## KentVision Code and title of the module

HECO3060 Animals, People and Plants: an introduction to Ethnobiology

## 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 4

## 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)

Spring

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

None

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

#### Optional to the following courses:

* BSc Human Ecology
* BSc Anthropology
* BSc Wildlife Conservation
* BA Environmental Social Sciences
* BA Social Anthropology

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

8.1 Synthesise the wide-ranging relationships between humans, other animals and plants.

8.2 Understand how plants and other animals have affected human history and have contributed to the structure of contemporary societies around the world.

8.3 Appreciate aspects of utilitarian, welfare and rights-based perspectives, among others, that affect our contemporary relationships with plants and other animals.

8.4 Understand symbolic, mythological and religious perspectives of animals and plants.

8.5 Understand the development of legal, political and social institutions that manage plants and animals

8.6 Understand the basic theories of how plants and animals are named, identified and classified by different peoples, including scientists.

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

9.1 Think critically and synthetically (i.e. holistically—able to synthesise material from many sources into a bigger picture)

9.2 Communicate ideas and arguments orally and in writing

9.3 Read critically

9.4 Manage time effectively

9.5 Organise information in a clear way*.*

## A synopsis of the curriculum

This module introduces students to a wide-ranging view of the relationships among people, other animals and plants. The module will provide social, political and cultural perspectives on these relationships and will introduce students to some of the technical aspects of ethnobiology. The module emphasises the importance of culture in mediating the use of plants and animals among humans, and explores the role of wild and domestic plants and animals in human evolution, including the way human societies have manipulated and altered the landscape. Contemporary problems in conservation, development and human and animals rights are also explored.

## 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).

## Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

## Assessment methods

* 1. Main assessment methods
* Analytic Note (20%)
* Annotated Bibliography (20%)
* Oral Presentation (20%)
* Final Essay (40%)
  1. Reassessment methods

Like for Like

## Map of module learning outcomes (sections 8 & 9) 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 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | x | x | x | x | x | x | x | x | x | x | x |
| Lectures | x | x | x | x | x | x |  |  |  |  |  |
| Seminars | x | x | x | x | x | x | x | x |  |  |  |

**Module learning outcomes against assessment methods:**

| 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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Oral Presentation |  |  |  |  |  |  |  | x |  | x | x |
| Analytic Note |  |  |  |  |  |  |  |  | x |  |  |
| Annotated Bibliography | x | x | x | x | x | x | x | x | x | x | x |
| Essay | x | x | x | x | x | 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 is international in scope as it draws on case studies from around the world.

**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) |
| --- | --- | --- | --- | --- |
| 16/12/16 | Major | January 2017 | 8,9,10,12,13 | No |
|  |  |  |  |  |