

**Call for Papers for a Special Issue of  
*The Journal of Cultural and Religious  
Theory***



**“Pedagogical Exercises and  
Theories of Practice”**

In recent decades an examination of “practice” has proliferated in the fields of philosophy, theology, religious studies, and cultural studies. This work has provided both theoretical insight into larger cultural practices and opened up a number of avenues by which theoretical work might bring about cultural change. Extending beyond those figures who have specifically considered practice (for example, Bourdieu, Certeau, Asad, Tanner, Ward), this discourse has been significantly developed in treatments of performativity (Derrida, Butler, Cavell), exercises (Hadot, Foucault), and spirituality or ascetical theology (Williams, Coakley).

While these developments have served to shed new light on a number of social, political, and religious practices, the specific practices that shape the classroom and the activities of study and research often have been neglected. In this special issue of the *JCRT* we hope to bring this recent theorization of practices to bear on pedagogical exercises and the politics of the classroom. We invite articles that rigorously engage with this cutting edge theoretical work as it relates to the concrete and practical activities of education.

In broad terms, this issue seeks to explore the implications of a shift in thinking about the “theoretical” work of philosophy and theology if it is not simply centered upon information, but if it is also involved in formative practice. How would this change the practices of the classroom, the model of the teacher as expert, or the paradigm of the scholar as researcher? What significance might this have for the character of educational communities or the objectives of teaching? Does this consideration of practice change how we look at our normal classroom practices (lecturing, evaluation, discussion, reading, writing, participation, group work)? What are the implications of incorporating other types of practices into the classroom (like service learning, spiritual exercises, dramatizations, etc.)? How are various electronic technologies changing traditional practices and structures?

We welcome articles that engage with the aforementioned theorists and those that bring other thinkers into the conversation (whether they be more recent thinkers like Rancière, Levinas, Rosenzweig, and Kierkegaard or more historical figures like Plato, Augustine, al-Ghazali, and Ibn al-‘Arabi).

**Deadline for submission is December 31<sup>st</sup> 2011.**

Submit papers to T. Wilson Dickinson ([twdickin@syr.edu](mailto:twdickin@syr.edu))

**Invited Contributors:**

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