

Call for Chapter Proposals: Re-Imagining doctoral writing

Proposal submissions due **July 31, 2019**; please send to all editors.

Volume Editors:

Cecile Badenhorst (Memorial University) cbadenhorst@mun.ca

Brittany Amell (Carleton University) Brittany.Amell@carleton.ca

James Burford (La Trobe University) J.Burford@latrobe.edu.au

Overview

Doctoral writing is becoming an increasingly important practice to institutions, policymakers, and doctoral education programs worldwide. Frequently positioned as a site of “trouble”, doctoral writing is commonly seen as a key location for institutional regulation and surveillance as well as pedagogical innovation. Nevertheless, despite the importance attributed to doctoral writing for developing doctoral scholars, we have no clear understanding of the extent to which conceptualisations of “doctoral writing” are shared or contested, how ideas of doctoral writing have shifted over time, or where imaginings of the future of doctoral writing might take us.

Given this context, we are assembling an edited collection which calls for papers that engage the following questions:

1. How is doctoral writing articulated in contemporary academic discourse?
2. What imaginings do doctoral students, supervisors, institutions and other stakeholders bring to the practice of doctoral writing?
3. How is doctoral writing configured in broader cultural and social domains?
4. What are the dominant imaginings of doctoral writing? How, and why, might these be contested?
5. How might we be more imaginative in our approach to doctoral writing pedagogy, process, practice and policy?

A central aim of the proposed edited volume is to bring together a range of scholars from different world regions and disciplines, who bring various approaches to bear on the question of how doctoral writing is imagined. Of particular interest are the ways in which various imaginings of doctoral writing sometimes sit uncomfortably in relation to each other, with different stakeholders portraying doctoral writing in somewhat contradictory terms. Successful chapter proposals will demonstrate rigorous methodological and theoretical grounding in the interdisciplinary body of literature available on doctoral writing. We are open to a range of writing approaches and research methods, including post-qualitative and arts-based approaches. Projects drawing on empirical research ought to demonstrate an awareness of appropriate ethical protocols.

We encourage chapter proposals in one or more of the following areas:

- How is doctoral writing defined, represented and spoken about? Is it solely focused on the production of a thesis or dissertation or does it include a wider array of written artifacts?

- How has doctoral writing been imagined over history? How have imaginings of what doctoral writing *is* and what doctoral writers are *doing* changed over time?
- What new doctoral writing imaginings have arisen in the twenty-first century? Why have these arisen, and what are their impacts?
- How do various stakeholders imagine how doctoral writing is spatialized, embodied and felt?
- What ideas shape imaginings of who the doctoral writer is (and is not)?
- How might feminist, queer, critical race, critical disability studies and decolonial approaches be used to interrogate how doctoral writing imaginings? What new edges and margins could be homed in on?
- How are the desires, pleasures, pains and possibilities of doctoral writing imagined?
- How is doctoral writing imagined in national and institutional policy, media, the stories various stakeholders tell, and in the research literature?
- How might we draw on various kinds of thinking to re-imagine doctoral writing pedagogy, practice and policies?
- How might cultural studies, post-qualitative and arts-based approaches aid researchers to re-imagine doctoral writing?

Timeline

- 500-word proposals due: July 31, 2019
- Selection of proposals: September 16, 2019
- 6000-7000-word chapters due: January 16, 2020
- Review and revision process: January-May, 2020
- Manuscript to publishers: June 2020

Notes on publisher:

The work will appear in electronic and printed form in the WAC Clearinghouse *International Exchanges on the Study of Writing* series edited by Terry Myers Zawacki, Magnus Gustafsson, and Joan Mullin. Print editions will be produced by University Press of Colorado.

Instructions for authors

To be considered for inclusion in the volume, please submit the following two documents by July 31, 2019 to all editors:

1. The first document should include a working chapter title and 500-word proposal. The name of the document should be last name of each author and should include the word “PROPOSAL” (in all CAPS). Example: “Amell, Burford & Badenhorst PROPOSAL”
2. The second document should include the working chapter title, author name(s) & 100-word biography for each author. The name of the document should include the same shortened version of the title and should include the word “BIO” (in all CAPS). Example: “Burford BIO”

Invitations to complete full manuscripts (6000-7000 words inclusive of footnotes and references in APA 6th) will be sent out by **September 16, 2019**. Invited full manuscripts will be due **January 16, 2020**. Questions/inquiries should be sent to all the editors.

Suggested reading

- Aitchison, C., & Guerin, C. (Eds.). (2014). *Writing groups for doctoral education and beyond: Innovations in practice and theory*. New York, NY: Routledge.
- Aitchison, C., & Lee, A. (2006). Research writing: Problems and pedagogies. *Teaching in Higher Education*, 11(3), 265-278.
- Badenhorst, C., & Guerin, C. (Eds.). (2016). *Research literacies and writing pedagogies for masters and doctoral writers*. Leiden, the Netherlands: Brill.
- Barnacle, R., & Dall'Alba, G. (2014). Beyond skills: Embodying writerly practices through the doctorate. *Studies in Higher Education*, 39(7), 1139-1139.
- Burford, J. (2017). Conceptualising doctoral writing as an affective-political practice. *International Journal of Doctoral Studies*, 12(2017), 17-32.
- Burford, J. (2017). Not writing, and giving "zero-f**ks" about it: Queer(y)ing doctoral "failure". *Discourse: Studies in the Cultural Politics of Education*, 38(4), 473-484.
- Honan, E., & Bright, D. (2016). Writing a thesis differently. *International Journal of Qualitative Studies in Education*, 29(5), 731-13.
- Kamler, B., & Thomson, P. (2006). *Helping doctoral students write: Pedagogies for supervision*. London, UK: Routledge.
- Kelly, F. (2017). *The idea of the PhD: The doctorate in the twenty-first century imagination*. New York: Routledge
- Paré, A. (2017). Re-thinking the dissertation and doctoral supervision. *Infancia y Aprendizaje*, 40(3), 407-428.
- Starke-Meyerring, D. (2011). The paradox of writing in doctoral education: Student experiences. In L. McAlpine & C. Amundson. (Eds.), *Supporting the doctoral process: Research-based strategies* (pp. 75-95). New York: Springer.
- Starke-Meyerring, D., Paré, A., Sun, K. Y., & El-bezre, N. (2014). Probing normalized institutional discourses about writing: The case of the doctoral thesis. *Journal of Academic Language & Learning*, 8(2), 13-27.
- Stein, S., & de Oliveira Andreotti, V. (2017). Higher education and the Modern/Colonial global imaginary. *Cultural Studies ↔ Critical Methodologies*, 17(3), 173-181.