Abstract

This work conceives of critical ecohermeneutics as a kind of ecopoetic encounter with the world aimed at germinating a place-based approach to education informed by ecological and interrelational understandings. Ecohermeneutic inquiry aims to inspire an ecological ethos by eliciting attention to our interwoven ecological-ontological relationality with an animate more-than-human world. I conceive of critical ecohermeneutics as a process of mycoremediation; enacting both a deliquescent and remedial effect on the calcified epistemic norms of modernity. Drawing upon the hermeneutic tradition, I address the cultural-linguistic historicity that informs our being-in-the-world and consider the role of metaphor in provoking ontological attention and cultural transformation. I juxtapose ecopoetics and ecolinguistics in order to work towards a critical, yet lyrical ecology of language and offer a modest ecoexegetical rendering of the hermeneutic tradition itself. Finally, I consider an ecohermeneutic approach to curriculum as a process of re-indigenization that necessarily entails decolonization and an ethical relationality.

Keywords: ecological hermeneutics; ecolinguistics; ecopoetics; ecojustice education; place-based education; ecological imagination