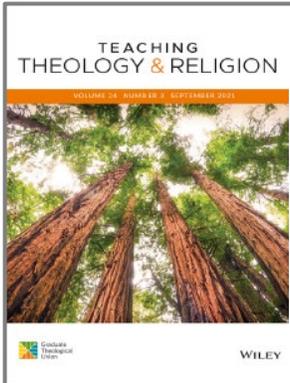


Call for Papers

Trauma and Teaching Theology & Religion



You are invited to submit an article for possible inclusion in a special issue of *Teaching Theology & Religion*. This peer-reviewed journal is published through a partnership between Wiley and the Graduate Theological Union. We believe good teaching and learning are essential for the vitality and effectiveness of departments and institutions of higher education engaged in the study of religion and theology. *Teaching Theology & Religion* advances global discourse among scholar-practitioners about teaching and learning in fields related to religion especially those that attend to one or more of the following areas: interdisciplinary approaches, intercultural and international contexts, interreligious emphases; and where technology, the arts, and service-learning come together to address the entire person. The journal has a global scholarly audience for interdisciplinary theological educators. The journal welcomes articles (4,000 to 7,000 words), Teaching & Learning in Action (3,000 words), Teaching Notes (400 words), and Book Reviews (800 to 1200 words).

“**Trauma and Teaching Theology & Religion**” is the topic of a **special issue** planned for the September 2022 issue of the journal. It was clear in the years immediately prior to 2020 that faculties and institutions needed to develop trauma-informed pedagogies at the undergraduate and graduate levels because of the pervasive experience of trauma among students and faculty alike. Since the pandemic, this need is even greater. This **special issue** aims to provide a platform for researchers and practitioners to present new research and developments on this topic. Areas of interest for this special journal include, but are not limited to, the following topics:

- Teaching traumatic material (from scripture, history, art, film, or contemporary events)
- Best practices for grappling with disclosure of trauma in a classroom discussion
- Secondary traumatic stress for professors and/or students
- Vicarious trauma, compassion fatigue, and burnout
- COVID-19 traumas and the classroom
- Trauma-informed institutions
- Interreligious wisdom for trauma-informed teaching
- Trauma-informed approaches to teaching about sexual abuse scandals in religious settings
- Trauma-informed approaches to online teaching
- Preparing trauma-informed leaders (PhD students, religious leaders, community leaders)
- ADA accessibility accommodations for complex post-traumatic stress in students
- Writing about trauma-informed principles in syllabi
- Teaching toward anti-racism with a trauma-informed lens
- Trauma-Informed approaches to teaching in intercultural settings especially in light of generational and historical traumas
- Indigenous religions and/or contexts and trauma-informed teaching
- Destigmatizing trauma and valuing resilience

The full manuscript should be prepared in accordance with the Author Guidelines and submitted online at <https://wiley.atyponrex.com/journal/teth>

IMPORTANT DATES:

Manuscript Due: July 15, 2022

Publication: September 15, 2022

CO-EDITOR CONTACT:

Kyle Schiefelbein-Guerrero, PhD
kschiefelbein@gtu.edu



WILEY

Teaching Theology & Religion web address: <https://onlinelibrary.wiley.com/journal/14679647>