

# **Society for International Education Journal**

**Teachers College, Columbia University**

## **Call for Papers**

### **Engaging with *Difference, Gender and Sexuality* in Education**

*Submission deadline – April 30, 2012*

Differences can get lost or never discovered when gender and sexuality are not thought of as produced, (re)produced, and shifting within specific contexts and social relations. Across such contexts as family, peers, school, religious communities, assumptions of gender and sexuality interact with organizational discourses and practices of race and social class (Stritikus & Nguyen, 2007). This view of differences suggests that within a social category, there could be as many differences as there are similarities. Yet these categories endure, and gender continues to be invoked as a static biological feature. The political, social and cultural contexts through which categories of difference are produced and maintained should be explored, particularly in sites of knowledge production and transmission. Historically, access to particular kinds of knowledge has been stratified by categories of difference such as race, social class, gender and sexuality. One way to understand the politics of knowledge is to acknowledge the social process of knowledge transmission in relation to gendered social relations. These relations are part of the discursive space for structuring notions of gender and sexuality. We are interested in expanding this discussion to understand some of the conditions through which institutions and individuals operate on the boundaries of seemingly clearly defined constructions of gender, sex and sexuality and engage with, produce, negotiate and resist knowledge. Specifically, we would like to explore how differences of gender, sex and sexuality operate and how they are established and maintained in local and international educational contexts. We are particularly interested in papers that interrupt normalized discourses, and engage with the fluidity and unsettledness of masculinities and femininities. We hope that such an engagement with *difference* will focus the attention of scholars and practitioners on the fuzzy boundaries of the “three-ply yarn” (Jordan-Young, 2010, p.15) of sex, gender and sexuality, and open and extend possibilities for dialogue and participation.

We welcome submissions that address any of the questions below:

- How is difference constructed in educational contexts (defined broadly and ranging from early childhood to postgraduate studies, including the informal education spaces)? How does difference operate? How is difference lived and experienced in/through gendered identities and sexuality/sexual subjectivities?
- Which differences are marked or left unmarked? How are hierarchies established? Why are particular differences maintained and others marginalized, and what are the related investments? In what situations do particular differences command more power, and when and how does this power vary with changing contexts?
- How do educational institutions, educators, administrators, and/or students structure difference? What is the role of formal and informal curriculum in the structuring difference?
- How and in what ways does difference constitute students and teachers who see and act in particular ways? What do teachers and learners learn and internalize about gender and sexuality as desiring subjects? How are “proper” and “improper” desire learned and taught?
- Can (real or imagined) borders of sex, gender and sexuality be conceived of as sites of creative dialogue and social agency? In what ways does the space of ‘trans’ provide opportunities for collaboration as opposed to conflict?
- How do normalized discourses in educational contexts create or limit the space for the performance and enactment of difference? In what ways can we re-imagine these discourses? Consider media discourses that construct youth as either hyper sexual or asexual, school policies for the inclusion and exclusion of those who are *different* such as immigrants, LGBT youth, ethnic minorities, disabled students, etc.

## SUBMISSION GUIDELINES

- Theoretical papers: These papers are informed by sociological, anthropological, educational and/or feminist theory, and provide new ways of exploring and understanding difference.
- Empirical research papers: These papers present studies of micro or macro social contexts to deepen our understanding of the ways in which difference can be established, enacted and/or resisted.
- Microsoft Word document, double-spaced, Times New Roman 12-point font. American Psychological Association (APA) standard format for citations and references.
- Cover sheet should include name, degree, and school/department affiliation. Name should not appear on any of the pages, except on the cover sheet.
- Please send submissions as .doc attachments to [TC.SIE.Journal@gmail.com](mailto:TC.SIE.Journal@gmail.com). All submissions should be copied to Mary Ann Chacko ([mac2322@tc.columbia.edu](mailto:mac2322@tc.columbia.edu)).
- Please direct questions to editors: Shenila Khoja-Moolji ([ssk2143@tc.columbia.edu](mailto:ssk2143@tc.columbia.edu)) and Stephanie McCall ([sdm36@tc.columbia.edu](mailto:sdm36@tc.columbia.edu)).
- All submissions will go through a double-blind peer review process.

## References

- Jordan-Young, R. M. (2010). *Brain Storm: The flaws in the science of sex differences*. Boston: Harvard University Press.
- Stritikus, T., & Nguyen, D. (2007). Strategic transformation: Cultural and gender identity negotiation in first-generation Vietnamese youth. *American Educational Research Journal*, 44(4), 853-895.