



Queering Straight Teachers: Discourse and Identity in Education (Complicated Conversation: a Book Series of Curriculum Studies)

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Much of the focus of anti-homophobic/anti-heterosexist educational theory, curriculum, and pedagogy has examined the impact of homophobia and heterosexism on gay, lesbian, bisexual, and transgender (GLBT) students and teachers. Such a focus has provided numerous theoretical and pedagogical insights, and has informed important changes in educational policy. Queering Straight Teachers: Discourse and Identity in Education remains deeply committed to the social justice project of improving the lives of GLBT students and teachers. However, in contrast with much of the previous scholarship, Queering Straight Teachers shifts the focus from an analysis of the GLBT «Other» to a critical examination of what it might mean, in theory and in practice, to queer straight teachers, and the implications this has for challenging institutionalized heteronormativity in education. This book will be useful in courses on educational foundations, curriculum studies, multicultural education, queer theory, gay and lesbian studies, and critical theory.

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