1. **Title of the module**

ANTB5410 (SE541) Palaeoanthropology

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 or Spring

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

ANTB3020 Foundations of Biological Anthropology

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

BSc Biological Anthropology and associated programmes

BSc Anthropology and associated programmes

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

8.1 competently assess evidence and articulate theories concerning the biological and cultural evolution of humans;

8.2 critically evaluate arguments and data in the field of palaeoanthropology;

8.3 summarise the key stages in the pattern of human anatomical and cultural evolution;

8.4 understand how palaeoanthropologists reconstruct hominin behaviour;

8.5 critically evaluate scientific papers and contribute to academic discussions and debates.

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

9.1 demonstrate highly transferable critical reasoning and evaluation skills;

9.2 demonstrate high quality verbal and visual presentation skills, assessed via a poster presentation;

9.3 demonstrate enhanced interpersonal skills such as the ability to discuss critically and debate topics with peers;

9.4 demonstrate improved learning and study skills as a result of independent scholarly research into particular topics.

1. **A synopsis of the curriculum**

Hominins – the array of species of which ours is the only living representative – provide the clues to our own origins. In this module, the methods and evidence used to reconstruct their biology and behaviour are discussed. This module will provide students with an advanced knowledge of human evolution, as well as techniques used in the examination of behaviour and cognition in fossil hominins. Emphasis is placed on the study of both the fossil and archaeological evidence for human evolution. By the end of the module, students will be able to assess the importance of an evolutionary perspective to the human sciences.

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

Alemseged Z, Spoor F, Kimbel WH, Bobe R, Geraads D, Reed D, Wynn JG. 2006. A juvenile early hominin skeleton from Dikika, Ethiopia. Nature 443:296-301.

Bermudez de Castro and Martinon-Torres (2012) A new model for the evolution of the human Pleistocene populations of Europe. Quaternary International doi:10.1016/j.quaint.2012.02.036

Conroy, G.C. and Pontzer, H. (2012) Reconstructing Human Origins: A Modern Synthesis, 3rd Edition. New York: W.W. Norton.

Klein R.G. (2009). The Human Career: Human Biological and Cultural Origins, 3rd edition. Chicago: University of Chicago Press.

Leakey et al (2012) New fossils from Koobi Fora in northern Kenya confirm taxonomic diversity in early Homo. Nature 488:201-204.

Wood B, Harrison T (2011) The evolutionary context of the first hominins. Nature 470:347-352

1. **Learning and teaching methods**

Total contact hours: 40

Private study hours: 110

Total study hours: 150

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

Poster (40%)

Poster presentation (20%)

Practical assessment – Lab (45 minutes) (40%)

13.2 Reassessment methods

Reassessment Instrument:100% coursework

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | X | X | X | X | X | X |  |  | X |
| *Lectures* | X | X | X | X | X |  |  | X |  |
| *Laboratory* | X | X | X | X |  | X |  |  | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Poster* | X | X | X | X | X | X | X |  | X |
| *Presentation* | X | X |  | X |  | X | X | X |  |
| *Practical Assessment* | 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**

This module exposes students to research findings that have contributed fossil and archaeological evidence for human evolution from across different regions of the globe. The reading list is comprised of research produced by prominent international research groups, including international collaborative efforts. These two elements are central to the internationalisation dimension of this module.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 18/11/16 | Minor | September 2017 | 5 | No |
|  |  |  |  |  |

Revised FSO Jan 2018