

**CALL FOR ARTICLES**  
***Pathways: The Ontario Journal of Outdoor Education***  
**- Special Theme Issue -**  
**Learning Through the More-Than-Human**

The presumed separation of humans from non-human animals, plants, objects, things, or the elements represents a distinctively Western conception of a world divided. It could be argued that these values permeate dominant educational models but are not universally upheld. In what ways can we learn through a critical exploration of our "more-than-human" encounters? What exactly is "more-than-human"? Is there a division between the human and non-human, and if so, where does it begin? In this issue we want to explore the capacity for outdoor education, or educational praxis more broadly, to engage with these questions, or to otherwise introduce alternative teaching practices that incite critical explorations of place, being, and matter. Submissions may discuss but are not limited to: Outdoor, environmental, and experiential education; wild pedagogies; land-based artistic practice; Black, Indigenous, People of Colour, Queer, or otherwise anticolonial teaching pedagogies; Object-Oriented Ontology, and more.

Below are suggested guiding questions and topics for submission; however, one is not limited to the following.

- What does more-than-human entanglement look like in an educational context? How can it shape the way we move through the world?
- What meanings might arise from intra-actions with the more-than-human? What are the affects and effects of such encounters?
- What does making space for more-than-human agency look, sound, or feel like within teaching practice? Could the more-than-human be a co-teacher?
- Embodiment and more-than-human encounters: Does the human body have a boundary? What can we learn from questioning that boundary?
- In what ways do encounters with non-human animals lead us to question the human/animal separation or hierarchy? How can education connect different species or challenge species binaries?

*Pathways* parameters:

- *Pathways* will be seeking theme related artwork to support this issue. Please note that the journal does not typically does not make use of photos. Black line art is preferred.
- We aim to present many diverse ideas and experiences, and so are seeking submissions that are succinct and focused — ideally 2-4 pages in length (i.e., 1100 to 2400 words). Authors proposing articles of a greater length (5+ pages in length) should seek prior approval from the Guest Editors for this theme issue.
- Deadline for submissions: Monday, August 1<sup>st</sup>, 2022

Guest Editors: Nina Bakan, Aaron Lefler, and Megan Tucker.

For questions or to submit, please contact Megan: [mct14@sfu.ca](mailto:mct14@sfu.ca)

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**Suggested Reading List**

- Abram, D. (1996). *The spell of the sensuous*. Vintage.
- Abram, D. (2010). *Becoming animal*. Vintage.
- Acampora, R. R. (2006). *Corporeal compassion*. University of Pittsburgh Press.
- Alaimo, S. (2008). Trans-corporal feminisms and the ethical space of nature. In S. Alaimo & Heckman, S. (Eds.), *Material Feminisms*. (pp. 237-264). Indiana University Press  
Bloomington & Indianapolis.
- Blackie, S. (Host). (2019, October 4). David Abram (No. 10) [Audio podcast episode]. *In the Mythic Life*. Society and Culture, Apple Podcast.
- Blenkinsop, S., Piersol, L. (2013). Listening to the Literal: Orientations Towards How Nature Communicates. *Phenomenology & Practice*, 7(2), 41-60.
- Christian, D., Wong, R. (Eds.). (2016). *Downstream: Reimagining water*. Wilfrid Laurier University Press.
- Cohen, J. J., Duckert, L. (Eds.). (2017). *Veer ecology: A companion for environmental thinking*. University of Minnesota Press.
- Deleuze, G., Guattari, F. (1987). 'Introduction: Rhizome'. In *A thousand plateaus: Capitalism and schizophrenia*. University of Minnesota Press.
- Despret, V. (2013). Responding bodies and partial affinities in human-animal worlds. *Theory, Culture and Society*. 30(7/8), 5-75.
- Farrier, D. (2019). *Anthropocene Poetics: Deep time, sacrifice zones, and extinction*. Posthumanities. University of Minnesota Press.
- Ferrando, F. (2020). *Philosophical posthumanism*. Bloomsbury.
- Glover, S. K. (2019). Walking alongside my relations: A transdisciplinary exploration of interconnectedness, *Simon Fraser University Educational Review*, 11(1). 83-15.
- Green, B. and Hopgood, N. (2015). *The body in professional practice, learning and education*. New York: Springer [Chapters 2 and 8]. Available SFU library for on-line viewing.
- Haraway, D, J. (2015). Anthropocene, Capitalocene, Plantationocene, Chthulucene: Making Kin. *Environmental Humanities*. 6(1), 159-165. <https://doi-org.proxy.queensu.ca/10.1215/22011919-3615934>



- Haraway, D. J. (2016). *Staying with the trouble, making kin in the chthulucene*. Duke.
- Hirtenfelder, C. (Host). (2020-2022). *The animal turn*. IRoar.
- Jickling, B., Blenkinsop, S., Timmerman, N., Stika-Sage, D. D. M. (2018). *Wild pedagogies touchstones for re-negotiating education and the environment in the Anthropocene*. Palgrave Pivot.
- Kuby, C. R. (2019). (Re) thinking and (re)imagining social(ing) with a more-than-human ontology given the limits of (re)(con)straining language. *Sage publications*, 19(2) 126-143.
- Louv, R. (2019). *Our wild calling: How connecting with animals can transform our lives and save theirs too*. Algonquin books.
- Lowell, D., Cohen, J. J. (2015). *Elemental ecocriticism*. Minnesota Press.
- Marvin, G., McHugh, S. (Eds.). (2014). *Routledge Handbook of Human-Animal Studies*. Taylor and Francis.
- Naess, A. (1973). The shallow and deep range ecology movement: A summary. *Inquiry*, 16, 95-100.
- Neimanis, A. (Ed.). (2019). *Bodies of Water: Posthuman Feminist Phenomenology*. Bloomsbury Publishing.
- Orr, D. W. (1994). *Earth in Mind*. Island Press.
- O'Sullivan, S. (Host). (2015-2022). *Knowing animals*. Sydney University Press.
- Piersol, L. (2014). Listening place. *Australian Journal of Outdoor Education*, 17(2), 43-53.
- Snaza, N., Weaver, A. J. (Eds.). (2014). *Posthumanism and Educational Research*. Routledge.
- Snaza, N., Appelbaum, P., Bayne, S., Carlson, D., Morris, M. (Eds.). (n.d.). 'Toward a Posthuman Education'. *Journal of Curriculum Theorizing*, 30(2), 39-55.
- Sobel, D. (2008). *Children and nature: Design principles for educators*. Stenhouse Publishers.
- Van Horn, G., Wall Kimmerer, R., Hausdoerffer, J. (2021). *Kinship: Belonging in a world of relations*. Center for Humans & Nature.
- Wood, D. (2020). *Thinking plant animal human, encounters with communities of difference*. Minnesota.