# KentVision Code and title of the module

SACO7023 Holism, Health and Healing

# Division and School/Department or partner institution responsible for the module

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

# The level of the module

Level 7

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

20 credits (10 ECTS)

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

Autumn or Spring

# Delivery of the module

* 1. **Mode of study**

In person

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

Canterbury

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

None

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

* 1. **The module is compulsory for the following courses**

MSc Ethnobotany

* 1. **The module is optional for the following courses**

None

* 1. **Also available as an elective module**

# 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. Themes include: 1. the evolutionary basis of human medicine and dietary behaviour, 2. healing systems, their structure and the various theories of illness and therapeutic techniques that they encompass, 3. spiritual aspects of health and healing, 4. the biopolitics of health and healing (including the question of how to define and assess the efficacy of various medical treatments), and 5. issues related to globalisation and traditional healing (e.g. biomedicalization, health sovereignty, legitimacy, etc.). This is a reading intensive module during which students are expected to keep up with assigned weekly readings through private study so that they can engage with lectures and seminar discussions. Besides achieving a deeper understanding of subject specific material, students will gain critical research and analytical skills, writing and other communication skills, and have opportunities to engage in high level debate and discussion with peers and academic staff on the application of subject specific content to solving real world problems in public health.

# Contact Hours

Private Study: 180

Contact Hours: 20

Total: 200

# Learning and teaching methods

This module will be delivered via lectures and seminars.

# The intended subject specific learning outcomes

On successfully completing the module students will be able to:

12.1 Critically assess human nutritional requirements/recommendations from an evolutionary perspective;

12.2 Understand how and why medicinal plants affect human physiology in different biocultural contexts;

12.3 Rigorously analyse the implications of nature, complexity and richness of human diversity and adaptation in health and wellness;

12.4 Critically analyse the diverse strategies that humans have developed for dealing with illness and disease;

12.5 Critically engage with the wide range of variation in cultural models and technologies of medicine and health as reported in ethnography;

12.6 Demonstrate advanced knowledge and understanding of anthropological debates concerning health inequality, the relationship between health and the body and the historical development of biomedicine.

# The intended generic learning outcomes

On successfully completing the module students will be able to:

13.1 Demonstrate independent learning and study skills;

13.2 Locate relevant sources of data (using library holdings and electronic sources) for particular assignments;

13.3 Construct and support a written argument with reference to appropriate scholarly sources;

13.4 Engage in constructive group discussions;

13.5 Critically synthesise and summarise complex material succinctly.

# Assessment Strategy

* 1. **Main assessment methods**

Essay: 3,000 words (60%)\*

Presentation, 10 minutes, plus slide show or notes (40%)\*

*\*Both assessments are pass compulsory and must be passed to achieve the learning outcomes of the module.*

* 1. **How the assessment methods outlined above fit with the course assessment strategy?**

The course assessment strategy emphasises a diversity of assessments, both formative and summative, and an emphasis on practical learning that gives students the opportunity to learn subject specific and generic research skills, as well as pursue topics of interest to them. Some assessments are designed to mimic research tools and policy work that might be required of a professional researcher or policy advisor.

This module’s two assessments allow for independent research on an aspect of the subject matter that is meaningful for the students. The presentation is of a key concept, and its use in a set of topical readings, but is marked on the hardcopy submitted at end of the term, and thus provides an opportunity to achieve important course learning outcomes concerning communication skills. The essay is an opportunity for students to develop an argument based on a deeper exploration of a theoretical or methodological debate in medical anthropology, and thus offers room for students to pursue independent research, gain skills in finding and analysing research literature and specific sources of information relevant to the subject matter.

* 1. **Reassessment methods**

Like for Like

# Mapping of Learning Outcomes

Map of module learning outcomes (sections 12 & 13) to learning and teaching methods (section 11) and methods of assessment (section 14).

* 1. **Module learning outcomes against learning and teaching methods**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 12.6 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |

* 1. **Module learning outcomes against assessment methods:**

| **Module learning outcome** | 12.1 | 12.2 | 12.3 | 12.4 | 12.5 | 12.6 | 13.1 | 13.2 | 13.3 | 13.4 | 13.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

# 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).

# 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

**MODULE RECORD**

**All revisions for this module are recorded in the table below for student and staff information.**

| **Date approved** | **New/ Material/ Major/ Minor revision** | **Start date of delivery of this version** | **Applies to new cohorts and/ or existing students (for revised modules)** | **Sections revised (if applicable)** |
| --- | --- | --- | --- | --- |
| 22.01.18 | Major | January 2019 | All | 5, 6, 11, 12, 13, 14, 17 |
| 16.11.22 | Minor | September 2023 | All | 7, 13 |
| 16.05.23 | Minor | September 2023 | All | 5 |
| 12.10.23 | Material | Jan 2025 | New | 1 (code), 4, 8, 10, 14 |