

Term Information

Effective Term	Autumn 2026
Previous Value	<i>Autumn 2022</i>

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Queer Ecologies is being re-imagined as a Sustainability course, so GE distinctions are being changed. In addition, the course number is being increased to reflect the jump from Foundation to Theme, as well as the increased academic rigor of the course with its new conception.

What is the rationale for the proposed change(s)?

Queer Ecologies has been enrolling well, but WGSS wanted to offer a Sustainability option to diversify its GE representation. Sustainability also seemed a more accurate lens to approach this course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None. This course will have a different GE distinction, but is an elective credit only for the major/minor.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3660
Previous Value	<i>2260</i>
Course Title	Queer Ecologies: Gender, Sexuality, & the Environment
Transcript Abbreviation	Queer Ecologies
Course Description	Queer ecologies seek to disrupt the gendered and heterosexual assumptions embedded in how we understand the environment, nature, and bodies (human and animal). From animal studies, queer and feminist social movements for environmental justice, trans*natures, and sexual politics, Queer Ecologies will articulate a commitment to new thinking about the challenges of planetary and climate change.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 7 Week
Previous Value	<i>14 Week</i>
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Human, Natural, and Economic Resources; Sustainability

Previous Value

General Education course:

Culture and Ideas; Human, Natural, and Economic Resources; Historical and Cultural Studies; Social and Behavioral Sciences; Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Identify the key theories and methods of queer ecologies.
- Understand the contributions of queer ecologies and ecofeminisms to Women's, Gender and Sexuality Studies and other academic disciplines.
- Articulate a queer ecological analysis of environmental studies through a range of examples, each examining gender, sexuality, race, and colonialism.
- Analyze the representation of nature in visual, educational, and entertainment artifacts.
- Articulate non-hegemonic modes of relating to and understanding nature.
- Understand the complex relationships between nature, socio-political systems, and sustainability.
- Articulate differences, similarities, and relationships between various aspects of sustainability (i.e., environmental, social, political, affective/emotional, cultural, etc.).
- Recognize the inextricability of socio-political effects on and because of nature
- GE goals and outcomes for Sustainability

Previous Value

- *Identify the key components of queer ecologies and ecofeminism.*
- *Understand the contributions of feminist materialism to women's, gender and sexuality studies.*
- *Articulate a queer ecologies analysis of environmental studies through a range of examples, each examining gender, sexuality, race, and colonialism.*
- *Students will provide a queer ecology analysis to peers on a group field excursion on campus.*
- *GE goals and outcomes for Cultures and Ideas*
- *GE goals and outcomes for Social Science - Human, Natural, and Economic Resources*

Content Topic List

- Definition of queer ecology
- Futurity
- Colonialism and its legacies on evolutionary theory
- Feminist political ecology
- Visual and discursive representations of heterosexist and colonial ecology and evolution in museums
- Defining a queer ecofeminism and queer sustainability
- Defining the role of settler colonialism (human activity) in US environmental degradation and non-sustainable relationships with the land.
- Consider the interdependence between humans and the natural world
- Introduction of trans studies in queer ecology
- Illustrations of how to apply queer ecologies and ecofeminism to environmental social movements, including those addressing climate change and the Anthropocene

Previous Value

- *Definition of queer ecology*
- *History of the term, history of sexuality and gender in ecology and evolutionary theory*
- *Colonialism and its legacies on evolutionary theory*
- *Feminist political ecology*
- *Visual and discursive representations of heterosexist and colonial ecology and evolution in museums*
- *Definition of ecofeminism and examples*
- *Defining a queer ecofeminism*
- *Defining the role of settler colonialism in US environmental degradation*
- *Introduction of animal studies and defining a queer ecologies approach to animal studies*
- *Introduction of trans studies in queer ecology*
- *Illustrations of how to apply queer ecologies and ecofeminism to environmental social movements, including those addressing climate change and the Anthropocene*

Sought Concurrence

No

Attachments

- Sustainability GE Form.pdf: GE Form
(Other Supporting Documentation. Owner: Alkhalifa,Ali Mufeed)
- 2260 Wolf Syllabus (AU24 IP).docx: Old Syllabus
(Syllabus. Owner: Alkhalifa,Ali Mufeed)
- 3660 Moore Syllabus for GE Themes Sustainability Edit 01.09.26.docx: Revised Syllabus
(Syllabus. Owner: Alkhalifa,Ali Mufeed)
- WGSST 3660 GE Submission Cover Letter 01.09.26.docx: Cover Letter
(Cover Letter. Owner: Alkhalifa,Ali Mufeed)

Comments

- Please see feedback email sent to 12-19-2025 RLS *(by Steele,Rachel Lea on 12/19/2025 01:03 PM)*
- Please upload the "old" syllabus for the course as it was taught under 2260. That way, the reviewing faculty can ascertain how the course has changed. *(by Vankeerbergen,Bernadette Chantal on 09/28/2025 11:08 AM)*
- Thank you for your consideration of WGSS's proposal to reclassify WGSST 2260 - Queer Ecologies into a Sustainability Themed course (3660). *(by Alkhalifa,Ali Mufeed on 09/26/2025 10:52 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa,Ali Mufeed	09/26/2025 10:56 AM	Submitted for Approval
Approved	Sreenivas,Mytheli	09/26/2025 12:03 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/28/2025 11:08 AM	College Approval
Submitted	Alkhalifa,Ali Mufeed	10/01/2025 08:51 AM	Submitted for Approval
Approved	Sreenivas,Mytheli	10/02/2025 02:08 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/06/2025 09:57 AM	College Approval
Revision Requested	Steele,Rachel Lea	12/19/2025 01:03 PM	ASCCAO Approval
Submitted	Alkhalifa,Ali Mufeed	01/09/2026 12:22 PM	Submitted for Approval
Approved	Sreenivas,Mytheli	01/11/2026 10:11 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/21/2026 02:11 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	01/21/2026 02:11 PM	ASCCAO Approval

On Thursday, Nov. 21st, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for WGSS 3660 to be included in the GEN Theme: Sustainability Category.

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- The Subcommittee appreciates the department's work on the course, and they believe that it will be an excellent addition to the GEN Theme: Sustainability category. They were particularly impressed with the structure of the course and the scaffolding of the course's research project, and they look forward to seeing a revised submission.
 - The WGSS Department is grateful to hear this! The syllabus has been a truly collaborative effort between faculty, graduate students, and staff.
- The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
 - This document will serve as a cover letter detailing the alterations made by the department in response to the Subcommittee's revision requests.
- The Subcommittee notes and appreciates how students are asked to grapple with and develop working definitions of "queer ecologies" and "ecofeminisms" early in the course. However, the Subcommittee asks that the department address the term "sustainability" in a similar manner, so that the theme is centered early in the course.
 - In response to this bullet point, the instructor has added two early course readings on the theme of sustainability. During week 1 (page 19), students will be required to watch an educational video from UCLA on the 3 E's of Sustainability framework. We will think about various dimensions and definitions of sustainability when introducing the six pillars of Sustainability in week 3 (page 20). The students will also learn about the 17 Sustainability Development Goals (page 20) created by the United Nations to see examples of sustainability as they develop their understanding of the concept.

Additionally, the class will route students to the Sustainability Institute on OSU's campus. They will be tasked with reading and critically thinking about the list of campus sustainability goals, reflecting on how they contribute to this initiative and whether or not the University meets its standards. This activity will get the students to develop working definitions of sustainability that engage them personally at the local level.

- The Subcommittee asks that the department include in the course additional readings/resources/materials that engage directly with sustainability and connect the concept of sustainability to the concepts of queer ecologies and ecofeminisms.



- During week 2 (on page 19), the department has added May Aung's article "Queering climate justice..." as well as Valeria Esquivel's "Power and the Sustainable Development..." during week 3 (page 20). The former text specifically interrogates how sustainability and environmentalism are queer activist goals, as well as highlights the long history of coalition work between climate and LGBTQIA+ justice. Critically, the text also demands greater inclusivity within climate justice debates and strategies. Through reading Esquivel's text, students will also think about the synergies and shortcomings of many sustainable development initiatives and ecofeminism. Particularly critical of capitalism and Western-centrism, this text will suggest to students that we decenter Western progress as environmental injustices take place in the global south. However, the article does name appreciation for the non-neoliberal strategy the UN formulates for sustainable development as a concern of systemic and institutional inequity.
- The Subcommittee asks that the department provide more detail in the syllabus about how the field of Women's, Gender, and Sexuality Studies defines sustainability, and how that concept is separate from (and more inclusive than) ecology and the environment. They note that there are several existing frameworks for this (the Three "E"s of Sustainability, the Three "P"s of Sustainability, the Six Pillars of Sustainability, etc.), and suggest that the department reach out to the university's [Sustainability Institute](#) if they would like assistance with further developing this aspect of the course.
 - Three E's and Six Pillars of Sustainability will be introduced in this class. We will begin with the Three E's (Environment, Economy & Equity) and intervene with the Six Dimensions of Sustainability (Human and Natural Systems; Earth & Environmental Systems; Business, Economy, & Governance; Society, Culture & Justice; Technology, Engineering & Design; Planetary & Human Health & Well-Being) to make more expansive our framework and scope of Sustainability in this class. Specifically, an ecofeminist critique will be exposed to the students to consider the often problematic equal valuation of the economy and profits with the environment and human rights.

Following this, we will begin to use the 6 dimensions that Conroy et al. outline as a launching pad for integrating queer and feminist methods, especially as they pertain to equity for humans and the nonhuman world. With the emphasis that queer ecology and ecofeminism demand beyond the Anthropocene, as well as critical analysis of systems of oppression and institutionalized anti-environmentalism, students will consider how the six dimensions of sustainability are interrelated with the cisgenderopatriarchy, global capitalist extraction, and white supremacy.

- The Subcommittee asks that the department make more apparent in the syllabus how the course will address and assess students' achievement of ELOs 3.1-3.3. Specifically, they ask that the department make more apparent how the course



asks students to “describe elements of the fundamental dependence of humans on Earth and environmental systems” (ELO .1), “describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world” (ELO 3.2), and “devise informed and meaningful responses to problems and arguments in the areas of sustainability” (ELO 3.3) in the Show and Tell project (syllabus, p. 6-10). The Subcommittee notes and appreciates that the GEN Submission forms states that this will be the primary vehicle for assessing these ELOS, but the description does not seem to require that students engage with human/environment interactions.

- Throughout pages 7-10, various changes were made to the Show and Tell scaffolded final project. Specifically, sustainability concepts were expressly embedded as core components of the assignment so that the ELOs can be assessed. The following guiding questions were incorporated as necessary to get the students to describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world (ELO 3.2):
 - *How does your object relate to aspects of queer ecologies, the 6 dimensions of sustainability, and the United Nation’s 17 Sustainable Development Goals that we have covered in our course readings and discussions?*
 - *What concepts and themes do you need to research to build a greater understanding of how your object relates to queer ecologies and sustainability? Or, what concepts have you already researched towards this goal?*
 - *What impact does your object have on the environment? Additionally, consider how might human activity and technology be required for your item to be constructed and accessible to you?*
 - *How are humans made dependent on this object? How is your object dependent on the environment and its resources?*
 - *What changes about how you imagine queer ecologies and sustainability when you place them in conversation with your object? How does your understanding of this object change in conversation with the course?*
 - *What queer ecology methods/tools do you plan to utilize to build more knowledge of the field, your object, and sustainability broadly?*

Additionally, students are required to engage the six dimensions of sustainability, the UN development goals, and a specific queer ecology method/intervention that pertains to their Show & Tell object. We hope these additions will not only engage sustainability more explicitly, it will also require the students to reflect on the development of everyday objects and cultural products as being dependent on both natural resources and the labor of humans often made invisible through the manufacturing of goods (ELO 3.1).



Throughout the process, students will gradually deepen their analysis of the object and will receive feedback from the instructor as well as their peers. They will also be tasked with reflecting on the suggestions they receive so that successful students can devise an informed and meaningful response to the ecofeminist dilemmas associated with their object being accessible to them (ELO 3.3).

WGSST 3660

Queer Ecologies: Gender, Sexuality, and the Environment

Department of Women's, Gender and Sexuality Studies

Fall 2025

Time: Wednesday/Friday 12:45pm - 2:05pm

Classroom: TBD

Instructor: TBD

Email address: TBD

Office hours: TBD. I hold office hours at the same time each week, and you must sign up for them at least 12 hours in advance at the following link: TBD. If this time does not work for you, please just reach out to schedule a different time to meet!

I share an office with 20 other graduate students, so my office hours take place on Zoom at this link: TBD

Course description

This course is an introduction to the field of study called ‘queer ecologies.’ Queer ecologies seeks to disrupt the gendered and heterosexual assumptions embedded in how we understand the environment, nature, and bodies. The course begins with the most basic assumption of all: that biological reproduction is “naturally” heterosexual based on a binary relation between the social designations of male and female. [ELO 1.1] How is evolution itself assumed to be based on a natural ordering of male and female, and how have these ideas become embedded in a whole range of scientific, cultural, and political practices, from the study of plants to the funding of research? [ELOs 1.1, 1.2] What role does colonialism play in evolution and its study? Core to our course is the consideration of the central roles that colonialism, racialization, and capitalism play in the ways that animal life, “nature,” and the environment are sexualized and gendered. [ELOs 3.1, 3.2]

This course also deeply considers how these ideas of nature and the environment have shaped the concept of sustainability. [ELOs 1.1, 1.2] What nature(s) are deemed worthy of sustaining? [ELOs 2.1, 3.2] Who is seen as responsible for sustainability, and in what ways? [ELO 3.3] How does human supremacy—and the lines we draw between humans, animals, and nature—shape sustainability practices? [ELOs 2.1, 3.2, 3.3] Is sustainability a gift from humans to the planet? Is it a selfish act for humans as part of nature? Or something else entirely? [ELO 3.1] How do human technological developments and other activities contribute to, change, and/or harm work towards sustainability? [ELO 2.1, 2.2, 3.3]

Queering ecology and the environment – changing the heterosexual and gendered foundations of how we think about nature and the body, as well as the assumptions around what should/can be sustained and for whose benefit – facilitates student development of new and unique understandings about the natural world, human interaction with nature, and how social systems influence all discipline's approaches to nature. [ELOs 2.2, 3.2] From critical animal studies, to queer and feminist social movements for environmental justice, to the sexual politics of humans and non-human beings, Queer Ecologies will articulate a commitment to new thinking about the ways that we relate, engage, and understand the natural world. [ELOs 2.2, 3.1, 3.2, 3.3]

Course learning outcomes

By the end of this course, students should successfully be able to:

- Identify the key theories and methods of queer ecologies.
- Understand the contributions of queer ecologies and ecofeminisms to Women's, Gender and Sexuality Studies and other academic disciplines.
- Articulate a queer ecologies analysis of environmental and sustainability studies through a range of examples, each examining gender, sexuality, race, and colonialism.
- Analyze the representation of nature in visual, educational, and entertainment artifacts.
- Articulate nonhegemonic modes of relating to and understanding nature.
- Understand the complex relationships between nature, socio-political systems, and sustainability.
- Articulate differences, similarities, and relationships between various aspects of sustainability (i.e., environmental, social, political, affective/emotional, cultural, etc.).

Legacy General Education (GEL) Category: Cultures and Ideas

Goals: students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course will satisfy these outcomes by introducing students to the core role that heterosexuality and gender binaries play in predominant Western imaginaries, frameworks, and epistemologies of nature and the environment. This course attends to the differing impacts of various social, ideological, and political systems on the natural world and human interactions with nature.

GEL Category: Social Science- Human, Natural, and Economic Resources

Goals: Students understand the systemic study of human behavior and cognition; the structure of human societies, cultures, institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

This course satisfies these outcomes by introducing students to the ways that the social scientific study of nature and the environment relies on frameworks organizing human and animal life through heterosexuality and gender binaries. This course attends to the tangible impacts of social organization on the natural world, including how economic, political, and ideological values influence human approaches to nature.

New General Education (GEN) Category: Sustainability

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will analyze and explain how social and natural systems function, interact, and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted potential solutions across time.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of sustainability.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of sustainability.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to sustainability.

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.

3.2. Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.

3.3. Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

Goal 1: This course offers an in-depth exploration of advanced queer ecologies scholarship that provides cutting-edge tools, methods, and lenses through which to view the natural world and sustainability. This course incorporates a significant portion of the Queer Ecologies anthology, which contains unique and high-level scholarship that will facilitate advanced student analysis towards sustainability. Successful students will demonstrate the ability to apply knowledge and tools at an advanced level through class participation and research assignments.

Goal 2: Course material builds on foundational knowledge and previous course readings. The continued use of the Queer Ecologies anthology provides significant and explicit connections between the collaborating scholars. Course assignments require successful students to continuously reflect on how their own knowledge and approaches have changed throughout the course. A scaffolded structure for the primary research assignment in this course also ensures this self-reflection will occur consistently throughout the course. Weekly reading annotations also facilitate drawing connections between course texts, outside disciplines, and personal experience.

Goal 3: Course texts introduce new lenses through which to understand relationships between humans and the natural world. Various themes will destabilize the boundaries we draw between species, for example, and encourage students to reevaluate the relationships and dependence between humans and the natural world. Other course themes will critique and analyze the impacts of human technological advancement and social organization on the natural world, such as an attention to settler colonialism's role in tangibly altering the natural world and shaping ideas about what should be sustained, how sustainability should happen, and who that sustainability should benefit. Successful students will draw on these concepts in their research assignments and in class discussions to demonstrate their ability to devise their own critiques/solutions to sustainability issues in contexts beyond those covered by course content.

Course materials

All materials will be available via the course page on Canvas or via OSU Libraries.

We will be reading a significant portion of the anthology *Queer Ecologies: Sex, Nature, Politics, Desire*, edited by Catriona Mortimer-Sandilands and Bruce Erickson. You're welcome to purchase this if you want, but all course readings (including the chapters from this book) will be available online :)

Explicit Content Notice

Please be aware that some of the media that we screen as part of this course may be rated R and NC 17 by the MPAA due to adult language, themes, and sexual content. Text materials may also include adult language and content.

Trigger Warning: Some contents in this course may be triggering to some students due to descriptions or depictions of state, public, interpersonal, and sexual violence, abuse, and self-harm and its aftermath. As the instructor, I will not provide general trigger warnings on the syllabus/Carmen because of the wide variety of topics that might trigger different individuals—especially in a course about gender, sex, and nature! However, I am more than happy to provide warnings about specific content/triggers when asked in advance. Requests can be made in person, over email, in office hours, or through an anonymous form (link provided in Carmen!). As always, please prioritize your own wellbeing and safety. Adjustments or alternative assignments are always possible—you do not need to stress about your grade if you're already stressed from a triggering topic. You are also welcome to step out of the room during class sessions if needed. Expectations are that we will all be respectful of our classmates while engaging with course material and discussion it in person/online. Repeated failure to show respect to each other may result in dismissal from the class. Please also note that you can contact a Sexual Violence Support Coordinator at 614-292-1111 or Counseling and Consultation Services at 614-292-5766.

How your grade is calculated

CATEGORY	POSSIBLE POINTS
<u>Attendance and Participation</u> <p>Attendance and participation are very important parts of this seminar course and account for 25% of your grade. Attendance will be tracked each class session via a poll, which will be accessible through the in-class presentation. Students must email the instructor for any missed sessions for which they believe they should receive an excused absence. Participation requires that students are active contributors to class discussions and activities. This requirement can be met through a variety of participation modes: contributing to class discussions, asking questions, being active in small group discussions, completing worksheets and other in-class writing assignments, speaking with me after class, etc. There are many different ways to</p>	25

participate, so each student should be able to find a mode that works for them. If you are concerned about meeting this participation requirement, please reach out to me so we can discuss an accessible form of participation for you ☺

Instructor will provide feedback on attendance and participation at the mid-point of the semester to provide students the opportunity to reflect on their efforts in the course and, if necessary, change their approach to attending and participating in class meetings.

Students are allowed 2 unexcused absences that will not impact your grade. For every unexcused absence beyond the 2 allotted, 1 point will be deducted from your grade. **8 or more unexcused absences will automatically result in a failing grade.**

Illness, emergencies, events required for your major/career, etc. are considered excused absences. If you are not sure whether your absence will be excused, you are welcome to reach out and ask me before the class session you need to miss!

25 points – You make regular contributions to discussion. You encourage, expand or discuss others' ideas and readings

20 points – You thoughtfully contribute to class discussions occasionally

15 points – You attend but don't participate in class discussions

Goal 1: This assignment supports students in critical thinking about sustainability and engaging in advanced scholarly exploration on the topic through class discussions of course texts/topics and building connections through their peers' contributions.

Goal 2: Class participation provides an opportunity for students to demonstrate their developing sense of self as a learner and build on prior knowledge from other course texts, class discussions, and their work in their own fields.

Goal 3: Participation in seminars facilitates ability for students to describe the relationships and dependence between humans and the natural world, the impacts of human society and technology on nature and vice versa, and build their own unique responses to problems and arguments about sustainability.

Show & Tell Project – total 50 points

This project will include multiple assignments throughout the course which build on each other. The overall project will include presentations, proposals, peer review, and a final essay or creative project. You will receive instructor feedback on your presentations and proposals.

Assignment details, dates, and points for each portion of this project below:

Show & Tell – Presentation (Due 9/19)

5

Presentations will happen in Week 4 (sign-ups Week 1). You will choose something you want to share with the class (can be a physical object, story from your life, movie/book/other media object, or relationship to your primary field(s) of study) that

you feel is relevant to *queer ecologies* and *sustainability*. For example, you may choose your cell phone, t-shirt, a cheeseburger, or a favorite television show. Whichever you choose, it must be intellectually, personally, or otherwise relevant to our course materials, themes, and in-class discussions.

In your presentation, you should tell us about what you chose, how its development or impact are relevant to at least one of the 6 pillars/dimensions of sustainability (Human and Natural Systems; Earth & Environmental Systems; Business, Economy, & Governance; Society, Culture & Justice; Technology, Engineering & Design; Planetary & Human Health & Well-Being), and what format(s) of final project you're considering at that point. (You will not be limited to these formats if you change your mind!) Your presentation should be no more than 3 minutes long. To prepare for this, you should create an outline for yourself that is approximately 1 page or 1 slide long. This outline should be in list/bullet point form—3 minutes is shorter than you think, so you likely won't have time to read 250 words of solid text! **The outline is due 9/19 before we meet for class, and will be graded only for completion.** Slides/visuals are not required but are permitted for this presentation.

5 points – Presentation addresses required information and adheres to time limit. Student is prepared for this assignment and has submitted outline prior to presentation.

2.5 points – Student has completed some requirements but has failed to address all relevant information or failed to submit outline before presenting.

0 points – Student did not select an object/story before presentation, does not address required information, and failed to submit outline prior to class.

Goal 1: This assignment asks students to articulate their own critical and logical thinking about sustainability and begin considering how they might perform a more advanced scholarly exploration of sustainability and related topics.

Goal 2: Show and Tell presentations also facilitate student development of sense of self as a learner via reflection and making connections between this course and other fields/areas of their lives.

Goal 3: Students are required to connect what they have learned about sustainability from various scholars and organizations to assemble an argument about the impacts of an object on human and environmental development

Show & Tell – Proposal (Due 10/22 11:59pm)

15

In this assignment, students will create a proposal and outline for a final project. This project should expand on your Show & Tell object (unless you have received instructor permission to change your focus). Students must consider the following questions when proposing this expansion:

1. How does your object relate to aspects of queer ecologies, the 6 dimensions of sustainability, and the United Nation's 17 Sustainable Development Goals that we have covered in our course readings and discussions?

2. What concepts and themes do you need to research to build a greater understanding of how your object relates to queer ecologies and sustainability? Or, what concepts have you already researched towards this goal?
3. What impact does your object have on the environment? Additionally, consider how might human activity and technology be required for your item to be constructed and accessible to you?
4. How are humans made dependent on this object? How is your object dependent on the environment and its resources?
5. What changes about how you imagine queer ecologies and sustainability when you place them in conversation with your object? How does your understanding of this object change in conversation with the course?
6. What queer ecology methods/tools do you plan to utilize to build more knowledge of the field, your object, and sustainability broadly?

Your proposal should be able to address each question. Consider how the answers to these questions can get you to think about formulating a preliminary thesis statement (or question) about your Show & Tell object. You should then choose the most relevant and impactful questions, course concepts, tools/methods, etc. to fill out your outline.

Your outline should include a clear thesis statement/question, an abstract (100-250 words that summarizes how your object is related to queer ecologies and sustainability, human culture and society, as well as the major insights/questions, themes, course texts, and methods this project will engage with), and an outline (approximately 1-2 pages of bullet points that include an introduction, three body paragraphs, and a conclusion). One paragraph must connect your object to at least two* pillars of sustainability outlined by Conroy et al.; a second must analyze how your object does or does not contribute to at least one of the 17 Sustainable Development goals developed by the United Nations; and the third body paragraph must connect queer ecologies concepts/frameworks to the discussion as you imagine a sustainable intervention to promote ecofeminism as it relates to your object. This is a proposal, so you are not expected to have done outside research or have fully formed insights at this point! Your outline, for example, can include questions, notes to yourself about topics to research further, lists of course texts you may or may not incorporate into your final, etc. An example proposal will also be provided in class after your presentations, and you are welcome to use that example as a guide for your own proposal!

15 points – Proposal includes all required sections and shows that student has begun thinking about their final project.

10 points – Proposal includes most required sections and shows some thought about final project, but does not demonstrate significant consideration.

5 points – Proposal includes few or none of the required sections and fails to demonstrate thought about the final research project.

Goal 2: Proposals ask students to identify the approaches and experiences about sustainability they have learned from the class that they feel are most useful/relevant to their own lives and reflect/build on their presentations to design a more in-depth research project on a related topic.

Goal 3: Students are encouraged to start thinking deeply about the dependence of humans on the natural world, the impact of human activity and development on nature, and start imagining critical analyses of or solutions to problems in sustainability.

Show & Tell – Peer Review (Due 10/31)

Students will be placed in response groups by professor to receive peer feedback on their proposals. You should read your peers' proposals **before** class so that you can spend our meeting actually discussing the proposals with your peers! While reading, prepare a few specific observations or suggestions about grammar, syntax, and argumentation in no more than 250 words. As a part of your written feedback, you must name at least one dimension/pillar of sustainability and at least one Sustainability Development Goal not mentioned by your peer that you believe to be relevant to their research. Explain the connection briefly so that you can contribute your own critical thought in response to their writing.

5

To receive points for peer review, students must submit a reflection after peer review, due by 10/31. (I recommend you complete this reflection sooner than later, so you best remember what your peers said.) This reflection should be no more than 500 words. Students should address some or all the suggestions from their peers, as well as consider the pillar of sustainability and sustainability development goals they mentioned. From their feedback, consider which suggestions feel most helpful for moving forward with this project, and how reading others' proposals and hearing their thoughts did or did not change their thoughts about this project and/or our course themes.

5 points – Student addresses all required elements for the feedback and the reflection, showing deep engagement with their peers' work and suggestions. (Note: engagement does not mean you have to agree with all of your peers' suggestions!)

2.5 – Student addresses some requirements for the reflection, but fails to include all information and/or show that they engaged with their response group's work and suggestions.

0 points – Student did not participate in response groups or submit a reflection.

Goal 2: Students are asked to reflect on their original proposals, the feedback they received from peers, and how such feedback may or may not be useful for them as they continue developing a sense of self as a learner.

Show & Tell – Final Project (Due 12/15)

25

The final project will be a research essay (or creative alternative—see below for requirements). This essay must be 6-8 pages (double spaces, Times New Roman 12pt font, 1" margins). You must cite at least 3 class sources and at least 2 outside scholarly sources. The sources from class may include media and/or optional texts. Your outside sources should be peer-reviewed (unless you receive instructor permission in advance). Your essay must address how you understand queer ecologies and sustainability through your Show & Tell object. Students should describe how they understand these concepts through course texts, connecting the dependence of humans on Earth and environmental systems to the development of goods for our use. Additionally, students will critically interrogate their Show & Tell object for how its development and/or usage supports, contradicts, expands, or otherwise alters their view of sustainability. These essays should include a reflection on how the field of queer ecologies has changed your view (or not) on sustainability and what you would prescribe as an ecofeminist strategy when making/buying/using your object to promote sustainability for both the human and natural world.

As a reminder, to earn full marks your paper must:

- 1) Unpack how your object is developed through the lens of at least two pillars of sustainability (Human and Natural Systems; Earth & Environmental Systems; Business, Economy, & Governance; Society, Culture & Justice; Technology, Engineering & Design; Planetary & Human Health & Well-Being)
- 2) Connect your object and its development to at least one of the Sustainable Development Goals and reflect on whether your object encourages social or environmental equity
- 3) Suggest one queer ecologies method/intervention to promote ecofeminism for both the human and the more than human world as it relates to your object.
- 4) Cite at least 3 class sources and include at least 2 additional scholarly sources to support your argument
- 5) Be 6-8 pages long (double-spaced, Times New Roman 12pt font, 1" margins)

Creative option:

You must meet with me if you would like to do a creative project. If you do not meet with me and receive approval, you will be expected to turn in a final essay. Students must have an idea for a creative project that requires a similar amount of research and effort. The creative project will also still require a written artist's statement of 1-3 pages that incorporates the research requirements and addresses the prompts about queer ecologies and sustainability.

25 points – Paper includes required sections and citations, is well researched, shows clear understanding of course content, demonstrates student ability to make connections beyond the course, and is edited with care. Paper addresses the three required class connections to sustainability, ecofeminism, and queer ecologies.

15 points – Paper fulfills some but not all requirements, a moderate level of research, some understanding of the course content, and/or a few basic connections to other fields and disciplines.

5 points – Paper fulfills almost none of the requirements, contains little or no research, fails to demonstrate student understanding of course material, and does not build connections between this course and other disciplines.

Goal 1: This final project asks students to demonstrate their ability to think about sustainability critically and logically, as well as engage in their own scholarly research about an advanced topic/theme related to this discipline.

Goal 2: Students should reflect on how their knowledge and research has changed from their initial Show and Tell presentation to this final paper/project. Successful students will demonstrate how course topics and themes have influenced their thinking and guided them as they develop sense of selves as learners.

Goal 3: Successful students will integrate their understandings of how humans and the natural world depend on each other and how human activity/development has impacted the natural world via their chosen Show and Tell object. They will also use their knowledge and research around this object and sustainability to device a critical analysis/solution of sustainability issues.

Hypothesis Annotations (due 11:59 the night before class meetings)

15

The readings for each class session will also be posted in Hypothesis (a community annotation software available through OSU). You will be responsible for adding annotations in Hypothesis before at least 15 class sessions. Each post should include at least 3 annotations (these can be divided between texts on days when we have multiple readings). Each annotation should demonstrate meaningful engagement with the text. You are welcome to add more than 3 annotations, and additional annotations can be more casual/fun :) All annotations must follow our community guidelines and be respectful!

Examples of insufficient Hypothesis annotations:

1. "This is cool."
2. *underlined/highlighted text with no annotation*
3. "?"
4. "This author is stupid and I hate them."

Examples of sufficient annotations:

1. "I really like the point this author is making here because it pushes me to expand my definition of nature. I previously thought it was X, but now I'm thinking about how Y should be integrated into that definition."
2. *underlined/highlighted text* "This statement felt like the core thesis of this article and it really helped me contextualize the other arguments. I wasn't sure how A related to B until I read this sentence!"
3. "I don't understand this statement, it seems at odds with how this author wrote about Z at the beginning of this article. Does anyone have a better grasp of this, or are others also confused?"
4. "I disagree with this author about C. I felt like [previous author from course texts] did a much better job of explaining this concept. This author ignored D and I feel like it totally prevented them from seeing E. When [previous author] centered D, their analysis struck me as more intersectional and more impactful."

Students must have 4 annotations completed by the end of Week 5. The other 10 annotations can be completed at any point in the semester. This requirement is to help you stay on track with your annotations. It is much easier to do your annotations early and regularly, rather than saving them all for the end of the semester when you will be busiest and most stressed!

For class meetings with audio/visual texts, a Carmen discussion board will replace the Hypothesis annotations. Students will receive full credit for posting a 150+ word response and replying to at least one peer's post. These responses can include reflection on content, working through complicated quotes/concepts, questions, connections to other readings/fields, etc. Specifications will also be provided in the Discussion board.

Each day of annotations is worth 1 point. If you complete more than 15 annotations, I will replace any low scores with your highest annotation scores.

Goal 1: Students will engage with readings to gain skills and knowledge to think critically and logically about sustainability. Annotations encourage students to go beyond foundational knowledge and build advanced knowledge about this topic.

Goal 2: Students are encouraged to identify different tools and lenses that are demonstrated by different authors and themes. Annotations encourage students to build connections between their own lives, other fields, and previous course texts.

Hypothesis Annotations Reflection (due 12/15)

10

At the end of the semester, you must write a 500 word reflection on how our communal annotations via Hypothesis impacted your understanding of the course material. Was using this software helpful for you? Did it help you work through complex texts, jargon, or knowledge from fields you have less experience with? Did you enjoy seeing your classmates' annotations, or did you feel like this kept you from developing an individual interpretation of the text before class discussions? Were

there other aspects you liked or disliked? Please be honest in this! It will be graded only for completion—you will not be marked down in any way if you hated this assignment!!

This reflection can be turned in at any point after our last week of readings (Week 15). I highly encourage you to turn in either your reflection or your Show & Tell final before the due date so you aren't attempting to finish both at 11pm on the 15th!!!

Goal 2: Students must reflect on how online interactions with texts and their peers helped them develop as a learner within the course. Assignment also encourages students to articulate connections they built between different courses, fields, and experiences via their own annotations and their peers'.

Total Points

100

These assignments have a total of 100 possible points. This means that 1 point = 1% of your final grade, so tracking your own progress should be relatively simple! You are also welcome to contact the instructor at any point if you have concerns or are confused about your progress in the course.

*Extra credit: For extra credit, you can post a reflection (250 word min.) on any optional course content and/or events (to be posted on Carmen throughout semester). Maximum 2 extra credit points throughout semester unless more possible E.C. points are approved by instructor and voted on/approved by a majority of the class. Due 12/15 by 11:59pm. No extensions will be available for extra credit!

Late assignments

Each student will have an extension bank with 3 days that they can use at their own discretion. Students must inform the instructor when they will be using extension days before the assignment is due, but you do not need permission! (if you email me that you'll be using an extension day at 11:58pm the day it's due, I will certainly be sleeping and not respond, but you are still “pre-approved” to use that extension!) **Note: extension bank days cannot be used for Hypothesis annotations (due before the class session in which we discuss those readings) or on the final assignment (due 12/15).** If you have concerns with this, please reach out!

Late assignments that fail to use the extension bank appropriately and/or have not received instructor approval for an additional extension are not accepted. I encourage you to mark deadlines on your calendar. You must reach out to me prior to the assignment deadline to inquire about extensions if you have used up your pre-determined extension bank days. The worst I will say is no, and it is much more likely I will say yes—don’t be afraid to ask for what you need!

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24-48 hours on business days when class is in session at the university**. If you have not received a reply within this time, please feel free to send me another email—I will not be annoyed, this is truly helpful when things get buried or lost!!

Attendance, participation, and discussions

Attendance policy: Each student will be allowed two unexcused absences. After two unexcused absences, your participation grade will be lowered by 1 point per absence. Students who have 8 or more unexcused absences will automatically receive a failing grade for this course. There is no limit on excused absences, but extensive or repeated absences will require online/asynchronous participation to ensure everyone stays on track.

Participation: This is a discussion-based class. Therefore, you are required to come to class having read the materials assigned, with materials and your notes in hand, and ready to discuss them. You are required to bring the assigned texts to class each day; they may be printed out or viewed on laptops or tablets.

Discussion and Communication Guidelines:

We will create our own community guidelines together during the first week(s) of class. In the meantime, please be aware of these general expectations.

- **Tone and civility:** Let's maintain a supportive learning community where people can agree and disagree amicably. We will strive to treat each other with respect and understanding, including through holding each other accountable and having grace for others and ourselves.
- **Citing your sources:** When writing academically, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work.

Other course policies

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic

misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Copyright

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Counseling and Consultation Services / Mental Health Statement

Columbus:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Content Warning Language

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Recovery Support

The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

COURSE SCHEDULE

Week and Theme(s)	Readings/Course Assignments
<p><u>Week 1:</u> <u>Introductions</u></p> <p><u>What are Queer Ecologies and Ecofeminisms?</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>How are sexuality and gender related to ecology and the natural world?</i> • <i>What different ideas about nature and sustainability emerge when we place ecology and the natural sciences in conversation with our social and political systems? [ELOs 1.1, 2.1]</i> 	<p><u>Wednesday 8/27</u></p> <ul style="list-style-type: none"> • Introductions to the course and each other, no required reading! • Show-and-Tell sign-ups! <p><u>Friday 8/29</u></p> <ul style="list-style-type: none"> • Mortimer-Sandilands, Catriona. "Unnatural passions?: Notes toward a queer ecology." (2005). • Watch Video on the 3 E's of Sustainability made by UCLA. "What is Sustainability." (2021) Link: https://www.youtube.com/watch?v=zx04KI8y4dE • Read the Sustainability Institute's list of campus sustainability goals. Link: https://si.osu.edu/Campus
<p><u>Week 2:</u> <u>What are Queer Ecologies and Ecofeminisms?</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>What do intersectionality and identity have to do with non-human nature?</i> • <i>How do our social categories influence our constructions of nature</i> 	<p><u>Wednesday 9/3</u></p> <ul style="list-style-type: none"> • Hill Collins, Patricia, and Sirma Bilge. "What Is Intersectionality?". In <i>Intersectionality</i>, 1-30. Cambridge, UK ;: Polity Press, 2016. • Aung, May. "Queering climate justice – what climate justice can learn from queer groups" (2023). Link: https://www.iied.org/queering-climate-justice-what-climate-justice-can-learn-from-queer-groups

<p><i>and sustainability? (Who belongs in or deserves access to certain types of natures? How do the spatial and monetary boundaries around nature leave access out of reach for some but not others? Etc.) [ELOs 1.1, 1.2, 2.1]</i></p> <ul style="list-style-type: none"> <i>How have gender, race, sexuality, and class influenced past ecofeminist activism? Do we see any of these continuing in current environmental activism? [ELOs 1.1 1.2, 2.1, 3.2, 3.3]</i> 	<ul style="list-style-type: none"> • Optional: MORTIMER-SANDILANDS, CATRIONA, and BRUCE ERICKSON. "INTRODUCTION: A Genealogy of Queer Ecologies." In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriona Mortimer-Sandilands and Bruce Erickson, 1–48. Indiana University Press, 2010. http://www.jstor.org/stable/j.ctt16gzhnz.4. <p><u>Friday 9/5</u></p> <ul style="list-style-type: none"> • Excerpts from: Taylor, Dorceta E. "American Environmentalism: The Role of Race, Class and Gender in Shaping Activism 1820-1995." <i>Race, gender & class</i> (Towson, Md.) 5, no. 1 (1997): 16-62. • Gaard, Greta Claire. "Towards a Queer Ecofeminism." <i>Estudos feministas</i> 19, no. 1 (2011): 197-224. https://doi.org/10.1590/S0104-026X2011000100015.
<p><u>Week 3:</u></p> <p><u>Nature: Who, What, Where?</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>How do humans define and imagine nature vs. the unnatural?</i> • <i>How do these definitions of nature impact what we try to sustain, or the methods and logics behind sustainability? [ELOs 1.1, 1.2, 2.1]</i> • <i>What types of relationships do different (human) communities have to nature and sustainability? Who is given access to privileged forms of nature (National Parks, beaches, etc.), and how is that access distributed? Who is commonly represented in a sustained future, and</i> 	<p><u>Wednesday 9/10</u></p> <ul style="list-style-type: none"> • Interact with all 17 of the United Nations' Goals on the webpage "Take Action for the Sustainability Development Goals" Link: https://www.un.org/sustainabledevelopment/sustainable-development-goals/ • Esquivel, Valeria. "Power and the Sustainable Development Goals: a feminist analysis." <i>Gender & Development</i> 24.1 (2016): 9-23. • Conroy, Maria Manta, et al. "Six dimensions of sustainability: a framework for organizing diverse university sustainability curricula at The Ohio State University." <i>International Journal of Sustainability in Higher Education</i> 25.9 (2024): 316-332. <p><u>Friday 9/12</u></p> <ul style="list-style-type: none"> • Heise, Ursula K. and Jon Christensen. "BioCities: Urban Ecology and the Cultural Imagination." <i>The Routledge Companion to the Environmental Humanities</i>. Ed. Ursula K. Heise, Jon Christensen, and Michelle Niemann. New York: Routledge, 2017. 452-461. • ALAIMO, STACY. "Eluding Capture: The Science, Culture, and Pleasure of 'Queer' Animals." In

<p>who is not? [ELOs 1.1, 1.2, 2.1, 3.2, 3.3]</p>	<p><i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriona Mortimer-Sandilands and Bruce Erickson, 51–72. Indiana University Press, 2010. http://www.jstor.org/stable/j.ctt16gzhnz.5.</p>
<p><u>Week 4:</u> <u>Gender, Sex, and Nature</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>How do human social and political systems impact the ways we understand ecological and natural science? [ELO 3.2]</i> • <i>What types of sex are imagined as natural? What sex is supposedly unnatural? Are these ideas scientifically accurate, born from sociopolitical power structures, or a mix of both?</i> • <i>How does the prioritization of certain relationships (like the nuclear family) over others (like single mothers, gay parents, multi-generational families living together, etc.) tangibly or physically impact the environment? Where do these norms show up in sustainability discourse and activism? [ELOs 2.1, 3.1, 3.2, 3.3]</i> • <i>What are the impacts of comparing the sex lives of humans and animals/non-humans? Do you feel that this contributes to the dehumanization of certain social groups? Is it an act of cross-species</i> 	<p><u>Wednesday 9/17</u></p> <ul style="list-style-type: none"> • GOSINE, ANDIL. “Non-White Reproduction and Same-Sex Eroticism: Queer Acts against Nature.” In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriona Mortimer-Sandilands and Bruce Erickson, 149–72. Indiana University Press, 2010. http://www.jstor.org/stable/j.ctt16gzhnz.9. • BELL, DAVID. “Queernaturecultures.” In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriona Mortimer-Sandilands and Bruce Erickson, 134–46. Indiana University Press, 2010. http://www.jstor.org/stable/j.ctt16gzhnz.8. • Optional: watch <i>Brokeback Mountain</i> <p><u>Friday 9/19</u></p> <ul style="list-style-type: none"> • No readings - Show & Tell presentation day! <p>DUE: presentation and outline</p>

<p><i>solidarity? Or something else?</i></p>	
<p><u>Week 5:</u> <u>Gender, Sex, and Nature</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>How is reproduction related to sustainability? Is the relationship always positive (more reproduction equals more sustainability), or is it more complex than this? [ELOs 1.2, 2.1, 3.1, 3.3]</i> • <i>What impact has human scientific and technological intervention in reproduction (for both humans and non-human nature) had on the environment? [ELO 3.2]</i> 	<p><u>Wednesday 9/24</u></p> <ul style="list-style-type: none"> • STURGEON, NOËL. "Penguin Family Values: The Nature of Planetary Environmental Reproductive Justice." In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriona Mortimer-Sandilands and Bruce Erickson, 102–33. Indiana University Press, 2010. http://www.jstor.org/stable/j.ctt16gzhnz.7.
<p><u>Human Supremacy</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>How do we commonly imagine humans, animals, and other beings in relation? [ELO 2.2]</i> • <i>What hierarchies impact how we understand humans and our relationship to other beings and the natural world? [ELOs 3.1, 3.2]</i> • <i>What impact do these hierarchies have on sustainability discourses and activisms? [ELOs 2.1, 3.3]</i> 	<p><u>Friday 9/26</u></p> <ul style="list-style-type: none"> • "Introduction: Reading Against Mastery" Singh, Julietta. <i>Unthinking Mastery: Dehumanism and Decolonial Entanglements</i>. Durham: Duke University Press, 2017. <p>DUE: at least 4 Hypothesis annotations</p>
<p><u>Week 6:</u> <u>Food</u></p>	<p><u>Wednesday 10/1</u></p>

<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do food and diet norms influence human activity with the natural world? Are food values also reflected in sustainability? [ELOs 1.2, 3.2, 3.3] • Where have you seen these narratives about food/animal practices today, despite the article being published over 25 years ago? (Suggestion: if you're struggling with this question, I encourage you to think about the last time our neighbors in Springfield Ohio were a prominent part of the national discourse!!) [ELOs 1.2, 2.1, 2.2] • What types of food are heralded as better for (human) health? How does this relate to existing structural oppressions surrounding fatness, geography, race, disability, class, gender, sexuality, capitalism, etc.? 	<ul style="list-style-type: none"> • Elder, G., J. Wolch, and J. Emel. "Race, Place, and the Bounds of Humanity." <i>Society & Animals</i> 6, no. 2 (1998): 183-202. https://doi.org/10.1163/156853098X00140. <p><u>Friday 10/3</u></p> <ul style="list-style-type: none"> • Guthman, Julie. "Will Fresh, Local, Organic Food Make You Thin?" In <i>Weighing In: Obesity, Food Justice, and the Limits of Capitalism</i>, 1st ed., 140–62. University of California Press, 2011. http://www.jstor.org/stable/10.1525/j.ctt1pp061.10.
<p><u>Week 7:</u> <u>Race, Empire, and (De)Colonial Ecologies</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • How has settler colonialism changed the natural world? [ELO 3.2] • What colonial logics structure our conceptions of nature? What logics influence assumptions about what must be sustained versus what can be lost? [ELOs 1.2, 2.1, 3.3] 	<p><u>Wednesday 10/8</u></p> <ul style="list-style-type: none"> • Tuck, Eve, and K. Wayne Yang. "Decolonization is not a metaphor." <i>Decolonization: Indigeneity, education & society</i> 1, no. 1 (2012): 1-40. • Optional: ERICKSON, BRUCE. "'Fucking Close to Water': Queering the Production of the Nation." In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriiona Mortimer-Sandilands and Bruce Erickson, 309–30. Indiana University Press, 2010. http://www.jstor.org/stable/j.ctt16gzhnz.15. <p><u>Friday 10/10</u></p>

<ul style="list-style-type: none"> • <i>How do science and technology facilitate transnational colonial relationships to other people and environments? What tangible impacts do these relationships create for those social and physical environments? [ELO 3.2]</i> 	<ul style="list-style-type: none"> • Mitman, Gregg, and Paul Erickson. "Latex and Blood: Science, Markets, and American Empire." <i>Radical history review</i> 2010, no. 107 (2010): 45-73. https://doi.org/10.1215/01636545-2009-034.
<p><u>Week 8:</u></p> <p><u>Capital and Productivity:</u></p> <p><u>Monetizing the Land</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>How did the introduction of capitalist productivity change the ways we understand and interact with land?</i> • <i>How does this monetization of land continue in the present? [ELO 2.2]</i> • <i>When land is understood as capital/a means of production, how does this impact sustainability efforts? [ELOs 1.2, 2.1, 3.2, 3.3]</i> 	<p><u>Wednesday 10/15</u></p> <ul style="list-style-type: none"> • Cronon, William. "Bounding the Land." In <i>Changes in the Land: Indians, Colonists, and the Ecology of New England</i>, 54-81. New York: Hill and Wang, 1983. <p><u>Friday 10/17</u></p> <p>NO CLASS</p>
<p><u>Week 9:</u></p> <p><u>Toxicity, Pollution, Contagion</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>Do we typically imagine nature such that it includes toxic, polluted, or infected spaces and beings? How does considering them change how we define nature? [ELO 2.2]</i> • <i>How does the geography of toxic/polluted/infected landscapes overlap with the spatial organization of humans</i> 	<p><u>Wednesday 10/22</u></p> <ul style="list-style-type: none"> • DI CHIRO, GIOVANNA. "Polluted Politics?: Confronting Toxic Discourse, Sex Panic, and Eco-Normativity." In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriona Mortimer-Sandilands and Bruce Erickson, 199–230. Indiana University Press, 2010. http://www.jstor.org/stable/j.ctt16gzhnz.11. <p><u>Friday 10/24</u></p> <ul style="list-style-type: none"> • Peer review day – no readings <p>DUE: Show & Tell Proposal</p>

<p><i>and other beings? [ELO 3.2]</i></p> <ul style="list-style-type: none"> • <i>What is the impact of declaring all toxins/pollutants/contagions negative? Who, what, and where is left out when environmentalism takes this stance? [ELOs 3.2, 3.3]</i> • <i>Can and/or should we sustain natures that have been intoxicated, polluted, and/or infected? [ELOs 1.2, 2.1, 3.1, 3.2, 3.3]</i> 	
<p><u>Week 10:</u></p> <p><u>Toxicity, Pollution, Contagion</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>How do we determine what is labeled toxic, polluting, or contagious? What sociopolitical structures play a role in this?</i> • <i>What impact has human science, technology, and movement had on toxic/contagious landscapes? [ELOs 3.1, 3.2]</i> • <i>How do toxicity, pollution, and contagion continue to influence real and imagined relationships between humans and the natural world? (Suggestion: you could think about public discourses around COVID, the bird flu, the “woke mind virus,” etc.) [ELOs 3.1, 3.2]</i> 	<p><u>Wednesday 10/29</u></p> <ul style="list-style-type: none"> • Introduction Shah, Nayan. <i>Contagious Divides: Epidemics and Race in San Francisco's Chinatown</i>. American Crossroads ; 7. Berkeley, California: University of California Press, 2001. doi:10.1525/9780520935532.
<p><u>Unnatural Natures</u></p> <p><u>Guiding Questions:</u></p>	<p><u>Friday 10/31 – Happy Halloween!</u></p>

<ul style="list-style-type: none"> • <i>What roles do monsters and monstrosity play in shaping our relationships to the environment? [ELO 2.2]</i> • <i>Where and how does monstrosity show up in real world sustainability discourses? [ELOs 1.2, 2.1, 2.2, 3.3]</i> • <i>What people, beings, and parts of the natural world are labeled monstrous? How and why do these labels emerge, and what are their tangible impacts on environmentalism and sustainability work? [ELOs 2.1, 3.2, 3.3]</i> • <i>What significance to borders have in our views of and engagement with the natural world? [ELOs 3.1, 3.2]</i> 	<ul style="list-style-type: none"> • Warren, Louis S. "Buffalo Bill Meets Dracula: William F. Cody, Bram Stoker, and the Frontiers of Racial Decay." <i>The American Historical Review</i> 107, no. 4 (2002): 1124-57. https://doi.org/10.1086/532666. • Optional: these are just some recommendations for horror movies with queer ecologies vibes ☺ Happy Halloween! <ul style="list-style-type: none"> ○ Barbarian ○ Eddington ○ Lovely, Dark, and Deep ○ Sinners ○ Nosferatu ○ You can ask for instructor permission to do an extra credit review of another relevant movie not listed here if you'd like to! <p>DUE: Peer Review Reflection</p>
<p><u>Week 11:</u> <u>Unnatural Natures cont.</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>How have human priorities shaped approaches to nature and sustainability? What types of nature are most highly valued towards these priorities? [ELOs 2.1, 3.1, 3.2, 3.3]</i> • <i>How does natural science's representation of nature (via taxonomy, for example) influence the ways we study and interact with the natural world? [ELOs 3.1, 3.2]</i> • <i>How is eugenics related to the environment and sustainability? Do all efforts toward sustainability, fitness,</i> 	<p><u>Wednesday 11/5</u></p> <ul style="list-style-type: none"> • McWHORTER, LADELLE. "Enemy of the Species." In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriona Mortimer-Sandilands and Bruce Erickson, 73–101. Indiana University Press, 2010. http://www.jstor.org/stable/j.ctt16gzhnz.6. <p><u>Friday 11/7</u></p> <ul style="list-style-type: none"> • Rodríguez, Dylan. "The Meaning of 'Disaster' under the Dominance of White Life." <i>What lies beneath: Katrina, race, and the state of the nation</i> (2007): 133-56.

<p><i>and preservation create positive impacts in our sociopolitical and physical worlds? [ELOs 1.2, 2.1, 3.2, 3.3]</i></p> <ul style="list-style-type: none"> • <i>How do human sociopolitical systems and interventions change the nature of (supposedly) natural disasters? [ELO 2.2]</i> 	
<p><u>Week 12:</u> <u>Life, Death, and Afterlife</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>What importance are life, death, and afterlife given in environmental activism and sustainability efforts? Which are romanticized, and which are deemed undesirable? [ELOs 1.2, 2.1, 2.2]</i> • <i>How does the uneven distribution of life and death in different ecological geographies relate to the uneven distribution of life and death in different (man-made) sociopolitical geographies? (Whose lives are most invaluable, and who lives in the most dangerous places? Why and how did people come to live in specific places? Etc.) [ELOs 3.1, 3.2, 3.3]</i> • <i>Is sustainability only about life? How might we (re)imagine sustainability that also centers death and afterlife? [ELOs 1.2, 2.1, 2.2, 3.3]</i> 	<p><u>Wednesday 11/12</u></p> <ul style="list-style-type: none"> • "preface," "remember," "collaborate," "refuse," and "rest" from Gumbs, Alexis Pauline. <i>Undrowned: Black Feminist Lessons from Marine Mammals</i>. Chico, Edinburgh: AK Press, 2020.; approx. 25 pages total • Douglass, Patrice D. "Black Feminist Theory for the Dead and Dying." <i>Theory & Event</i> 21, no. 1 (2018): 106-123. https://dx.doi.org/10.1353/tae.2018.0004. <p><u>Friday 11/14</u></p> <ul style="list-style-type: none"> • Tinsley, Omise'eke Natasha. "Black Atlantic, Queer Atlantic: Queer Imaginings of the Middle Passage." <i>GLQ: A Journal of Lesbian and Gay Studies</i> 14, no. 2-3 (2008): 191-215. https://doi.org/10.1215/10642684-2007-030. https://doi.org/10.1215/10642684-2007-030.
<p><u>Week 13:</u></p>	<p><u>Wednesday 11/19</u></p>

<p><u>Interdependence and Care</u></p> <p>Webs</p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • Does nature already work toward sustaining itself? Is human intervention necessary? Are human interventions inherent (present with or without effort)? Something else? [ELOs 1.2, 2.1, 3.1, 3.2] • How could coalition and interdependence change the way humans imagine their role in sustainability efforts? Should humans continue imagining ourselves as “in charge” of the environment? What would a move to interdependent thinking about sustainability enable and/or preclude? [ELOs 3.1, 3.2, 3.3] • Are common concepts like “survival of the fittest” and “every man for himself” actually facts of nature? Or are there different natural relationships that challenge these logics and their translation into human social systems? [ELOs 2.1, 2.2, 3.2] • How do these texts challenge the idealization of independence? Are any of us ever truly independent? Should we try to be? [ELO 2.2] 	<ul style="list-style-type: none"> • HOGAN, KATIE. “Undoing Nature: Coalition Building as Queer Environmentalism.” In <i>Queer Ecologies: Sex, Nature, Politics, Desire</i>, edited by Catriona Mortimer-Sandilands and Bruce Erickson, 231–53. Indiana University Press, 2010. http://www.jstor.org/stable/j.ctt16gzhnz.12. <p><u>Friday 11/21</u> (don’t feel intimidated, the second two readings are very short!)</p> <ul style="list-style-type: none"> • Piepzna-Samarasinha, Leah Lakshmi. "Care Webs: Experiments with Creating Collective Access." In <i>Care Work: Dreaming Disability Justice</i>, 32-68. Vancouver: Arsenal Pulp Press, 2018. • “the mountain” Clare, Eli. <i>Exile and Pride: Disability, Queerness, and Liberation</i>. Edited by Aurora Levins Morales and Dean Spade. Durham: Duke University Press, 2015. • Mingus, Mia, "Access Intimacy, Interdependence and Disability Justice," <i>Leaving Evidence</i>, April 29 2017, https://leavingevidence.wordpress.com/2017/04/12/access-intimacy-interdependence-and-disability-justice/
<p><u>Week 14: NO CLASS</u></p>	<p>No readings or assignments, just rest and enjoy your break!</p>
<p><u>Week 15:</u> <u>Learning with Nature</u> <u>Guiding Questions:</u></p>	<p><u>Wednesday 12/3</u></p> <ul style="list-style-type: none"> • “Chapter Nine: Land as Pedagogy” from Simpson, Leanne Betasamosake. <i>As We Have Always Done</i>:

<ul style="list-style-type: none"> • <i>What have you learned from nature? [ELO 2.2]</i> • <i>Why is knowledge that emerges from nature and experience devalued? What impacts does that devaluing have on nature, sustainability, and knowledge/education? [ELOs 3.1, 3.2]</i> • <i>How is AI changing our ability to learn from nature and assert this natural knowledge as legitimate/valuable? [ELOs 3.2, 3.3]</i> 	<p><i>Indigenous Freedom through Radical Resistance.</i> Minneapolis: University of Minnesota Press, 2017. doi:10.5749/j.ctt1pwt77c.</p> <p><u>Friday 12/5</u></p> <ul style="list-style-type: none"> • Ehrlich, Pippa, and James Reed. "My Octopus Teacher." 85 minutes, Netflix, 2020.
<p><u>Week 16:</u> <u>Wrap-Up</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>How has this class changed the way you think of nature and sustainability? [ELOs 1.2, 2.1, 2.2]</i> • <i>What lessons, concepts, readings/authors, tools, or lenses are you going to carry with you in your future work? [ELOs 2.1, 2.2]</i> • <i>Has your understanding of yourself as a human and your relationship with nature shifted during this course? [ELOs 2.2, 3.1, 3.2, 3.3]</i> 	<p><u>Wednesday 12/10</u></p> <ul style="list-style-type: none"> • No required readings: wrap-up day😊 • Optional: reread "Unnatural Passions?: Notes Toward a Queer Ecology" from Week 1

WGSST 2260

Queer Ecologies: Gender, Sexuality, and the Environment

Department of Women's, Gender and Sexuality Studies

Fall 2024

Time: Wednesday/Friday 9:35AM-10:55AM

Classroom: Derby Hall 029

Instructor: Lily Wolf (she/her)

Email address: wolf.1015@osu.edu

Office hours: I'm available 10 minutes before and after class for any reason. Let me know if that doesn't work for you and we can schedule an in-person or virtual meeting.

Course description

This course is an introduction to the field of study called 'queer ecologies.' Queer ecologies seeks to disrupt the gendered and heterosexual assumptions embedded in how we understand the environment, nature, and bodies. The course begins with the most basic assumption of all: that biological reproduction is "naturally" heterosexual based on a binary relation between the social designations of male and female. How is evolution itself assumed to be based on a natural ordering of male and female, and how have these ideas become embedded in a whole range of scientific, cultural, and political practices, from the study of plants to the funding of research? What role does colonialism play in evolution and its study? Core to our course is the consideration of the central roles that colonialism, settler colonialism, and racialization play in the ways that animal life, "nature," and the environment are sexualized and gendered. By queering ecology and the environment – by changing the heterosexual and gendered foundations of how we think about nature and the body – a range of other concepts about nature, the environment, and even the planet, will come into view. From animal studies, queer and feminist social movements for environmental justice, trans natures, and sexual politics, Queer Ecologies will articulate a commitment to new thinking about the ways that we relate, engage, and understand the natural world.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Identify the key components of queer ecologies and ecofeminism.
- Understand the contributions of feminist materialism to women's, gender and sexuality studies.

- Articulate a queer ecologies analysis of environmental studies through a range of examples, each examining gender, sexuality, race, and colonialism.
- Analyze the representation of nature in visual, educational, and entertainment artifacts.
- Articulate nonhegemonic modes of relating to and understanding nature.

Legacy General Education (GEL) Category: Cultures and Ideas

Goals: students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course will satisfy these outcomes by introducing students to the core role that heterosexuality and gender binaries play in predominant Western imaginaries, frameworks, and epistemologies of nature and the environment.

GEL Category: Social Science- Human, Natural, and Economic Resources

Goals: Students understand the systemic study of human behavior and cognition; the structure of human societies, cultures, institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

This course will satisfy these outcomes by introducing students to the ways that the social scientific study of nature and the environment relies on frameworks organizing human and animal life through heterosexuality and gender binaries.

New General Education (GEN) Category: Race, Ethnic, and Gender Diversity

Goals:

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
2. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes:

- 1.1. Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2. Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3. Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4. Evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2.1. Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2. Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course will satisfy these outcomes by introducing students to the core role that heterosexuality and gender binaries play in predominant Western imaginaries, frameworks, and epistemologies of nature, race, colonization, and the environment. Students will gain tools to identify and analyze heteronormativity, colonization, and the force of the gender binary in representations and interpretations of nature and human/animal evolution.

New General Education (GEN) Category: Cultural Studies

Goals:

1. Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcomes:

- 1.1. Analyze and interpret selected major forms of human thought, culture, ideas, or expression.
- 1.2. Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
- 1.3. Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events, or ideas that influence human perceptions, beliefs, and behaviors.
- 1.4. Evaluate social and ethical implications in cultural studies.

This course will satisfy this outcome by introducing students to critiques of interpretations of nature. Students will develop sustained critiques of the ways that interpretations and representations of nature are culturally situated.

New General Education (GEN) Category: Social & Behavioral Sciences

Goals:

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcomes:

- 1.1. Explain basic facts, principles, theories, and methods of social and behavioral science.
- 1.2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
- 2.1. Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
- 2.2. Evaluate social and ethical implications of social scientific and behavioral research.
- 2.3. Critically evaluate and responsibly use information from the social and behavioral sciences

This course will satisfy these outcomes by introducing students to the ways that the social scientific study of nature and the environment relies on frameworks organizing human and animal life through heterosexuality and gender binaries.

Course materials

All materials will be available via the course page on Canvas or via OSU Libraries

Explicit Content Notice

Please be aware that some of the media that we screen as part of this course may be rated R and NC 17 by the MPAA due to adult language, themes, and sexual content.

Trigger Warning: Some contents in this course may be triggering to some students due to descriptions or depictions of state, public, interpersonal, and sexual violence, abuse, and self-harm and its aftermath. As the instructor, I will do my best to flag potentially triggering components as they may arise in the course material. If needed, please take care of yourself while watching/reading this material (scanning ahead to see if there might be triggering material and assessing possible impact; taking breaks for quiet time, body movement, nourishment; debriefing with a friend; contacting a Sexual Violence Support Coordinator at 614-292-1111 or Counseling and Consultation Services at 614-292-5766; and/or contacting the instructor). Expectations are that we all will be respectful of our classmates while engaging with course material and discussing it online and that we will strive to create a safer online space for each other. Failure to show respect to each other may result in dismissal from the class.

How your grade is calculated

CATEGORY	POSSIBLE POINTS
<u>Participation</u> 30 points – You make regular contributions to discussion. You encourage, expand or discuss others' ideas and readings 25 points – You thoughtfully contribute to class discussions occasionally	30

20 points – You attend but don't participate in class discussions

If you are anxious about speaking in class, please prepare written questions about the texts and possible comments about sections you deem particularly important before class. If this insufficient, please talk to me early in the semester

For every absence beyond the 3 allotted, 1 point will be deducted from your grade.

Queer Ecological Analysis	20
This is a 3-page, 750 word paper. Your task is to use a queer ecological analytic lens to think through various objects. You get to choose what you write this about from this list of classroom experiences:	
<ul style="list-style-type: none"> • <i>Grizzly Man</i> (2005) • <i>March of the Penguins</i> (2005) • <i>Goodbye Gauley Mountain</i> (2013) 	
DUE: BY OCTOBER 11	
Show & Tell Presentation	15
We'll schedule these on the first day of class. Presentations will occur throughout the semester. Your task is to choose something that you want to share to the class which is relevant to <i>queer ecologies</i> . This can be intellectually, personally, or otherwise relevant to the course materials, themes, and discussions. Time allotment for the entirety of sharing & discussion: 10 minutes.	
Final Project Proposal	5
After we reach the mid-point of the semester, please come talk to me about your final project! You can email me, talk to me before/after class, or schedule a meeting with me. You just need a general idea about your final project – and I can offer advice/sources/encouragement.	
DUE: BY THE END OF OUR CLASS MEETINGS (DECEMBER 4)	
Final Project	30
For the final work of this course, students should develop a final paper (minimum 6 pages double-spaced) or a final creative work with a 500-word artist statement. I want this project to be relevant to your interests, life, and/or academics in some way. I'll release a more detailed prompt in late October.	
DUE: DECEMBER 11	
Total	100

*Extra credit: For extra credit, you can attend and write a brief (250 word) review of any relevant event. Please clear these events with me beforehand. I will suggest some throughout the semester as they come up. 1 point for each submission.

Late assignments

Late assignments are not accepted without prior permission and valid reason. I encourage you to mark deadlines on your calendar.

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C–

67–69.9: D+

60–66.9: D

Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

Attendance, participation, and discussions

Attendance policy: Each student will be allowed three absences to account for sick days, personal emergencies and the like. After three absences, your grade will be lowered by 1 points for each additional absence. If you have extenuating circumstances, please discuss them with me ahead of time.

Participation: This is a discussion-based class. Therefore, you are required to come to class having read the materials assigned, with materials and your notes in hand, and ready to discuss them. You are required to bring the assigned texts to class each day; they may be printed out or viewed on laptops or tablets.

Discussion and Communication Guidelines:

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When write academically, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work.

Other course policies

Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another

person's work, and/or the inappropriate unacknowledged use of another person's ideas." It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources' always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Religious Accommodations:

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Accommodations for accessibility

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the

required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Student Support Policies and Resources

Diversity. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Mollie Peirano, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially through the [Ohio State Anonymous Reporting Line](http://osu.edu/reporting).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

I reserve the right to change/adjust this syllabus at any time. Students will be made aware of such changes in class and via electronic communication

COURSE SCHEDULE

Week 1: What is Queer Ecology?

Wednesday, August 21

- Introductions to the course and each other. Sign up for show & tell presentations.

Friday, August 23

- [Catriona Mortimer-Sandilands, “Unnatural Passions?: Notes Toward a Queer Ecology,” in Invisible Culture. An Electronic Journal for Visual Culture, Issue 9, 2005](#)Links to an external site.. (In this initial formulation of queer ecology, Mortimer-Sandilands describes the social, political, and intellectual context of why thinking about the relationship between queerness and nature is important. Do your best to read this entirely! It gives a good overview of the field and our many investments and concerns this semester!

Week 2: Interpreting Nature

Wednesday, August 28

- [Stacy Alaimo, “Eluding Capture: The Science, Culture, and Pleasure of Queer Animals” in Mortimer-Sandilands, C. and Erickson, B. \(2010\) *Queer Ecologies: sex Nature, Politics, and Desire*. Bloomington: University of Indiana Press.](#) ([Download Stacy Alaimo, “Eluding Capture: The Science, Culture, and Pleasure of Queer Animals” in Mortimer-Sandilands, C. and Erickson, B. \(2010\) *Queer Ecologies: sex Nature, Politics, and Desire*. Bloomington: University of Indiana Press.](#) (this article describes the prevalence, significance, and cultural import of sexual diversity in animals!)

Friday, August 30

- [March of the Penguins](#) (2003) (available on your [OSU Secured Media Library page](#)Links to an external site.)
- [Sturgeon, N. \(2010\). Penguin family values: the nature of planetary environmental reproductive justice. In C. Mortimer-Sandilands & B. Erickson \(Eds.\). *Queer Ecologies: Sex, Nature, Politics, Desire* \(pp. 102-133\). Bloomington, IN: Indiana UP.](#) [Download Sturgeon, N. \(2010\). Penguin family values: the nature of planetary environmental reproductive justice. In C. Mortimer-Sandilands & B. Erickson \(Eds.\). *Queer Ecologies: Sex, Nature, Politics, Desire* \(pp. 102-133\).](#)

Bloomington, IN: Indiana UP.(this is really long! It discusses how we might rethink reproductive justice through an environmental lens, by tracing reactions and discourse around penguin mating arrangements. You don't have to read everything. The most important sections for you to read are "Penguin Family Values" "Environmentalist Penguins Fight Back" and "Environmental Justice Family Values." Whatever you can get to is great -- just prioritize the film if needed.)

Week 3: Gender, Heterosexuality, and Nature

Wednesday, September 4

- [Greta Gaard, "Towards a Queer Ecofeminism" \(1995\)](#) Download Greta Gaard, "Towards a Queer Ecofeminism" (1995)

Friday, September 6

- [Grizzly Man \(2003\)](#) (available on your [OSU Secured Media Library page](#)) [Links to an external site.](#)

Week 4: Indigenous Cosmologies

Wednesday, September 11

- [Robin Wall Kimmerer, *Braiding Sweetgrass*. "Skywoman Falling" \(p3-11\), "Asters and Goldenrods" \(p39-47\), "The Three Sisters "\(p128-141\)](#) Download Robin Wall Kimmerer, *Braiding Sweetgrass*. "Skywoman Falling" (p3-11), "Asters and Goldenrods" (p39-47), "The Three Sisters "(p128-141) (note that the PDF is of the entire book, and I only assigned sections of it!)

Friday, September 13

- [Robin Wall Kimmerer, *Braiding Sweetgrass*. "The Honorable Harvest" \(p175- 201\)](#). Download Robin Wall Kimmerer, *Braiding Sweetgrass*. "The Honorable Harvest" (p175- 201).
- [Nick Estes, Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance \(2019\)](#). and "Chapter 7: Liberation" (p383- 397) Download Nick Estes, *Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance (2019)*. and "Chapter 7: Liberation" (p383- 397) (just read Ch 7. The file is the entire PDF of the book, fyi)

Week 5: Race, Colonialism, and the "Natural"

Wednesday, September 18

- [Andil Gosine, "Non-White Reproduction and Same-Sex Eroticism: Queer Acts Against Nature" in Mortimer-Sandilands, C. and Erickson, B. \(2010\) *Queer Ecologies: sex Nature, Politics, and Desire*. Bloomington: University of Indiana Press](#). Download Andil Gosine, "Non-White Reproduction and Same-Sex Eroticism: Queer Acts Against Nature" in Mortimer-Sandilands, C. and Erickson, B.

- (2010) Queer Ecologies: sex Nature, Politics, and Desire. Bloomington: University of Indiana Press.
- Gossett, Che. 2015. "Blackness, Animality, and the Unsovereign." Versobooks.Com. September 8, 2015. <https://www.versobooks.com/blogs/2228-che-gossett-blackness-animality-and-the-unsovereign>Links to an external site.

Friday, September 20

- [Alexis Pauline Gumbs. *Undrowned: Black Feminist Lessons From Marine Animals* \(2020\). \(Selections\)](#) Download Alexis Pauline Gumbs. *Undrowned: Black Feminist Lessons From Marine Animals* (2020). (Selections) "Introduction" Ch 1 "Listen", Ch 8 "Be Fierce", Ch 11 "Respect Your Hair

Week 6: Queerness and Nature

Wednesday, September 25

- [Kath Weston, "Get Thee to a Big City: Sexual Imaginary and the Great Gay Migration" *Gay and Lesbian Quarterly*.](#) Download Kath Weston, "Get Thee to a Big City: Sexual Imaginary and the Great Gay Migration" *Gay and Lesbian Quarterly*.

Friday, September 27

- [David Bell, "Eroticizing the Rural" in *De-Centring Sexualities: Politics and Representations beyond the Metropolis*.](#) Download *De-Centring Sexualities: Politics and Representations beyond the Metropolis*. (you just have to read one chapter in this giant pdf!)

Week 7: Queerness and Nature

Wednesday, October 2

- [ECOSEX MANIFESTO](#)Links to an external site.
- [25 Ways to Make Love to the Earth](#)Links to an external site.
- [Goodbye Gauley Mountain: An Ecosexual Love Story \(2013\)](#)Links to an external site. (you have to purchase this, unfortunately. Should be \$3 or \$4 on Amazon Prime)

Friday, October 4

- [Lesbian Nation, The New Yorker \(2009\)](#)Download *Lesbian Nation, The New Yorker (2009)*

Week 8 : Kinship

Wednesday, October 9

- [Eva Hayward, "FINGERYEYES: Impressions of Cup Corals" *Cultural Anthropology* \(2010\)](#) Download Eva Hayward, "FINGERYEYES: Impressions of Cup Corals" *Cultural Anthropology* (2010)
- [Selections from Donna Haraway, *When Species Meet* \(2005\)](#) Download Selections from Donna Haraway, *When Species Meet* (2005) (All you have to read are a few pages in the Introduction. 1-8 and 15-19)

****QUEER ECOLOGICAL ANALYSIS DUE BY THE END OF TODAY****

*Friday, October 11 *AUTUMN BREAK**

Week 9: Kinships

Wednesday, October 16

- [Selections from Donna Haraway, *Staying With the Trouble* \(2019\)](#) Download Selections from Donna Haraway, *Staying With the Trouble* (2019) (Read chapter 1 "Playing String Figures with Companion Species" pages 10-29)

Friday, October 18

- [Hayward, Eva. "Spiderwoman."](#) Download Hayward, Eva. "Spiderwoman." [Trap Door](#) Download [Trap Door](#). (huge pdf, yet again. the only chapter you have to read is Hayward's chapter.)

Week 10: Death, Loss and Extinction

Wednesday, October 23

- [Let. Me. Die. Pandas, Technology, and the End of the World](#). Links to an external site.
- ["Hospice for a Dying Species" from Juno Salazar Parreñas](#) [Decolonizing Extinction](#) (2018) Download "Hospice for a Dying Species" from Juno Salazar Parreñas [Decolonizing Extinction](#) (2018) (You only have to read the first 4 pages of this chapter. If you want to read more, the entire book is available online via OSU Libraries. Prioritize the other reading if you need to.)

PLEASE COME SPEAK TO ME SOMETIME IN THE FINAL FEW WEEKS ABOUT YOUR FINAL PROJECT

Friday, October 25

- [My Octopus Teacher](#) (2020) Links to an external site. (available on Netflix)
- [Sophie Lewis, "My Octopus Girlfriend"](#) [n+1 magazine](#) Links to an external site. (2021)

Week 11: Toxicity

Wednesday, October 30

- [Heather Davis "Toxic Progeny: The Plastisphere and Other Queer Futures." *philoSOPHIA*. \(2015\)](#) Download Heather Davis "Toxic Progeny: The Plastisphere and Other Queer Futures." *philoSOPHIA*. (2015)
- [Lee Edelman, *No Future: Queer Theory and the Death Drive* \(2004\) p1-4.](#) Download Lee Edelman, *No Future: Queer Theory and the Death Drive* (2004) p1-4.(note that you only have to read the first 4 pages. Prioritize the Heather Davis reading)

Friday, November 1

- [Mel Chen, "Lead's Racial Matters" *Animacies: Biopolitics, Racial Mattering, and Queer Affect*. \(2012\)](#) Download Mel Chen, "Lead's Racial Matters" *Animacies: Biopolitics, Racial Mattering, and Queer Affect*. (2012)(again, this is a giant PDF of the entire book. Only read chapter 5, "Lead's Racial Matters"

Week 12: Trans Animalities

Wednesday, November 6

- [Hayward, Eva. 2008. "More Lessons from a Starfish: Prefixial Flesh and Transspeciated Selves." *WSQ: Women's Studies Quarterly* 36 \(3\): 64–85.](#) Download Hayward, Eva. 2008. "More Lessons from a Starfish: Prefixial Flesh and Transspeciated Selves." *WSQ: Women's Studies Quarterly* 36 (3): 64–85.focus on this reading if you're pressed for time. Hayward's prose is dense but enjoyable to read (at least to me) and is methodologically and theoretically experimental.
- [Hayward, Eva, and Jami Weinstein. 2015. "Introduction: Tranimalities in the Age of Trans* Life." *TSQ: Transgender Studies Quarterly* 2 \(2\): 195–208.](#) Download Hayward, Eva, and Jami Weinstein. 2015. "Introduction: Tranimalities in the Age of Trans* Life." *TSQ: Transgender Studies Quarterly* 2 (2): 195–208.(You only have to read the first few pages. This is dense theoretical work that seeks to intervene in the field of trans studies to expand its focus from transgender bodies, lives, and experiences, to the crossings of boundaries and borders of species. It's a controversial move that has been critiqued and debated, but also welcomed. Read from the first page (195) to the middle of page 201.)

Friday, November 8

- Selections, *A Natural History of Transition*. Callum Angus. 2021:
 - ["In Kind," Callum Angus, *Nat. Brut*](#)
[Links to an external site.](#)
 - ["Rock Jenny," Callum Angus, *The Seventh Wave*](#)
[Links to an external site.](#)

Week 13: Capital

Wednesday, November 13

- [Gabriel Rosenberg, "How Meat Changed Sex: The Law of Interspecies Intimacy and Industrial Reproduction" 2017.](#) Download Gabriel Rosenberg, "How Meat Changed Sex: The Law of Interspecies Intimacy and Industrial Reproduction" 2017.

Friday, November 15 CLASS CANCELLED -- NWSA CONFERENCE

Week 14: Natural Economies

Wednesday, November 20

- [Peter Kropotkin, Mutual Aid \(1902\). "Chapter 1: Mutual Aid Among Animals" Links to an external site.](#)

Friday, November 22

- [Alexis Pauline Gumbs. *Undrowned: Black Feminist Lessons From Marine Animals* \(2020\)](#) Download Alexis Pauline Gumbs. *Undrowned: Black Feminist Lessons From Marine Animals* (2020) Ch 12 "End Capitalism" Ch 13 "Refuse"

Week 15: HOLIDAY BREAK

Week 16: Last Class!

Wednesday, December 4

- No reading; be prepared to show up and share a little about your final project with the class and/or small groups.

FINAL PROJECT DUE: DECEMBER 11

GE Theme course submission worksheet: Sustainability

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes **and** those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Sustainability)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i> <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Sustainability

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.	
ELO 3.2 Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.	
ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	