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 Manuscripts

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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). Potential volume topics include, but are not limited to, the following: 1) Bullying of queer youth; 2) queer theory; 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, gender/women’s studies, etc.

It is advised that authors/editors considering submitting manuscripts send the editors a prospectus first to determine whether the proposed book is a fit with the series. Such a prospectus should include an overview of the proposed book, the significance of the book and how it fills a void in queer studies, the marketability of the book, a possible table of contents, as well as a timeline.

Manuscripts should be formatted according the 6th edition of the Publication Manual of the American Psychological Association, and be prepared in MS Word, formatted for 8½” x 11” paper with 1” margins all on 4 sides. Endnotes should be used instead of footnotes. On the cover page,
please include for all authors or editors their name, professional title, institutional affiliation, and all contact information (phone, fax, mailing address, email), and a short bio for each.

NOTE: Submission of a manuscript implies commitment to publish in this series. Authors should not simultaneously submit this manuscript elsewhere for publication consideration. For further information or to submit a proposal/manuscript, please contact the series editors:

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Books in this series:

- Queering Public Health and Public Policy in the Deep South
- 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
- 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

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com
In this volume, authors explore the interconnected issues of public health and public policy as they relate to queer issues in the Deep South. The book begins with a sustained examination of public health, health disparities, and mental health for LGBTQ people in the South. Next, the issues of public policy and public advocacy, including law enforcement, community advocacy and activism, and public life in the Deep South are taken up.

Through the chapters in this text, the peculiarities of public health and public policy 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. They clearly highlight the systemic nature of oppression of queer people in the South through institutions of medicine, mental health discourses, the criminal justice system, and public life including Pride and Mardi Gras. Taken together, the authors in this volume call for reform, liberation, and conscientization and queerly envision the future of health and policy in the Deep South.


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
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.

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 more than safe academic environments for gender diverse and LGBTQ students. The contributing authors attend to classrooms and educative contexts as spaces that promote the affirmative inclusion of not only LGBTQ students, but other education stakeholders as well with the aim to dismantle homophobia, transphobia, misogyny, and other hate-based ideologies. The volume serves as an insightful and useful resource for educators, teacher educators, and education researchers engaged in inquiry and pedagogy towards systems of schooling unencumbered by heteronormativity other hate-based ideologies with implications for future professional practice.

CONTENTS:

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

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.
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.

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.

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.

CONTENTS:
1 Agradecimientos
2 Presentación
3 Consideraciones adaptativas preliminares: Tres casos de dialogismo entre literatura y cine en Latinoamérica
4 Fuera de la ley: Dialogismos homoeróticos en el ambiente del crimen y de la violencia urbana
5 La desestabilización de la familia patriarcal latinoamericana: 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?

CONTENTS:
Introduction, Hidehiro Endo and Paul Chamness Miller
SECTION I: TEACHER AND QUEER IDENTITIES
1 Memoir of a Teacher, Jonathan Shiller
2 Are You Married? Ryan
3 Gaying up the Teacher: From Ungay Teaching to a Gay Curriculum, Arthur T. Costigan
4 Queer Teacher: A Portrait of Masking, Robert Durocher
5 What Kind of Teacher Are You? Hilary Lustick
6 Now, We’re Going to Make a Family Tree: My Journey out of the Closet, Sarah Moon
7 The Politics of Who I am Now, Bianca D’Allesandro
SECTION II: CELEBRATING DIVERSITY, ACCEPTING DIFFERENCES
1 Embracing Visibility, Rebecca Mui
2 Shame, Jonah Frank
4 This Time as Mr. Berkley, Sam Berkley
5 The Right Path is not Always Straight, Michelle Lee
SECTION III: HEAR ME OUT: BEING PROUD OF WHO I AM
1 One of These Teachers is Not Like the Other, Jennifer Rosenbaum
2 Looking, Learning, Longing: Queer E/Affects of Images, Bob Phillips
3 Sensitivity, Tonya Jarrell
4 Moments of Truth, Emily
5 Student, Educator, Mother, and Advocate, Becky L. Bridgman
6 Kaleidoscopic Musings on a Queer Praxis, Adrian D. Martin
SECTION IV: OUT ADVOCATE FOR THE LGBTQ COMMUNITY
1 Make a Difference, Change a Life, Maree A. Bednar
2 By Any Other Name: From Silence to Selfhood, Karen Zaino
3 The Fighter, Terence P. Friedrichs
4 About the Authors.
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