



*Qualitative Inquiry*  
Call for Papers

**What Do Pedagogies Produce?  
Thinking/Teaching Qualitative Inquiry**

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## ***Qualitative Inquiry* | What Do Pedagogies Produce? Thinking/Teaching Qualitative Inquiry | CFP**

We invite manuscripts for this special issue in *Qualitative Inquiry* that explore how pedagogical practices attend to the ways in which we live (and learn) in a more-than-human world. We are particularly interested in pedagogies that foster human, non-human, and more-than-human becomings in qualitative inquiry (QI) courses, including those that involve posthumanisms and/or feminist ‘new’ materialisms. By posthuman we do not mean anti-human; humans are very much a part of the world becoming, especially in pedagogies. Although the notion of pedagogies might seem to be by definition human-centric, many posthumanist scholars believe that we come to know through our being and doing in the world. Therefore, as instructors, we similarly emphasize the entangled ways students come to know/be/do qualitative inquiry.

Although there are special issues, books, and articles that focus on thinking with posthumanist and materialist theories conceptually (e.g., Koro-Ljungberg, 2016; Koro-Ljungberg & MacLure, 2013; Lather & St. Pierre, 2013; Reinertsen, 2016; St. Pierre, Jackson, & Mazzei, 2016; Taylor & Hughes, 2016), there is less scholarship that considers how *pedagogies* of QI put posthumanist and materialist ideas to work (e.g., Hinton & Treusch, 2015; Kuby & Christ, 2017). We wonder how posthumanisms and/or feminist ‘new’ materialisms theories produce and influence our pedagogy(ies) in QI.

We suggest that what happens in qualitative inquiry instruction may produce both in-the-moment and future realities for our students, ourselves, the academy, and perhaps even society at large. In part, we (QI instructors) are creating the future we (the academy) will inherit (Barad, 2013). This special issue, then, is not only a space for QI instructors and students to explore teaching and learning practices; it also is a space to bring to the forefront the ethical mattering of pedagogies (Barad, 2007). Put differently, intra-active pedagogies—or teaching practices that simultaneously involve knowing/being/doing (Lenz Taguchi, 2010)—matter. The everyday cuts, decisions, actions, and intra-actions that occur within QI courses produce scholars who have certain assumptions, practices, and fears as researchers, colleagues, and future teachers of QI. Intra-active pedagogies produce not only what we *know*, but also who we are, how we live, and what we do in the world.

To examine the ethics of this future we will inherit—the ethical matter(ing) of QI pedagogical practices—we seek manuscripts that consider the following central question:

- **What do intra-active qualitative inquiry pedagogies produce (for teachers and students, for the communities we research with, the academy)?**

### **Additional questions:**

- How might the posthuman/feminist ‘new’ materialist theories we use in research inform our QI pedagogies?
- How might we reconnect intra-active pedagogies of QI with everyday life?
- If we could teach and learn intra-actively without restraints, what would we imagine?
- How do intra-active pedagogies of QI work and differ from other pedagogies?
- What might teaching/learning in the context of more-than-human become?

We invite prospective authors to submit full manuscripts (approximately 6,000 words including references) and commentary or experience pieces that are shorter in length **by November 1, 2017**. We encourage teachers and students to co-write dialogic pieces and manuscripts. We are seeking manuscripts that not only discuss theoretical assumptions of posthumanisms and/or feminist ‘new’ materialisms but *show* how these theories are lived-out in intra-active pedagogies of QI.

Prospective authors should submit manuscripts, dialogues, and/or multimodal responses with short author bios to the editorial team (Rebecca C. Christ, Candace R. Kuby, & Jasmine Brooke Ulmer) via email at [pedagogiesproduce@gmail.com](mailto:pedagogiesproduce@gmail.com).

## Proposed Timeline:

Prospective authors should submit full manuscripts, dialogues, and/or multimodal responses to [pedagogiesproduce@gmail.com](mailto:pedagogiesproduce@gmail.com).

- Full manuscripts due to editors for initial review by November 1, 2017
  - Notification to authors if manuscript is selected for peer review by January 1, 2018
  - Selected manuscript sent out for peer review from January 2018–March 2018
  - Requests for revisions sent to authors April 1, 2018
  - Revised manuscripts due June 1, 2018
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