Teaching Philosophy

CALL FOR PAPERS

Special Issue on Teaching in a Time of Crisis
Volume 43, Issue 4, December 2020

SUBMISSION DEADLINE: August 1, 2020

Teaching Philosophy is a scholarly journal devoted to the practical and theoretical discussion of teaching and learning philosophy. Since 1975 it has provided a unique forum for the exchange of ideas about the challenges faced by philosophers in the classroom.

The journal is soliciting original papers for a special issue on teaching philosophy during times of crisis. The focus is broadly construed to include the benefits and problems of online teaching, course restructuring challenges, new or different assigned readings, new testing requirements, evaluation of student performance and participation, discussions with students about their concerns, and other relevant issues.

We anticipate final articles to run between 7,000-10,000 words, including an abstract of no more than 150 words. Submissions should be prepared for anonymous peer review. While not required for submissions, final drafts must follow The Chicago Manual of Style guidelines.

Potential topics include but are not limited to the following:

- Pedagogical research that can inform the creation of new or restructured philosophy courses, particularly for alternative course delivery
- Best practices for teaching online or in hybrid formats that can be applied in the philosophy classroom
- Ways to teach about the coronavirus pandemic or other crises in the philosophy classroom, including potential readings or assignments
- Methods for adapting philosophy courses during a term in response to world events
- Techniques for ensuring respectful discussion of events impacting students in philosophy classes
- Curricular innovations, including novel philosophy courses, to address new challenges we face


Inquiries about this call can be directed to the editor, Mara Harrell, at mharrell@cmu.edu.

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