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Typing: Double-spaced, numbered pages, including works cited and block quotations; internal headings are helpful; author’s name on title page only.

Title page: Title of Article; Name; Address; E-mail; Phone; Institutional Affiliation

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Corporal Pedagogies: Teaching and Learning as Bodily Arts
Special section, JAEPL

While the body is always mediated and mediating, the stubborn, irreducible presence of our physical selves continues to challenge, provoke, and radicalize our teaching and learning. Traditional Western hierarchies and print culture favored a disembodied intellectual discourse that obscured the body’s status as a productive epistemological site. However, social movements have combined and collided with technological trajectories of representation to make visible and reposition the relationship between being and embodiment, “to challenge the centering of subjectivities in the mind” (Selzer 1999).

For teaching and learning, focus on the body often means paying attention to lived experience and “situated-ness.” What happens to the literal “student body” in our classrooms and what happens to teachers’ bodies as our classroom practices necessarily continue to transform themselves in the face of cultural crises and technological developments? This special issue seeks to explore how our classrooms might “re-engage and experiment with sensory connections other than the relentlessly visually reductive” (Wysocki 2014) pedagogies and modes/genres of traditional literacy practices that have previously dominated our classrooms, especially in secondary and higher education. For the ancient Greeks, rhetoric was a “bodily art” (Hawhee 2004). What happens when we understand teaching and learning as bodily arts that holistically engage us rather than disconnect us from our embodied selves?

Without denying the significance of the trend that sees embodiment as inextricably tied to and invoking broader aspects of materiality and production, I use the word “corporal” rather than the expected “corporeal” to reemphasize the “bodily” real rather than the imaginary or merely tangible. The body in discourse often emerges concomitantly with discussions of emotion and questions of privacy that paradigms of intellect have sidestepped or elided. How does the body liberate and limit us when we refuse to allow it to be dissipated in metaphor or obscured in broader materiality? What is at stake and for whom?

Topics might include but are not limited to:

- Teaching/learning/writing/reading and the aged, raced, gendered, sized, classed body
- Dis/ability and technological refiguring of embodiment and literacy
- Mindfulness practices and embodiment
- The private and public body
- Kinaesthetic learning
- Orality/aurality/auditory learning/rhetoric
- Tactility
- Bodies and memory
- Classroom ethnography
- Embodied genres
- Psychobiological perspectives on teaching and learning
- Health and illness/wellness
- Nutrition, food, and literacy
- The medicalized body
- The disciplined body
- Assessment and embodiment

Send inquiries to Wendy Ryden at wendy.ryden@liu.edu.
Featured Speakers:

ROBERT P. YAGELSKI  
Associate Vice Provost & Director of the Program In Writing, State University of New York, Albany

DOUG HESSE  
Executive Director of the Writing Program, University of Denver

KURT SPELLMEYER  
Director of the School of Arts & Sciences Writing Program Rutgers-New Brunswick

Submit a 100-150 word abstract for program inclusion and a 100-150 word bio to: aeplconference2017@gmail.com. Indicate either a 75-minute workshop or a 20-minute presentation. Proposals due by March 1, 2017. Proposals accepted and reviewed early for those wanting discounted registration.

CONFERENCE FEES

Conference registration: $245 between January 16 - April 15, 2017; and $295 thereafter. $50 discount available for students, adjuncts, retirees, and two or more members of the same institution (limit 1 discount per person). Registrations are refundable, minus a $50 fee, until April 15.

Rates below include lodging for June 22–25, 2017 and meals from dinner on June 22 through breakfast on June 25. Shorter stays are available.
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Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future by Asao Inoue
   Best Book Award, CCCC (2017)

The WPA Outcomes Statement—A Decade Later
   Edited by Nicholas N. Behm, Gregory R. Glau, Deborah H. Holdstein, Duane Roen, and Edward M. White
   Best Book Award, Council of Writing Program Administrators (July, 2015)

GenAdmin: Theorizing WPA Identities in the Twenty-First Century by Colin Charlton, Jonikka Charlton, Tarez Samra Graban, Kathleen J. Ryan, & Amy Ferdinandt Stolley
   Best Book Award, Council of Writing Program Administrators (July, 2014)

Mics, Cameras, Symbolic Action: Audio-Visual Rhetoric for Writing Teachers by Bump Halbritter
   Distinguished Book Award, Computers and Composition (May, 2014)

NEW RELEASES

The Framework for Success in Postsecondary Writing: Scholarship and Applications edited by Nicholas N. Behm, Sherry Rankins-Robertson, and Duane Roen

Labored: The State(ment) and Future of Work in Composition edited by Randall McClure, Dayna V. Goldstein, and Michael A. Pemberton


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Life as Primary Text: English Classrooms as Sites for Soulful Learning, Vajra Watson

Using Pre-reading Strategies to Provide Historical Context in a Literature Course, Tisha Ulmer

“The Most Peaceful I Ever Felt Writing”: A Contemplative Approach to Essay Revision,” Grace Wetzel

TEACHING AND LEARNING

Contemplative Neuroscience and the Teaching of Writing: Mindfulness as Mental Training, Kate Chaterdon

Resisting a Restrictive Discourse Policy, Ondine Gage

The Performance of Literate Practices: Rhetoric, Writing, and Stand-up Comedy, J. Michael Rifenburg

Getting Centered: A Meditation on Creating Pottery and Teaching Writing, Rosanne Carlo

The Transformative Practice of Writing and Teaching Writing, Robbie Pinter

Out of the Box: Rattling Cages, Pamela B. Childers