1. **Title of the module**

ANTB6050 (SE605) Hormones and Behaviour

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**

ANTB5080 Primate Behaviour and Ecology

ANTB5650 Sex, Evolution and Human Nature

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

BSc Biological Anthropology

BSc Anthropology

Also suitable as an optional module for BSc Wildlife Conservation, BA Social Anthropology and BSc Biology

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

8.1 evaluate the basic workings of the endocrine system in order to critically evaluate the methods used to study human and nonhuman primate behavioural endocrinology in field, lab, and other captive conditions;

8.2 recognise the hormonal basis of sex differentiation and sex differences in behaviour;

8.3 critically evaluate the link between hormones and social systems in humans and other primates, including wide-ranging knowledge of how hormones influence mating behaviour, parenting behaviour, social behaviour, and cognition;

8.4 understand the causes of physiological stress in humans and other primates in order to explain in depth the link between the short-term adaptive benefits of acute stress responses and the long-term detrimental consequences of chronic stress;

8.5 describe and comment upon how to differentiate between correlation and causation in behavioural endocrinology, and how to establish the direction of causality.

8.6 design a study to investigate the link between hormones and behaviour in humans or non-human primates.

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

9.1 think critically and apply logical reasoning to address questions and problems;

9.2 write clearly and know how to appropriately cite references;

9.3 read scientific and academic literature comprehensively;

9.4 appropriately prepare for a group discussions and do so in a time-efficient manner;

9.5 organise information in a clear way.

1. **A synopsis of the curriculum**

If behaviour has been shaped by natural selection, then those behaviours must have some biological basis. This module explores the extent to which hormonal mechanisms provide such a biological explanation of behaviour in humans and our primate cousins. Students will learn the basics of the endocrine system, and consider both how hormones affect behaviour and how behaviour may affect hormones. This module will examine the role that hormones play in the differentiation of behaviours between females and males, as well as the evidence that sexual, parental, aggressive, and affiliative behaviours are influenced by hormones. Students will thus complete this module with a greater appreciation of the hormonal underpinnings of the complex sociality that characterizes humans and other primates.

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

Nelson, R. J. 2011. An Introduction to Behavioral Endocrinology, 4th ed.: Sinauer Associates.

Ellison, P. T. & Gray, P. B. 2009. Endocrinology of social relationships, Harvard University Press.

Sapolsky, R. M. 2004. Why Zebras Don't Get Ulcers, Macmillan.

Becker, J., Breedlove, S., Crews, D. & McCarthy, M. 2002. Behavioral Endocrinology. 2nd ed.: MIT Press

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

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

Study Design (2000 words) (40%)

Seminar Readings Summaries (20%)

Essay (2000 words) (40%)

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |
| *Seminars* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Independent learning* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Essay* | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |
| *Study Design* | **X** |  |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Seminar Readings Summaries* | **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**

This module is designed to appeal to both national and international students through the incorporation of national and international scholarship (with reference made to national and international researchers; and field studies conducted in countries throughout the world).

**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) |
| 3/11/2017 | Minor | September 2018 | 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018