

## Lecture Series Public Theology: An International and Intercontextual Assessment

*Task sheet: Henrik Simojoki \* Public Theology and Education*

This lecture is available free of charge as comprehensive video file (mp4) or as audio file (mp3) with accompanying slides in pdf-format.

This task sheet contains:

1. Three impulses for group discussion
2. Three suggested titles for further reading
3. A timeline to match audio file and pdf slide presentation
4. A list of references for the lecture

### **1. Three impulses for group discussion:**

#### **1. Public Theologies and the voice of children**

- How are / were children represented in the public discourse on the COVID-19-pandemic in your context?
- Were they given opportunities to express their concerns, feelings and hopes?
- Where do the pitfalls lie when adult theologians claim to speak for children?
- How should Public Theologies be constructed to credibly represent the voice of children?

#### **2. Telic reflexivity and global education**

- According to Roland Robertson, questions of universal meaning and ultimate ends gain importance in a globalized world. Try to identify crystallizations of such "global telic concern" in the current public debates of your context. Then, decide on one key debate you want to focus on.
- Which images of human flourishing and global wellbeing are important for your own perspectives on this debate. What biblical resources and theological concepts do you draw on?
- Discuss ways of fostering telic reflexivity in the horizon of Christian faith among young people who are not particularly religious.



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### **3. Linking Public Theology with public education**

- Compare the German model of Religious Education with the position of religion in the public school system in your context. What are the strengths and weaknesses of each model?
- How should truth claims and particular convictions be addressed in public education?
- According to Manfred Pirner, translation between different religious and secular languages becomes a major task of RE in public schools. Discuss his thesis, with particular emphasis on the complexity of translating religious language into generally and rationally accessible, albeit secular language.

### **2. Three suggested titles for further reading**

1. International Journal of Public Theology (2017). Issue 3: Theology – Religion(s) – Education.
2. Pirner, M., Lähnemann, J., Haussmann, W. & Schwarz, S. (Eds.) (2018). Public Theology, Religious Diversity, and Interreligious Learning. New York & London: Routledge.
3. Pirner, M., Lähnemann, J., Haussmann, W. & Schwarz, S. (Eds.) (2019). Public Theology. Perspectives on Religion and Education. New York & London: Routledge.

### **3. A timeline to match audio file and pdf slide-presentation**

<b>Slide</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Time	00'16	02'09	02'14	03'25	03'59	04'06	04'43	05'01	05'55	06'31
<b>Slide</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Time	06'43	06'57	07'17	07'34	08'44	09'18	10'04	10'52	11'39	11'46
<b>Slide</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
Time	12'15	14'00	14'23	15'40	16'45	17'04	17'42	18'15	18'19	19'16
<b>Slide</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
Time	19'57	21'13	21'56	23'29	25'08	25'11	25'21	26'36	28'46	28'49
<b>Slide</b>	<b>41</b>	<b>42</b>								
Time	30'03	32'12								

#### 4. References

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- Meireis, T. (2020). Die Rückkehr des ‚Prophetischen Wächteramtes der Kirche‘? Öffentliche als kritische Theologie. In U. H. J. Körtner, R. Anselm & C. Albrecht (Eds.), Konzepte und Räume Öffentlicher Theologie. *Wissenschaft- Kirche - Diakonie* (27-42). Leipzig: EVA.
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- Pirner, M. (2019). Public Religious Pedagogy: An Emerging New Paradigm? In M. Pirner et al. (Eds.), Public Theology. Perspectives on Religion and Education (39-54). New York & London: Routledge.
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