

Proposal for Special Section: Mobilities and Pedagogy

Recent handbooks and companions surveying the field of mobilities studies have tended to focus on the theories and methods informing the scholarship as well as their application across wide-ranging contexts and disciplines. However, the innovative pedagogies mobilities research has also given rise to is rarely mentioned. This is despite the fact that the international success of mobilities scholarship has translated into new programmes and degree schemes at both undergraduate and postgraduate level in locations around the world. Similarly, mobilities concepts and approaches now feature on curricula that span the humanities as well as the social sciences: for example, literary and cultural studies, film studies, history, criminology, politics, tourism planning, and development studies as well as those subjects - such as sociology, geography and transport studies - which are thought of as the mobilities turn's parent disciplines. It is therefore timely and important that we begin to ask questions of the practices associated with those pedagogies and the standpoints that inform them. This is the first publication to focus specifically on the pedagogies arising from mobilities scholarship in both the humanities and the social sciences – and it will benefit from the experience of practitioners from across the globe. The questions and discussion points we are interested in include: how do mobility pedagogies travel (conceptually, culturally)? What patterns are emerging in the teaching of mobilities? How can pedagogies adopted for the teaching of mobilities move from one discipline to another? How do disciplinary moorings effect the teaching of mobilities? This discussion of the pedagogy and mobilities will help those working in the field to reflect more deeply on their own teaching practices and thus fully realise the ambitions of mobilities scholarship; it will also serve to further invigorate the teaching curriculum and its appeal to students.

Contributors may be interested in reflecting on one or more of the following topics although we welcome papers on all aspects of teaching associated with mobilities scholarship.

- Travelling Pedagogies
- Critical Mobile Pedagogy

- Mobility Justice Pedagogy
- Pedagogy of Emotion and Affect in Teaching Mobilities
- Decolonising Mobilities Curricula
- Teaching Mobilities in and out of the Classroom
- Teaching Mobilities in Local and International Contexts
- Teaching mobile methods
- Mobilities and/as art practice
- Teaching literary mobilities

Expressions of Interest and Deadline for Submission of Abstracts

We are aiming to publish 5-6 papers of 8,000 words max. but will also consider shorter contributions. If you are interested in submitting a paper for consideration please email your proposal (300 words max) to *Transfers*' Adjunct Editor, Professor Lynne Pearce, who – together with special issue co-editor Professor Sarah Gibson - will be responsible for selecting which papers to include.

Contact details: L.Pearce@lancaster.ac.uk.

Deadline for Proposals: 1 February 2022

The Editors

Sarah Gibson is an Associate Professor in the Centre for Communication and Media in Society [CCMS] at the University of KwaZulu-Natal. She is also the (interim) Director of Teaching and Learning in the College of Humanities. She previously taught at Lancaster University and the University of Surrey. She is also a member of the National Council and the Executive Committee for the South African Sociological Association. Her research explores the cultural politics of mobilities in South Africa, pandemic mobile media and communication, and the pedagogies of Cultural Studies in Africa.

Lynne Pearce is Professor of Literary and Cultural Theory in the Department of English and Creative Writing at Lancaster University where she has worked for over 30 years. She is also Co-Director (Humanities) at Lancaster University's Centre for Mobilities Research (CeMoRe) established by Mimi Sheller and John Urry in 2003. Her recent publications in the Mobilities field include *Drivetime: Literary Excursions in Automotive Consciousness* (Edinburgh University Press, 2016) and *Mobility, Memory and the Lifecourse* (Palgrave Macmillan, 2019) as well as the co-edited collection (with Peter Merriman) *Mobility and the Humanities* (Routledge, 2018). See: www.lancaster.ac.uk/cemore/. She is also one of *Transfers'* Adjunct Editors.