

Care Less Pedagogy instead of Conservation of Creation. Spiritual and intellectual challenges of contemporary Ecocriticism and how this might revive religious education.

Timothy Morton (2016; 2019) among other relevant intellectuals of the emergent Ecocriticism calls for an “end of nature”. Our dominant strategies and narratives to cope with climate change and mass extinction are not part of the solution but meshed up with the problem. Instead of finding ways to convince students and larger society to be more ecological, one should rely on the fact, that we are already ecological in many ways. Far from being quietist, new philosophical ideas like Object-Oriented-Ontology, New Materialisms (Hoppe/Lemke 2021) and the like might help teachers of religion to better understand their very own tradition of “creation” and avoid shortcomings of conservationism (Lorimer 2015). Indigenous voices (e.g. Kimmerer 2021) remind us of the interconnectedness of human and the more-than-human world and can be a threshold for new incentives in religious education (Winkler/Seforosa 2021). This paper explores a “careless pedagogy” in a playful way.

Bibliography:

Hoppe, Katharina/Lemke, Thomas, *Neue Materialismen zur Einführung*, Hamburg 2021.

Kimmerer, Robin Wall, *Geflochtenes Süßgras. Die Weisheit der Pflanzen*. Aus dem Amerikanischen übersetzt von Elsbeth Ranke unter Mitarbeit von Wofram Ströle und Friedrich Pflüger, Berlin 2021.

Lorimer, Jamie, *Wildlife in the Anthropocene. Conservation after Nature*, Minneapolis/London 2015.

Morton, Timothy, *Ökologisch sein*, Berlin 2019.

Morton, Timothy, *Ökologie ohne Natur. Eine neue Sicht der Umwelt*, Berlin 2016.

Winkler, Kathrin/Carroll, Seforosa, *Solastalgia and Hope: Theological and Postcolonial Perspectives from Europe and the Pacific Responding to the Ecological Crisis in (Religious) Education*, *Religionspädagogische Beiträge. Journal for Religion in Education* 44 (2,2021), 49-60.