



# Studies in Pedagogy

**EXTENDED SUBMISSION DEADLINE: NOVEMBER 20, 2021**

## Call for Papers

Volume 6: **Teaching Philosophy as a Way of Life** (tentative title)

Edited by

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*American Association of Philosophy Teachers Studies in Pedagogy* is a peer-reviewed annual journal dedicated to publishing thematically focused volumes of original works on teaching and learning in philosophy. The thematic volumes include a range of contributions, from practical advice to theoretical discussions. Contributions are welcomed from anyone teaching philosophy, including high school teachers, graduate students, new faculty, and tenured professors.

The *AAPT Studies in Pedagogy* is soliciting original papers for consideration in our upcoming volume on Teaching Philosophy as a Way of Life broadly construed.

Over the last decade or so, the way-of-life conception of philosophy has evoked an exciting and growing interest for reviving an ancient idea of philosophy as a guide to a good life. Though rooted in the work of Pierre Hadot, the aim of this volume reaches far beyond Hadot scholarship. Those who center the way-of-life approach value philosophy as a practice that can guard against the instrumentalization and economization of our day-to-day lives. Philosophy shapes how we attend to and engage our inner and outer worlds, while promoting individual and collective intentionality, reflection, and enlarged thoughtfulness.

We anticipate the final articles will run between 4000-9000 words, depending on the topic. Submissions should be prepared for anonymous review. While not required for review of paper submissions, final papers will need to follow *Chicago Manual of Style* 17<sup>th</sup> ed. guidelines. In matters where *CMoS* allows for variable formatting we have a house style that is followed.

Potential topics include but are not limited to the following:

- Defining the nature of teaching Philosophy in the way of life [PWOL] approach
- PWOL as pedagogy and practice, as distinguished from PWOL as content and scholarship
- Critical evaluation of the value of PWOL pedagogy
- Expanding disciplinary definitions of Philosophical "Activity" and Philosophical "Text"
- The distinctness of high-impact-practices (experiential learning, student-led inquiry, etc.) within PWOL pedagogy
- Design principles and innovative PWOL assignments, activities, and curricula
- PWOL and non-western, non-traditional, indigenous, and other marginalized voices and traditions
- Assessment or evaluation of PWOL Learning
- The faculty member as PWOL practitioner: self-reflectiveness, goals-setting, and evaluation

**Paper Submission Deadline: November 20, 2021**

- To submit an essay, go to <https://aaptstudies.org/submissions>
- Direct inquiries about this call or volume 6 to [jane.drexler@slcc.edu](mailto:jane.drexler@slcc.edu) or [ryan.johnson@elon.edu](mailto:ryan.johnson@elon.edu)
- Direct inquiries about *AAPT Studies in Pedagogy* to [editor@aaptstudies.org](mailto:editor@aaptstudies.org)