1. **Title of the module**

ANTB5690 (SE569) Palaeopathology

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)**

Level 6

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

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

ANTB5660 Human Osteology

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

BSc Anthropology

BSc Biological Anthropology

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

8.1 Understand the relationship between human skeletal growth and developmental disturbances.

8.2 Understand the causes and manifestations of skeletal disease and trauma.

8.3 Identify, diagnose, and interpret human skeletal disease and trauma.

8.4 Understand the research themes in human palaeopathology.

8.5 Understand how the study of human palaeopathology can inform aspects of life in the past including growth, activity, diet, health, social interaction, and conflict.

8.6 Critically evaluate new research in human palaeopathology.

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

9.1 Demonstrate critical thinking.

9.2 Demonstrate developed writing skills, such as clarity and correct referencing of sources.

9.3 Demonstrate developed reading skills.

9.4 Demonstrate time management and preparation.

9.5 Organise information in a clear way.

9.6 Demonstrate development of basic laboratory skills

1. **A synopsis of the curriculum**

Some diseases leave a characteristic signature on the human skeleton after death, which can be retained in the burial environment. Palaeopathology is the study of these diseases in human skeletons from an archaeological context to infer aspects of life in the past, such as childhood growth, as well as adult diet, activity, health, social interaction (caring, contact), and conflict.

The purpose of this module is to provide theoretical knowledge about the causes and manifestations of skeletal disease, and practical experience identifying and diagnosing palaeopathology. The relationship between skeletal growth and developmental disturbances are considered. Disease, activity, and diet are discussed. Skeletal responses to specific and non-specific infections, as well as neoplastic and traumatic events, are explored.

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

Roberts, C. and Manchester, K. Archaeology of Disease. 2005. Cornell University Press.

Burns, Karen Ramey The Forensic Anthropology Training Manual. 1999. Prentice Hall

One standard human osteology reference: White, Tim D. Human Osteology 3rd Ed. 2012. Academic Press.

Optional texts:

Ortner, D. Identification of Pathological Disorders. 2003. Academic Press.

Aufderheide, A.C. and Rodriguez-Martin, C. (Eds.) The Cambridge Encyclopedia of Human Palaeopathology. 1998. Cambridge University Press.

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 130

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Essay (2500 words) (25%)

Course Test (25%)

Palaeopathology Report (50%)

13.2 Reassessment 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* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |
| Lab practical | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Private Study | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Course test |  | **x** | **x** |  |  | **x** | **x** |  | **x** | **x** |  |  |
| Palaeopathology report |  | **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**

Students will be exposed to a variety of human skeletal remains from within different cultures and sub-cultures from around the world to understand how the study of disease in human skeletons can be used to infer aspects of life in the past.

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**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) |
| 17/08/17 | Minor | September 2017 | Template Updated + 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018