

Women, Gender, and Social Justice - Interspecies Intersectional Feminisms
Women's Studies 4010 FDE/Social Justice 5010 FDE – Fall 2020
Thursdays, 7:00-10:00 PM via Zoom



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Meetings can be arranged by
Zoom/Google Meet/other platforms



Course Description

What does it mean to expand the concept of intersectionality beyond humans, taking other species into account? How have feminists theorized animals in relation to identity categories that are typically reserved for humans? In this course we will examine the relationships between humans and other animals through an interspecies, intersectional feminist lens. This involves interrogating the speciesist logic inherent in the anthropocentric Western tradition, and considering how the oppression of animals intersects with oppressions in the human community such as sexism, ableism, racism, colonialism, sizeism, heterosexism, gender socialization, classism/capitalism, and environmental degradation. Employing intersectionality theory, we will consider how these oppressions reinforce one another and what an interspecies feminist perspective means to us, in theory and practice.

Guiding Questions

- What tenets, values, and theories underlie interspecies intersectional feminisms?
- What does it mean to expand the concept of intersectionality beyond humans, taking other animals into account?
- How does speciesism overlap with other oppressions—including sexism, ableism, racism, colonialism, sizeism, heterosexism, gender socialization, classism/capitalism, and environmental degradation—and impact the lives of both animals and humans?
- How does interspecies intersectionality shape society, as well as our personal lives?

Course Materials

There is no text to purchase for this course. All texts are online and links are provided (with a couple of exceptions—a few texts, which are not available online, can be found on our D2L website). Please see the [Course Texts by Week](#) for details.

Course Format: Zoom Delivery and D2L Course Website

This course will be delivered using Zoom videoconferencing technology during our scheduled classes (Thursdays, 7:00-10:00 pm). Attendance will be tracked during our weekly classes and we will use

Zoom as a way to meet virtually and to participate in class lectures, discussions, student-led presentations, interactive activities, and the like. In general, the focus of our classes will be on *interpreting* (as opposed to summarizing) the assigned course texts, and *applying* the ideas to our lived experiences and to other related concepts/ideas through discussion.

We will also use a D2L website throughout our course. The website includes links to course resources and to scheduled Zoom meetings (which you'll use to log into class each week), as well as discussion boards, an assignment drop box, and supplementary course materials. Our class D2L website can be accessed at <https://mycourselink.lakeheadu.ca/>. Please familiarize yourself with the following sections:

- Main page/Announcements: where course updates will be regularly posted
- Content: where links to course texts and supplemental materials are posted
- Discussions: where posts can be made (see Participation assignment specifications)
- Assignments: please use the Assignments function to submit course assignments

Course Assignments and Evaluation

1. Participation, including weekly post/activities	weekly	25%
2. Seminar Facilitation	TBD	20%
3. Animal Interactions: Reflective Journal	October 22	25%
4. Research Paper	December 3	30%

Assignment Details

1. Participation, including weekly posts/activities (25%)

This is a seminar class, and as such it will involve a significant amount of class discussion and participation. Classes are a time for you to work through your ideas and questions in a group setting, with the insights of your classmates. Participation from all group members is crucial for our discussions to be interesting and instructive. Also, given that our classes are discussion-based, it is necessary that everyone arrive to each class having read/viewed the materials in advance, and ready to talk about them. To help ensure you are ready to participate in class discussions, you will be asked to make short weekly posts prior to each Thursday class (further details will be shared on the weekly discussion boards). Your participation mark will thus be based on three elements: (a) your weekly attendance, (b) your online postings, and (c) your active engagement in classes, including discussing, asking questions, responding to peers, and making connections to the course materials/other material or your lived experiences.

2. Seminar Facilitation (20%)

Working in pairs, this assignment provides you with an opportunity try out the role of group leader/facilitator. We will begin the seminars in Week 3 or 4 – please see our themes by week (listed as part of the [Course Texts by Week](#)). Choose one where the content interests you to facilitate a session for our class (up to one hour). For the seminar, you are expected to:

(1) briefly summarize the main ideas, themes, and/or questions raised in the assigned texts of the

week, and consider how the ideas are interconnected (maximum 5 minutes);
(2) provide a critical response to the readings, including insights, arguments, disagreements, questions and further analysis (maximum 5 minutes); and
(3) develop a minimum of three creative, thought-provoking questions or points of discussion. The discussion will flow for the remainder of the seminar timeline (35-50 minutes). You should be prepared to guide these conversations and contribute your own perspectives, as well. Further details and guidelines will be discussed in class.

3. Animal Interactions: Reflective Journal (25%) - due October 22

For this assignment, you are asked to keep a journal that is both reflective and academic in style, focusing on your daily interactions with nonhuman animals (alive, dead, or virtual) during a six-day period. Your journal should include one entry for each day (i.e., six entries in total), plus a wrap-up analysis/journal entry. The purpose of this assignment is for you to critically consider and draw attention to your daily interspecies relationships, which may be explicit or covert. The completed assignment should be approximately 12-15 pages, double spaced, and should include a References/Works Cited page.

For each journal entry, you are asked to focus on one particular interspecies relationship you had that day. This could be an interaction with a live animal (e.g., a shared moment with a squirrel in the park, a spider in your home, or a companion animal, such as a dog or cat) or a dead or “invisible” animal (e.g., the cow behind the collagen in your facial moisturizer; the fox behind a fur-lined coat you wore; the pig behind the ham you ate for supper; or any of the animals that theorist Carol J. Adams labelled as the “absent referent”). In each journal entry you are encouraged to describe your relationship with that animal and analyze it: how does this make you feel? Make you behave? What (if anything) do you know about this animal, and her/his life conditions? Can you find intersectional parallels between your interactions with this animal and your interactions in the human community? If so, what are these parallels? Try to dig deeply into the experience and be self-reflective, and integrate what you are learning in the course in your analysis. You may wish to draw in external research if applicable, and you are encouraged to make connections to course texts as appropriate. Your journal entries can also include drawings, photos, or any other inspiration if applicable.

Feminist-vegetarian theorist Carol J. Adams argues that the “absent referent is the animal who disappears to make meat eating and dairy and egg consumption possible.”
Source:
<https://animalcharityevaluators.org/blog/ace-interviews-carol-j-adams/>

Your analysis should wrap-up your journal entries and provide some kind of synthesis of your observations and animal interactions. What did you learn from this heightened attention to animal interactions in your daily life? What broader analyses can be drawn in relation to interspecies intersectional feminisms?

4. Research Paper (30%) - due December 3

Write a traditional academic research paper in an area of interest related to a specific course topic or theme. Please ensure your topic is sufficiently narrow (e.g., do not propose to discuss “interspecies intersectionality” in general – that theme is too broad!); instead, choose one topic that you can

research and write about the topic in depth. You should draw on at least 5 academic sources from beyond our course texts. The length guideline is 12-15 pages, double spaced, including a References/Works Cited page.

Note: Please submit a brief outline/“pitch” (maximum 200 words) of your idea for your final paper by November 16 (or earlier). This should include a description of your proposed paper topic, and list at least 5 relevant scholarly articles, books, or book chapters beyond the course readings that will inform your work.

Other Important Course Information

Your mental health is important! If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at 1-866-925-5454. For additional resources, see the file posted on our course website.

Assignment due dates: All assignments must be handed in by the specified due dates. If you have trouble meeting a due date, please discuss it with me at least one week prior to your due date and, if accepted, we will negotiate a new due date. Missing due dates without prior approval will result in a deduction of 5% per day.

Accessibility and Learning Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca>. If you have special needs regarding the format or the due dates for the assignments, please inform me.

Note on Incomplete Standing (from the *Lakehead University Calendar*): An incomplete grade may, at the discretion of the instructor and in consultation with the student, be assigned to a course when the instructor considers that for a valid reason the student has not yet completed all the requirements of the course. In such cases, when a percentage grade would normally be assigned to the course, the instructor must also assign a grade for work completed to that point, expressed as a portion of the entire course mark. Courses graded on a Pass/Fail basis will be assigned an INC. Incomplete grades will not be included in the calculation of the student's average.

Academic dishonesty and plagiarism: Plagiarism is a *serious* academic offence. Presenting an idea, words, or an exact phrase of another author as your own work constitutes plagiarism. Other instances of Academic Dishonesty, including but not limited to double submission (submitting your own work across courses, or within the same course), purchasing of assignments (either online or from another student on campus), or copying of assignments will be dealt with in accordance to the University regulations on Academic Dishonesty. All students are required to know what constitutes plagiarism

and how to avoid it. Click [this link](#) to see the Student Code of Conduct-Academic Integrity, and [this link](#) to review the policy on Academic Dishonesty. **Please do your own work.**

Other Regulations: In taking this course, you are agreeing to the following statements, developed by the University in light of the move to online teaching with the COVID-19 pandemic:

(1) Copyright Compliance. “I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the “course materials”), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

(a) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(b) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.”

(2) Exam/Assignment Integrity. “I understand and agree that:

(a) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(b) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University’s academic values.”

Course Texts

Notes:

- Content warning: The content and discussion in this course will necessarily engage with emotionally and intellectually challenging realities surround animal use and abuse, as well as interconnected oppressions in the human community. I will do my best to make our classroom a space where we can engage bravely, empathetically and thoughtfully with difficult content, and I encourage you to do the same.
- Complex material notice: Some of the readings assigned for this class are philosophical texts. When reading complex, theoretical, material it is crucial that you plan enough time to read and re-read the text. Often times it is necessary to read a given text more than once.

- Please note that because this course is discussion-based, with weekly seminars, it is ESSENTIAL that we all read the articles/view the videos/listen to the podcasts, and prepare for classes each week with required postings.
- Course texts marked as “Optional” in the list below are just that: optional, but recommended.

Course Texts by Week – please review prior to each class, and be ready to discuss!

September 10 - Week 1: Introduction to the Course and Intersectional Theory

Corey Lee Wrenn/Animals & Society Institute (n.d.). Defining intersectionality with Corey Lee Wrenn
<https://www.animalsandsociety.org/human-animal-studies/defining-human-animal-studies-an-asi-video-project/defining-intersectionality-with-corey-lee-wrenn/> [video: 4:27]

Patrice Jones (2014). Animals, intersectionality, and “rights”
<https://humanrightsareanimalrights.com/2014/12/14/patrice-jones-animals-intersectionality-and-rights/> [video: 58:11 – and/or read the transcript on this page]

September 17 - Week 2: Interspecies Intersectional Feminisms

Alice Hovorka (2015). Feminism and animals: Exploring interspecies relations through intersectionality, performativity and standpoint
https://journals-scholarsportal-info.ezproxy.lakeheadu.ca/details/0966369x/v22i0001/1_tgpacjrtipas.xml

Maneesha Deckha (2006). The salience of species difference for feminist theory
https://heinonline-org.ezproxy.lakeheadu.ca/HOL/Page?public=true&handle=hein.journals/haswo17&div=6&start_page=1&collection=journals&set as cursor=5&men tab=srchresults

Richard Twine (2010). Intersectional disgust? Animals and (eco)feminism
<https://journals-sagepub-com.ezproxy.lakeheadu.ca/doi/abs/10.1177/0959353510368284>

Bored Panda (2016). 53+ shocking illustrations reveal how animals feel by switching them with humans.
<https://www.boredpanda.com/satirical-animal-rights-illustrations-parallel-universe/>

optional

Lorna Stevens et al. (2013). Uddering the other: Androcentrism, ecofeminism, and the dark side of anthropomorphic marketing

https://journals-scholarsportal-info.ezproxy.lakeheadu.ca/pdf/0267257x/v29i1-2/158_utoaeatdsoam.xml

Bradley Rowe (2013). Chick-fil-A, posthumanist intersectionality, and gastro-aesthetic pedagogy
<http://journalofthought.com/wp-content/uploads/2014/01/11rowe.pdf>

September 24 - Week 3: Sexism

Carol L. Glasser (2011). Tied oppressions: An analysis of how sexist imagery reinforces speciesist sentiment

<https://journals.library.brocku.ca/index.php/brockreview/issue/view/44> (scroll to PDF of article)

Pivec (2016). Crazy cat lady deconstructed

<http://theothermatters.net/2016/09/18/crazy-cat-lady-deconstructed/>

Lisa Kemmerer (2013). Sister species: Human rights are animal rights

<https://www.youtube.com/watch?v=nQl3St93bew> [video: 21:18]

Amanda Houdeschell (2018). The case for seeing animals as rape victims

<https://www.speciesrevolution.org/2018/07/08/the-case-for-seeing-animals-as-rape-victims/>

optional

Ashley Maier (2015). Violence against women and animal rights

<https://humanrightsareanimalrights.com/2015/01/31/ashley-maier-violence-against-women-and-animal-rights/> [read transcript, or watch video at link provided]

Clifton P. Flynn (2000). Woman's best friend: Pet abuse and the role of companion animals in the lives of battered women

<https://journals-sagepub-com.ezproxy.lakeheadu.ca/doi/pdf/10.1177/10778010022181778>

Jason Wyckoff (2014). Linking sexism and speciesism

<https://onlinelibrary-wiley-com.ezproxy.lakeheadu.ca/doi/full/10.1111/hypa.12098>

October 1 - Week 4: Ableism

Sunaura Taylor (2013). Animals, ableism, activism

<https://depts.washington.edu/uwmedptn/wp-content/uploads/Animals-Ableism-Activism.pdf>

Sunaura Taylor (2011). Beasts of burden: Disability studies and animal rights

<https://muse-jhu-edu.ezproxy.lakeheadu.ca/article/431002/pdf>

Stanford Medicine (2014). 5 Questions: Temple Grandin discusses autism, animal communication

<https://med.stanford.edu/news/all-news/2014/11/5-questions--temple-grandin-discusses-autism--animal-communicati.html>

SunupTV (2010). Animal behaviour with Temple Grandin – Part 1

<https://www.youtube.com/watch?v=hWqN1T5b-b4>

Vegan Feminist Network (2015). A feminist critique of service dogs

<http://veganfeministnetwork.com/a-feminist-critique-of-service-dogs/>

optional

Mary Fantáske (2013). Mary Fantáske on intersections between ableism & speciesism

<https://www.youtube.com/watch?v=6gGC2Z93xXk> [video: 15:42]

John Derby (2014). Animality-patriarchy in mental disability representations

<http://www.vcg.emitto.net/index.php/vcg/article/view/82/83>

October 8 - Week 5: Racism

Brigitte Nicole Fielder (2013). Animal humanism: Race, species, and affective kinship in nineteenth-century abolitionism

https://hcommons.org/deposits/download/hc:11480/CONTENT/project_muse_521596.pdf/

Ceire McCarthy (2015). The history of racism and the human zoo

<https://ceiremccarthy.wordpress.com/2015/05/14/the-history-of-racism-and-the-human-zoo/>

Breeze Harper (2010). Intersections: Black female slave vivisection, non-human animal experimentation, and the foundation of Western gynecology

<http://sistahvegan.com/2011/03/31/intersections-black-female-slave-vivisection-non-human-animal-experimentation-and-the-foundation-of-western-gynecology/> [video: 18:39]

optional

Breeze Harper (2010). Race as a 'feeble matter' in veganism: Interrogating whiteness, geopolitical privilege, and consumption philosophy of 'cruelty-free' products

<http://www.criticalanimalstudies.org/wp-content/uploads/2009/09/JCAS-Special-Issue-Women-of-Color-November-3-FINAL-2010.pdf> [scroll to page 5 for start of article]

Angela P. Harris (2009). Should people of color support animal rights?

<https://heinonline-org.ezproxy.lakeheadu.ca/HOL/Page?handle=hein.journals/janimlaw5&id=21&collection=journals&index=journals/janimlaw>

***** Reading Week October 12-16 – no classes this week *****

October 22 - Week 6: Colonialism

María Elena García (2019). Postcolonial animal studies: Redefining what lives matter
<https://www.youtube.com/watch?v=7k0vUWiHIUI> [video: 2:00]

Piksuk Media (2007). Qimmit: A clash of two truths
<https://vimeo.com/44819444> [documentary: 1 hour 8 minutes]

Greta Gaard (2001). Tools for a cross-cultural feminist ethics: Ethical context and contents in the Makah whale hunt
<https://www-jstor-org.ezproxy.lakeheadu.ca/stable/3810712>

Debbie Brennan (1999). Defend Indigenous sovereignty without conditions! Global sisters debate Makah whale hunt
<https://socialism.com/fsb-article/defend-indigenous-sovereignty-without-conditions-global-sisters-debate-makah-whale-hunt/>

Margaret Robinson (2014). Indigenous veganism: Feminist Natives do eat tofu
<https://www.youtube.com/watch?v=ahD6uz1mYJA>

optional

Greta Gaard (2013). Toward a feminist postcolonial milk studies
https://www-jstor-org.ezproxy.lakeheadu.ca/stable/43822921?seq=1#metadata_info_tab_contents

Claudia Serrato (2010). Ecological Indigenous foodways and the healing of all our relations
<http://www.criticalanimalstudies.org/wp-content/uploads/2009/09/JCAS-Special-Issue-Women-of-Color-November-3-FINAL-2010.pdf>

Maneesha Deckha (2012). Toward a postcolonial, posthumanist feminist theory: Centralizing race and culture in feminist work on nonhuman animals
https://www-jstor-org.ezproxy.lakeheadu.ca/stable/23254839?seq=1#metadata_info_tab_contents

October 29 - Week 7: Bodies and Sizeism

Constance Russell & Keri Semenko (2016). We take “cow” as a compliment: Fattening humane, environmental, and justice education
Available on our D2L website (see “Additional Resources” folder)

Taylor Wolfram interviewing Chelsea Lincoln (2020). Fatphobia in the vegan movement
<https://www.taylorwolfram.com/vegan-fatphobia/>

Chelsea Lincoln (2018). Fat vegan voice w/Chelsea Lincoln
<https://thecommentist.com/bearded-vegans/ep163/> [podcast; starts at 8 minutes; 1 hour long]

Vita Sleight (2018). Nonhuman consent: On touching other animals

http://veganfeministnetwork.com/nonhuman_consent/

optional

Kristen Hardy (2014). Cows, pigs, whales: Nonhuman animals, antifat bias, and exceptionalist logics
Available on our D2L website (see “Additional Resources” folder)

Vegan Feminist Network (2013). Vegan body shaming: Analyzing the evidence

<http://veganfeministnetwork.com/vegan-body-shaming-analyzing-the-evidence/>

November 5 - Week 8: Heterosexism / Queering Speciesism

Joshua Russell (2018). Defining queer animalia

<https://www.youtube.com/watch?v=jyRESjnZm-U>

Nathan Stephens Griffin (2012). Comic: A queer approach to speciesism (scroll to page 119)

<http://www.criticalanimalstudies.org/wp-content/uploads/2012/10/Volume-10-Issue-3-2012.pdf>

Trey the Explainer (2019). Homosexuality in nature

<https://www.youtube.com/watch?v=Mh-HqCzEZT4> [video 19:49]

Harlan Weaver (2015). Pit bull promises: Inhuman intimacies and queer kinships in an animal shelter

<https://muse-jhu-edu.ezproxy.lakeheadu.ca/article/581605/pdf>

optional

Jennifer Terry (2000). “Unnatural acts” in nature: The scientific fascination with queer animals

<https://muse-jhu-edu.ezproxy.lakeheadu.ca/article/12133>

Rasmus Simonsen (2012). A queer vegan manifesto

<http://www.criticalanimalstudies.org/wp-content/uploads/2012/10/Volume-10-Issue-3-2012.pdf>

This entire issue:

<http://www.criticalanimalstudies.org/wp-content/uploads/2012/10/Volume-10-Issue-3-2012.pdf>

November 12 - Week 9: Gender Socialization

Hannah Monroe (2019). Animals, children’s books and the social construction of gender

<https://humanrightsareanimalrights.com/2019/08/09/hannah-monroe-animals-childrens-books-the-social-construction-of-gender/>

Vegan Feminist Network (2017). Pointlessly gendering cats and dogs

<http://veganfeministnetwork.com/pointlessly-gendering-cats-and-dogs/>

Iselin Gambert & Tobias Linné (2018). From rice eaters to soy boys: Race, gender, and tropes of ‘plant food masculinity’

<https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1374&context=asj>

Daniel Kirjner (2014). "Masculinity and violence" - Neither man nor beast

<https://humanrightsareanimalrights.com/2019/08/02/daniel-kirjner-masculinity-and-violence-a-culture-of-predation/> [video 25:23, or read the transcript]

optional

Carol J. Adams (2010). Why feminist-vegan now?

<https://journals-sagepub-com.ezproxy.lakeheadu.ca/doi/pdf/10.1177/0959353510368038>

Kristen Sumpter (2015). Masculinity and meat consumption: An analysis through the theoretical lens of hegemonic masculinity and alternative masculinity theories

<https://onlinelibrary-wiley-com.ezproxy.lakeheadu.ca/doi/full/10.1111/soc4.12241>

Huffington Post (2012). PETA boyfriend went vegan ad: Campaign pairs up violence and veganism

https://www.huffingtonpost.ca/2012/02/15/peta-boyfriend-went-vegan-ad_n_1280061.html

November 19 - Week 10: Classism and Capitalism

Ali Sieter (2015). "Trash animals": Intersections of speciesism, classism and racism

<https://chickpeasandchange.wordpress.com/2015/03/23/trash-animals-intersections-of-speciesism-classism-racism/>

Jason Hribal (2012). 'Animals are part of the working class' reviewed

http://media.wix.com/ugd/aa7929_252b9d8e81ab6012ab1437907a4a5a65.pdf?dn=hribal_animals.pdf

Eric Schlosser (2002). The most dangerous job in America

http://www.thirdworldtraveler.com/Health/MostDangerousJob_FFN.html

optional

Marcus Lundstrom (2018). "We do this because the market demands it": Alternative meat production and the speciesist logic

<https://link.springer.com/content/pdf/10.1007/s10460-018-09902-1.pdf>

November 26 - Week 11: Environmental Degradation

Kip Anderson & Keegan Kuhn (2014). Cowspiracy: The sustainability secret

Available on Netflix [video 1 hour 31 minutes]

Heather McLeod-Kilmurray (2012). Commoditizing nonhuman animals and their consumers: Industrial livestock production, animal welfare, and ecological injustice

https://www.researchgate.net/profile/Heather_Mcleod-Kilmurray/publication/254080445_Commoditizing_Nonhuman_Animals_and_Their_Consumers_Indu

https://muelmau.se/bitstream/handle/2043/28045/Rethinking_Animality2018_Abstract_Proposal.pdf?sequence=2&isAllowed=y

December 3 - Week 12: Wrap-up: Considering our own Standpoint

Michelle Westerlaken (2018). Imagining non-speciesism

https://muelmau.se/bitstream/handle/2043/28045/Rethinking_Animality2018_Abstract_Proposal.pdf?sequence=2&isAllowed=y

Simon Springer (2021). Check your anthroprivilege! Situated knowledge and geographical imagination as an antidote to environmental speciesism, anthroparchy, and human fragility

https://www.researchgate.net/profile/Simon_Springer/publication/336374517_Check_Your_Anthroprivilege_Situated_Knowledge_and_Geographical_Imagination_as_an_Antidote_to_Environmental_Speciesism_Anthroparchy_and_Human_Fragility/links/5d9ee23792851cce3c912fe3/Check-Your-Anthroprivilege-Situated-Knowledge-and-Geographical-Imagination-as-an-Antidote-to-Environmental-Speciesism-Anthroparchy-and-Human-Fragility.pdf

optional

Carrie Hamilton (2019). Mourning leather: Queer histories, vegan futures

<https://journals-sagepub-com.ezproxy.lakeheadu.ca/doi/pdf/10.1177/1750698019876001>

Kathryn Gillespie (2016). Witnessing animal others: Bearing witness, grief, and the political function of emotion

<https://onlinelibrary-wiley-com.ezproxy.lakeheadu.ca/doi/full/10.1111/hypa.12261>