

Call for Chapters

Edited Volume: Teaching against Homo/Nationalism

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How can queer and feminist pedagogies teach against nationalisms? ATGENDER, the European Association for Gender Research, Education and Documentation's book series *Teaching with Gender* advances debates around teaching practices in gender studies. Each chapter aims to guide teachers and students through methodological and critical insights into the most recent theoretical developments. The books provide toolkits for analyses, reflections and critique (Vol. 1-12 can be downloaded [here](#)). For the next collection, titled *Teaching against Homo/Nationalism*, we are looking for contributions that speak to current political developments and provide methods for teaching against gendered and sexualised nationalisms.

Throughout the 1990s, feminist, antiracist and queer scholars established how the nation is an inherently heteronormative, racial project, informed by masculinist, nationalist, patriotic, militarist and imperial ambitions. This body of work has rendered visible how lesbian, gay, bisexual, trans* and queer subjects have typically been perceived as a potential threat to the nation and have thus been denied certain rights and protections, while at times being granted the status of partial citizenship on the basis of a politics of tolerance and assimilation. Women have been theorised in their ambivalent role in relation to citizenship, as the “motherhood mandate”, confines their role as the “womb” of the nation and thus as the bearers of culture.

The above described framework is extended by a burgeoning body of research demonstrating the involvement of LGBTQ minorities and of women in nationalist projects. As far as women are concerned, feminist scholarship has evidenced the participation of women in far-right and extremist movements across Europe—and elsewhere—as well as their role in the eruption of violence against the multiple non-European racial/religious Others. The deployment of women's rights for the conservation of a racial-colonial order has more recently been examined through Sara Farris' notion of femonationalism. With regards to LGBTQ people, Jasbir Puar's concept of homonationalism refers to the incorporation of LGBTQ subjects into the nation-state, securing particular racial (white) and class (middle-upper) privileges for some, at the expense of excluding sexual and racial Others. As liberal intellectual frameworks fail to contest the paradoxes of femonationalisms, homonationalisms and post-racial racisms, feminist and queer of colour theorists have called for a close examination of the vexed relationship between feminist and LGBTQ political struggles and nationalist projects.

This volume intervenes at this ongoing scholarly discussion and seeks to address the pedagogical implications required for an intervention at the intersection of gender, sexuality, race and nationalism. The aim of this collection is to provide pedagogical reflections and tools that firstly, address the mobilisation of women and LGBTQ subjects for nationalist endeavours; secondly, analyse the racially and sexually normalising power of homonationalist and femonationalist imperatives within a range of different geographical, political and cultural contexts and thirdly advance anti-racist queer-feminist pedagogies.

We invite chapter proposals that address, but are not limited to, one or more of the following themes from a pedagogical perspective:

- Theoretical contributions (e.g. intersection(s) of homonationalism with homocapitalism, femonationalism, ablenationalism, etc.)
- Different articulations of homonationalism and or femonationalism in different geographical and cultural contexts
- Far-right women in male-dominated movements
- Western exceptionalism in the field of human rights discourse
- Entanglement(s) of race, religion and sexual citizenship
- Anti-racist queer-feminist pedagogies

We particularly welcome submissions by PhD students, early-career scholars and scholars of colour as well as anti-racist educators.

Submissions

Interested contributors should provide a chapter title and an abstract of 400-500 words in English by **February 20, 2020** to Angeliki.Sifaki@newcastle.ac.uk and stefanie.boulila@posteo.de

Notifications of acceptance: **February 29, 2020**

Submissions of full chapters (6000-7000 words): **June 15, 2020**

Publication of the edited volume: **April 2021**

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