

Editors' Introduction

Chase Catalano, T.J. Jourian, & Rachel Wagner

Abstract

This special issue highlights research, practice, and commentaries about gender liberation and resistance to sexism and trans oppression. The manuscripts explore how gender liberation and other liberatory efforts meet/conflict/intersect/strengthen each other in higher education and student affairs practices.*

Keywords: *Sexism, trans* oppression, higher education, gender binary, gender justice, gender liberation*

When we began the process of working on our call for proposals for this special issue, our desire was to seek out the potentialities for research, practice, commentaries, and other manuscripts about gender liberation (resistance to manifestations of sexism and trans* oppression). From our initial inception of this special issue our intention was to center the limitations of binaries, using gender as an entry point to address issues of power, privilege, and oppression in higher education. Our hope was to create an issue that explored how gender liberation, racial justice, economic justice, disability justice, and other liberatory efforts meet/conflict/intersect/strengthen each other in higher education and student affairs practices. We expected optimism amidst critique, and potentialities in presumed hopeless spaces. The questions we posed to potential contributors included: What do we mean when we talk about gender in higher education? What kind of attention do we give to the expansive categories of gender in our work? What do we imagine as the possibilities for gender liberation in higher education? How do we reconcile the tensions and potentialities of liberation from gender oppression, whether theoretical, practical, or some other conceptualization? Authors throughout this special edition provide explorations of how both gender liberation and manifestations of oppression influence the experiences of students, faculty, staff, and campuses. Cris Mayo's introduction to the volume offers a framing of these manuscripts that acknowledges how even within our current limitations and imperfections in our pedagogies and practices, we persist in moving forward in our emancipatory possibilities.