1. **Title of the module**

ANTB6250 (SE625) *Homo sapiens:* Biology, Culture and Identity

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 5

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**

None

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

This module is compulsory for BSc Anthropology and BSc Biological Anthropology students. This module is also suitable as an optional module for students of the following degree programmes: BA Social Anthropology; BSc Biology. Also available as a Wild Module and suitable for short-course students.

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

8.1 Clearly understand the relationships between biological and cultural processes specifically in relation to modern human evolution and analyse the interplay between human biology, life history processes and human behaviour.

8.2 Critically discuss biological models and adaptive strategies to understand what makes modern humans distinct from other primates and earlier hominins (particularly with respect to cognition, communication, and culture).

8.3 Understand modern human variation and diversity, and the evolutionary forces which may have shaped it.

8.4 Identify artefacts from prehistoric populations key to understanding modern human geographic dispersal.

8.5 Understand causal and interpretative ideas about life processes and culture in different prehistoric modern-human populations, and the ways in which human identities are socially formed.

8.6 Identify and interpret the signs of different taphonomic processes on the preservation of human remains across different time scales.

8.7 Understand how changes in environment and diet contributed to modern human evolution.

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 (e.g. identify aspects of the module which are applicable to other areas of anthropology, specifically those which can aid understanding of other modules).

9.2 Develop advanced communication skills (e.g. writing skills, including clarity and appropriate referencing of sources, and reading skills).

9.3 Demonstrate experience in time management and preparation.

9.4 Organise information in a clear way (e.g. development of independent study skills and interpersonal skills via critically debating topics with peers).

9.5 Apply increase knowledge of, and developed their practical anthropological skills (e.g. practical lab skills relating to the quantification and comparative analysis of metric data).

10. **A synopsis of the curriculum**

Humans are unique primates; anatomically peculiar and culturally complex, our 300,000 years on Earth have led us to be a species like no other. This module focuses on the scientific study of what it means to be human, from a combined biological and cultural perspective. The module traces the origins, and subsequent biological and cultural evolution, of modern humans (*Homo sapiens*) from the late Pleistocene through to the Holocene and modern era, highlighting the concurrent development of diet, cognition, anatomy, behaviour and culture. The proliferation of our species across the breadth of Earth’s biogeographic environs will be studied, as will modern human life history, gene-culture co-evolution, variation in growth and biological adaptation – together with their genetic underpinnings – which contribute to our diversity. Our communicative, cultural and technological specialisation will be compared and contrasted with that of other extant primates. The co-dependence and co-evolution of human biology and culture will be assessed using fossil, genetic, artefact, anatomy and primate comparative-based evidence. By the end of the module students will have a thorough grounding in the core principles of biological anthropology as it relates to modern humans, and a comprehensive understanding of the evolutionary forces which have shaped our biology, ecology and culture. Laboratory and seminar-based teaching will emphasise practical skills and investigative techniques employed by biological anthropologists in their quest to understand what makes us human.

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

Conroy, GC and Pontzer, H (2012) Reconstructing Human Origins: A Modern Synthesis, 3rd Edition. W.W. Norton and Company: London. (Paperback available to order online, 9 copies available in the Templeman Library)

Winfried, H., Tattersall, I., and Thorolf, H. (2015) Handbook of Palaeoanthropology. Springer, New York (Online eBook available through the Templeman Library)

Shea J (2017) Stone Tools in Human Evolution. Cambridge University Press. ISBN: 9781107554931 (copies available in the Templeman Library)

Ruff, C.B. (2018) Skeletal Variation and Adaptation in Europeans: Upper Paleolithic to Twentieth Century. Wiley, Hoboken

Hardy, K. and Kubiak-Martens, L. (2016) Wild Harvest: Plants in the hominin and pre-agrarian human worlds. Oxbow Books, Oxford

Stojanowski, C.M. and Duncan, W.N. (2017) Studies in Forensic Biohistory: Anthropological Perspectives. Cambridge University Press, Cambridge (available as full-text e-book through Library).

12. **Learning and teaching methods**

Total contact hours: 28

Private study hours: 122

Total study hours: 150

13. **Assessment methods**

* 1. Main assessment methods

Popular science report to general public (2500 words) (50%)

Annotated bibliography (1500 words) (30%)

Practical assessment (1 hour) (20%) – this *must* be passed in order to pass the module.

13.2 Reassessment methods

Like for Like.

14.

 ***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*  | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Private Study* | **X** |  | **X** | **X** |  | **X** |  | **X** | **X** |  | **X** | **X** |
| *Lectures* | **X** | **X** | **X** |  | **X** | **X** | **X** |  |  |  |  |  |
| *Seminars* | **X** | **X** | **X** |  | **X** |  | **X** | **X** | **X** | **X** | **X** |  |
| *Lab practicals* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Popular Science Report* | **X** | **X** | **X** |  | **X** |  | **X** | **X** | **X** | **X** | **X** |  |
| *Annotated Bibliography* | **X** | **X** | **X** |  | **X** |  | **X** | **X** |  | **X** | **X** |  |
| *Practical Assessment* | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  | **X** |

15. **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

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

Canterbury

1. **Internationalisation**

This module exposes students to research findings that have contributed advances in biological anthropology research in recent years both nationally and internationally. The core and weekly reading lists are comprised of research produced by prominent national and 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) |
| 25/11/16 | Minor | Jan-17 | 13 | No |
| 25/01/19 | Major | Sep-19 | 3,5,7-10,13-14 | Yes |
| 08/07/19 | Minor | Sep-19 | 6 | No |
| 23/01/20 | Major | Sep-20 | 1, 7-13 | No |

Revised FSO Mar 2020