

Troubling Education: "Queer" Activism and Anti-Oppressive Pedagogy


By Kevin Kumashiro

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Few books have addressed research for teachers to turn to as a resource for classroom practice but here Kumashiro draws on interviews with gay activists as a starting point for discussion of models of reading and challenging oppression.

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Editorial Review

Review

Today, teachers find themselves mandated to address social and cultural difference in their policies and classroom practices. Yet, the question of how to address difference is far from clear. *Troubling Education* offers a rare alternative to oversimplified, highly abstract, or technologizing approaches to this question. Kumashiro grapples with concrete questions of classroom practice in context--a task informed throughout by his innovative take on theorizing difference and social change..

–**Elizabeth Ellsworth, author of *Teaching Positions: Difference, Pedagogy, and the Power of Address*. She is Professor of Curriculum and Instruction at the University of Wisconsin-Madison.**

Like no other text I have seen, *Troubling Education* asks us to imagine human relations and educational practices that do not depend on tangible knowledge as such. This is a book that will be discussed for years..

–**Susan Talburt, author of *Subject to Identity: Knowledge, Sexuality, and Academic Practices in Higher Education***

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– **Elizabeth Ellsworth, author of *Teaching Positions: Difference, Pedagogy, and the Power of Address***

Engaging, lucid, and thought-provoking, *Troubling Education* is as theoretically illuminating as it is grounded to the practical. Integrating feminist, poststructuralist, and psychoanalytic ideas with narratives from queer activists and poetry this is a must-read book for anti-oppressive educators and post-modern scholars. Kumashiro exemplifies the neXt generation of queer educational theorists and *Troubling Education* is the new benchmark..

–**James T. Sears, Editor, *Journal of Gay & Lesbian Issues in Education***

...he situates the reader as an active interpreter of the experiences of these queer activists as he invites the reader to think alongside him, to put their own lives into dialog with the activists' stories, and to question his interpretations and seek alternative understandings of these activists' lives and actions.

–**P.F.A, *Harvard Educational Review*, Winter 2004**

About the Author

Kevin Kumashiro is Assistant Professor at Bates College in Lewiston, Maine.

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