



Book Series

Research in Life Writing and Education

Series Editors

Lucy E. Bailey, *Oklahoma State University*; KaaVonnia Hinton, *Old Dominion University*

The field of life writing is innovative and ever evolving. The purpose of this book series is to create a robust space for scholars to examine the intersections of life writing, education, and research in varied forms. Volumes in the series will reflect a wide range of methodologies, interdisciplinary approaches, topics, and theories in exploring life writing in education—from classic teacher biographies to innovative narrative, oral history, and arts-based approaches that continue to unfold in the field. We encourage scholars to consider both informal and formal educational spaces; life writing exemplars as teaching tools; innovative life writing methodologies in educational work; and varied lives with lessons to teach, whether student activists, educational leaders, or unknown and rarely celebrated instructors.

Call for Volumes in the Series

The series editors invite volumes focused on topics related to life writing, education, and research. Potential volumes could be single-authored, co-authored, or edited collections of multiple chapters following a common theme in life writing and education writ large. All volumes should include attention to methodological theorizing, innovations or processing. Topics might include:

- 1) Notable leaders'™ or educators'™ biographies in a particular space (e.g., high schools, prisons, homeschooling, foster care systems, after school programs, social media contexts), intellectual or educational tradition (e.g. peace studies, spiritual traditions, poststructuralism, Montessorian education), or movement (e.g. progressive era, environmental movement, Black Lives Matter, #MeToo Movement).
- 2) Methodological innovations in carrying out, reflecting on, and representing life writing research and education;
- 3) Theoretical innovations in approaching life writing research and education;
- 4) Research into transformations in lives and education;
- 5) Intersectional analyses of educational lives in their sociocultural contexts (race, class, gender, nation, dis/ability, sexualities, age, generation);
- 6) Research into teaching with biography and other forms of life writing;
- 7) Research into students and school workers'™ roles in and contributions to an educational effort of note, whether a historic high school, community program, or outreach effort.

We advise that authors first submit an outline and proposal for consideration in the book series. We welcome a description of the volume mission and focus, possible chapter/section contents, methodological contribution, and how the volume aligns with the series focus on life writing and education. Please also include a description of how the book extends the field of scholarship it enters and the potential audiences for the text.

The proposal and manuscript should include author/editor contact information, institutional affiliation, professional title, and a brief biographical note about the authors/editors. Please follow the formatting requirements for the 7th edition of the APA Manual (the Publication Manual of the American Psychological Association) for the materials. Submit in word documents only to the series editors, as listed below.

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Endorsements

"Autobiography, biography and autoethnography: life writing envelops them all. This series brings to bear the head work, field work, and text work across the theory and methodology that makes life writing in education come alive" **Patti Lather**, The Ohio State University

"Many people tell stories, but not all are storytellers. Many academics write biographies, but not all are biographers. Now, for the first time, the biography strand of the Research in Life Writing and Education Book Series provides a publishing venue for educational biographers, versed in biographical theory, whose research has been guided and tempered by the perennial issues of biographical inquiry." **Craig Kridel**, University of South Carolina

"Life writing, with its deep, far-reaching roots, resonates profoundly in our present moment. This important new series connects it broadly with education while critically exploring new modalities, perspectives, and interpretations. It is a gift to those of us seeking to make sense of lives in education" **Jackie Blount**, Professor, The Ohio State University

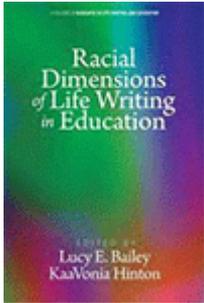
Books in this series:

- Racial Dimensions of Life Writing in Education

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Racial Dimensions of Life Writing in Education

Lucy E. Bailey, Oklahoma State University; KaaVonia Hinton, Old Dominion University

2022. Paperback 979-8-88730-036-8 \$52.99. Hardcover 979-8-88730-037-5 \$94.99. eBook 979-8-88730-038-2 \$85.

This collection presents life writing projects that explore or represent the racial dimensions of life writing research in diverse educational spaces using diverse methodologies and inquiry approaches. We believe this collection is long overdue. To quote Melva R. Grant and Signe E. Kastberg's succinct phrasing (this volume) "racialized inquiry matters." While some rich texts explore the racial aspects and anti-racist potential of social science research (Blee, 2018; Lopez & Parker, 2003; Sefa Dei & Johal, 2005; Twine & Warren, 2000), and include examples from educational contexts, there are no collections which focus on the intersections of life writing inquiry as educative projects that highlight racial dimensions of the work and lives under study. Drawing from Toni Morrison's enduring wisdom, a visionary writer whose work has explored the racial dimensions of culture and lived experience, we centralize race in life writing in this collection rather than obscuring it or leaving it as a lurking, absent presence in the craft.

Racial Dimensions of Life Writing Research offers a wealth of ideas and perspectives from which scholars, teachers, and students can draw to support their work. The 14 chapters in this collection attend to national, international, and local concerns, include varied theoretical and methodological approaches, and reflect a range of ethnic and racial heritages. Chapters consider practical, theoretical, ethical, and educational issues involved in projects concerning under-represented educational actors important for the terrain of life writing. The authors include established and emerging scholars—university researchers, directors, and professors, academic advisors, graduate and undergraduate students, activists, and former elementary and secondary school teachers. It is our hope that this volume will spark conversation, debate, and reflection and will be a valuable resource that inspires scholarship about how race and its intersections shape the life-writing inquiry process.

ENDORSEMENT:

"This is an exceptionally important volume interrogating intersections of race, racism and life writing. Authors recenter life narrative as a necessary anchor for studying, teaching about, and learning through complex racial dynamics. This book should be read by any of us serious about studying and advancing knowledge on race and writing." — Richard Milner, Vanderbilt University

CONTENTS: Introduction—Writing Lives and Writing Race: An Introduction to Racial Dimensions of Life Writing in Education, *Lucy E. Bailey and KaaVonia Hinton*. Acknowledgments. Living With the Monsters and Ghosts: Theorizing Race Through Unresolved Writing, *Ezekiel Joubert III and Oona Fontanella-Nothom*. Learning the Art of Living Through Our Racialized Lives: Life Writing With Objects to Assert and Reclaim Care of the Self, *Daisy Pillay and Betty Govinden*. Thinking Through the Critics: Strategies of Filiation, Affiliation, and Disaffiliation in Postcolonial Life Writing, *Mrinalini Greedharry*. Testimonio and Racial Truth-Telling: Collaborative Inquiry on Latinx Identities, *Lilly B. Padía, María Paula Ghiso, Pamela D'Andrea Martínez, and Ashantie Diaz Johnson*. Excavating the Methodological Terrains of Life Writing: How and Why We Engage in Re-Memberings of Black and Chicana/Latina Lived Experiences, *Crystal Shelby-Caffey, Paty Abril-Gonzalez, and Michelle Salazar Pérez*. Grandma's Inheritance: Stories of Rupture, Resilience, and Reconciliation, *Paulette T. Cross*. The Transformative Power of Transparent Racialized Inquiry Within Critical Friendships, *Melva R. Grant and Signe E. Kastberg*. Whiteness Writhing: Wines and Worries in Life Writing, *Audrey Aamodt*. My Maryland: Race and Racism in Post-Brown Southern Maryland, *Bridget Rebek*. An Epidemic Choice: A Black Family's Misgivings in the Age of COVID-19, *Erica K. Brown*. The Craft of Educational Biography: Writing the Life of Civil Rights Teacher Activist Clara Luper, *Autumn Brown*. "Their Generation Has a Voice That Can Effect Change": Challenges Interviewing and Constructing a Vignette of a Middle School Language Arts Teacher, *KaaVonia Hinton*. Family Memory Work: Reframing Narrative Inheritances Toward Racial Justice, *Lucy E. Bailey*. Writing for Our Lives: A Love Letter to Black, Indigenous, and Women of Color(s), *Reanae McNeal*. About the Contributors.



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