

Elementary - R1

Advanced - R1

Postdocs - R2

Senior Postdocs - R3

# Creative Writing for Academic Purposes: Impulses from Feminist, Postmodern, and Black Studies

In cooperation with the GRADE Center Gender

## Trainer



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Mitchell Gauvin is a Canadian editor, writer, and academic specializing in literature and citizenship, diasporic and migration narratives, and transnationalism in eighteenth century and contemporary Anglophone literature.

He holds a PhD in English from York University, Toronto and served as a lecturer at Toronto Metropolitan University before moving to Germany.

His book, *Literature and Citizenship in Age of Revolution: A Wish for Air and Liberty*, was published with Routledge in 2025.

His creative writing has appeared in multiple publications, and his debut novel, *Vandal Confession*, was published in 2015 (NoN Publishing) and translated into French in 2017 (Éditions XYZ).

## Objective

This workshop aims to help participants improve their academic writing through the principles of creative writing. In particular, creative writing can help manage two unwieldy and often overlooked components of the scholarly paper: the first-person subject and narrative or story. The workshop aims to hone several structural and stylistic skills so that participants can feel more confident in their ability to write well.

## Description

Intuitively, we might think of creative writing and academic writing as fundamentally opposed forms of expression. While creative writing embraces subjectivity and formal innovation, academic writing emphasizes argumentation, the effacement of the author, and a rigid adherence to convention. In terms of both craft and methodology, the distance between creative and academic writing appears insurmountable.

Over the last half-century, however, several scholarly streams from feminism to postmodernism to Black studies have redefined the conventions of academic writing by exposing and embracing subjectivity and subjugated archives as starting points for scholarly expression, if not an ethically necessary position for arguing for the reality of various modes and lived experiences. In the process, these fields have questioned whether the emphasis on traditional discourse and an impersonal, empirical approach to academic writing is the only method for the production of knowledge and scholarly analysis.

While these innovations in scholarly expression wrought by feminist, postmodern, and Black studies writers and academics have reframed academic writing, what does this mean for the participants? Through engaging creatively with academic work, this workshop will explore how creative writing can help to produce argumentative writing that is both valid and engrossing.

## Methodology

This workshop will employ a creative-critical method that relies on play and imitation as a starting point for building participant's writing skills. In this workshop, we will compose work that imitates various creative styles (object description, poetry, metaphor, etc.) and use these techniques as a foundation for writing critically. The aim is that through imitation, participants can develop a style through which they can confidently express their ideas and arguments.

## Conditions

- In-class readings will be provided
- Come prepared to write in class and to share your work



## Organizational Information

Language / Format	English/ On campus
Target group	Doctoral Candidates at all stages and Postdocs (R2/R3) from all faculties Members of the GRADE Center Gender will be given priority for places in the workshop. Any remaining places will be allocated on a first-come, first-served basis.
Date	Monday, 4 May 2026, 10:00 – 14:00
Registration	Registration opens on <b>31 January 2026</b> via the registration form on the website of the Cornelia Goethe Center: <a href="https://cgc.uni-frankfurt.de/creative-writing-for-academic-purposes">https://cgc.uni-frankfurt.de/creative-writing-for-academic-purposes</a> .