Dolezal, and “Passing Through” the Core Curriculum | Jen McDaneld

“When It’s Outside of You”: Writing as Advocacy in First-Year Composition | Stephanie White

“Democracy’s Unfinished Business”: Rethinking How We Prepare Teachers of English | Patrick Sullivan

The Inevitable Mess of Translingualism: Its –ism and the Schism of Cross-Disciplinary Conflict | Missy Watson

Where Does Class Identity Belong? Genre Innovation as a Bridge between Class Identity and Academic Discourses | Alisa Russell

The Theme Course: Speculating on Its History, Surveying Current Practice, and Encouraging a Reflective Methodology | Michal Horton

From the Classroom
Guest Edited by Erin Busch-Grabmeyer

Broadening the Scope of Community Engagement: Student Work for Social Change with Student Activist Groups on Campus | Sarah Finn

Contextualizing Instruction for Struggling Writers | Lisa Nienkark

Remaking Relationships: Renewing the College “Family” Course through Collaborative, Feminist Pedagogy | Alexandra M. Hill and Sarah Weiger