

**Culture, nature and Development**

Code: 101258  
ECTS Credits: 6

Degree	Type	Year	Semester
2500256 Social and Cultural Anthropology	FB	1	2

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Irina Casado Aijon

## Prerequisites

It is recommended that students have studied the Basic Concepts in Anthropology of the First Semester.

## Objectives and Contextualisation

The subject "Nature, Culture and Development" is a first approach to the relationship between the nature-culture binomial in order to place it in the tradition of Western thought and not as a human universal.

From the approach of Anthropology as a theoretical and practical science, students are offered an approach and a disciplinary look at conceptions and representations of the link between nature and culture from two perspectives: historical and ethnographic. It is for this reason that the subject is structured around a theoretical but at the same time ethnographic part where the presentation of empirical cases will provide students with examples of research, ethnographic analysis and anthropological application in contexts where nature and development are key. .

Students are expected to be able to develop a critical and constructive approach to intervention practices on nature and also on development models driven by Western world policies and, at the same time, to be aware of the ethnographic cases that will serve us. of example of how the human being is related to his environment.

The training objectives are as follows:

Ask questions about the culture-society-nature / human-nonhuman relationship over time and in different

cultures.

Express comparative points of view between Western Society and other types of societies.

Analyze texts, documents, exhibitions and audiovisuals.

Have conceptual, theoretical and analytical tools to evaluate development projects, cooperation and also alternatives to development.

## Competences

- Apprehending cultural diversity through ethnography and critically assessing ethnographic materials as knowledge of local contexts and as a proposal of theoretical models.
- Demonstrate skills for working autonomously or in teams to achieve the planned objectives including in multicultural and interdisciplinary contexts.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.

## Learning Outcomes

1. Identifying the theories about human species in their relation to society and culture production.
2. Identifying the various relationship processes between human populations and their environment.
3. Interpreting the relationships between different societies and cultures by applying the specific notions of Anthropology.
4. Interpreting today's main events from physical, economic, social and cultural diversity.
5. Knowing and understanding the culture's influence in the various institutional systems of environmental intervention.
6. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
7. Propose ways to evaluate projects and actions for improving sustainability.
8. Recognising the cultural nature of nature and society conceptualizations.

## Content

Block 1. Nature and Culture: a history of Western thought

1. The sociocultural construction of reality
2. Nature and culture: a Western dichotomy
3. The perception of nature in the course of history
4. Nature in non-Western forms of thought

Block 2. Ethnographic cases

Nature, culture and

1. Perceptions of landscapes: Valls d'Àneu (Pallars Sobirà)
2. Identity: Scandinavia (Norway), turpentine (Vansa-Tuixent Valley)

3. Beliefs, symbolism and ritual: neopaganism and ecospirituality.
4. Introduction of species: bear, wolf and otter.
5. Ecosystems, ecology and livelihoods
6. Consequences of climate change
7. Ecotourism, neoruralism
8. "Domesticated" nature - "Wild" nature: Zoos, nature parks, museums, gardens and mazes, wild animals: cultured nature

### Block 3. Development, cooperation and alternatives to development

1. The Development Paradigm. Origin, proposals and practices. Models of nature as sociocultural constructs in the framework of power relations: from colonialism to political ecologicalism. Development models. Nature rights?
2. NGOs, development projects, nature protection figures
3. Alternative proposals to development: ecofeminism, Sumak Kawsay, degrowth, ecodevelopment, bioculture, natural heritage.

## Methodology

During the course there will be: theoretical classes and activities led by the teacher. Search for documentation, reading texts, writing papers. Written evaluation. This through: theoretical and practical classes with the support of ICT and group discussions. Presentation of practical experiences of sociocultural and environmental intervention. Viewing and debating audiovisuals and texts.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes and documentary viewings and activities in classroom	50	2	5, 2, 1, 4, 3, 8
Type: Supervised			
Debates in the class, supervision of the work in group, individual or grupal tutorships	20	0.8	5, 2, 1, 4, 3, 8
Type: Autonomous			
Study, reading, analysis, criticism of texts and documentaries in the classroom, preparation of debates, writing of works	60	2.4	5, 2, 1, 4, 3, 8

## Assessment

Continued evaluation

The evaluation of this subject will be continued.

Passing both the final exam and the exam on the reading of a monograph will be mandatory to pass the

subject.

All the activities that make up the assessment with the exception of classroom activities will be recoverable on the official date set for Recovery.

Unique evaluation

The single assessment will consist of three assessment activities that will take place, all three, on the same day:

Final exam and monograph exam (50% of the final mark)

Delivery of the final work: this delivery will be made on the same day as the two exams (25% of the final mark)

Delivery of the 3 reviews: this delivery will be made on the same day as the two exams (25% of the final mark)

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities in classroom	10%	5	0.2	5, 2, 1, 4, 3, 6, 7, 8
Reviews of articles	20%	10	0.4	5, 2, 1, 4, 3, 6, 7, 8
Subject Work	20%	2	0.08	5, 2, 1, 4, 3, 8
Tests: monography and Written final test based on classes, conferences and videos	50%	3	0.12	2, 4, 3, 8

## Bibliography

Mandatory Monograph

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## Links

Proyecto Albarradas: <http://www.albarradas.espol.edu.ec/>

Grup GIRHAC:

<http://www.uab.es/servlet/Satellite/la-investigacion/grupos-1263801907184.html>

Esteban Krotz Pasos para el estudio y la exposición de un texto antropológico, a: UAM-Iztapalapa, Departamento de Antropología

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*El Buen Vivir. Una vía para el desarrollo*, Alberto Acosta y Esperanza Martínez (Comps.), Abya-Yala, Quito, 2009.

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## **Software**

Word processor (Word type), Powerpoint.