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| Soggetti                | Education, Higher<br>Sex<br>Queer theory<br>Ethnology<br>Social service<br>Higher Education<br>Gender Studies<br>Queer Studies<br>Sociocultural Anthropology<br>Social Work   |
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| Nota di contenuto       | Chapter 1. Introduction: Heteronormativity and its interruptions in universities: 'to teach is to be watched' -- SECTION I: Framework and context -- Chapter 2. Heteronormativity in Higher Education: Terminology, Context and Empirical Work -- Chapter 3. Pedagogic framework for interrupting heteronormativity -- Chapter 4. Theoretical framework and key concepts -- SECTION II. Dynamics of heteronormativity within educational settings -- Chapter 5. A Case Study of Institutional Heteronormativity in Higher Education Institutions -- Chapter 6. Dynamics of inter-subjective heteronormativity amongst students in higher education -- Chapter 7. The absent majority? |

Constructions of heterosexuality within educational settings -- Chapter 8. The present minority: Homonormativity within educational settings -- SECTION III. Interrupting heteronormativity and constructing transgressive and transformative sexualities -- Chapter 9. Coming out: the personal, the political and the pedagogic -- Chapter 10. The coming out imperative: self-revelation as pedagogy -- Chapter 11. Transgressive sexualities and public pedagogies -- Chapter 12. A whole course intersectional team approach to interrupting heteronormativity -- Chapter 13. Educating the Pedagogical Practitioner: The Liminal Spaces of a Queer and Critical Pedagogy -- Chapter 14. Conclusion: Interrupting Heteronormativity in Higher Education—Next Steps.

#### Sommario/riassunto

This book examines how heteronormativity in higher education can be interrupted and resisted. Located within the theoretical framework of queer and critical pedagogy and based on extensive empirical research, the author explores the dynamics of heteronormativity and its interruption on professional courses in a range of higher education institutions. Reactions to attempt to interrupt it were nuanced: while strategies of contested engagement, avoidance and retreat were expressed, heterosexualities were largely un-examined and un-articulated. 'Coming out' needs to be a pedagogical act, carried out concurrently with the interruptions of other social constructions and binary oppositions. The author calls for co-created and co-held meta-reflexive and liminal spaces that emphasise inter-subjectivity, encounters, and working in the moment. These spaces must de-construct and reconstruct pedagogical power and knowledge to promote collective intersubjective consciousnesses, and widen the vision of the reflective practitioner to that of the pedagogical practitioner. This pioneering book is a call to action to all those concerned with interrupting and problematising presumed binary categories of sexuality within the heterosexual matrix.