

## CALL FOR CHAPTERS

### Racial Dimensions of Life Writing Research

Edited by:

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A volume in the *Research in Life Writing and Education Series*

#### Overview

This call for chapters focuses on the racial dimensions of life writing in education, writ large. We welcome chapters that bring racial analysis and theorizing to bear on life writing research in all its forms (biography, oral history, narrative inquiries, testimonios, portraiture, auto/ethnographies, family inquiries, creative life histories) and in varied teaching and learning spaces (schools, homeschooling, playgrounds, digital environments, prisons, bookstores, museums, anti-racist protests).

Just as racialized laws, practices, and discourses have profoundly shaped educational institutions and the lives of people who move within them (e.g. Haney-Lopez, 2006), race can also profoundly shape research dynamics (e.g. Sefa Dei & Singh Johal, 2005; Winddance-Twine & Warren, 2000). Whether researchers are conducting an inquiry on an anti-racist activist teacher historically or engaging in a collaborative autoethnography on learning outside of traditional school spaces, those contributing to this collection should bring racial analysis or theorizing to bear on how they conceptualized, carried out, interpreted, and/or represented their life writing project.

Both innovative and traditional approaches are welcome as we seek to capture the complexity of the methodological terrain of contemporary life writing.

#### Possible Themes and Approaches

We are soliciting chapters (5000–7000 words, including references) that puzzle through racial dynamics, concepts, theorizing, insights, and experiences in carrying out life writing research. Chapters might focus on:

##### Educational Lives

- Analyses of the racial contours and methodological dimensions of life-writing projects focused on educators, activists, and leaders;
- Exploring complexities and creativity of life-writing research focused on lives with racial lessons to “teach,” whether leaders, elders, students, or community activists.

##### Methodological/Inquiry Innovations and Dynamics

- Analyzing how race and its intersections shape the life-writing inquiry process, whether through research focus, researcher-participant relations, and/or contextual dynamics;
- Innovative methodological approaches to engaging with projects concerning race and its intersections;
- The contours and triumphs of carrying out research on under-represented educational actors historically in diverse contexts;

##### Theoretical Engagements

- Racial theorizing or analysis of lives and life writing using (but not limited to) such theories as intersectionality (Crenshaw; Hill Collins; Nash) women of color theorizing (Keating, 2012), critical race theories, indigenous and decolonizing methodologies, LatinX theories, critical whiteness studies, or postcoloniality.

##### Writing and Representation

- Diverse approaches and decision making processes in writing up (Wolcott) and (re)presenting life writing research.

**Proposals Due: November 1, 2020**

### Tentative Submission and Publishing Timeline

- Notification of Proposal Acceptance: November 15, 2020
- Submission of Chapter Drafts: (by) January 31, 2021
- Peer-Review Feedback to Authors: February 28, 2021
- Submission of Revised Chapters: April 15, 2021
- Anticipated Date for Publication: Fall 2021.

Please submit abstract to [Lucy.bailey@okstate.edu](mailto:Lucy.bailey@okstate.edu) and [khintonj@odu.edu](mailto:khintonj@odu.edu), using the subject line, “racial dimensions of life writing” in the email.

- A single Word file using American Psychological Association, 7th Edition;
- An abstract of approximately 500 words, with a working title, proposed components of the chapter, methodological approach, racial dimensions of the research, potential significance, a working bibliography of 5–10 research sources foundational to your work; and a
- brief biographical note or 1 page CV about the authors.