Book Series

Research in Queer Studies

Series Editors
Paul Chamness Iida, 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:**

- Negotiating Spiritual Violence in the Queer Community
- Queering Spirituality and Community in the Deep South
- Exploring Gender and LGBTQ Issues in K-12 and Teacher Education
- Queering Education in the Deep South
- Queer Voices from the Locker Room
- Queering Classrooms
- Pólvera, sangre y sexo
- Queer Voices from the Classroom

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**Negotiating Spiritual Violence in the Queer Community**

Jeff Sapp, California State University Dominguez Hills; Paul Chamness Iida, Akita International University


This volume is an attempt to serve as a venue for giving a voice to queer people from all faiths and no faiths to describe how they negotiate or have negotiated spiritual violence in their lives, as well as the voices of heterosexual allies who strive for the inclusion of queer people as a counter narrative to spiritual violence of full inclusion and embracement and demonstrate that some communities of faith do not operate from paradigms of violence, but instead operate with love, affirmation, and inclusion. These counter narratives are important.

This volume is a collection of narratives that describe a variety of experiences – stories of pain and rejection, joy, and overcoming and transformation. The voices of the authors in this collection are a mixture of personal narratives, theoretical or academic thought, and because art and spirituality often go hand-in-hand, some of the authors offer the reader more creative writing that reflects their ideas.

**CONTENTS:**

- Introduction and Overall Framework, Jeff Sapp.  
- Catalyst, Jeff Sapp.  
- PART I: TRAUMA AND RELIGION.  
  - Part I Introduction, Jeff Sapp.  
  - The Inclusion and Exclusion of the Faithful, Natalie Hickman.  
  - Queering Their Honor, Izat El Amoor.  
  - From Spiritual Violence to Total Rejection: The Spiritual Journey of a Church Musician, Paul Chamness Iida.  
  - “Intrinsic Disorder”: A View From Inside the Catholic Church in Australia, Paul Venzo.  
  - Another Hospital Story, J. D. R. Mechelke.  
  - The Path of Freedom: Gender in the Tantric Tradition of Arya Tara, Nick Dickinson.  
- PART II: RECONCILIATION.  
  - Part II Introduction, Jeff Sapp.  
  - The Living and the Dead, William E. Smith III.  
  - The Tale of an Elephant: Trumpeting the Acceptance of LGBTQ+ Individuals in Religious Communities, Rob McKinney.  
  - Waken Up by Spiritual Violence, Armed for Compassionate Education, Jason Man-bo Ho.  
  - A Transgender Woman’s Struggle Between Gender Identity and Christianity, K. Rachel Snow.  
  - Negotiating Spiritual Violence in the LGBTQ Community, Rotraut Jampa Wurst.  
  - Narrative of Persecution—Narrative of Forgiveness, Andrew Marr.  
  - Redemption, Kimberly Skach.  
  - Queer Fables, Jeff Sapp.  
- PART III: ALLIES.  
  - Part III Introduction, Jeff Sapp.  
  - Bible Verses Like Grenades, Brianna Colon.  
  - My Life With Others, James Morin.  
  - Letter to Brandon, Travis Norvell.  
- Conclusion, Jeff Sapp.

**Queering Spirituality and Community in the Deep South**

Kamden K. Strunk, Auburn University


In this volume, authors explore the interconnected issues of spirituality and community as they relate to queer issues in the Deep South. The book begins with explorations of queer spiritualities and LGBTQ people in religious settings. Next, authors investigate and document the rise of the religious right political movement in the South. Finally, the authors of this text document community life for LGBTQ people in the Deep South, including efforts to create affirming queer spaces inside otherwise hostile locales.

Through the chapters in this text, the peculiarities of spirituality and community life for LGBTQ people in the Deep South are explored. However, this volume also points to trends, themes, and dynamics at work in the Deep South that are also implicated in the queer experience in other parts of the U.S. The authors of this text push readers to think deeply about these issues, probe the limits of queer potentialities in Southern religious and community contexts, and clearly point to the interweaving of Christian religiousness, communities of practice, the operation of white supremacist heteropatriarchy in oppression of LGBTQ people, and the possibilities of affirming spiritual and community praxis.

**CONTENTS:**

- SECTION 1:
Past research on gender and LGBTQ issues in K-12 and teacher education has primarily focused on identifying ways of fostering inclusive and affirmative school communities for non-cis and/or queer students and enabling learning contexts to promote academic learning. Much of this work has attended to theorizing pedagogies and curricula conducive towards such an aim. Yet, despite legal advances for gender equity and LGBTQ rights in diverse global contexts and the increased visibility of LGBTQ issues in mainstream media, non-cis and queer individuals (especially those of color) continue to experience violence, face housing discrimination, employment discrimination, and the denial of service in public businesses.

In light of the numerous growing conservative movements to not only roll back legal advances for LGBTQ individuals, but to also promote a culture of homophobia and transphobia, scholars must attend to the myriad ways in which members of the school community can counter such efforts, and how the multiple facets of the educative experience can be conceptualized beyond a paradigm that continues to marginalize gender diverse and LGBTQ individuals. This volume, Exploring Gender and LGBTQ Issues in K12 and Teacher Education: A Rainbow Assemblage, edited by Adrian D. Martin and Kathryn J. Strom, provides examples of empirical inquiries and theorizations that explore how schools can function as spaces that promote the affirmative inclusion of not only LGBTQ students, but other more than safe academic environments for gender diverse and LGBTQ students. The contributing authors attend to and Kathryn J. Strom, provides examples of empirical inquiries and theorizations that explore how schools can function as spaces that promote the affirmative inclusion of not only LGBTQ students, but other more than safe academic environments for gender diverse and LGBTQ students. The contributing authors attend to

Queering Education in the Deep South
Kamden K. Strunk, Auburn University

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.


Queer Voices from the Locker Room
Cu-Hullan Tsuyoshi McGivern, Akita International University; Paul Chamness Iida, Akita International University

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
Teacher Education programs have largely ignored the needs of LGBTQ 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 LGBTQ issues more openly and why teacher education programs should revise their curriculum to more fully integrate the needs of LGBTQ 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 LGBTQ needs to better equip those entering the field of teaching.

Pólvora, sangre y sexo
dialogismos contemporáneos entre la literatura y el cine en América Latina
Assen Kokalov, Purdue University North Central


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 Iida, Akita International University


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?

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