# Syllabus

## *Descrizione corso*

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| **Titolo insegnamento** | Environmental Anthropology |
| **Codice insegnamento** | 96114 |
| **Titolo aggiuntivo** | |
| **Settore Scientifico-Disciplinare** | SDEA-01/A |
| **Lingua** | Inglese |
| **Corso di Studio** | Corso di laurea magistrale in Design eco-sociale |
| **Altri Corsi di Studio (mutuati)** | |
| **Docenti** | prof. dr. Elisabeth Tauber,<br>Elisabeth.Tauber@unibz.it<br>https://www.unibz.it/en/faculties/design-art/academic-staff/person/10555 |
| **Assistente** | |
| **Semestre** | Secondo semestre |
| **Anno/i di corso** | 1st and 2nd year |
| **CFU** | 6 |
| **Ore didattica frontale** | 30 |
| **Ore di laboratorio** | 0 |
| **Ore di studio individuale** | about 120 |
| **Ore di ricevimento previste** | 18 |
| **Sintesi contenuti** | Based on their interests and focus, students select courses in areas Make & Intervene and Observe, Analyse & Apply, to which the course in Environmental Anthropology belongs.<br>The course's aim is to integrate perspectives of ecological and environmental anthropology into perception and analysis of eco-social themes, particularly in the local alpine context. Additionally, the course will prepare students for the application of ethnographic methods and engagement with scientific texts. The critical reflection on concepts such as human – non-human relationships, ecological and social 'transformation' and dominant modes of |

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| | production and living, and the exploitation of humans and nature, exclusion and growth compulsion going along with it, through a global comparative lens will lead to new understandings on how to combine anthropological discourses on the Anthropocene with innovative design approaches. The course leads through ethnographic examples of culturally diverse understandings of social-ecological worldviews. |
| **Argomenti dell'insegnamento** | Environmental anthropology has traditionally employed a longue durée perspective on human-environment interactions, spanning from Boas's cultural diffusion theory to Steward's cultural ecology. We will draw upon this foundational discourse to contextualize contemporary debates within the European Alps, examining Cole and Wolf's Hidden Frontier as a key case study.<br>However, this class will also expand this perspective by incorporating indigenous, people of color, and female voices to critically examine the environmental and social violence inherent in colonialism, power structures, expertise hierarchies, and the relational processes that shape environmental claims. Moving beyond restrictive nature/culture binaries, we will engage with critical intersectionality frameworks to develop a political stance for reconceptualizing environments.<br>Above all, our approach prioritizes exploration of questions over definitive answers by engaging with works that extend beyond the traditional "canon"—particularly contributions from women, people of color, indigenous authors, and other scholars whose work speaks to or bridges difference across multiple dimensions of environmental experience.<br><br>Students will develop critical analytical skills for examining environmental and social issues through anthropological lenses, preparing them to engage with urgent ecological questions of our time while understanding the cultural dimensions of environmental problems and solutions.<br><br>Learning Objectives:<br><br>Understand key theories and methods in environmental anthropology<br>Analyze human-environment relationships across different cultural contexts |

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| | Critically examine environmental challenges from anthropological perspectives<br>Develop ethnographic skills for studying environmental issues<br>Apply anthropological frameworks to contemporary ecological problems |
| **Parole chiave** | Environment, culture, colonialism, capitalism, violence, Europen Alps, history, indigenous voices |
| **Prerequisiti** | none |
| **Insegnamenti propedeutici** | none |
| **Modalità di insegnamento** | frontal lecture, group work, presentations in class, discussion and exercise circles |
| **Obbligo di frequenza** | highly recommended |
| **Obiettivi formativi specifici e risultati di apprendimento attesi** | Knowledge and understanding:<br>Students of the Master in Eco-social Design course will have developed their own individual project practice and will be able to:<br>- understanding the social, cultural, economic and environmental dimensions of projects and contexts<br>- understand the relationships between environment, economy, society and politics<br><br>Applying knowledge and understanding<br>Students will be able to respond to the needs and requirements of a given habitat, group or situation, based on observation, listening and dialogue<br><br>Making judgements<br>Students will be able to judging independently and critically the effects of a project within an environment, group or community<br><br>Communication skills<br>Students will be able to show how the social, ecological and economic aspects of sustainability interact in their projects<br><br>Learning skills<br>Students will be able to:<br>- work independently to learn according to different situations and in a personal way through observation, listening and dialogue<br>- work independently to learn according to different situations and |

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| | in a personal way through reading and studying |
| **Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)** | |
| **Modalità di esame** | - 4 reading minutes and preparations for discussion (is considered part of the oral exam)<br>- 1 presentation in class 30%<br>- 1 final paper 30%<br>- oral exam 40%<br><br>non-attending students<br>- 4 reading minutes and preparations for discussion (is considered part of the oral exam)<br>- 1 critical film review 30%<br>- 1 final paper 30%<br>- oral exam 40% |
| **Criteri di valutazione** | Criteria for the evaluation of the reading minutes, presentation in class, final paper and oral exam will consider the ability to accurately apply course concepts and methods, the attempt to express original opinions and analyses, and the logical structure of exposition and argumentation. |
| **Bibliografia obbligatoria** | Bird Rose, Deborah 2004 Reports from a Wild Country. Ethics for Decolonisation. University of New South Wales Press.<br><br>Cole, John and Eric R. Wolf 1974 *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*, New York: Academic Press.<br><br>Mathews, Andrew 2020 Anthropology and the Anthropocene: Criticisms, Experiments, and Collaborations in *Annual Review of Anthropology*, Vol. 49: 67-82.<br><br>Schneider, Almut 2022 Land's Constraints and Possibilities–High-Altitude Farmers in the Eastern Alps. C&AFFE Culture, Agriculture, Food and Environment. *The Journal of Culture and Agriculture* https://anthrosource.onlinelibrary.wiley.com/doi/full/10.1111/cuag.12287 |

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| | Swanson, Heather Anne; Marianne Elisabeth Lien and Gro B. Ween 2018 Domestication Gone Wild Politics and Practices of Multispecies Relations. Duke University Press<br><br>Tauber, Elisabeth 2024 Walking on Alpine Grass - Grass Socialities and their Global Connections. Perspectives From The Alpine Anthropocene. *Ethnos*, DOI: 10.1080/00141844.2024.2362697<br><br>Todd, Zoe 2016 'An Indigenous Feminist's Take on the Ontological Turn: 'Ontology' is just another word for colonialism'. *Journal of Historical Sociology* 29(1): 4-22.<br><br>Yancey Orr, J Stephen Lansing, and Michael R.Dove 2015 Environmental Anthropology: Systemic Perspectives in *Annual Review of Anthropology*, Vol. 44. 153-68. |
| **Bibliografia facoltativa** | Álvaro Fernández-Llamazares, Julia E. Fa, Dan Brockington, Eduardo S. Brondízio, Joji Cariño, Esteve Corbera, Maurizio Farhan Ferrari, Daniel Kobei, Pernilla Malmer, Guadalupe Yesenia H. Márquez, Zsolt Molnár, Helen Tugendhat & Stephen T. Garnett 2024 A baseless statistic could harm the Indigenous Peoples it is meant to support. Nature nr. 633: 32-35.<br><br>Kimmerer, Robin Wall 2014 The "Honorable Harvest": Lessons From an Indigenous Tradition of Giving Thanks. ALLcreations.org<br><br>The Kino-nda-niimi Collective 2014 The Winter We Danced. Voices from the Past, the Future, and the Idle No More Movement. ARP Books. Winnipeg.<br><br>Tsing, Anna, Jennifer Deger, Alder Keleman Saxena and Feifei Zhou 2021 Feral Atlas. The-More-Than-Human Anthropocene. Stanford University Press https://www.feralatlas.org/ |

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| | Viveiros de Castro, E. (1998). Cosmological Deixis and Amerindian Perspectivism. *The Journal of the Royal Anthropological Institute*, Vol. 4, No. 3, pp. 469-488<br><br>More reading will be announced in class |
| **Altre informazioni** | |
| **Obiettivi di Sviluppo Sostenibile (SDGs)** | Sconfiggere la povertà, Sconfiggere la fame, Buona salute, Acqua pulita e servizi igenico-sanitari, Energia rinnovabile e accessibile, Buona occupazione e crescita economica, Partnership per gli obiettivi, Città e comunità sostenibili, Utilizzo responsabile delle risorse, Lotta contro il cambiamento climatico, Utilizzo sostenibile del mare, Utilizzo sostenibile della terra, Pace e giustizia, Ridurre le disuguaglianze |