In *Yoga Minds, Writing Bodies*, Christy Wenger argues for the inclusion of Eastern-influenced contemplative education within writing studies. She observes that, although we have “embodied” writing education in general by discussing the rhetorics of racialized, gendered, and disabled bodies, we have done substantially less to address the particular bodies that occupy our classrooms. She proposes that we turn to contemplative education practices that engages student bodies through fusing a traditional curriculum with contemplative practices including yoga, meditation, and the martial arts. Wenger draws on case studies of first-year college writers to present contemplative pedagogy as a means of teaching students mindfulness of their writing and learning in ways that promote the academic, rhetorical work accomplished in first-year composition classes while at the same time remaining committed to a larger scope of a writer’s physical and emotional well-being.

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The Perspectives on Writing series addresses writing studies in a broad sense. Consistent with the wide ranging approaches characteristic of teaching and scholarship in writing across the curriculum, the series presents works that take divergent perspectives on working as a writer, teaching writing, administering writing programs, and studying writing in its various forms.

The WAC Clearinghouse and Parlor Press are collaborating so that these books will be widely available through free digital distribution and low-cost print editions. The publishers and the Series editor are teachers and researchers of writing, committed to the principle that knowledge should freely circulate. We see the opportunities that new technologies have for further democratizing knowledge. And we see that to share the power of writing is to share the means for all to articulate their needs, interest, and learning into the great experiment of literacy.

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