Book Series

Research in Queer Studies

Series Editors
Paul Chamness Miller, *Akita International University*; Hidehiro Endo, *Akita International University*

The field of queer studies is growing by leaps and bounds in academic circles. Universities are creating graduate programs and degrees in this field, journals are surfacing, and SIGs specific to queer studies are being established in academic organizations. Along with this increased interest in queer studies, the majority of books in the field take a general approach, attempting to address everything in a single volume. While that is great for an introductory book to queer studies, the problem is that the topics raised in such volumes are barely addressed.

This book series will afford scholars the opportunity to come together on a particular topic within queer studies and really give the topic the time and depth of discussion it deserves. Many of the topics within queer studies are very complex, and introductory books to queer studies give the reader the impression that the topic is either simple or not important, when in fact it might be a very big social concern in our society.

Call for Volume Authors/Editors

The Research in Queer Studies series editors are seeking proposals for volume authors or editors for new volumes in the series. Many of the topics within queer studies are very complex, and introductory books to queer studies give the reader the impression that the topic is either simple or not important. This book series affords scholars the opportunity to come together on a particular, focused topic within queer studies and give the topic the time and depth of discussion it deserves.

The series editors are open to proposed volumes of the series to be either edited volumes with multiple contributors or authored volumes (single or co-authors). Possible topics may include (but are not limited to): 1) Bullying of queer youth; 2) queer theory (from a new lens); 3) cross-cultural comparisons of queer issues; 4) intersections of race and sexual identity; 5) intersections of gender and sexual identity; 6) religion and queer studies, among many other possible topics within the fields of sociology, education, cultural studies, feminist studies, language studies, among many others.

Proposal Guidelines
Proposals must include the following:
1. A clearly described theme/topic for the volume
2. An outline of possible chapter topics
3. A clearly described rationale that describes the significance of the topic and how it contributes something new to queer studies.
4. A description of the targeted market and how you envision the volume being used (What courses would it be used for? Would it be a primary text or a supplementary text for the course? Are there similar books on the market? If so, how will this volume be different?)
5. If an edited volume, a list of possible contributors, and a brief bio of each contributor. If an

authored volume, a bio of each author. A sample chapter may also be included.
6. Proposed timeline from start to submission to publisher in final form.

Deadline
While we accept submissions on a rolling basis, we are especially looking for manuscripts that will be ready for publication in 2017 or earlier.

For questions about the series or proposal preparation, or to submit your proposal, please e-mail the series editors, Paul Chamness Miller and Hidehiro Endo, at pchamness@gmail.com and h-endo@aiu.ac.jp.

Books in this series:

- Queering Education in the Deep South
- Queer Voices from the Locker Room
- Queering Classrooms
- Pólvora, sangre y sexo
- Queer Voices from the Classroom

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To view this series online visit: http://www.infoagepub.com/series/Research-in-Queer-Studies

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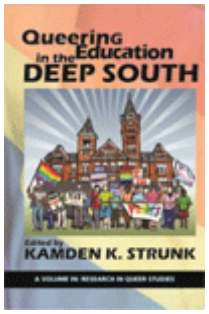


Queering Education in the Deep South

Kamden K. Strunk, Auburn University

2018. Paperback 978-1-64113-245-9 $45.99. Hardcover 978-1-64113-246-6 $85.99. eBook 978-1-64113-247-3 $65.

This volume explores education in the Deep South, with a focus on LGBTQ students and educators, and on queer theoretical perspectives in education. The topics in this volume include teaching LGBTQ issues and queer studies in the Deep South, educational policy and practice in the Deep South as related to queer issues, and efforts to introduce queer literature to libraries and queer collections to archives. Authors in this volume examine what realities exist in education in the U.S. South currently, and what possibilities might be imagined in the future.

CONTENTS: Introduction: Queering Education in the Deep South, *Kamden K. Strunk.* **PART I: TEACHING QUEER STUDIES AND LGBTQ ISSUES.** "We're in the Freaking Bible Belt": A Narrative Analysis of the Complexities of Addressing LGBTQ Topics while Teaching in the Deep South, *Stephanie Anne Shelton.* "No Matter What Personal Feelings We Have…": Exploring the Tension Between Preservice Teachers' Personal Ideologies About and Professional Responsibilities for LGBTQ Students, *Carey E. Andrzejewski, Hannah Carson Baggett, and Rashida E. Askia.* Disturbing Identities and Messy Entanglements: Teaching Queer Theory in the American South, *Heather Palmer.* **PART II: QUEERING EDUCATIONAL POLICY AND PRACTICE.** Queering the University: The Evolution of LGBTQ Inclusivity at a University in the Deep South, 1950–2016, *Brittney L. Beck, Jennifer Jones, Wolfgang Sigmund, and Peter Westmoreland.* Safe Schools Coalitions in the Deep South: Exploring Stories of Formation, Diversity, and Communication, *Sarah R. Young, Nghi Phan, Evan Lowe, Ian Fields Stewart, and Christopher Rapisarda.* Stonewalled at Every Level: Exploring the Experiences of College Student Affairs Administrators Advocating for Change in the Deep South, *Georgianna L. Martin and Christopher Broadhurst.* Making Sense of Contradictions in Deep South Schooling: Queer Potentialities and Possibilities, *Andrea Beall and Kamden K. Strunk.* From Football to Lecture Hallk: LGBTQ Perceptions of Campus Climate, *Dexter Bracken, L. J. Winters, and Emalee J. W. Quickel.* **PART III: QUEERING LITERATURE, LIBRARIES, AND ARCHIVES.** Archiving the Kings & Queen City: Creating a Queer Archive in Charlotte North Carolina, *Joshua Burford.* The LGBT+ Archives Project of Louisiana: A Community Organizing Success Story, *Frank Perez.* It Takes Three to Tango: Reading, Teaching, and Challenging Queer Literature in the South, *Khirsten Doolan and Allison Rittmayer.* Conclusion, *Kamden K. Strunk.* Author Biographies.

Queer Voices from the Locker Room

Cu-Hullan Tsuyoshi McGivern, Akita International University; Paul Chamness Miller, Akita International University

2017. Paperback 9781681239095 $45.99. Hardcover 9781681239101 $85.99. eBook 9781681239118 $65.

The editors intended for this volume to provide queer and ally athletes a space to have a voice and share the experiences that have been significant in their identity as an athletic member of the LGBT+ community. To that end, this book is a collection of autobiographical short stories of LGBT+ athletes and their experiences in sports and athletics, some who are publicly out and some who are not. Based on the narratives collected, the book is organized around themes that illustrate various perspectives and the power that sport can play in 1) finding one's true identity, 2) bridging communities, and 3) challenging gender norm stereotypes.

The goal of this book is to help change the expectations of what it means to be a successful athlete and promote greater inclusivity of LGBT athletes. Providing the space for these voices to be heard will help to pave the way for a non-discriminating sporting environment, allow LGBT+ athletes to focus on their given sport without any distractions, and enable these athletes to live an authentic life without having to hide their true identity.

CONTENTS: From Playing Field to Locker Room: Challenging Homophobia in Athletics, *Cu-Hullan Tsuyoshi McGivern and Paul Chamness Miller.* **SECTION I: IDENTITY AND SELF-PERCEPTION.** The Two Sides of "Run, Faggot, Run!" *Gerald Walton.* Chronicles Inside and Outside of the Softball Dugout, *Oscar Espinoza Parra.* It Was a Good Day if I Wasn't Called a Queer, a Faggot, or a Sissy: Reflections of a Male Figure Skater Turned Scholar, *William Bridel.* Gay Rights in the Locker

Room, *Frank Hernandez.* Which Came First? Reflections on the Complexities of Being an Athlete and a Lesbian, *Vicki A. Vescio.* The Voices of Love, *J. Franklin.* **SECTION II: COMMUNITY AND SUPPORT.** My (Athletic) Life, *Nancy Goldberger.* The Bi-Cultural Volleyball Diaries: A Tale of Teamwork in Two Countries, *Dominic Abordo.* Locker Room, Sexuality, and (Queering) Sports: A Testimonial, *Wagner Xavier De Camargo.* Out of the Closet and Coaching, *Nick Clark.* Evolution of an Ally, *Robert Greim.* No Marta, Just Ugly Betty: Soccer in Southern Brazil, *Claudia Samuel Kessler.* **SECTION III: CHALLENGING STEREOTYPES AND GENDER NORMS.** A Sissy Speaks to Gym Teachers: How I was Formed and Deformed by Toxic Masculinity, *Jeff Sapp.* Learning Masculinity: Experiences of a Gay Boxer, *Benjamin R. Weiss.* No One Talks to Me in the Locker Room, *Chaz Barracks.* Just Keep Swimming: Intersection of Non-Binary and Athlete, *G Ryan.* Cut Both Ways: On Being Simultaneously Out and Not Out in Ballet, *Asher Taylor-Dawson.* Conclusion. Weaving the Stories Together, *Paul Chamness Miller and Cu-Hullan Tsuyoshi McGivern.* Biographies.

Queering Classrooms

Personal Narratives and Educational Practices to Support LGBTQ Youth in Schools

Erin A. Mikulec, Illinois State University; Paul Chamness Miller, Akita International University

2016. Paperback 9781681236506 $45.99. Hardcover 9781681236513 $85.99. eBook 9781681236520 $65.

Teacher Education programs have largely ignored the needs of LGBTIQ learners in their preparation of pre-service teachers. At best in most of such programs, their needs are addressed in a single chapter in a book or as the topic of discussion in a single class discussion. However, is this minimal discussion enough? What kind of impact does this approach have on future teachers and their future learners?

This book engages the reader in a dialogue about why teacher education must address LGBTIQ issues more openly and why teacher education programs should revise their curriculum to more fully integrate the needs of LGBTIQ learners throughout their curriculum, rather than treat such issues as a single, isolated topic in an insignificant manner. Through personal narratives, research, and conceptual chapters, this volume also examines the different ways in which queer youth are present or invisible in schools, the struggles they face, and how teachers can be better prepared to reach them as they should any student, and to make them more visible. The authors of this volume provide insight into the needs of future teachers with the aim of bringing about change in how teacher education programs address LGBTIQ needs to better equip those entering the field of teaching.

CONTENTS: Introduction: Challenging the Status Quo: Transforming and Queering Education, *Erin Mikulec and Paul Chamness Miller.* **SECTION I: LGBTQ YOUTH AND EDUCATION: HOW FAR HAVE WE COME?** A Place Where They Can be Themselves: Issues of LGBTQ Students [Revisited], *Michelle L. Knaier.* Situating Ally Identities in Relational Epistemes: Learning with LGBTIQ People in Order to Make Supportive and Inclusive Decisions, *Ryan Schey.* Constructions of Children and CHILDHOOD: IMPLICATIONS FOR LGBTIQ-INCLUSION AND TEACHER PREPARATION PROGRAMS, *CORINNE WICKENS.* **SECTION II: REFLECTIONS ON PREPARATION: VOICES FROM PRE-SERVICE AND PRACTICING TEACHERS.** Hope for a Better Tomorrow: A Personal Narrative on The Need for Acceptance in Teacher Education Programs, *Angela M. Jaime and Brody C. Tate.* Advocacy from Adversity: Sculpting an LGBT-Identity in Art Education, *Jordan DeWilde.* Preparing to Enter the Field: Reflections from Pre-Service Teachers on Learning to Work with LGBTQ Youth, *Nora Dunne, Kevin Goffard and Jackie Svetich.* **SECTION III: USING LITERATURE TO ADDRESS ISSUES OF LGBTQ YOUTH IN SCHOOLS: FROM THE CLASSROOM TO THE LIBRARY.** Reading Them In: Using LGBT Child and Young Adult Literature in Pre-service Teacher Education, *Paul Venzo.* "You don't have to think about it in that way:" Deconstructing teacher assumptions about LGBTIQ students, *Elizabeth Dinkins and Patrick Englert.* Teaching Tolerance through Literature: How Including LGBTIQ Titles in Your Library Can Increase Acceptance, *Tiffany Renee Droege.* **SECTION IV: K-20: CREATING A SAFE AND POSITIVE LEARNING CLIMATE IN ALL EDUCATIONAL SETTINGS.** What Being a GSA Sponsor Has Done for Me and Others, *Alexandria Henry.* A Call to Action: The Importance of School Climate, Professional Development, and Teacher Education Programs in Fostering LGBT Supportive Educators, *Melissa Doellman.* In Our Own Voice: Campus Climate as a Mediating Factor in the Persistence of LGBT Students, Faculty, and Staff in Higher Education, *Warren J. Blumenfeld, Genevieve N. Weber, and Sue Rankin.* Conclusion: Tying it All Together: Making Meaning and a Call to Action, *Paul Chamness Miller and Erin Mikulec.* About the Editors. About the Contributors.

Pólvora, sangre y sexo

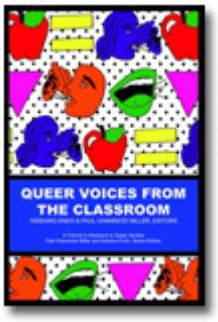
dialogismos contemporáneos entre la literatura y el cine en América Latina

Assen Kokalov, Purdue University North Central

2014. Paperback 9781623966430 $45.99. Hardcover 9781623966447 $85.99. eBook 9781623966454 $65.

The book examines the links between literature and film in Latin America by using queer theory and a series of recent cultural productions whose arguments destabilize traditional gender roles and heteronormative masculinity. For many years, the connections between a literary text and its film adaptation have been considered only from the point of view of the latter's fidelity to the written work, which many scholars imagined to be the original that filmmakers needed to respect. Within the last two decades, however, the idea of adaptation fidelity has been challenged by a number of critics who refute the existence of an original text and promote the notion of an ambiguous and complex relationship between a literary work and its film adaptation. Based on such developments and with the help of queer theory, this book questions and revises several crucial theoretical approximations that analyze the relations between the two art forms in an attempt to overcome the limitations of fidelity discourse. This is the first book-length study that seeks to examine, with the appropriate detail, the connections between film and literature in Latin America through the lenses of queer theory and by focusing on the representations of numerous practices that do not fit within the general framework of heteronormative sexuality.

CONTENTS: Agradecimientos. 1 Presentación. 2 Consideraciones adaptativas preliminares: Tres casos de dialogismo entre literatura y cine en Latinoamérica. 3 Fuera de la ley: Dialogismos homoeróticos en el ambiente del crimen y de la violencia urbana. 4 "Sim, meu sargento" o una exploración de la dictadura brasileña a través del dialogismo entre literatura y cine. 5 La desestabilización de la familia patriarcal latinoamericanay la adaptación cinematográfica. 6 Violencia, epidemia y homoerotismo: El dialogismo adaptativo tras el prisma del sida. 7 Conclusión. Bibliografía. Filmografía. Nota sobre el autor.



Queer Voices from the Classroom

Hidehiro Endo, Akita International University; Paul Chamness Miller, Akita International University

2013. Paperback 9781623964726 $45.99. Hardcover 9781623964733 $85.99. eBook 9781623964740 $65.

This inaugural volume of the new book series, Research in Queer Studies is a collection of memoirs or short narrative essays in which lesbian, gay, bisexual, trans, intersex or queer PK-12 teachers and/or administrators (either "out" or "not out") recount their personal experiences as a queer teachers. The authors of these stores write about significant experiences that describe how their sexual identity has shaped who they are today as teachers/administrators, by answering the following questions:

• In light of your sexual identity, how did you become who you are today?
• Why did you decide to become a teacher? What role did your sexual identity play in that decision?
• What kinds of significant moments, including queer issues (e.g., bullying) regarding students and/or yourself, have you experience in your teaching?
• In light of who you are as an individual, what do you hope to achieve and become as a queer teacher in the future?

CONTENTS: Introduction, *Hidehiro Endo and Paul Chamness Miller.* **SECTION I: TEACHER AND QUEER IDENTITIES.** Memoir of a Teacher, *Jonathan Shiller.* Are You Married? *Ryan.* Gaying up the Teacher: From Ungay Teaching to a Gay Curriculum, *Arthur T. Costigan.* Queer Teacher: A Portrait of Masking, *Robert Durocher.* What Kind of Teacher Are You? *Hilary Lustick.* Now, We're Going to Make a Family Tree: My Journey out of the Closet, *Sarah Moon.* The Politics of Who I am Now, *Bianca D'Allesandro.* **SECTION II: CELEBRATING DIVERSITY, ACCEPTING DIFFERENCES.** Embracing Visibility, *Rebecca Mui.* Shame, *Jonah Frank.* Oil, Water, and Masculinity: A Story of a Gender Nonconformist in Texas, *Michael A. Thorson, Jr.* This Time as Mr. Berkley, *Sam Berkley.* The Right Path is not Always Straight, *Michelle Lee.* **SECTION III: HEAR ME OUT: BEING PROUD OF WHO I AM.** One of These Teachers is Not

Like the Other, *Jennifer Rosenbaum.* Looking, Learning, Longing: Queer E/Affects of Images, *Bob Phillips.* Sensitivity, *Tonya Jarrell.* Moments of Truth, *Emily.* Student, Educator, Mother, and Advocate, *Becky L. Bridgman.* The Calm After the Storm, *José A. García.* Kaleidoscopic Musings on a Queer Praxis, *Adrian D. Martin.* **SECTION IV: OUT ADVOCATE FOR THE LGBTQ COMMUNITY.** Make a Difference, Change a Life, *Maree A. Bednar.* By Any Other Name: From Silence to Selfhood, *Karen Zaino.* The Fighter, *Terence P. Friedrichs.* From Finding Myself to Founding Alliance, *Tina Owen.* About the Authors.

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