1. **Title of the module**

ANTB5570 (SE557) Primate Communication

1. **Division or partner institution 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 6

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

1. **The course(s) of study to which the module contributes**

Optional to: BSc Human Biology and Behaviour

BSc Biological Anthropology

BSc Anthropology

BSc Wildlife Conservation

(and cognate programs of all of the above)

Available as an elective module

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

8.1 understand what constitutes communication, and be able to critically evaluate arguments for and against the characterisation of communication as the transfer of information versus the manipulation of receivers;

8.2 provide an in-depth explanation of how communication evolves, what maintains the honesty of animal signals, and when deceptive communication can evolve;

8.3 describe the different sensory modalities in which primates communicate, explain the factors that favour signals to be produced in one modality as opposed to another, and understand how primatologists study the production and perception of signals in each modality;

8.4 provide a comprehensive explanation of the cognitive basis of primate communication in each modality;

8.5 critically evaluate different viewpoints regarding the evolutionary relationship between human language and non-human primate communication;

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 task and do so in a time-efficient manner;

9.5 organise information in a clear way.

1. **A synopsis of the curriculum**

The diversity and complexity of primate sociality is reflected in the diversity and complexity of their communication strategies. This module complements the module ANTB5800 (SE580) ‘Primate Behaviour & Ecology’ by examining the ways in which primates communicate with one another through olfactory, tactile, visual, and acoustic signals. We will address fundamental questions in animal communication including: Is it appropriate to characterize such communication in terms of information transfer? How does communication evolve? What maintains signal honesty, and under what conditions can deceptive communication can evolve? The module will cover the physical and biological bases of signal production and perception. We will explore the extent to which studies of primate communication can provide a window into their minds. Finally, we will delve into the question of the relevance of primate communication for understanding the evolution of human language.

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

Bradbury, J. W. & Vehrencamp, S. L. 2011. Principles of Animal Communication.

Fitch, W. T. 2010. The Evolution of Language, Cambridge, Cambridge Univ Press.

Hauser, M. D. 1996. The Evolution of Communication, Cambridge, Mass., MIT Press.

Liebal, K., Waller, B. M., Slocombe, K. E. & Burrows, A. M. 2013. Primate Communication: a Multimodal Approach, Cambridge University Press.

Maynard Smith, J. & Harper, D. 2003. Animal Signals, Oxford, Oxford University Press.

Morton, E.S. 2017. Animal Vocal Communication: Assessment and Management Roles, Cambridge, Cambridge University Press.

Searcy, W. A. & Nowicki, S. 2005. The Evolution of Animal Communication: Reliability and Deception in Signaling Systems, Princeton, Princeton University Press.

Stegmann, U. (ed.) 2013. Animal Communication Theory: Information and Influence, Cambridge, Cambridge University Press.

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 2,000 words 40%

Seminar Reading Write-Ups 1,000 words 20%

Examination 2 hours 40%

13.2 Reassessment methods

100% Coursework : 4000 word essay

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 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| *Lectures* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Seminars* | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Final examination* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| *Essay* | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** | **X** |
| *Seminar write-ups* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division 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 – especially in the tropics but also in zoos and laboratory settings in non-tropical countries).

**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) |
| 21.07.21 | Minor | Sept 21 | 5,8,14 | No |
|  |  |  |  |  |