1. **Title of the module**

ANTB5700 (SE570) Life, Sex & Death: Current Debates in Human Biology 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)**

Spring

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

None

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

Compulsory to : BSc Human Biology and Behaviour

Optional to : BSc Anthropology ; BSc Biological Anthropology

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

8.1 Demonstrate comprehensive knowledge and understanding of theoretical concerns and new research in biological anthropology, human biology and behaviour.

8.2 Critically evaluate new research in biological anthropology, human biology and behaviour.

8.3 Demonstrate an in-depth understanding of the internal workings for the research and publishing process in biological anthropology, human biology and behaviour.

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

9.1 Develop highly transferable critical reasoning and evaluation skills.

9.2 Develop high quality written, presentation and leadership skills.

9.3 Develop interpersonal skills such as the ability to discuss critically and debate current issues.

9.4 Develop learning and study skills as a result of independent scholarly research using primary and secondary sources.

1. **A synopsis of the curriculum**

This module is designed as an exercise in the critical appraisal of current research in the fields of human biology, human behaviour and biological anthropology. Students are expected to critically engage with a series of research topics and demonstrate their ability to evaluate the scientific contribution. This module is an advanced treatment of current topics and debates in biological anthropology, human behaviour, and behavioural biology including those in genetics, palaeoanthropology, evolutionary psychology, bioarchaeology, and primatology. This module will help students understand the role of research and publication in biological and behavioural science. Students will be exposed to a broad series of topics, opinions, methodologies and journals.

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

The reading list for this module will change from year to year. It will contain the most up to date, controversial topics in a variety of fields associated with biological anthropology. Articles will be drawn from the following journals and other relevant sources where appropriate:

Nature, Science, Proceedings of National Academy of Sciences (USA), Proceedings of the Royal Society of London Series B: Biological Sciences, Journal of Human Evolution, Evolutionary Anthropology, American Journal of Physical Anthropology, PLoS ONE, Evolution and Human Behaviour, Journal of Archaeological Sciences, Hormones and Behavior, Physiology and Behavior.

1. **Learning and teaching methods**

Total contact hours 22

Private study hours 128

Total study hours 150

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

Seminar Leader & Presentation 25%

5 Pop Quizzes 25%

Grant Proposal 2500 words 50%

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| *Seminars* | **X** | **X** | **X** |  | **X** | **X** | **X** |
| *Individual study* | **X** |  | **X** | **X** |  |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| *Seminar leader and presentation* | **X** | **X** |  | **X** | **X** | **X** | **X** |
| *5 Pop Quizzes* | **X** | **X** | **X** |  | **X** | **X** | **X** |
| *Grant Proposal* | **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 allows students to discuss research not only in the UK but in Europe, and USA. They will also compare research methods in from around the world.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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