ABSTRACT

In recent years academic attention, educational resources and popular media have turned to the issue of homophobia in schools and the violence facing LGBT youth and those perceived to be LGBT. Consequently there has been an increase in the development of curricula and other pedagogical tools meant to address the problem of homophobia. Yet there has been very little qualitative data measuring the success of these pedagogies, or the implications and efficacy of these programs for LGBT students.

This qualitative extended case study addresses this analytical gap through an examination of the media and educational discourses employed by one urban community organization in Vancouver, Canada and the youth filmmakers with whom they work. The organization, Out in Schools, takes film, much of it youth produced, into educational settings throughout British Columbia in the hopes of breaking the silence surrounding gender and sexual diversity. In addition, they run a one-week filmmaking camp for aspiring youth filmmakers.

This project utilizes a number of ethnographic methods including participant observation, face-to-face interviewing, and researcher fieldnote reflections. Participants include adult facilitators, teachers, and youth filmmakers. Interviews took place over a three-year period. The theoretical framework for this research is largely poststructural, drawing extensively from queer and feminist theories. As part of this project’s theoretical investigation, I juxtapose the voice of queer youth and queer youth media production alongside the larger narratives of queer and neoliberal politics.

Analysis revealed that the messaging of antihomophobia education has influenced and limited the ways in which Lesbian, Gay, Bisexual, Transgender and Queer youth are able to articulate queer identities. This study concludes that antihomophobia education is largely a normative project that is wholly implicated in discourses that arise from heteronormativity, and that is informed by liberal understandings of individualism that invariably identifies the queer victim as a way of negating responsibility. Lastly, through a synthesis of data and analysis, I investigate the future of queerness within educational discourse, and drawing upon the work of Muñoz (2009), Duggan (2002, 2009), Bruhm and Hurley (2004), and Bryson and MacIntosh (2010), I advance a notion of queer futurity in educational spaces.

BIOGRAPHICAL NOTES

Born: August 25, 1966, Fredericton, NB

Academic Studies: B.A., Simon Fraser University/University College of the Fraser Valley, 1996
M.A., University of British Columbia, 2004

GRADUATE STUDIES

Field of Study: Society, Cultural and Politics in Education, Educational Studies

Courses

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<tr>
<th>Course</th>
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<tr>
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<td>First Year Doctoral Seminar</td>
<td>Drs. S. Rubensen &amp; D. Kelly</td>
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<td>EDST 504</td>
<td>Qualitative Data Analysis</td>
<td>Dr. D. Kelly</td>
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<td>EDST 509</td>
<td>Constructing Citizens: Canada &amp; the Educational Past</td>
<td>D. J. Barman</td>
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<td>EDCI 565G</td>
<td>EDCI 565: Racial Politics, Violence, and Education</td>
<td>Dr. W. Pinar</td>
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<td>Media and Democracy</td>
<td>Dr. M. Boler</td>
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<td>CCFI 572A</td>
<td>Utopian Futures of the Present</td>
<td>Dr. J. Munoz</td>
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AWARDS

Cordula and Gunter Paetzold Fellowship University Graduate Fellowship, University of British Columbia, 2006–2007
American Educational Research Association, Queer Studies Special Interest Group, Graduate Student/Activist Travel Award, 2005
Faculty of Education Mentorship Grant, University of British Columbia, 2005
Joseph Katz Memorial Scholarship, Faculty of Education, University of British Columbia, 2005
Cordula and Gunter Paetzold Fellowship University Graduate Fellowship, University of British Columbia, 2005–2006
University Graduate Fellowship, University of British Columbia, 2004–2005
Norske Skog Canada Limited Fellowship, University Graduate Fellowship, University of British Columbia, 2003–2004
Governor General’s Award, University College of the Fraser Valley, 1996

SELECTED PUBLICATIONS


SELECTED PRESENTATIONS


THE UNIVERSITY OF BRITISH COLUMBIA

PROGRAMME

The Final Oral Examination
For the Degree of

DOCTOR OF PHILOSOPHY
(Educational Studies)

LORI BETH MACINTOSH

B.A., Simon Fraser University/University College of the Fraser Valley, 1996
M.A., University of British Columbia, 2004

Friday, January 25, 2013, 9:00 am
Room 200, Graduate Student Centre
Latecomers will not be admitted

“*The Failure of Antihomophobia Education: Embracing the Hope of an Impossible Future*”

EXAMINING COMMITTEE

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External Examiner:
Dr. Cris Mayo

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