1. **Title of the module**

ANTS5850 (SE585)Eating and Healing: Biocultural Perspectives

1. **School or partner institution which will be responsible for management of the module**

School of Anthropology and Conservation

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

6

1. **The number of credits and the ECTS value which the module represents**

15

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

none

1. **The programmes of study to which the module contributes**

BSc Anthropology, BSc Biological Anthropology, BA Social Anthropology (and related programmes)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate an ability to critically assess human nutritional requirements/recommendations from an evolutionary perspective and how these have changed over time
   2. Construct a persuasive argument to explain how and why medicinal plants affect human physiology
   3. Critically evaluate the overlap of eating and healing behaviour, especially related to consumption of plants, in order to understand the food-medicine continuum.
   4. Understand the complexity of the relationships between food production, cultural evolution and globalisation in order to relate anthropological debates to current affairs
   5. Demonstrate a critical understanding of the role of food and medicine consumption in the development of social/cultural identity and diversity over time
   6. Apply a biocultural perspective to anthropological problems/questions when considering eating and healing
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Learn and study independently to demonstrate the ability to think critically
   2. Apply logistical reasoning to address questions and problems
   3. Manage time effectively
   4. Conduct library research and know how to cite sources appropriately
   5. Construct and support an argument with reference to appropriate scholarly sources
3. **A synopsis of the curriculum**

Students will learn about the significance of eating and healing in relation to biocultural evolution, globalisation, identity and health. The module will cover the evolution of primate diets and self-medication, different modes of food procurement, production and processing, and the relationship of ‘drug-foods’ to trade, colonial expansion and the process of globalisation. Moving from production and distribution to eating and healing specifically, the module will cover notions of identity at collective and individual levels in relation to food and medicinal plant consumption, as well as political and spiritual aspects of eating and healing with plants (e.g. food/health sovereignty).We will also look at various forms of disordered eating and drug misuse from a biocultural perspective..

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Etkin, Nina, ed. 1986. Plants in Indigenous Medicine and Diet: Biobehavioral Approaches. Bedford Hills, NY: Redgrave Publishing Co.

Etkin, Nina L., ed. Eating on the Wild Side: The Pharmacologic, Ecologic, and Social

Implications of Using Noncultigens. Tucson: University of Arizona Press.

Johns, Timothy 1990. With Bitter Herbs They Shall Eat it: Chemical Ecology and the Origins of Human Diet and Medicine. Tucson: The University of Arizona Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Essay (2000 words) (40%)

Examination, 2 hour (60%)

13.2 Reassessment methods

Like for Like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** |  | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** | **Hours allocated** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | 128 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | 11 | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |  |
| Seminars | 11 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| 2000 word Essay |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Lectures and readings include ethnographic examples from around the world. Students will be exposed to the traditional beliefs and practices of a variety of cultures and sub-cultures to explore the different ways in they use plants for medicinal purposes and for healthy living.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 22/01/20 | Major | Sep 2020 | 1, 7-14, 17 | No |
|  |  |  |  |  |