

Abstract Submitted
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Identity Performances of Women of Color and LGBQ+ Physicists at a Minority Serving Institutions XANDRIA QUICHOCHO, JESSICA CONN, ERIN SCHIPULL, DR. ELEANOR CLOSE, Texas State University — Historically, research on identity in Physics Education Research has been conducted at Predominately White Institutions and largely ignores the intersection of the identities of women of color and LGBQ+ students. The study works with women of color and LGBQ+ physicists to better understand how their physics identity formed, and how it integrates itself within her possibly contradictory gender, racial, and sexual, identities. Data is gathered through semi-structured interviews and written narratives. Physicists are asked questions about their personal experiences, their physics environments, and if they view themselves as a physicist. We define identity as being made of two parts, the body process and product. The body process is a continuous inner negotiation of oneself and one's place in an environment. This process is performed through the body product—how one dresses, speaks, and interacts with others. In our analysis we use a new critical and intersectional framework to better understand physics identity and avoid labelling a single physicist's narrative as representative of all who share her identities.

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