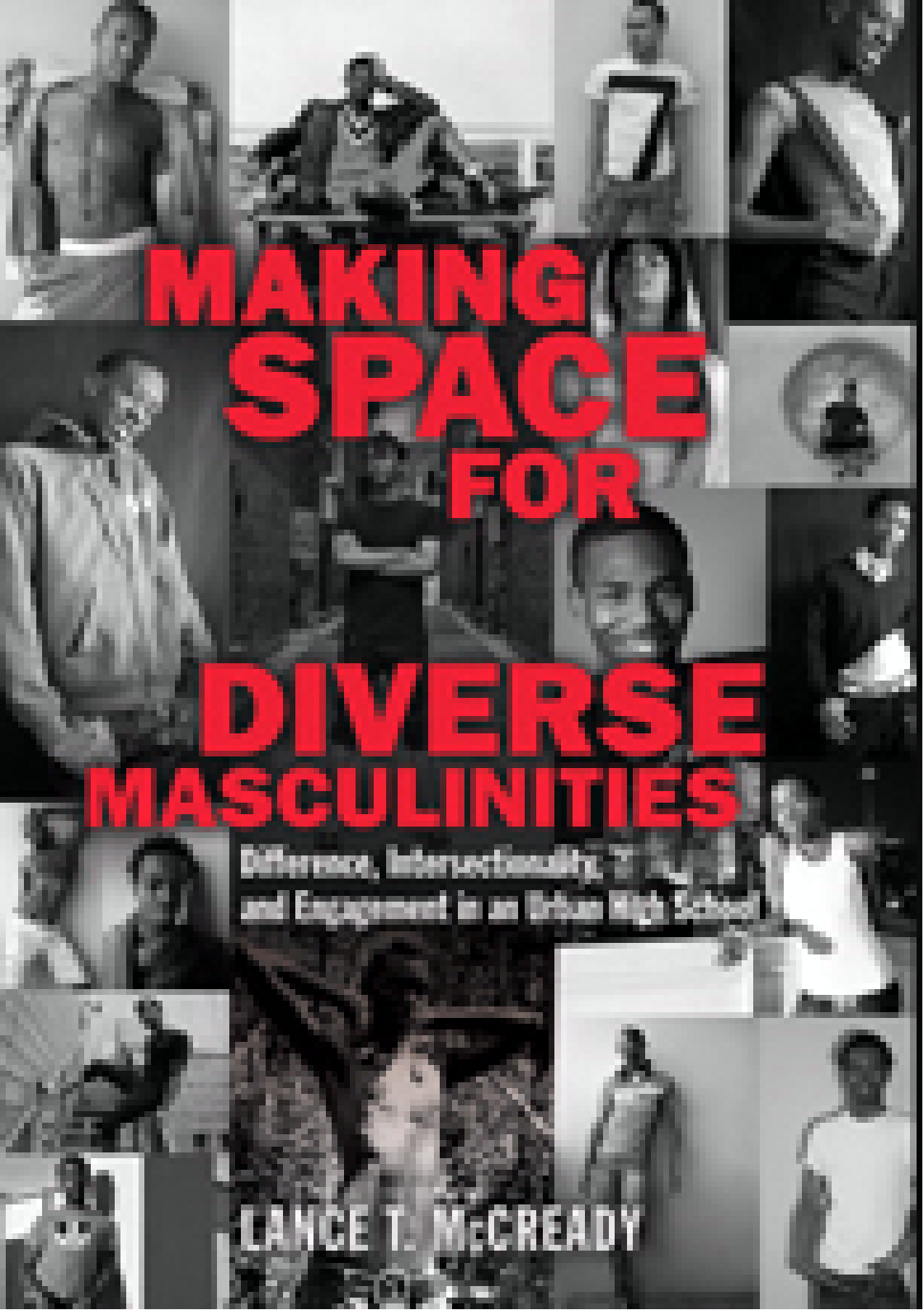




# **MAKING SPACE FOR**

# **DIVERSE MASCULINITIES**

*Difference, Intersectionality, Tolerance,  
and Engagement in an Urban High School*

**LANCE T. MCCREADY**

# Acknowledgments

**W**arning: These acknowledgments are lengthy! Learning is a socio-cultural process and frankly this book culminates the end of a long educational journey through numerous different relationships in and out two graduate schools, two places of employment, and numerous community-based organizations. I feel so blessed to have encountered a multitude of friends, colleagues, lovers and supporters along this journey, some of whom are still living, others who have transitioned. I am very conscious that I stand on the shoulders of those who have come before me, as well as those who are with me. One day I'd like to write a memoir about these travels, but for the purposes of the present book, I'd like to acknowledge a few groups and individuals that have contributed to its fruition.

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I returned to Carleton College in the fall of 2002 to begin my first tenure-track job in the Educational Studies Department, which had been an important place for me as an undergraduate. As a faculty member, I was immediately befriended by my undergraduate mentors, as well as a new crop of faculty members in history and women and gender studies—Annette Igra, Parna Sengupta, Serena Zabin and Adriana Estill. They helped me shape the chapters of my dissertation into articles, and became incredible friends and colleagues. I want to acknowledge that one of these articles, published in the *Journal of Gay and Lesbian Issues in Education* (now *Journal of LGBT Youth*), formed the basis of chapter 3 which focuses on Project 10. In the fall of 2006, wanting to gain a more global, comparative perspective on issues of identity and engagement in urban communities and schools, I accepted a tenure-stream position in the department of Curriculum, Teaching, and Learning (CTL) at the Ontario Institute for Studies in Education of the University of Toronto. CTL is by far the most queer-friendly academic department I have ever been in, thanks to the tireless work of faculty members Tara Goldstein, Heather Sykes, and Kathy Bickmore. In addition, Jeff Kugler, Kathleen Gallagher, Dominique Riviere, and Nicole West-Burns from the Centre for Urban Schooling have graciously helped incubate many of the ideas for this book through its speaker series and study groups on race, masculinity, and sexuality in urban schools. My copy editor Dody Riggs and the staff at Peter Lang Publishing, Bernadette Shade and Chris Myers, have shown amazing amounts of patience and support. Christopher Cushman, photographer extraordinaire, created the exquisite photo collage that is the book's cover. Thank you Christopher for inviting people to open and read the book. Finally, the amazing members of my writing group, the "Spice Girls," Roland Sintos Coloma, Indigo Esmonde, Joseph Flessa, and Ruben Gaztambide-Fernandez, have been the best friends, colleagues, and critics a junior faculty member can have. Their passion for scholarship, writing, critical thought, and praxis is amazing. Their karaoke skills aren't too shabby either.

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