1. **Title of the module**

ANTB3160 (SE316) How Humans Evolved

1. **Division which will be responsible for management of the module**

Division of Human and Social Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 (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**

None.

Restriction: Cannot be taken in conjunction with ANTB3020.

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

Optional for programmes in the school of Anthropology and Conservation with the exception of BSc Anthropology and BSc Human Biology and Behaviour (and cognate programmes) who will continue to take the content as part of the compulsory ANTB3020.

Also suitable for short-term students.

Available as an elective module.

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

8.1 Show an understanding of the basic principles of evolution.

8.2 Demonstrate a good understanding of human prehistory.

8.3 Demonstrate familiarity with a range of evidence and theory drawn from the disciplines of palaeoanthropology, evolutionary biology, comparative primatology, quaternary science, bioarchaeology, and prehistoric archaeology.

8.4 Understand the basic origins of human culture, behaviour and language.

8.5 Appreciate humans as biological entities.

8.6 Appreciate spatial and temporal change in palaeoenvironments.

8.7 Understand the basic ecology and behaviour of extant and extinct primates.

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

9.1 Demonstrate the ability to absorb, retrieve and combine information

9.2 Express their own ideas in writing, summarise the arguments of others, and distinguish between the two.

9.3 Make a structured argument, reference the works of others, and assess pre-historical evidence.

* 1. Display time management and planning skills
1. **A synopsis of the curriculum**

This module is an introduction to human and primate evolution, and human prehistory. It provides an exciting introduction to humans as the product of evolutionary processes. We will explore primates and primate behaviour, elementary genetics, prehistoric archaeology, and the evolution of our species (and that of our ancestors such as Australopithecines and Neanderthals). Students will develop skills in synthesising information from a range of sources and learn to critically evaluate various hypotheses about primate and human evolution. The module is also suitable for students in other disciplines who want to understand human evolution, and the history of our planet and our species. A background in science is not assumed or required, neither are there any preferred A-levels or other qualifications.

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

Stanford et al. (eds. 2011), Biological Anthropology, 3rd Edition, Prentice Hall.

Shook et al. (eds. 2019), Explorations: An open invitation to Biological Anthropology. 1st Edition, American Anthropological Association.

Boyd and Silk (2009/2012), How Humans Evolved, W.W. Norton.

Jones et al. (eds. 1994), The Cambridge Encyclopaedia of Human Evolution, Cambridge University Press.

Scarre (2005), The Human Past: World prehistory & the development of human societies, Thames & Hudson.

1. **Learning and teaching methods**

Total contact hours: 26

Private study hours: 124

Total study hours: 150

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

Essay (2,500 words) (50%)

Exam (2 hours) (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* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Independent Study/ Prep* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Exam*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay* | **x** | **x** | **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**

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, field studies conducted in countries throughout the world, international field sites and fossil locations, and extinct and extant primate habitats).

**DIVISIONAL 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 23/12/19 | Major | September 2020 | 9,10,13 | No |
| 21.07.21 | Minor | September 2021 | 7,11,14 |  |