1. **KentVision Code and title of the module**

SACO8970 Ethnobiological Knowledge Systems

1. **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

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

Level 7

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

15 credits (7.5 ECTS)

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

Autumn or Spring

1. **Prerequisite and co-requisite modules and/or any module restrictions**

None

1. **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
1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 critically discuss the relationship between people and other organic species, in terms of the social and knowledge systems of which they are part, and using anthropological approaches and data

8.2 apply various methodological approaches within ethnobiology

8.3 understand the ways in which different societies and cultures have come to perceive, know, use, classify and symbolically represent plants and animals

8.4 appreciate the ways in which anthropologists have approached the study of local systems of classification and knowledge, and peoples' management and use of plants and animals

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

9.1 articulate and assess a range of anthropological and cognate approaches to issues of ethnobiological knowledge systems

9.2 understand the study of ethnobiological knowledge systems in relation to how the subject has developed

9.3 evaluate various theories of how ethnobiological knowledge is organized and explained

9.4 think critically in anthropological terms about the relationship between ethnobiological knowledge systems and other aspects of culture and society

9.5 choose appropriate methods in relation anthropological questions suitable for research study

9.6 present ideas systematically and cogently both orally and in writing

1. **A synopsis of the curriculum**

This module is intended to enable students to discuss critically the relationship between people and other organic species, in terms of the social and knowledge systems of which they are part, using anthropological approaches and data. The module deals with the ways in which different societies and cultures have come to perceive, know, use, classify and symbolically represent plants and animals. It also introduces students to the ways anthropologists have approached the study of local systems of classification and knowledge, and people's management and use of plants and animals.

1. **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).

1. **Contact Hours**

Private Study: 126

Contact Hours: 24

Total: 150

1. **Assessment methods**

13.1 Main assessment methods

* Essay 50%
* Analytic note 25%
* VLE test 25%

13.2 Reassessment methods

* 100% coursework
1. **Map of module learning outcomes (sections 8 and 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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture-Seminar | **x** | **x** | **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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Analytic Note | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| VLE test | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **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

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

Canterbury

1. **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) |
| --- | --- | --- | --- | --- |
| 26.01.22 | Major | September 2022 | 2, 7, 8, 9, 11, 13, 14 | None |
|  |  |  |  |  |