CONTENTS

EDITORS’ NOTES
Tom Heaney, Dianne Ramdeholl

1. Democracy—Unleashing the Power of “We”
Tom Heaney
In this chapter, the author provides rationales as to why doctoral programs should be grounded in democratic paradigms, discussing democratic governance processes and the impact this shift can have on doctoral studies.

2. Critical Reflection as Doctoral Education
Stephen D. Brookfield
Using a variety of concrete strategies, the author offers a vision of doctoral education grounded in utilizing critical reflection strategies as a way of better understanding power and nurturing individual and collective agency among students.

3. Just the Two of Us . . . We Can Make It If We Try: The Relationship Between Social Justice and Doctoral Studies
Dianne Ramdeholl
Reflecting on her own trajectory from grassroots adult literacy education to academia, the author offers reflections from this journey and outlines some implications for graduate education that are rooted in social/racial justice commitments.

4. Doctoral Studies: What Has Radical Adult Education Got to Do With It?
Aziz Choudry, Désirée Rochat
A doctoral student and her adviser discuss their experiences as community activists discussing dilemmas and contradictions between the academy and activist learning; they offer possibilities for doctoral education that preserve emancipatory spaces to nurture and sustain central tenets of radical education.

5. A Case for Collaborative Inquiry in Doctoral Education
Nadira K. Charaniya, Jane West Walsh
The authors, collaborators on a joint doctoral dissertation, reflect on their process and the ways in which this process can subvert dominant notions of knowledge production, instead making space for privileging more collective ways of knowing.
6. Africentrism—Standing on Its Own Cultural Ground

Derise E. Tolliver

Grounding her practice in Africentrism, the author offers a vision of doctoral education that is centered in that worldview and reflects on the challenges and power of a doctoral model rooted in this paradigm.

7. You Gotta Be: Embracing Embodied Knowledges in Doctoral Study

Jaye Jones

Analyzing the literature on embodied education and implications on positionality within the academy, the author outlines visions for doctoral study that make space for groups who have been historically marginalized/traumatized by academia.


Gabriele Strohschen

Outlining a model of doctoral education that she developed, the author synthesizes important adult education theories along with her own findings, offering a new model for doctoral education.

9. Into the Future, One Second at a Time

Tom Heaney, Dianne Ramdeholl

In this chapter, the editors briefly synopsize the chapters in this volume, linking them to visions of critical and emancipatory theories/practices of adult education that continue to inform and guide the field.

INDEX