Glossary of Terms: Defining a Common Queer Language

Agender Rejecting gender as a biological or social construct altogether and refusing to identify with gender.

(A)gender Justice or Queer Autonomy These interchangeable terms each ideologically reflect an actualized freedom of humans to be self-expressive without redress of social, institutional, or political violence. See also **queer autonomy.**

(A)gender Self-determination This is the inherent right to both occupy one's (a)gender and make choices to self-identify in a way that authenticates self-expression. It is also a type of self-granted or inherited permission that can help one refute or rise above social critique; it presumes choice and rejects an imposition to be defined or regulated; it presumes that humans are entitled to unsettle knowledge, which can generate new possibilities of legibility; and, it means that any representation of (a)gender deserves the same inalienable rights and the same dignities and protections as any other human. This de 'factoness' grants individuals ways of intervening in and disrupting social and political processes because one's discourse and self-determined ways of being demonstrate placement as a viable stakeholder in society, revealing that no one personhood is of any more or less value than any other.

Ally Any non-lesbian, non-gay man, non-bisexual, or cisgender person whose attitude and behavior are anti-heterosexist and who is proactive and

works toward combating homophobia, transphobia, and heterosexism on both a personal and institutional level.

Apronoun Refusal of using pronouns when self-identifying.

Aromantic One who lacks a romantic orientation or is incapable of feeling romantic attraction. Aromantics can still have a sexual orientation (e.g., "aromantic bisexual" or aromantic heterosexual"). A person who feels neither romantic nor sexual attraction is known as an aromantic asexual.

Asexual/Ace A person who does not experience sexual attraction to another person. Individuals may still be emotionally, physically, romantically, and/or spiritually attracted to others, and their romantic orientation may also be LGBTQIA (A in this case meaning ally). The prefixes of homo-, hetero-, bi-, pan-, poly-, demi- and a- have been used to form terms such as heteroromantic, biromantic, homoromantic asexual, and so on. Unlike celibacy, which people choose, asexuality is intrinsic. Some asexual people do engage in sexual activity for a variety of reasons, such as a desire to please romantic partners or to have children.

Assigned Gender The gender one is presumed or expected to embody based on assigned sex at birth.

Assigned Pronouns The commonly accepted pronouns that others use to describe or refer to a person based on actual or perceived gender.

Assigned Sex The sex one is assigned at birth based on genitalia.

Bigender Refers to those who have masculine and feminine sides to their personality. This is often a term used by cross dressers. It should not be confused with the term two-spirit, which is specifically a term used by Native Americans.

Bisexuality/BI A sexual orientation in which a person feels physically and emotionally attracted to both genders.

Butch An identity or presentation that leans toward masculinity. Butch can be an adjective ("she's a butch woman"), a verb ("he went home to butch up"), or a noun ("they identify as a butch"). Although commonly associated with masculine queer/lesbian women, it's used by many to describe a distinct gender identity and/or expression, and does not necessarily imply that one identifies as a woman.

CAFAB and CAMAB Acronyms meaning "Coercively Assigned Female/ Male at Birth." Sometimes AFAB and AMAB (without the word "coercively") are used instead. No one, whether cis- or trans, has a choice in the sex or gender to which they are assigned when they are born, which is why

it is said to be coercive. In the rare cases in which it is necessary to refer to the birth-assigned sex of a trans person, this is the way to do it.

Chosen Gender The gender one feels most comfortable embodying and how one sees the self.

Chosen Pronouns or Preferred Gender Pronouns The pronouns that one feels most comfortable being used when spoken or referred to. Examples might include: 'ze', 'per,' they, 'or 'hir'.

Cisgender or Cissexual A person who by nature or by choice conforms to gender based expectations of society (Also referred to as gender straight or 'Gender Normative'). A prefix of Latin origin, meaning "on the same side (as)." Cisgender individuals have a gender identity that is aligned with their birth sex, and therefore have a self-perception and gender expression that match behaviors and roles considered appropriate for their birth sex: for example, a person who is femininely identified that was born female. In short, cisgender is the opposite of transgender. It is important to recognize that even if two people identify as men (one being cis and the other being trans*), they may lead very similar lives but deal with different struggles pertaining to their birth sex.

Cissexism Synonymous with transphobia, this definition is associated with negative attitudes and feelings toward transgender people, based on the expression of their internal gender identity. Cissexism is also the belief that cisgender individuals are superior to transgender people and that a cisgender lifestyle is more desirable to lead.

"Coming Out" Also, "coming out of the closet" or "being out," this term refers to the process in which a person acknowledges, accepts, and in many cases appreciates her or his lesbian, gay, bisexual, or transgender identity. This often involves sharing of this information with others. It is not a single event but instead a life-long process. Each new situation poses the decision of whether or not to come out.

Crip Increasingly used to refer to a person who has a disability and embraces it, rather than feeling sorry for themselves. Historically used as a disparaging term for a person who is partially disabled or unable to use a limb or limbs. It is similar to the word queer in that it is sometimes used as a hateful slur, so although some have reclaimed it from their oppressors, be careful with its use.

Cross-Dressing (CD) The act of dressing and presenting as the "opposite" binary gender. One who considers this an integral part of their identity may identify as a cross-dresser. Transvestite is an obsolete (and sometimes

offensive) term with the same meaning. Cross-dressing and drag are forms of gender expression and are not necessarily tied to erotic activity, nor are they indicative of one's sexual orientation. Do NOT use these terms to describe someone who has transitioned or intends to do so in the future.

Demisexual A demisexual is a person who does not experience sexual attraction unless they form a strong emotional connection with someone. It's more commonly seen in, but by no means confined to, romantic relationships. The term demisexual comes from the orientation being "halfway between" sexual and asexual. Nevertheless, this term does not mean that demisexuals have an incomplete or half-sexuality, nor does it mean that sexual attraction without emotional connection is required for a complete sexuality. In general, demisexuals are not sexually attracted to anyone of any gender; however, when a demisexual is emotionally connected to someone else (whether the feelings are romantic love or deep friendship), the demisexual experiences sexual attraction and desire, but only toward the specific partner or partners.

Drag Stylized performance of gender, usually by female-bodied drag kings or male-bodied drag queens. Doing drag does not necessarily have anything to do with one's sex, gender identity, or orientation.

Femme An identity or presentation that leans toward femininity. Femme can be an adjective (he's a "femmeboy"), a verb (she feels better when she femmes up"), or a noun ("they're a femme"). Although commonly associated with feminine lesbian/queer women, it's used by many to describe a distinct gender identity and/or expression and does not necessarily imply that one identities as a woman.

Gay A common and acceptable word for male homosexuals, but used for both genders.

Gender Socially constructed roles, behaviors, and attributes considered by the general public to be "appropriate" for one's sex as assigned at birth. Gender roles vary among cultures and time continuums.

Gender Affirmation/Confirmation Surgery Having surgery as means to construct genitalia of choice. Surgery does not change one's sex or gender, only genitalia. Gender/genitalia reassignment/reconstruction surgeries affirm an essentialist perspective of being born in the wrong sex from birth and are less frequently used in a lexicon.

Gender Binary A system of viewing gender as consisting solely of two categories (termed woman and man) which are biologically based (female

and male) and unchangeable, and in which no other possibilities for gender or anatomy are believed to exist. This system is oppressive to anyone who defines their birth assignment, but particularly those who are gender-variant people and do not fit neatly into one of the two categories. ***See also non-binary gender.***

Gender Creative Expressing gender in a way that demonstrates individual freedom of expression and that does not conform to any gender.

Gender Expression/Presentation The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, and so on, typically referred to as feminine or masculine. Many transgender people seek to make their gender expression (how they look) match their gender identity rather than their birth-assigned sex.

Gender Fluid Individuals who are between identifying with a gender or who do not identify with a gender. This term overlaps with genderqueer and bigender, implying movement between gender identities and/or presentations.

Gender Identity One's personal sense of his or her correct gender, which may be reflected as gender expression.

Gender Non-conforming A term for individuals whose gender expression is different from societal expectations related to gender.

Gender Role/Expression How one performs gender in the world as it relates to social expectations and norms.

Genderqueer Those rejecting binary roles and language for gender. A general term for non-binary gender identities. Those who identify as genderqueer may identify as neither woman nor man; may see themselves as outside of the binary gender boxes; may fall somewhere between the binary genders; or may reject the use of gender labels. Genderqueer identities fall under the "trans" umbrella. Synonyms include androgynous.

Gray-Asexual Asexuality and sexuality are not black and white; some people identify in the **gray** (spelled "**grey**" in some countries) area between them. People who identify as **gray-Asexual** can include, but are not limited to, those who: do not normally experience sexual attraction, but do experience it sometimes; experience sexual attraction, but a low sex drive; experience sexual attraction and drive, but not strongly enough to want to act on them; **and** people who can enjoy and desire sex, but only under very limited and specific circumstances. A person can be gray-heterosexual, gray-homosexual, and/or gray-bisexual.

GSM Gender and Sexual Minority is a term used to describe those who fall outside of dominant gender and sexuality identities.

Hate Crime Any act of intimidation, harassment, physical force, or threat of physical force directed against any person, or their property, motivated either in whole or in part by hostility toward their actual or perceived age, disability, gender identity, ethnic background, race, religious/spiritual belief, sex, sexual orientation, and so on.

Heteroflexible Similar to bisexual, but with a stated heterosexual preference. Sometimes characterized as being "mostly straight." Commonly used to indicate that one is interested in heterosexual romance but is "flexible" when it comes to sex and/or play. The same concepts apply to homoflexible.

Heteronormative/Heteronormativity A culture or belief system that assumes that people fall into distinct and complementary sexes and genders and that heterosexuality is the normal sexual orientation. A heteronormative view is one that involves alignment of biological sex, sexuality, gender identity, and gender roles.

Heterosexism The assumption that all people are or should be heterosexual. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay, and bisexual people while it gives advantages to heterosexual people. It is often a subtle form of oppression which reinforces realities of silence and invisibility.

Heterosexuality A sexual orientation in which a person feels physically and emotionally attracted to people of the opposite gender.

Homonormative/Homonormativity The assimilation of heteronormative ideals and constructs into LGBTQIA culture and identity. Homonormativity upholds neoliberalism rather than critiquing monogamy, procreation, normative family social roles, and binary gender roles. It is criticized as undermining citizens' rights and erasing the historic alliance between radical politics and gay politics, the core concern being sexual freedom. Some assert that homonormativity fragments LGBTQIA communities into hierarchies of worthiness: those that mimic heteronormative standards of gender identity are deemed most worthy of receiving rights. Individuals at the bottom of the hierarchy are seen as an impediment to this elite class of homonormative individuals receiving their rights. Because LGBTQIA activists and organizations embrace systems that endorse normative family social roles and serial monogamy, some believe that LGBTQIA people are surrendering and conforming to heteronormative behavior.

Homophobia The fear, dislike, and/or hatred of same-sex relationships or those who love and are sexually attracted to those of the same-sex. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred. It occurs on personal, institutional, and societal levels.

Homosexual A person who is physically, romantically, emotionally, and/or spiritually attracted to a person of the same gender. Many prefer "gay," "lesbian," and so on because of the term's origins as a medical term at a time when homosexuality was considered a disorder.

Homosexuality A sexual orientation in which a person feels physically and emotionally attracted to people of the same gender.

Inclusive Language The use of non-identity specific language to avoid imposing limitations or assumptions on others. For example, saying "you all" instead of "you guys" in order to not impose assumptions regarding a person's gender identity.

In the Closet To be "in the closet" means to hide one's homosexual identity in order to keep a job, a housing situation, friends, or in some other way to survive. Many GLBT individuals are "out" in some situations and "closeted" in others.

Intersex Describes a person whose natal physical sex is physically ambiguous. There are many genetic, hormonal, or anatomical variations which can cause this (e.g., Klinefelter Syndrome, Adrenal Hyperplasia, or Androgen Insensitivity Syndrome). Parents and medical professionals usually assign intersex infants a sex and perform surgical operations to conform the infant's body to that assignment, but this practice has become increasingly controversial as intersex adults are speaking out against having had to undergo medical procedures which they did not consent to (and in many cases caused them mental and physical difficulties later in life). The term intersex is preferred over "hermaphrodite," an outdated term which is stigmatizing and misleading.

Internalized Homophobia The fear and self-hate of one's own homosexuality or bisexuality that occurs for many individuals who have learned negative ideas about homosexuality throughout childhood. One form of internalized oppression is the acceptance of the myths and stereotypes applied to the oppressed group. Internalized oppression is commonly seen among most, if not all, minority groups.

Invisibility The constant assumption of heterosexuality renders gay and lesbian people, youth in particular, invisible and seemingly non-existent. Gay and lesbian people and youth are usually not seen or portrayed in society, and especially not in schools and classrooms.

Label Free Individuals who shirk all labels attached to gender and reject the gender binary.

Lesbian A femininely identified individual who is emotionally, physically, romantically, sexually, and/or spiritually attracted to femininely identified individuals.

Monosexual/Multisexual Umbrella terms for orientations directed toward one's gender (monosexual) or many genders (multisexual).

Non-binary Gender Non-binary refers to (a)gender as broader, less defined, more fluid, and a more imaginative and expressive matrix of ideas. It challenges power differentials, by deconstructing and reconstructing ideas, reflecting on disjunctures, unpacking gender, gender identities, and gender expressions, and providing opportunities for new knowledges to emerge.

Pansexual/Omnisexual "Pan," meaning "all." Someone who is emotionally, physically, romantically, sexually, and/or spiritually attracted to all gender identities/expressions, including those outside the gender-conforming binary. Similar to bisexual, but different in that the concept deliberately rejects the gender binary. Polysexual people are attracted to "many," but not necessarily all, genders.

Passing A term used by transgender people to mean that they are seen as the gender with which they self-identify. For example, a transgender man (born female) who most people see as a man. Also a term used by non-heterosexual people to mean that they are seen as or assumed to be heterosexual.

Polyamory Having more than one intimate relationship at a time with the knowledge and consent of everyone involved. It is distinct from both swinging (which emphasizes sex with others as merely recreational) and polysexuality (which is attraction toward multiple genders and/or sexes). People who identify as polyamorous typically reject the view that sexual and relational exclusivity are necessary for deep, committed, long-term loving relationships.

Preferred or Chosen Gender Pronouns Self-selected pronouns for how an individual prefers to be referenced. While there is an emerging lexicon or pronouns, it is best to ask the individual how one self-references.

QPOC "Queer People of Color" or "Queer Person of Color."

Queer Despite the negative historical use of this term, it has been embraced in the last decade, particularly by younger members of the GLBT community. It is an umbrella term that many prefer, both because of convenience (easier than 'gay, lesbian, etc.) and because it does not force the person who uses it to choose a more specific label for their gender identity or sexual orientation. Queer also refers to a suspension of rigid gendered and sexual orientation categories and is underscored by attempts to interrogate and interrupt heteronormativity, reinforced by acknowledging diverse people across gender, sex, and desires, as well as to foreground the sexual. It embraces the freedom to move beyond, between, or even away from, yet even to later return to, myriad identity categories. Queer is not relegated to LGBT*IAGCQ people, but is inclusive of any variety of experience that transcends what has been socially and politically accepted as normative categories for gender and sexual orientation.

Queer Autonomy or (A)gender Justice These interchangeable terms each ideologically reflect an actualized freedom of humans to be self-expressive without redress of social, institutional, or political violence. See also (***a)gender justice***

Romantic Orientation A person's enduring emotional, physical, romantic and/or spiritual—but not necessarily sexual—attraction to others. Sometimes called affectional orientation. "Romantic orientation" is often used by the asexual community in lieu of "sexual orientation."

Safe Space A place where people who identify within the LGBTQIA communities feel comfortable and secure in being who they are. In this place, they can talk about the people with whom they are involved without fear of being criticized, judged, or ridiculed. Safe spaces promote the right to be comfortable in one's living space, work environments, and so on. It is focused toward the right to use the pronoun of a significant other in conversation, and the right to be as outwardly open about one's life and activities as anyone else.

Same-Gender Loving A term created by the African-American community that some prefer to use instead of "lesbian," "bisexual," or "gay" to express attraction to and love of people of the same gender. SGL is an alternative to Eurocentric homosexual identities, which may not culturally affirm or engage the history and cultures of people of African descent.

Self-determined Presumes the right to make choices to self-identify in a way that authenticates one's self-expression and self-acceptance, rejects

an imposition to be externally controlled, defined, or regulated, and can unsettle knowledge to generate new possibilities of legibility.

Sex Sex refers to the biological traits, which include internal and external reproductive anatomy, chromosomes, hormones, and other physiological characteristics. The assignment and classification of people at birth as male or female is often based solely on external reproductive anatomy. Related terms: intersex, female, male.

Sexual Orientation A person's emotional, physical, and sexual attraction and the expression of that attraction. Although a subject of debate, sexual orientation is probably one of the many characteristics that people are born with.

Sexual Minority A term used to refer to someone who identifies their sexuality as different from the dominant culture (i.e., heterosexual), for example, homosexual, gay, lesbian, bisexual, transsexual, transgender, or transvestite.

Sexual Affirmation/Alignment Surgery Establishing one's affirmed sex via legal and medical steps.

Stealth Going stealth means for a trans* person to live completely as their gender identity and to pass in the public sphere; when a trans* person chooses not to disclose their trans* status to others. This can be done for numerous reasons including safety, or simply because the person doesn't feel others have the right to know. For transsexuals, going stealth is often the goal of transition.

*Trans** Prefix or adjective used as an abbreviation of transgender, derived from the Greek word meaning "across from" or "on the other side of." Many consider trans* to be an inclusive and useful umbrella term. Trans (without the asterisk) is most often applied to trans men and trans women, and the asterisk is used more broadly to refer to all non-cisgender gender identities, such as agender, cross-dresser, bigender, genderfluid, gender**k, genderless, genderqueer, non-binary, non-gendered, third gender, trans man, trans woman, transgender, transsexual, and two-spirit.

Transgender (TG) The experience of having a gender identity that is different from one's biological sex. A transgender person may identify with the opposite biological gender and want to be a person of that gender. A transgender person may or may not be pre- or postoperative; if they are, they are likely to refer to him/herself as transsexual. This has become an umbrella term for non-conforming gender identity and expression.*

Transphobia Irrational fear of trans* people through active prejudice and active discrimination by institutions, communities, and/or individuals that diminishes access to resources throughout mainstream society.

Transition Adopting one's affirmed, non-biological gender permanently. The complex process of leaving behind one's coercively assigned birth sex. Transition can include: coming out to one's family, friends, and/or co-workers; changing one's name and/or sex on legal documents; hormone therapy; and possibly (though not always) some form of surgery. It's best not to assume that someone will "complete" this process at any particular time: an individual's transition is finished when they are finally comfortable with how their gender identity is aligned with their body and may not include going through all of the aforementioned steps.

Trans* Woman or Trans Man Informal descriptors used relative to one's affirmed gender. Variants include T*, trans person, and trans folk.

Transsexual People (TS) Typically those taking all available medical and legal steps to transition from their assigned sex to their affirmed sex. Transitioning across the sexual binary can go from female to male (FTM) or male to female (MTF). Some go stealth, hiding their transsexual history.

Two-Spirit A contemporary term that references historical multiple gender traditions in many First Nations cultures. These individuals were sometimes viewed in certain tribes as having two spirits occupying one body; two-spirit indicates a person whose body simultaneously manifests both a masculine and a feminine spirit. Many Native/First Nations people who are LGBTQIA or gender non-conforming identify as Two-Spirit; in many Nations, being two-spirit carries both great respect and additional commitments and responsibilities to one's community.

When Discussing or Having Conversations with People, It Is Best to Avoid

- She-male, tranny, transie, sex change, he-she, shim
- Sexual preference (suggests choice)
- Hermaphrodite (an outdated clinical term)
- Putting the affix "ed" on the end of transgender, (a)gender, and so on, because the affix implies something that has "happened" to a person rather than state what a person is

Notes on Contributors

Jill Adams is Associate Professor of English at Metropolitan State University of Denver. She teaches composition, young adult literature, and English education methods courses.

Cathy A.R. Brant is Assistant Professor at University of South Carolina in the Early Childhood Education program in the Department of Instruction and Teacher Education. She holds a Ph.D. in Teaching and Learning from the Ohio State University, an M.Ed. in Elementary/Early Childhood Education from Rutgers University, and a B.A. in Sociology from Douglass College at Rutgers University. After spending six years as an elementary school teacher, she realized her passion and commitment to issues of equity in teacher training. Brant's research focuses on the integration of sexuality and (a)gender issues in teacher preparation.

Karina R. Clemmons is Associate Professor of Secondary Education in the School of Education at the University of Arkansas at Little Rock, where she researches and teaches graduate and undergraduate teacher education courses. She taught English Language Arts for Speakers of Other Language (ESOL) in middle and high school, and to adults in the USA and abroad. She researches, publishes, and presents in the areas of young adult literature, teacher education, social justice, technology in education, and literacy in the content areas.

Clemmons has presented her work at the American Educational Research Association, the International Literacy Association, the National Council

of Teachers of English, the National Science Teachers Association, as well as other regional, national, and international conferences. One recent publication with her colleague Heather Olvey is a book chapter titled "Graphic Texts as a Catalyst for Content Knowledge and Common Core Content Literacy Standards in STEM classes", in J.A. Hayn, A. L. Nolen, & J. Kaplan (Eds.), *Young Adult Nonfiction: Gateway to the Common Core*. Clemmons recently presented "Attitude Adjustment: Using YAL to Encourage Social Justice" at the annual meeting of the International Literacy Association with her colleagues Judy Hayn and Heather Olvey.

Kathryn Cloonan graduated from Swarthmore College in Pennsylvania and then packed her books, put her field hockey stick into a rolling suitcase while clutching a one-way ticket to London, UK. Following ten years of teaching English in secondary schools there, Katie returned to her home-town of Rochester, New York, in order to pursue a Ph.D. in Teaching, Curriculum, and Change at the University of Rochester's Warner School of Education and Human Development. Active in the university's David T. Kearns Center for Leadership and Diversity in Arts, Sciences and Engineering as a pre-college writing instructor and graduate assistant, Katie helps coordinate writing classes for the Center's Upward Bound summer program. At the Warner School, Katie serves as an adjunct instruc-tor and research assistant on a study of teacher candidates' experiences with early edTPA implementation, funded by the Spencer Foundation. An avid reader, athlete, listener, and teacher, Katie loves learning from others' stories and lives most of all.

Katherine Mason Cramer is Associate Professor of English Education at Wichita State University, Kansas. She teaches young adult literature and English methods courses.

Toby Emert is Associate Professor of English Education and Chair of the Department of Education at Agnes Scott College, a liberal arts school for women near Atlanta, Georgia. He teaches courses in young adult literature, language arts pedagogy, social justice education, and the fine and perform-ing arts. He has also taught at the University of Kentucky, Kennesaw State University, and the University of Virginia, where he completed his doc-toral work. He chairs the Lesbian, Gay, Bisexual, and Transgender Issues in Academic Studies Committee for the National Council of Teachers of English (NCTE) and writes about queer YA literature as a guest columnist

for *The ALAN Review*. He is past president of the Pedagogy and Theatre of the Oppressed, an international organization, and serves on its board of directors. His scholarship focuses on issues of marginalization, including the education of the children of refugees and the potential impact of the arts-based instructional interventions. His articles have appeared in *English Journal*, *Voices from the Middle*, *Language Arts*, and *Intercultural Education*, among others.

Hidehiro Endo is Assistant Professor of the Faculty of International Liberal Arts at Akita International University, Akita, Japan. He has taught Japanese and teacher education courses at the undergraduate level, English at the high school level, and is teaching teacher education courses in the Teacher's License Program. His research interests include social justice issues in education, English language teaching and learning, and teaching and teacher education. His peer-reviewed articles have appeared in *Teaching and Teacher Education*, and he was guest coeditor for a special LGBT issue of the *International Journal of Critical Pedagogy*. He is also coeditor of the book series, *Research on Queer Issues*. His research involves examining how English language teachers in high schools in Japan are interpreting and implementing new curricular laws put into effect in 2014. This research will result in instructional materials to help English teachers teach in English.

Paula Greathouse is Assistant Professor of English Education at Tennessee Technological University. Prior to entering the collegiate forum, she was a secondary English and Reading teacher for 16 years. Paula has won several awards for her teaching, including the Florida Council of Teachers of English High School Teacher of the Year in 2011 and the National Council of Teachers of English Teacher of Excellence Award in 2012. Paula has received awards for her advocacy in the LGBTIQ community including the Pride Award from the University of South Florida in 2013. Paula continues to share her experiences including LGBTIQ texts in her classroom with teachers from around the country through presentations at local and national conferences and has made a commitment to improving the schooling experiences of LGBTIQ students through her membership in NCTE's LGBT Issues in Academic Studies Advisory Committee.

Judith A. Hayn taught 15 years in the public schools and is the Interim Associate Dean of the College of Education and Health Professions at the

University of Arkansas at Little Rock. Her research focuses on social justice issues in YAL; she has published numerous reviews, articles, and teacher curriculum materials. She coedited three texts focused on using YAL in the English language arts classroom. Her books *Young Adult Nonfiction: Gateway to the Common Core* was published in 2015 while *Teaching Young Adult Literature: Integrating, Implementing, and Re-Imagining the Common Core* will be published in 2016. A revision of the text *Teaching Young Adult Literature Today: Insights, Considerations, and Perspectives for the Classroom Teacher* (2012) is in production.

benjamin lee hicks is an artist, an activist, and an out, trans* elementary school teacher. They have been teaching kindergarten to grade six students in the Toronto District School Board, Ontario, Canada, for the past eight years. They are a student at The Institute of Traditional Medicine, studying Contemplative Psychotherapy, as well as an M.A. candidate in Curriculum Studies and Teacher Development at the Ontario Institute for Studies in Education (OISE), University of Toronto. They are interested in the ways that we prepare teachers to address topics of queerness and gender identity in elementary school classrooms from an antioppressive framework, and their research will focus on how faculties of education can learn to do this more holistically in order to improve teacher follow-through and sustainability of practice in classrooms.

Kate E. Kedley is a doctoral student in the Language, Literacy, and Culture program at the University of Iowa. Kedley's research focuses on English education abroad, teacher movements in Central America, and queer identities in Language Arts classrooms. Kedley's article "Queering the teacher as a text in the English language Arts classroom: beyond books, identity work and teacher preparation" has appeared in the journal *Sex Education: Sexuality, Society and Learning*.

Aryah O'Tiss S. Lester is a trans* woman of color from New York and Georgia who has been a Miami-Dade, Florida, resident since 2005. She is the Chair for the State of Florida Health Department's Transgender Work Group and a member of the Miami-Dade HIV/AIDS Partnership and the Prevention Committee and County Trans Work Group. She also sits as a member on the National Alliance of State and Territorial AIDS Directors (NASTAD) Transgender Networking Group. In 2013, Lester opened the

Trans-Miami Center and extended her National Alliance of Transgender Advocates and Leaders (NATAL) network. She was most recently named to the 2015 Trans 100 List.

Cris Mayo is Professor and Associate Head in the Department of Education Policy, Organization and Leadership Studies and Director of Online Learning at the College of Education at the University of Illinois at Urbana-Champaign. Her books in queer studies, gender and sexuality studies, and philosophy of education include *LGBTQ Youth and Education: Policies and Practices* (2013), *Disputing the Subject of Sex: Sexuality and Public School Controversies* (2004, 2007), and her articles have appeared in journals such as *Educational Theory, Studies in Philosophy and Education*, *Policy Futures in Education*, *Review of Research in Education*, and *Sexuality Research and Social Policy.*

Paul Chamness Miller is Associate Professor of the Faculty of International Liberal Arts at Akita International University, Akita, Japan. He teaches writing and composition courses in the English for Academic Purposes program as well as courses for the Teacher's License Program. One of his primary areas of research is LGBT issues in K-12 public school settings. His peer-reviewed articles have appeared in journals such as *Teaching and Teacher Education*, and he was guest coeditor for a special LGBT issue of the *International Journal of Critical Pedagogy*. He is also coeditor of the book series, *Research on Queer Issues.* In addition to his research on LGBT issues, he also researches intersections of social justice and language studies. He serves as the editor of the book series *Readings in Language Studies* and serves as editor of the international journal *Critical Inquiry in Language Studies.*

sj Miller is Associate Professor of Literacy at the University of Colorado, Boulder. sj is Executive Committee member of the Conference on English Education (CEE), coeditor of *English Education*, coeditor of the book series *Social Justice Across Contexts in Education,* Lambda Literary Board Member, and advisory board member for *Critical Studies in Gender and Sexuality in Education*, *Journal of Adolescent and Adult Literacy*, and CU's Chancellor's LGBT Committee.

Most notably, sj won the 2005 Article of the Year Award from the *English Journal* for "Shattering Images of Violence in Young Adult

Literature: Strategies for the Classroom" and coauthored *Unpacking the Loaded Teacher Matrix: Negotiating Space and Time Between University and Secondary English Classrooms*, which received the Richard A. Meade award from NCTE. sj helped draft the *Beliefs Statement about Social Justice in English Education* and helped pass the *NCTE Resolution on Social Justice in Literacy Education*, which informed the newly vetted CAEP Social Justice Standard 6. sj's coauthored *Generation BULLIED 2.0: Prevention and Intervention Strategies for Our Most Vulnerable Students* and has been awarded "Essential Book for Professionals Who Serve Teens," by *Voices of Youth Advocate Magazine*. sj was named the 2015 recipient of the Joanne Arnold Courage and Commitment Award for contributions to advocacy and education in the lives of LGBTQ people at CU and beyond and is the newly appointed Chair for AERA's Queer Special Interest Group. sj's articles have appeared in a number of journals, including *English Education*, *English Journal*, *Alan Review*, *Teacher Education and Practice*, *Scholar-Practitioner Quarterly*, *Journal of Curriculum Theorizing*, *International Journal of Critical Pedagogy*, and *Educational Leadership Quarterly*. This is sj's fifth book.

Heather A. Olvey was a graduate research assistant for the Teacher Education Department of the University of Arkansas at Little Rock. She earned her Master's in Education in 2015. She has presented her research in Young Adult Literature at the International Literacy Association Conference and has made contributions to several professional publications. She teaches English language arts in the Little Rock area.

Summer Melody Pennell is a doctoral candidate in education at the University of North Carolina, Chapel Hill, and a former high school English teacher. Her research interests include English methods, teacher education, critical literacy, intersectionality, and qualitative methods. She is dedicated to creating welcoming spaces for LGBTQIA students and teachers.

Stephanie Anne Shelton is a Ph.D. candidate in the Language and Literacy Education Department at the University of Georgia. She is a teaching assistant at the Institute for Women's Studies and serves as the managing editor of the *Journal of Language and Literacy Education*. She received the Carol J. Fisher Award for Excellence in Research and Genelle

Morain Award for Excellence in Graduate Teaching from her department, and the Graduate Student Diversity Engagement Award from the university. She serves as the co-chair of the Literacy Research Association's Gender and Sexualities Innovative Community Group.

Ashley Lauren Sullivan is Assistant Professor of Early Childhood Education at Penn State Erie, The Behrend College. Her research focuses on social justice and equity in early childhood education, LGBTQ children and families, transgender children's literature, poverty studies, and literacy development from ages two to five. Prior to her position at Behrend, Sullivan worked as a kindergarten teacher, curriculum writer, and professional development facilitator for Hartford Public Schools in Connecticut. She has presented her research locally, nationally, and internationally at conferences, including those held by the America Educational Research Association, the International Reading Association, and Reconceptualizing Early Childhood Education. She has taught a variety of courses including those centering on young children's play, parental involvement, foundations of early childhood education, LGBTQ studies, diversity, and nutrition, health, and safety. Sullivan is thrilled to contribute to this book as it combines her passions for education, transgender children, and literacy.

Michael Wenk holds his Ph.D. in Curriculum and Instruction (Literacy) from the University of Colorado Boulder, where he taught undergraduate and graduate language and literacy courses for elementary and secondary teacher candidates. He also is a graduate of the University of Michigan (B.A. English, 1990) and the University of Colorado Denver (M.A. Information and Learning Technologies, 2000). Since 1988, Michael has worked in public schools as a secondary English teacher, instructional coach, and curriculum specialist. He has been honored by both students and colleagues for his work in the classroom, which was highlighted by giving a commencement address at Red Rocks Amphitheater in Morrison, Colorado. He presents on as well as writes about cross-content literacy instruction, cross-generational literacies, instructional technologies, reading and writing workshop, and critical literacies. Michael is an active member of the Colorado Language Arts Society (a state affiliate of the National Council of Teachers of English), serving over the past ten years as president, webmaster, and affiliate journal editor.

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