Sociologists and education scholars argue that bullying and anti-bullying discourses most often produce school climates where queerness is only recognized in the context of bodily harm, threat, and as the object of health interventions. Drawing on their school-based story-telling project, the authors examine what happens when broader understandings of LGBTQ sexualities and lives are welcomed into the very culture of schools.

Jessica Fields is Associate Professor of Sociology and Research Faculty at the Center for Research and Education on Gender and Sexuality at San Francisco State University. Dr. Fields is the author of Risky Lessons: Sex Education and Social Inequality (Rutgers UP), a school-based ethnography that received the 2009 Distinguished Contribution to Scholarship Book Award from the American Sociological Association's Race, Class, and Gender Section. She is currently writing her second book, For That Time: Risk, Intimacy, and Possibility in HIV Education and Research for Incarcerated Women. Dr. Fields is Principal Investigator on a Ford Foundation-funded research project, "Beyond Bullying: Shifting the Discourse of LGBTQ Sexuality and Youth in U.S. Schools" (with Laura Mamo, Nancy Lesko and Jen Gilbert).

Jen Gilbert is an Associate Professor in the Faculty of Education at York University in Toronto. She is author of Sexuality in School: The Limits of Education, forthcoming from the University of Minnesota Press. She is Principal Investigator of the SSHRC-funded research project, "Affective Beginnings: LGBTQ Issues in Teacher Education," (with Jessica Fields, Nancy Lesko and Mary Lou Rasmussen), a qualitative study of student teachers views on incorporating LGBTQ issues into their teaching.

To learn more about our Research Exchange Groups or to join this meeting by teleconference, please contact Rochelle Baker: Rochelle.Baker@med.mun.ca or call 709-777-8990.