

Teaching Against the Anthropocene: Environmental Humanities and Education for a Sustainable Future

Larbi Touaf*

Higher School of Education and Training, Mohammed Premier University, Oujda, Morocco

Email address:

l.touaf@ump.ac.ma (Larbi Touaf)

*Corresponding Author

Abstract

In 1887 Nietzsche wrote "Our attitude towards Nature today, our violation of Nature, with the help of machines and the unimaginable inventiveness of our technicians and our engineers, is Hubris." (Genealogy of Morals) In fact, the whole idea of "humanity" has gradually been built on the basis of a distance from nature. Consequently human civilization has constantly worked to mark its difference from the world of nature and strived to master it. Questioning the dichotomy of "Culture vs Nature" -- a binary opposition signifying an unnatural distancing, an exiting of man from his natural habitat -- is the first step towards building a sustainable future. This enterprise is contingent on an education for environment. If to educate is to care, then education must be thought of differently in order to reach the goal of an eco-friendly learning. The contention of this contribution is that children are caught up in the marketing ideology that postulates that everything is consumable and disposable, and that has an impact on their behavior. This paper seeks to highlight the importance of adopting an environmental humanities approach to education. The main argument is that environmental humanities which is an interdisciplinary field integrating both classical humanities and natural sciences, combined with digital literacy will positively impact education for a sustainable future. Furthermore, it offers the opportunity for research and of opening up new forms of interdisciplinarity both within the humanities and in collaboration with the social and natural sciences, and for shaping public debate and policies on environmental issues.

Keywords

Environmental Humanities, Education, Anthropocene, Digital Literacy, Sustainability