



*Pedagogy* seeks to create a discourse surrounding teaching in English studies by fusing theoretical approaches and practical realities. As a journal devoted exclusively to pedagogical issues, it is 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.

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