



Studies in Pedagogy

Call for Papers

Volume 7: **What and Who is Philosophy For?**

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.

What and Who is Philosophy For? In light of the changes to our world and the field of philosophy, we take seriously the need to think again about what we are doing and why we are doing it when we bring philosophy to students. The context within which college teaching and students' and faculty's lives take place continues to change in profound ways, technologically, economically, politically, and socially. We want to explore the implications of these changes for what the purpose of philosophy, and philosophy pedagogy, is and should be.

Questions about what philosophy is for are also inextricable from who philosophy is for. The discipline has begun (slowly and belatedly) to address issues of diversity and inclusion. This effort to understand and ameliorate oppressions, in many (incomplete and still nascent) ways, reveal a shift in how philosophers think about philosophy's purposes and for whom philosophy should be structured.

Potential topics include but are definitely not limited to the following:

- How does the availability of information change what is needed in a philosophy classroom? How does the impact of misinformation change what we need to help students learn to do? What skills are called for in this time of information glut and conspiracy-mongering?
- How has the development of the information economy changed what students need, both inside and outside of the work environment (if there is any longer a distinction between these two)?
- How have moves toward diversity and inclusion within the discipline reshaped our vision of what philosophy is for? How does the answer to what philosophy is for reshape the efforts that philosophy teachers make to promote diversity and inclusion?
- In what ways do our own visions of what and whom philosophy is for shape our pedagogies?
- What roles do canonical works play in answering questions about what and who philosophy is for?
- How has the sociopolitical situation over the past few years (e.g., global pandemic, resistance to anti-Black racism and police brutality, climate crisis) influenced visions of philosophy's purpose?

We expect final articles to be between 4000-9000 words, but are open to discussions regarding longer or shorter works. Submissions should be prepared for anonymous review. Final papers need to follow *Chicago Manual of Style* 17th ed. guidelines, and we recommend that initial submissions do as well.

Paper Submission Deadline: Monday, March 7, 2022

- To submit an essay, go to <https://aaptstudies.org/submissions>
- Direct inquiries about this call or volume 7 to sschulman@elon.edu or clockard@luc.edu
- Direct inquiries about *AAPT Studies in Pedagogy* to editor@aaptstudies.org