

## Introduction

In *Longing for Recognition* I endeavour to enact autoethnography, to bring it alive through a storytelling called autofiction. Although some characters stem entirely from my imagination, most are based on and inspired by my research co-participants, my academic colleagues, my friends, and my family. Most of these people are provided with pseudonyms to protect their identity and preserve their anonymity; a few retain their given names. Those whose real names are used have read the excerpts in which they appear and have agreed to be represented as such. I endeavour to show these characters ‘embedded in the complexities of lived moments of struggle...attempting to preserve or restore the continuity and coherence of life’s unity in the face of unexpected blows of fate that call one’s meanings and values into question’ (Ellis & Bochner, 2000, p. 744). I’ve recreated characters’ lives by making choices about dialogue, language, imagery, metaphor, narration, and conflict to illustrate implicitly the research themes. Each chapter is set initially in Tess’s classroom. The twelve chapters following the prologue correspond to the twelve lessons of an imaginary dietetic course, ‘NUTRITION 430: Orientations to Dietetic Practice,’ offered over the span of a fall semester. A course outline and glossary are provided as supporting documents. After each class, scenes shift to a variety of locations. I offer this book as the centrepiece from which an imaginary of dietetic education and practice might emerge. I hope it will inspire readers to ask, ‘What if this were true? What then?’

The impulse for this work arose from my desire to understand the connections between what I know as dietetic education and the complex world in which it is situated and constituted. From the start, I was concerned with discovering ways to represent this research unconventionally. I searched ‘for alternative ways to push and move the already constituted towards new discursive practices’ (Søndergaard, 2005, p. 298). During the research process,

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I learned of myself through the Other. I engaged with the Other, assured that relationships form the crucible of my learning. My actions are premised on reciprocity, mutuality, and respect. Most of all, any knowing I claim exists in the dynamic embeddedness of these relationships. I believe that this research, like all pieces of writing, is a work of translation in the way Hrjinian (2000) describes translation as an epistemological project that ‘scrutinizes the nature of knowing and the way in which any particular knowing is circumstantially embedded’ (p. 296). It is my hope that my translation provokes further dialogue on the subject of dietetic education and practice. It is my hope that this work provokes dialogue that places the subject of dietetic education and practice in translation and leaves it there unsettled, leaves it there unkept.