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Titolo	Queer ecopedagogies : explorations in nature, sexuality, and education // Joshua Russell, editor
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Collana	International explorations in outdoor and environmental education, , 2214-4218 ; ; volume 8
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Introduction: Why Queer Ecopedagogies? -- Chapter 2. Queering Environmental Education (Redux) -- Chapter 3. Tales from Camp Wilde: Queer(y)ing Environmental Education Research (Revisited) -- Chapter 4. Whose Better? (re)Orientating a Queer Ecopedagogy (Again) -- Chapter 5. Guess What? Reality is Already queer! A Return to Environmental Education as Creative Ontologies -- Chapter 6. Queering Evolution: The Socio-Political Entanglements of Natural and Cultural Evolutionary Mechanisms -- Chapter 7. Beside the Point: Queering the Body Natural -- Chapter 8. Learning As, Of, and With Queer Animals -- Chapter 9. Listening to voices from the margins: Transforming environmental education -- Chapter 10. The Pluriversity for Stuck Humxns: A Queer, Decolonial School EcoPedagogy -- Chapter 11. Queering Land-based Indigenous Education.
Sommario/riassunto	This volume builds on the momentum surrounding queer work within

environmental education, while also encouraging new connections between environmental education research and the growing bodies of literature dedicated to queer deconstructions of categories such as nature, environment, and animal. The book is composed of submissions that engage with existing literature from queer ecology, queer theory, and various explorations of sexuality and gender within the context of human-animal-nature relationships. The book deepens and diversifies environmental education by providing new theoretical and methodological insights for scholarship and practice across a variety of educational contexts. Queer ecopedagogies provide important critical points of view for educators who seek broader goals centred around social and ecological justice by encouraging counter-hegemonic views of bodies, nature, and community. The scope of this book is multi- or interdisciplinary in order to cast a wide net around what kinds of spaces, relationships, and practices are considered educational, pedagogical, or curricular. The volume includes chapters that are conceptual, theoretical, and empirical.
