1. KentVision Code and title of the module

SACO8960 Environmental Anthropology

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Anthropology and Conservation

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

## Compulsory to the following courses:

## MSc Ethnobotany

Optional to the following courses:

* MA Social Anthropology: Humanitarian and Environmental Crises;
* MA Environmental Leadership

Also available as an elective module.

## The intended subject specific learning outcomes.On successfully completing the module students will be able to:

8.1 identify historical theoretical and applied problems in environmental anthropology

8.2 discuss critically the themes, debates and trends in environmental anthropology

8.3 discuss critically a range of classic ethnographic case studies

## The intended generic learning outcomes.On successfully completing the module students will be able to:

9.1 express ideas in writing and orally

9.2 interpret texts and performance by locating them within appropriate cultural and historical contexts

9.3 identify and analyse the significance of the social and cultural contexts of natural resource use

9.4 appraise the value of substantive findings in environmental anthropology

9.5 compare and contrast different theoretical approaches to the understanding of human-environment relationships

9.6 construct abstract arguments at a high level of sophistication

## A synopsis of the curriculum

This module introduces some of the main theoretical approaches and some practical applications of the study of environmental anthropology (in particular, cultural ecology, systems and symbolic ecology, historical and political ecology, and new approaches such as spiritual ecology and multispecies ethnography). It considers some of the main cultural and social aspects of the human-environment interface, such as the relationship between social organisation, culture and ecology; alternative forms of land use and management; the impact of processes of globalization on human interactions with the environment in a number of non-western societies; and the cultural dimension of human adaptation to a changing environment. 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 arid ecosystems), low intensity and high intensity agriculture (in arid, grassland and tropical environments). For each of these production systems we will 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, and in particular, we look at adaptation to climate change among Indigenous peoples.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

* Barnes, J. and M. Dove, 2015. Climate Cultures. Yale U Press.
* Cepek, M. 2018. Life in Oil: Cofan survival in the Petroleum Fields of Amazonia. Texas.
* Dove, M. 2021. Bitter Shade: The Ecological Challenge of Human Consciousness. Yale.
* Dove, M.R and Carpenter, C. 2007. Environmental Anthropology: A Reader. Routledge.
* Ellen, R. 2020 Nature Wars. Env. Anth and Ethnobiology Series. 27. Berghahn Books.
* Kopnina, H. and E. Shoreman-Ouimet, 2011. Environmental Anthropology Today. Routledge.
* Raygorodetsky, G., 2017. Archipelago of Hope. Pegasus Books.
* Tsing, A, et al., 2017. Arts of living on a damaged planet. Minnesota U Press.
* Vaughan, M. 2018. Kaiaulu: Gathering tides. OSU Press.

## Contact Hours

Private Study: 126

Contact Hours: 24

Total: 150

## Assessment methods

* 1. Main assessment methods
* Essay (2500 words) 65%
* Presentation 10%
* VLE quiz 25%

13.2 Reassessment methods

100% coursework

## Map of module learning outcomes (sections 9 and 10) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation |  | **x** |  | **x** | **x** | **x** | **x** |  | **x** |
| VLE Quiz | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module exposes students to a wide variety of concepts and materials from across different regions of the globe and intellectual traditions. The reading list is comprised of research produced by internationally acclaimed scholars, who contribute to the internationally shared public concerns of our times. These two elements are central to the internationalisation dimension of this module and contribute to the pedagogical cultivation of global citizenship.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 &7 cover sheet) |
| --- | --- | --- | --- | --- |
| 28.01.22 | Minor | Spring 2023 | 2, 7, 10, 11, 12, 13, 13.1 14, 15 | No |
|  | Minor | Sept 23 | 13.1, 14 | No |