

UNIVERSITY OF KENT AT CANTERBURY

DEPARTMENT OF ANTHROPOLOGY

Kent-Kew MSc Degree in Ethnobotany

FURTHER PARTICULARS FOR POTENTIAL STUDENTS

Background

This programme was offered for the first time in the session 1998-9, and since then we have grown steadily and recruited from increasingly larger field of applicants. It is now firmly established as a national and international leader in the field. In 2003 we admitted 16 students and this is the current quota for this programme. The Msc Ethnobotany has ESRC recognition, and we have a small number of 1+3 quota awards. The Department has a long-standing research interest and distinguished reputation in the subject, focused on the work of its Ethnobiology Laboratory and (from 2007) the Centre for Biocultural Diversity. There are currently seven staff at Canterbury with specific qualifications to teach ethnobotany. In 2001 the Department was awarded 5 (on a scale of 1 to 5*) in the UK Research Assessment Exercise. The Department was graded excellent in the most recent Teaching Quality Assessment.

The Durrell Institute of Conservation and Ecology (DICE) is located within the Department at Anthropology at Kent, and has an international profile in biodiversity management and conservation. The Royal Botanic Gardens at Kew have a long established record for excellence in botanical research and for their collections, including those in economic botany.

Outline Programme Details

1. Award to Which the Programme Leads and Title

MSc in Ethnobotany at the University of Kent, at Canterbury.

2. Length of Programme and Mode

12 months full-time, 24 months part-time.

3. Entry Requirements

Degree equivalent to a first or good second class honours degree from a UK university in a relevant subject. This would ordinarily be in anthropology, social anthropology, horticulture, botany, biology, pharmacy, geography, ecology, environmental studies or biodiversity conservation. Candidates with alternative qualifications are not ruled-out, but would be considered on an individual basis.

Holders of comparable international qualifications will be considered individually.

4. Aims and Objectives

The coursework programme in Ethnobotany aims to offer participating students the opportunity to acquire advanced knowledge in both botanical and anthropological approaches to ethnobotany, in relation to issues in human ecology, biodiversity management, sustainable development and practical applications of such knowledge. The aims include ensuring that graduates have a range of both practical and evaluative skills, and experience of conducting empirical or other applied research, to allow them to move into the employment market at an appropriate level. It is expected that such work might be undertaken in conjunction with a range of organizations including national or international environmental bodies, governmental departments or non-governmental organizations.

The objectives of the Ethnobotany coursework programme are that students acquire a sufficient grounding in research skills in their chosen field of study; develop a broad knowledge of the subject area of study; and acquire specialist knowledge in relation to their chosen area of specialization to a standard sufficient to contribute to knowledge in that area.

5. Curriculum Content and Organisation

Students are required to take SIX modules. Students may additionally take TWO optional unassessed modules without credits, depending on their interests and the advice of their supervisor. Each compulsory module runs for a minimum of 24 timetabled hours, and carries 20 credits. The Dissertation carries 60 credits, giving a total of 180 credits. (Note: the teaching details provided are correct as of 1 July 2008)

COMPULSORY CORE UNITS

1. SE832: Ethnobiological Knowledge Systems
Weeks 13-24 (Professor Roy Ellen)
2. SE836: Botanical Foundations of Ethnobotany
Weeks 4-20 (Dr. Simon Platten, Dr. Peter Giovannini, Olwen Grace, James Wong and others)
3. SE837: Plant Resources and their Conservation
Four two-day blocks taught at Kew spread over Weeks 1-24. (Dr. Mark Nesbitt and others)
4. SE802: Anthropological Research Methods
Weeks 1-24 (Dr. Daniela Peluso, Dr. Raj Puri, Dr. Helen Newing and others)
5. SE831: Environmental Anthropology
Weeks 1-12 (Dr. R. Puri)

6. SE840 Contemporary Issues in Ethnobotany
Weeks 1-7 (Dr. G. J. Martin, Professor Patricia Howard).

UNASSESSED OPTIONAL UNITS

7. SE801a: Contemporary Problems in Social Anthropology
Weeks 1-24 (Glenn Bowman and Dr. M. Demian)
8. SE801b: Contemporary Problems in Social Anthropology
Weeks 1-24 (Glenn Bowman and Dr. M. Demian)
9. DI835: Ecology and Conservation
Weeks 1-6 (Dr. J. Groombridge)
10. DI836: Conservation of species
Weeks 7-12 (Dr. R. Griffiths)
11. DI837: Conservation of Ecosystems
Weeks 13-18 (Dr. P. Bennett)
12. DI839: Communities, Conservation, Conflict and Change
Weeks 1-6 (Dr. H. Newing)
13. DI838: Sustainable Resource Use
Weeks 13-18 (Professor N. Leader-Williams)
14. DI841: Managing Protected Areas
Weeks 19-23 (Prof. N. Leader-Williams)
15. DI822: Biodiversity Law
Weeks 7-12 (Prof. S. R. Harrop)
15. DI831: Site and Visitor Management in Protected Areas
Weeks 1-6 (Prof. N. Leader-Williams)
17. DI830: The Tourism Industry and Economics
Weeks 7-12 (Dr. D. MacMillan)
18. DI832: Tourism, Protected Areas and the Local Community
Weeks 13-18 (Dr. H. Newing)
20. SE846: Cultural Dimensions of Drugs and Addictions
Weeks 12-24 (Dr. A. Klein and Dr. A. Waldstein)

Please note that:

1. Student numbers on units DI839 and DI838 are likely to be high, and this may affect availability.
2. Those wishing to take DI836 or DI837 should also take DI835, and those wishing to take DI838 or DI841 should also take DI839.
3. Each module consists of a minimum of 24 contact hours. In addition, students may expect a minimum of 8 hours of tutorial support for essays and the dissertation.
4. Students are also expected to attend the weekly Anthropology Staff-Graduate Research Seminar (Tuesday, 4.30-6.00 pm).
5. Students may also attend relevant undergraduate modules as advised. A Part II Handbook listing all undergraduate modules on offer is available for consultation in L44.
6. By the end of the second week of the Michaelmas Term students must inform Nicola Kerry-Yoxall, and their supervisors, which modules they are taking.
7. A video session to accompany Ethnobotany units may be held on either Tuesday or Wednesday.

6. Written assignments

Students will be required to produce SIX assessment assignments (four essays and two practical assignments): one for each of the modules taken. Students are encouraged to use material covered in their optional units in writing assignments and in conducting their special project. Essays should be approximately 2,000 words in length, though one must be approximately 4,000 words. All assignments must be typed or wordprocessed. Assignments (paper copy and electronic copy) should be submitted to Nicola Kerry-Yoxall in the Departmental Graduate Office (Marlowe 12, email: N.A.Kerry-Yoxall@kent.ac.uk or nak1).

Students have the right to expect at least two x 20 minute sessions of supervision for each assignment. During the first session students will usually be asking for advice in relation to reading materials and the choice of an assignment title; in the second session, student and supervisor will be discussing a draft outline for the assignment - notes of which will, preferably, have been handed to the supervisor before the supervision session.

Each assignment is marked out of 100. A mark of 40 constitutes a PASS at MSc level.

Assignments are internally marked, and one copy of each is returned, with comments from the

markers, to the student.

All assignments and internal marks are forwarded to the external examiner. The final marks are determined at a full examiners' meeting held in May or June. Where candidates have resubmitted an assignment or assignments the second mark only is taken into account by the examiners.

7. Special Project and Dissertation

On successful completion of the coursework element of the programme, the student will undertake a special project in ethnobotany leading to a dissertation of not more than 15,000 words. The dissertation may be based on practical fieldwork, library materials or museum and herbarium collections, or any combination of these. The project takes place between April and the end of July. The dissertation must be submitted by the end of the registration period in September.

To qualify for the award of an MSc 'with distinction', students must:

- Achieve a mark of 70 or above in four out of their six coursework assignments;
- Have marks of no less than 40 for their other assignments;
- Receive a mark of 70 or above in their dissertation;
- Have met all deadlines for the submission of work, with no extensions of deadlines granted.

To qualify for the award of an MSc 'with merit', students must:

- Achieve a mark of 65 or above in three out of their six coursework assignments;
- Have marks of no less than 40 for their other assignments;
- Receive a mark of 65 or above in their dissertation;
- Have met all deadlines for the submission of work, with no extensions of deadlines granted.

8. Computing

Anthropology students have extra facilities available to them in addition to the main university provision of graduate students. You will be given further details during induction week. Michael Fischer (Marlowe 64, extn 3144, email mf1) and David Zeitlyn (Marlowe 10, exten 3360, email dz3) are professors with particular interest in computing, and offer informal instruction in how to use the machines. You may also consult Christine Eagle (Marlowe 161a, exten 7265, email cme).

9. Research Seminar

There is a weekly seminar on Tuesday afternoons (the Staff/Graduate Research Seminar)

which hears papers by members of the Department (including graduate students) and by visiting speakers. It usually progresses to a bar at 6.00pm, and occasionally to supper afterwards. Attendance at this seminar is obligatory for all graduate students; if, for any reason, you are unable to attend, you should send your apologies to the Chairperson of the seminar in advance.

10. The Supervisor

You will be assigned a supervisor with whom you should make contact as soon as possible. The supervisor is responsible for the overall progress of the student throughout the year. In particular, assignment work should be discussed carefully with the supervisor. Where the supervisor feels that another colleague has appropriate expertise then this colleague should approve the precise topic formulated for assignment work, but the supervisor must also sign the specified form and approve this choice (this means that for some assignments two signatures will be required). It is critical that students and supervisors decide on a clearly worded and appropriate title for each essay. These forms can be obtained from Nicola Kerry-Yoxall in Marlowe 12, and should be completed well before assignments are due to be submitted. The supervisor is also expected to ensure that the student obtains a broad perspective during the course, and does not have too narrow a focus in the assignments. You must consult your supervisor before commencing any of your essays.

Students can opt to have a Kew co-supervisor for their project if appropriate.

N.B. In relation to supervision of assignments, it is reasonable to expect that supervisors will provide at least forty minutes one-to-one supervision of individual assignments. This may be split into two or more sessions, e.g. one session discussing a title and reading material, and a second discussing the outline of an assignment for which the student has already done some preparatory reading. Each assignment is marked internally by two members of the department who will provide typewritten comments, commenting on writing techniques, as well as on the substantive arguments used.

11. Core Module Syllabus

SE832: Ethnobiological Knowledge Systems

Curriculum: Ethnobiology, anthropology and 'indigenous knowledge'. The human and cultural significance of plants and animals. The structure of ethnobiological categories, classifications and the relations between categories. Variation, change and the evolution of ethnobiological categories. Domesticates and domestication. Ethnoecological knowledge and anthropogenic environments. Plants and animals as symbols and objects of aesthetic appreciation. Constructions of nature and natural history intelligence. The organization of medicinal plant knowledge. Knowledge transmission and erosion.

Indicative reading:

B.Berlin *Ethnobiological classification*
W. Balée *Footprints of the forest*
R.Ellen (ed.) *Ethnobiology and the science of humankind*

Staff: Professor Professor Roy Ellen, Dr. Anna Waldstein

SE836: Botanical Foundations of Ethnobotany

Curriculum: Plant morphology. Plant resource pools and economic botany. Outline survey of selected economically important plant families. Plants as food, medicines, food additives, construction materials, hallucinogens and narcotics. Creating plant profiles.

Indicative Reading:

C.M. Cotton *Ethnobotany: principles and applications*
J. G. Vaughan and C. A. Geissler *The new Oxford book of food plants*
M.J.Balick and P.A. *Plants, people and culture*
R.E.Shultes and S. von Reis *Ethnobotany: evolution of a discipline*

Staff: Dr. Simon Platten, Dr. Peter Giovannini, James Wong, Olwen Grace

SE837: Plant Resources and their Conservation

Curriculum: Introduction to Kew resources for the study of ethnobotany. Selected family surveys: botany and taxonomy: Poaceae, Lamiaceae, Fabaceae, Araceae, Arecaceae. Organisation and function of the Herbarium and tour of relevant parts of the Gardens. Overview of plant taxonomy and systematics. History of plant exchange and the role of economic botany museum collections. Screening for bioactivity: plant chemistry in relation to medical ethnobotany. Special issues in the conservation of useful plants, including the role of botanic gardens. The legal framework of plant conservation: CBD and CITES. Chinese herbal medicine.

Indicative Reading:

D. Bridson and L. Forman *The herbarium handbook*
Brockway, L.H. 2002. *Science and Colonial Expansion: The Role of the British Royal Botanic Gardens*.
Maunder, M., Clubbe, C, Hankamer, C & Groves, M. (eds) 2002 *Plant Conservation in the Tropics: perspectives and practice*.
Zomlefer, W.B. 1994 *Guide to Flowering Plant Families*.

Staff: Dr. Mark Nesbit and other Kew staff.

SE831: Introduction to Environmental Anthropology

Curriculum: Theoretical approaches of environmental anthropology, including cultural ecology, ecosystematic models, historical and political ecology, and new approaches deriving from post-structural anthropology and the study of environmentalisms. The middle section of the module looks at five categories of subsistence strategy and the environments they occur in, foraging and hunting (in arid, arctic and tropical forest ecosystems), fishing (coastal marine environments), pastoralism (in grassland and mountain ecosystems), low intensity and high intensity agriculture (in arid, grassland and tropical environments). For each of these production systems we also examine a complementary contemporary issue in conservation and/or development. These issues may involve great debates in theory, problems of methodology or issues in applying research results to solve practical problems. Throughout the module we address methods and problems of applying research in environmental anthropology to related development, conservation and human rights issues.

Crumley, C., ed. 2001. *New Directions in Anthropology and Environment*
Ingold, T. 2000. *The Perception of the Environment: Essays in livelihood, dwelling, and skill.*
Dove, M. and C. Carpenter eds. 2007. *Environmental Anthropology: A historical reader.*
Moran, E.F. 2000. *Human Adaptability.* 2nd Edition.
Townsend, P., 2001. *Environmental anthropology. From Pigs to Policies.*

Staff: Dr. R. Puri

SE802: Anthropological Research Methods

Curriculum: An introduction to anthropological research methods: beginning research, research proposals and design; quantitative methods (interpreting tables, sampling, censuses, surveys, random spot checks, Anthropac); qualitative methods (the interview, questionnaire design and analysis, focus groups, observation, participation and fieldnotes); market surveys. cultural domain analysis; visual anthropology, language and linguistic methods; ethics. This module is linked closely to workshops available as part of SE841: Practical Methods in Conservation Social Science.

Indicative Reading:

H. R. Bernard *Research methods in cultural anthropology*
R. Ellen (ed) *Ethnographic research*

Staff: Dr. Daniela Peluso, and others.

SE840 Contemporary Issues in Ethnobotany

Curriculum: Biocultural, co-evolutionary and historical frameworks for studying ethnobotany; classification, exchange, management, sustainability, use and valuation of botanical resources. Qualitative and quantitative techniques used in making botanical resource inventories, and application of results in the contexts of conservation, community development and human rights.

Specific topics include molecular approaches to ethnobotany, in situ conservation and the impact of GM crops. Gender issues.

Indicative Reading:

M. N. Alexiades *Selected guidelines for ethnobotanical research*

G. J. Martin *Ethnobotany*

A.W. Crosby *Ecological imperialism*

R.B. Norgaard *Development betrayed*

Staff: Dr. G. J. Martin, Professor Patricia Howard

12. Staff

The Department of Anthropology at the University of Kent currently has about 50 members of academic and senior research staff. Of these, 14 are members of the Durrell Institute. We have five administrative staff and one Research and IT support officer. At any one time we have a vigorous body of research students and a small group of post-docs and research assistants.

Many staff at Kent and Kew will be involved at some stage in teaching and supervision. The following, however, are those whose responsibilities and interests connect most directly with the programme, together with their research areas and departmental roles:

Miguel Alexiades, Honorary Research Fellow: ethnobotany, globalisation, development, south America

Bowman, Glenn, Senior Lecturer in Social Anthropology and Director of Graduate Studies: visual anthropology, identity, ethnicity and nationalism; the Balkans and the Middle East

Bill Baker, Herbarium RBG Kew: systematics, palms

Gemma Bramley, Herbarium RBG Kew: taxonomy, Dicot systematics, drylands

Craig Brough, Enquiries Librarian RBG Kew, Information Services Department

Mary Butcher, Honorary Research Associate: basketry traditions

Colin Clubbe, Co-ordinator of Graduate Studies, RBG Kew: taxonomy and ecology

Roy Ellen, Professor of Anthropology and Human Ecology: Convener of Ethnobotany Programme, Director of Research for Anthropology; ecology of subsistence societies, ethnobiological classification; eastern Indonesia.

Michael Fischer, Professor of Anthropological Science, and Director of the Centre for Social Anthropology and Computing; research methods, computing applications, South Asia and the

Pacific

Peter Giovannini, University of Kent and London School of Pharmacy: Mexico, agrobiodiversity, medicinal plants, botanical foundations of ethnobotany.

Olwen Grace, Kew Research Staff: sustainable use of African flora, Aloes

Stuart Harrop, Professor of Wildlife Conservation Law; intellectual property rights

Michael Heinrich, Professor of Pharmacognosy and Phytotherapy, The School of Pharmacy, University of London; Visiting Professor of Ethnopharmacology, University of Kent: ethnopharmacology, Mesoamerica

Patricia Howard, Honorary Professor of Ethnobotany, University of Kent; also, University of Wageningen, the Netherlands: gender and natural resource management

Axel Klein, Lecturer in Medical and health Studies: Africa, Caribbean; plant-based drugs and their social context, policy issues

Sven Landrein, Herbarium RBG Kew: taxonomy, temperate zones

Gwilym Lewis, Head, Legume (Fabaceae) section, RBG Kew

Chris Leon, Head, Chinese Medicines authentication unit, RBG Kew

Rory McBurney, Formerly, Centre for Economic Botany, RBG Kew; currently Kent Research Student: nutrition, food plants, Africa

Gary Martin, Lecturer in Ethnobotany and Honorary Research Fellow in Social Anthropology, Director of the Global Diversity Foundation: adaptive ethnobotany; Mexico, Sabah

William Milliken, The Herbarium, RBG Kew: medical ethnobotany, Amazonia

Mark Nesbitt, Centre for Economic Botany, Royal Botanic Gardens Kew; palaeoethnobotany, domestication, ethnobotany databases.

Helen Newing, Lecturer in Biodiversity Management: social science approaches to conservation; south America, tourism and conservation.

Daniela Peluso, Lecturer in Social Anthropology: kinship, research methods, Amazonia

Simon Platten, Leverhulme Research Fellow in Ethnobotany, University of Kent: anthropology, food crops, agricultural systems, homegardens; Indonesia, UK

Raj Puri, Senior Lecturer in Social Anthropology: Convener of Programme in Environmental Anthropology; development and environment, ethnobiology; Southeast Asia

Paul Sillitoe, External Examiner in Ethnobotany and Professor of Anthropology at the University of Durham: ethnoecology, development, indigenous knowledge, community-based management; Papua New Guinea, Bangladesh.

Monique Simmonds, Professor and Head of Biological Interactions Sections at the Jodrell Laboratory, Royal Botanic Gardens Kew; phytochemistry, medical ethnobotany

Tim Utteridge, Herbarium, RBG Kew: taxonomy, southeast Asia

Anna Waldstein, Lecturer in Anthropology: medical anthropology, ethnobotany, Latin America

David Zeitlyn, Professor of Social Anthropology, and Director of Research; research methods, computing applications; Africa

RFE, 27-06-08