



Adult and Higher Education in Queer Contexts: Power, Politics, and Pedagogy

By Robert J. Hill, Ph.D., Andre P. Grace, and Associates

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Adult and Higher Education in Queer Contexts: Power, Politics, and Pedagogy is largely the product of several years of research and scholarship that...provide[s] a conspectus of significant adult education work at the intersection of sexual orientation and gender identity, variation, and expression. The chapters in this book are, like the concept Queer, eclectic, dynamic, flowing, turbulent, enraging, engaging, encompassing, unyielding, unapologetic, and still they provide just a limited purview of all that is Queer in adult and higher education, lifelong learning, culture, and society. Nevertheless, the sum of these chapters provides readers with an intricate and informative pathway to learn about Queer politics, culture, and sociality and to explore sexual minorities including lesbian, gay, Two-Spirit,¹ bisexual, intersexual, transsexual, transgender, and Queer persons and their issues into the present moment. This collection explores identities, subjectivities, positionalities, and socialities that comprise the spectral and fluid nature of Queer. These aspects of Queer being, becoming, belonging, and acting in the world inform and energize a politics of hope and possibility that make Queer terrain a site of transgression and potential change in which social and cultural transformation are the primary composite goals.

In our writing, we tend to capitalize Queer to respect the spectrum of sexual orientations and gender identities it is considered to include in the ebb and flow of sex, sexual, and gender differences. As you engage in what we hope will be a troubling trek through these chapters, we invite you to interrogate Queer oppression and disenfranchisement, as well as the exclusionary systems and traditions that sustain them. More importantly though, in the spirit of Paulo Freire's (2004) politics and pedagogy of indignation, we invite you to be open to being angry. We want you to use your anger, as Freire did, as a motivation for taking a stand and working for change. We want you to believe and insist that change is possible for Queers so we are respected, recognized, accepted, and accommodated (Grace & Wells, 2007). With delight, we introduce you to the chapters in this book as you begin your learning journey to enhance the motivation to know.

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Editorial Review

Review

Bob Hill and Andre Grace have made a unique contribution to the field of adult education. This book makes available to faculty and students a resource on a subject that was not even mentionable in most of our classrooms fifteen years ago. The fifteen chapters authored by nineteen researchers help the reader deconstruct the experiences and the environments as well as the way adult learning and education are encountered and utilized by the LGBT community. This book invites all of us to lay aside any fears or prejudices and to explore what it means to be informed allies fully engaging in this discourse.

Phyllis M. Cunningham Professor Emerita, Presidential Teaching Professor, Northern Illinois University
International Adult and Continuing Education Hall of Fame Outstanding Adult Educators Award Recipient,
American Association of Adult Continuing Education --Phyllis M. Cunningham

Grace and Hill have produced an excellent, groundbreaking, and relevant book Excellent because the writing, the research, and the argument are all just that; groundbreaking because they and their colleagues examine adult education from a Queer perspective (a first); relevant because the issues discussed are isolation, identity, prejudice, pain, struggle, progress, setback, and success, and these themes have significance for us all.

Michael Newman Research Fellow of the Centre for Popular Education and Honorary Associate, University of Technology, Sydney, Australia Cyril Houle Award Recipient, Outstanding Literature in Adult Education -
-Michael Newman

I am proud that this book represents a perfect example of the praxis of radical adult education. It is more than a work of scholarship (though its scholarship is impeccable) ...These days it is fashionable to lament the passing of adult education's transgressive spirit. The historical myth that exercises considerable influence on the field is that adult education used to be a radical expression of the democratic spirit, but it has been tamed, moved to the dark side, become the lapdog of workplace learning, sold its soul to the devil of professionalism in a misguided attempt to be taken seriously by more powerful branches of education. This myth is just that a myth. I have never believed it. The radical, transgressive spirit of adult education has endured and constantly reconfigured itself, doing its best to escape and outwit those who would contain and neutralize its energy and surfacing in ways that constantly take adult educators by surprise. The colleagues I work with in adult and higher education and the learners I serve and study with are neither tamed nor ideologically hoodwinked. This volume of spirited commitment defiantly hopeful, seriously playful, and placing matters of desire and resistance at its center is an apt representation of the enduring radical spirit of the best of adult education.

Stephen D. Brookfield Distinguished University Professor, University of St. Thomas Minneapolis-St. Paul, Minnesota --Stephen D. Brookfield

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Stephen D. Brookfield Distinguished University Professor, University of St. Thomas Minneapolis-St. Paul, Minnesota --Stephen D. Brookfield

About the Author

Andre P. Grace, Ph.D., is McCalla Research Professor and Director of the Institute for Sexual Minority Studies and Services; www.iSMSS.ualberta.ca; in the Faculty of Education, University of Alberta, Edmonton, Canada. He is Past President of the Canadian Association for the Study of Adult Education and Past Chair of the Steering Committee for the Adult Education Research Conference. Andre's work in educational policy studies primarily focuses on comparative studies of policies, pedagogies, and practices shaping lifelong learning as critical action, especially in the contexts of countries served by the Organization for Economic Cooperation and Development. Within this research he includes a major focus on sexual minorities and their issues and concerns regarding social inclusion, cohesion, and justice in education and culture. In national research projects, funded by the Social Sciences and Humanities Research Council of Canada, he has used qualitative methodology focused on explorations of the self, others, and culture to examine the positionalities and needs of sexual-minority students and teachers. He has also studied educational interest groups in political analyses of their impacts on sexual-minority inclusion and accommodation in education and culture. Andre keeps his research and service in dynamic equilibrium. With Kristopher Wells, he is co-founder of Camp fYrefly, Canada's largest sexual-minority youth leadership camp, and he sits on the Sexual Orientation and Gender Identity Sub-Committee of the Alberta Teachers Association's Diversity, Equity, and Human

Rights Committee.

Robert J. Hill, Ph.D., is Associate Professor of Adult Education at the University of Georgia, Department of Lifelong Education, Administration, and Policy. In 1993, he co-founded the Adult Education Research Conference Lesbian, Gay, Bisexual, Transgender, Queer, and Allies Caucus and, in 2003, the LGBTQ&A Pre-Conference. He is a past member of the AERC Steering Committee. Bob is editor-in-chief of *Convergence*, the international journal of adult education, and an exofficio member of the International Council for Adult Education (ICAE), which he served as Vice President for North America. In 2007, Bob received a UGA Outstanding Teaching Award and, in 2008, the Dr. Martin Luther King, Jr., Fulfilling the Dream Presidential Award. Recently he has studied Native American lifeways with two Indigenous elders at the Santa Clara Pueblo, New Mexico, and at Table Mesa, New Mexico, in the Navajo (Dine) Nation. He is an affiliate faculty member in the UGA Institute for Women's Studies and the Qualitative Research Certificate Program. His interests include public and social policy, anti-oppression education, race and gender in the workplace, sexual orientation and gender justice, human rights education, international adult education, environmental justice, activism as the practice of education, diversity instruction, educational work in social movements, and arts-based inquiry.

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