

Course title: Environmental anthropology – Nature, Culture and Health
Masaryk University
Kabale University
Bwindi Community Hospital Nursing School
Universidade Federal da Bahia
Universidade Estadual Paulista
University of Namibia:

Extent and Intensity:

Meetings will happen according to the following calendar (please pay attention to the correct time zone)

Tuesday 09th April at 10-12 (Brazil), 15-17 (Czech), 15-17 (Namibia), 16-18 (Uganda)
Tuesday 23rd April at 10-12 (Brazil), 15-17 (Czech), 15-17 (Namibia), 16-18 (Uganda)
Tuesday 30th April at 10-12 (Brazil), 15-17 (Czech), 15-17 (Namibia), 16-18 (Uganda)
Tuesday 07th April at 10-12 (Brazil), 15-17 (Czech), 15-17 (Namibia), 16-18 (Uganda)
Tuesday 14th May at 10-12 (Brazil), 15-17 (Czech), 15-17 (Namibia), 16-18 (Uganda)
Tuesday 21st May at 10-12 (Brazil), 15-17 (Czech), 15-17 (Namibia), 16-18 (Uganda)

The meetings will be realised using the following link:

<https://meet.google.com/qyv-rtzc-sph>

Teacher(s):

Paride Bollettin paridebollettin@sci.muni.cz

Kelly Sambucci ksambucci5@rvc.ac.uk

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Course Enrolment Limitations

The course is also offered to students in fields other than those it is directly associated with.

Field of study / plans the course is directly associated with

Anthropology and others

Course objectives

The course aims at making students able to observe, study, and discuss the complex interactions intermingling humans and other living beings in their biosocial environments.

Learning outcomes

Through the course, students will acquire basic knowledge on:

1) the diverse ways of situating human-environment relations along the history of anthropological debates;

- 2) alternative, culturally grounded, forms of experiencing the environment in diverse societies;
- 3) current debates on the complexity of human-environment interactions with an eye on the ecological and health crises.

Syllabus:

1. Introduction to the topic people-environment 9th April

Recommended reading:

Ingold, Tim. 2013. Dreaming of dragons: on the imagination of real life. *Journal of the Royal Anthropological Institute* 19: 734-752.

Krenak, Ailton. 2022. Thinking With Your Head on Earth. In Luca Bacchini, Victoria Saramago (eds.). *Literature Beyond the Human: Post-Anthropocentric Brazil*, 235-239. New York: Routledge.

Tsing, Anna; Mathews, Andrew; Bubandt, Nils. 2019. "Patchy anthropocene: landscape structure, multiespecies history, and the retooling of anthropology." *Current Anthropology* 60(20): S186-197.

Further readings:

To be indicated during the lecture

Additional activity:

Creation of a collective word cloud from the keyword "environment". For this activity the participants are requested to access the link: <https://www.menti.com/alvsvb1sagoo>
Once accessed, the participants should add 3 words that relate to the concept of "environment". We kindly ask you to fill in the task at least a couple of days before the beginning of the course, to discuss the results during the first meeting.

Step for the final works:

Please start to think of some ideas and experiences that call your attention and interest in the interrelations between people and environments (assumed in a broad sense).

2. Differences in environment experiences 23rd April

Recommended reading:

Ampumuza and Driessen. 2021. Gorilla habituation and the role of animal agency in conservation and tourism development at Bwindi, South Western Uganda. *Environment and Planning E: Nature and Space*, 4(4): 1601-1621.

Brown, Kate. 2019. Learning to Read the Great Chernobyl Acceleration. *Current Anthropology* 60(20): 198-208.

Further readings:

To be indicated during the lecture

Additional activity:

Share an image you have captured which shows what the environment means to you at least two days before the meeting. Send via email (ksambucci5@rvc.ac.uk) or WhatsApp (+447871491756) to Kelly who will create a picture collage which will be shared at our next meeting. Get creative, we welcome abstract images and particularly encourage you to reflect on the environment where you live.

Step for the final works:

Share your ideas and experiences in the forum in the virtual syllabus and try to search for possible connections with your colleagues. If you will find common interests you can decide to create a collective final work.

3. Relations people-environment-health **30th April**

Recommended reading:

Blue, Gwendolyn and Rock, Melanie. 2020. Genomic trans-biopolitics: Why more-than-human geography is critical amid the COVID-19 pandemic. *Dialogues in Human Geography* 10(2): 287–290.

Calkins, Sandra. 2019. 'Bananas, Humanitarian Biotech, and Human-Plant Histories in Uganda'. *Medicine Anthropology Theory* 6 (3): 29–53.

Further reading:

To be indicated during the lecture

Additional activity:

Reflect on how the Covid-19 pandemic affected the environment around you, and contribute these ideas to the online forum in the virtual syllabus (feel free to add links to images or other materials).

Step for the final works:

Start to think (individually or collectively if you found some colleagues with common interests) which is the meat format (text, audio, video, images, etc.) to present your topic for the final presentation.

4. Multispecies experiences and health **07th May**

Recommended reading:

Laine and Morand. 2020. Linking humans, their animals, and the environment again: a decolonized and more-than-human approach to "One Health". *Parasite* 27(55).

Reis-Castro, Luisa. 2021. Becoming Without: Making Transgenic Mosquitoes and Disease Control in Brazil. *Environmental Humanities* 13(2): 323-347.

Further readings:

To be indicated during the lecture

Additional activity:

Contribute to the elaboration of a collective creative multispecies story. The start of the story will be shared with the group via a Google doc, allowing for live edits to be tracked and together produce a creative piece.

Contribute 3 sentences to the story and see where we end up!

The story is available here:
[https://docs.google.com/document/d/1El64tF94xmNyCH_vovCzr2jk4NLzaxKx2wZRFuTEJLQ/edit?usp=share link](https://docs.google.com/document/d/1El64tF94xmNyCH_vovCzr2jk4NLzaxKx2wZRFuTEJLQ/edit?usp=share_link)

Step for the final works:

Collect the materials, information, and other elements for the elaboration of the final works and start to reflect about the connections between your case and the overall discussions of the course (individually or collectively according with the choice if to do it individually or collectively).

5. Environmental inequalities and environmental racism **14th May**

Recommended reading:

Benezra, Amber. 2020. Race in the Microbiome. *Science, Technology, & Human Values*, 45(5): 877-902.

Ferdinand, Malcom. 2022. *Decolonial ecology. Thinking from the Caribbean world*. Medford: Polity Press. [Prologue: "A colonial and environmental double fracture", p. 1-21.

Karera, Axelle. 2019. Blackness and the Pitfalls of Anthropocene Ethics. *Critical Philosophy of Race* 7(1): 32-56.

Further readings:

To be indicated during the lecture

Additional activity:

Reflect on the impacts of climate change on your personal experience, and search for a headline related to its impact on your local area. If you cannot find such an article, have you been directly affected? Send a screenshot/link of your article headline (or even social media post etc) or an image of this impact to Kelly (ksambucci5@rvc.ac.uk) who will collate these to share at our next meeting.

Step for the final works:

Collection and systematisation of the materials for the elaboration of the final works (individually or collectively according with the choice if to do it individually or collectively).

6. Final meeting: presentations of the final works and evaluation of the course **21st May**

Step for the final works:

Every participant/group is requested to send **two days before** the final works to the coordinators of the course and to prepare a short presentation of the work (max a couple of minutes) for the rest of the participants.

Teaching-learning methods

The classes will be held online (via online virtual meeting platform to be indicated), with introducing presentations and collective discussions.

Each week we suggest one reading. This can be complemented by suggested (not mandatory) additional readings and audiovisual materials that will be indicated during the meetings.

A complementary teaching-learning strategy is the development of collective works, which will enable participants to creatively participate in the development of the course with their suggestions and indications.

Assessment methods

Students will be asked to produce a collective exercise in working groups composed of people from different countries. These works can be realised using whatever format the participants will think is the most adequate (text, pictures, videos, audio, etc.).

Language of instruction

English

Further comments

Bibliographic materials will be provided in advance to course participants via universities' e-learning systems or GoogleDrive.