1. **Title of the module**

SACO8800 (SE880) Holism, Health and Healing

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)**

7

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

15 (7.5 ECTS)

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

Spring

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

None

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

MSc Ethnobotany, MSc/MA Environmental Anthropology, MA Social Anthropology

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Critically assess human nutritional requirements/recommendations from an evolutionary perspective.
   2. Understand how and why medicinal plants affect human physiology in different biocultural contexts.
   3. Rigorously analyse the implications of nature, complexity and richness of human diversity and adaptation in health and wellness.
   4. Critically analyse the diverse strategies that humans have developed for dealing with illness and disease.
   5. Critically engage with the wide range of variation in cultural models and technologies of medicine and health as reported in ethnography.
   6. Demonstrate advanced knowledge and understanding of anthropological debates concerning health inequality, the relationship between health and the body and the historical development of biomedicine.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate independent learning and study skills.

9.2 Locate relevant sources of data (using library holdings and electronic sources) for particular assignments.

9.3 Construct and support a written argument with reference to appropriate scholarly sources.

9.4 Engage in constructive group discussions

9.5 Critically synthesise and summarise complex material succinctly.

1. **A synopsis of the curriculum**

The module addresses the causes, effects, treatments and meanings of health, illness and disease for humans and the ecosystems that they live in. The module content will be structured around five broad themes related to holism, health and healing, drawing on ethnographic examples from around the world. We will begin with a consideration of the evolutionary basis of human medicine and dietary behaviour. Next, we will take a closer look at healing systems, their structure and the various theories of illness and therapeutic techniques that they encompass. This will be followed by a critical examination of the biopolitics of health and healing, including the question of how to define and assess the efficacy of various medical treatments. We will then take a closer look at the spiritual aspects of health and healing before concluding with the final theme of holism, health and healing in the globalized world.

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

Anderson, M. and Asnani, M. 2016. “’The White Blood Cell Always Eats the Red:’ How Jamaicans With Sickle Cell Disease Understand their Illness.” *Ethnicity and Health* 21(2): 103-117.

Hsu, E. and S. Harris (eds.) 2010. Plants, health and healing: on the interface of ethnobotany and medical anthropology. Oxford: Berghahn. (Introductory chapter)

McGonigle, I. 2017. “Spirits and Molecules: Ethnopharmacology and Symmetrical Epistemological Pluralism.” *Ethnos* 82: 139-164.

Persson, A. et al. 2016. “On the Margins of Pharmaceutical Citizenship: Not Taking HIV medication in the ‘Treatment Revolution’ Era.” *Medical Anthropology Quarterly* 30(3): 359-377.

Pieroni, A. and Vandebroek, I. 2007. Traveling Cultures and Plants: The Ethnobiology and Ethnopharmacy of Migrations. Berghahn Books.

Van Andel, T. and P. Westers 2010. “Why Suranimese Migrants in the Netherlands Continue to Use Medicinal Herbs From their Home Country.” Journal of Ethnopharmacology 127(3): 694-701.

Volpato, G., D. Godinez and A. Beyra 2009. “Migration and Ethnobotanical Practices: The Case of Tifey Among Haitian Immigrants in Cuba.” Human Ecology 37: 43-53.

Waldstein, Anna and Cameron Adams. 2006. “The Interface Between Medical Anthropology and Medical Ethnobiology.” Journal of the Royal Anthropological Institute 12 (suppl. 1), 95-117.

Wayland, C. 2003. “Contextualizing the Politics of Knowledge: Physicians’ Attitudes toward Medicinal Plants.” Medical Anthropology Quarterly 17, 483-500.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**

13.1 Main assessment methods

Essay, 2,000-2,500 words (60%)

Presentation, 10 min (40%)

13.2 Re-assessment 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** |  |  |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Presentation | **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**

The module offers a multidisciplinary approach to explore the use of plants and other substances in non-western medical systems. 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.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 22/01/2018 | Major | January 2019 | 5, 6, 11, 12, 13, 14, 17 |  |
|  |  |  |  |  |