

Realigning Curricula for the Future

Philosophy & Theology and Sustainability

23rd November 2022

Convenor: Kathrin Möbius

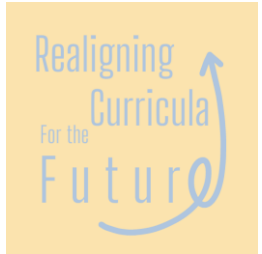
Theology & Sustainability – a quick look

Research & examples summarised by Kathrin Möbius

What is Theology?

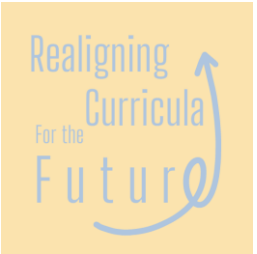
- “Theology is the **study of religion and the nature of religious ideas.**”
- “Theology is a branch of philosophy which **looks at the world** strictly through the lens of religion.
- It looks at the **role that religion plays in modern society.**”

What is ESD?



- ESD gives learners of all ages the knowledge, skills, values and agency to address **interconnected global challenges**
 - Social, environmental, economic, (political)
- Empower to make informed decisions and take **individual and collective action to change society** and care for the planet.
- ESD encompasses learning content and outcomes, pedagogy and the learning environment itself.

How does it link?



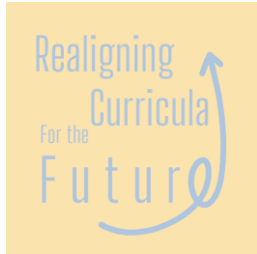
- Common religious values – “reverence, respect, restraint, redistribution, responsibility, and renewal” – of relevance for today's issues?
- Ways of thinking and reflecting?
- Pedagogies?
- Social? Economic? Environmental?

Content & pedagogy: Stuerzenhofecker et al, 2010



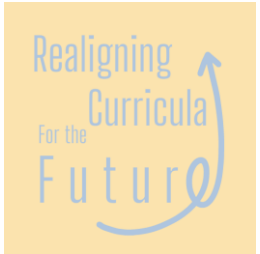
- “While theology is **perhaps not an area** that one would immediately equate as having a significant contribution to make to ESD, (...) there is considerable potential for this to occur”
- Areas where theology can make this contribution: “in terms of **curriculum content** (especially, but not exclusively, around the concept of justice) and **curriculum design [pedagogy]** (through such as IBL).”

Content & pedagogy: Stuerzenhofecker et al, 2010



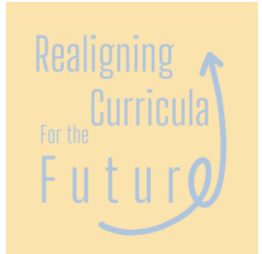
- Content: human responsibility, anthropocentrism; justice, reflection on moral imperative for sustainability, climate action
- Pedagogy: Inquiry based learning, “real life problems”, experiential learning; transformative learning, action for social change
- Competencies: Critical thinking, normative competencies; anticipatory & strategic competency?

Social aspects: Leeds University



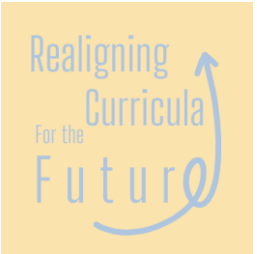
- <https://courses.leeds.ac.uk/620/theology-and-religious-studies-ba>
- Includes optional courses that connect religion with wider social issues
 - Religion and Global Development
 - Religion and Mental Health
 - Religion, Gender and Society
 - Human Rights and Religion
 - Thinking about Race

Social & Economic development: SOAS



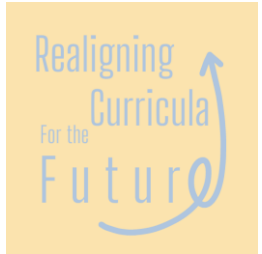
- <https://www.soas.ac.uk/courseunits/religions-and-development>
- School of Oriental and African studies, Uni of London: Course on Religion and Development

Social & Economic development: SOAS



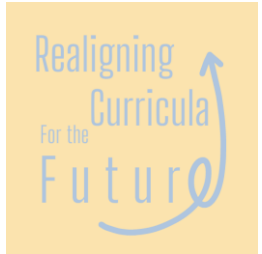
- Outcomes: “Show an awareness of the variety of religious expressions in their relation **to economic and social development**”
- Content: “critical perspective on the epistemology of ‘religion’ and development’ in relation to **western experience of imperialism, colonialism and secularisation**”
- “(...) look into the scholarly debate on **religions and development** since the 1950s to the present day.”

Environmental aspects: Durham Uni



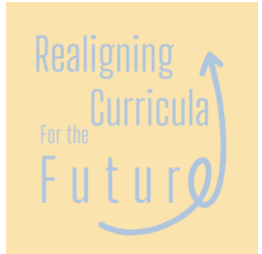
- Two modules
- Science, Ecology & Theology
 - <https://www.durham.ac.uk/media/durham-university/departments-/common-awards/documents/module-outlines/level-5/TMM2661.pdf>
- Sustaining the World: Christian Faith and the Environment
 - <https://www.durham.ac.uk/media/durham-university/departments-/common-awards/documents/module-outlines/level-5/TMM2237.pdf>

Environmental aspects: Durham Uni



- Science, Ecology & Theology
 - “An evaluation of one or more specific ecological issues (such as climate change) as an example of science interacting with theology.”
- Sustaining the World: Christian Faith and the Environment
 - “An exploration of how issues of sustainability and the environment relate to Christian discipleship, ministry and mission.”

How does it link?



In your experience, how are the just presented aspects of sustainability integrated in (your) teaching and learning?