Queer Masculinities
EXPLORATIONS OF EDUCATIONAL PURPOSE

Volume 21

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In today’s dominant modes of pedagogy, questions about issues of race, class, gender, sexuality, colonialism, religion, and other social dynamics are rarely asked. Questions about the social spaces where pedagogy takes place – in schools, media, and corporate think tanks – are not raised. And they need to be.

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DOI 10.1007/978-94-007-2552-2  
Springer Dordrecht Heidelberg London New York  

Library of Congress Control Number: 2011938622  

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In loving memory of Joe L. Kincheloe, a queer educator of radical hope, love, and possibility.
For my mother Laura and my husband Damian, without whom not. (NR)
We would first like to thank the late Joe Kincheloe (1950–2008), who enthusiastically took on this project. Joe always encouraged and supported intellectual work in the broad areas of gender and queer studies. Shirley Steinberg has also been a fierce and tireless advocate for publishing work in these areas, and we can’t thank her enough. Many thanks are owed as well to our editors at Springer, Harmen van Paradijs and Bernadette Ohmer, who have been helpful and patient throughout. Finally, we would like to extend our thanks to all of the contributors for their generosity and thoughtfulness; they have significantly helped to create a critical and hopeful discourse on the subject of queer masculinities in education.

John would like to thank The College of New Jersey, and provost Beth Paul, for a sabbatical leave in 2008–2009 that allowed me to become immersed in queer theory and to think deeply about how and why I teach my courses in Women’s and Gender Studies. Both Nelson and I benefit from being in an amazing Women’s and Gender Studies department at TCNJ, and so much of my intellectual growth is a direct outcome of that environment. I’d like to especially thank Ellen Friedman, Janet Gray, Mary Lynn Hopps, and Annie Nicolosi for their friendship and support over the years and for inspiring me to become a scholar in this field. My biggest debt is to Sherri, my partner, with whom I share the magical adventure of life and the less-magical one of academia. Her emotional and intellectual companionship mean everything to me.

Nelson would specifically like to thank the many students who I’ve had the honor of working with over the years at The College of New Jersey. They have been incredibly open to engaging with queer thought; they are the daring thinkers of academia. I would also like to thank my husband, Damian Kellogg, for his unending support. I’m so thankful to be loved by someone who thinks “queerly” and who likes to play and laugh a lot.
## Contents

1 Queer Masculinities in Education: An Introduction .......................... 1
   John C. Landreau and Nelson M. Rodriguez

**Part I** Queer Masculinities at the K-12 Level

2 Queering Masculinities in Male Teachers’ Lives  ......................... 21
   Wayne Martino

3 Queer Masculinities, Gender Conformity,
   and the Secondary School .................................................. 35
   Mark McCormack

4 Phallic Girls?: Girls’ Negotiation of Phallogocentric Power .......... 47
   Emma Renold and Jessica Ringrose

5 The Queer in Masculinity: Schooling, Boys, and Identity
   Formation ............................................................................. 69
   Máirtín Mac an Ghaill and Chris Haywood

6 Tangling with Masculinity: Butchness, Trans, and Feminism .......... 85
   Cris Mayo

7 Queering Classes: Disrupting Hegemonic Masculinity
   and the Effects of Compulsory Heterosexuality in the Classroom . 99
   Robert Heasley and Betsy Crane

**Part II** Queer Masculinities at the Collegiate Level

8 Queering Masculine Peer Culture: Softening Gender
   Performances on the University Dance Floor ............................. 119
   Grant Tyler Peterson and Eric Anderson

9 Does Masculinity Have a Race? Queering White Masculinities .... 139
   Bobby Noble
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Queer Listening as a Framework for Teaching Men and Masculinities</td>
<td>John C. Landreau</td>
<td>155</td>
</tr>
<tr>
<td>11</td>
<td>Becoming the Loon: Queer Pedagogies and Female Masculinity</td>
<td>Stacey Waite</td>
<td>169</td>
</tr>
<tr>
<td>12</td>
<td>Trading Gender: University Spaces as a Facilitator for Transgressive Embodiment of Women in Male-Dominated Trades</td>
<td>Louisa Smith</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td><strong>Part III  Queer Masculinities and Cultural Pedagogies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Fighting Fairies, Gazing at Men: How to Become a Queer Reader</td>
<td>Jeffery P. Dennis</td>
<td>207</td>
</tr>
<tr>
<td>14</td>
<td>“Please Sir! Can I Come Out of the Closet and into the Classroom?”: British Low Culture and Representations of Queer Masculinities in Education</td>
<td>Peter Hughes Jachimiak</td>
<td>225</td>
</tr>
<tr>
<td>15</td>
<td>Coming Undone: James Baldwin’s Another Country and Queer Pedagogy</td>
<td>Dennis Carlson</td>
<td>247</td>
</tr>
<tr>
<td>16</td>
<td>Queer Imaginative Bodies and the Politics and Pedagogy of Trans Generosity: The Case of Gender Rebel</td>
<td>Nelson M. Rodriguez</td>
<td>267</td>
</tr>
<tr>
<td>17</td>
<td>Educating-Bodies: Dialogism, Speech Genres, and Utterances as the Body</td>
<td>David V. Ruffolo</td>
<td>289</td>
</tr>
<tr>
<td></td>
<td><strong>Index</strong></td>
<td></td>
<td>307</td>
</tr>
</tbody>
</table>
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Eric Anderson (EricAndersonPhD@aol.com) is professor of sports studies at the University of Winchester. He is well known for his research on sport, masculinities, sexualities, and homophobia. Dr. Anderson is the foremost researcher on the relationship between gay male athletes and sport. He has authored several books and peer-reviewed articles, including the award-winning *In the Game: Gay Athletes and the Cult of Masculinity* (2005). His autobiography, *Trailblazing: America’s First Openly Gay High School Coach* (2000), has been widely acclaimed. His most recent book, *Inclusive Masculinity: The Changing Nature of Masculinities* (2009), examines the changing nature of heterosexual men’s gendered behaviors. Dr. Anderson also writes about distance running, authoring *The Runner’s Doctrine* and three editions of *Training Games: Coaching Runners Creatively.*

Dennis Carlson (carlsodl@muohio.edu) is a professor of curriculum and cultural studies in the Department of Educational Leadership at Miami University. He is the author of *Teachers and Crisis: Urban School Reform and Teachers’ Work Culture* (1992), *Making Progress: Education and Culture in New Times* (1997), and *Leaving Safe Harbors: Toward a New Progressivism in American Education and Public Life* (2002). He has also co-edited a number of books in education, including most recently (with C. P. Gause), *Keeping the Promise: Essays on Leadership, Democracy, and Education* (2007). He has also published in major educational journals.

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Cage (1977), are chilling instances of the dystopian, mid-1970s childhood experience, while Kenneth Gatland and David Jefferis’s educational text, *The Usborne Book of the Future: A Trip in Time to the Year 2000 and Beyond* (1979), is a prime example of utopian childhood hopes and dreams as the 1980s dawned.

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