1. **Title of the module**

ANTB5820 (SE582) Comparative Perspectives in Primate Biology

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 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 or Spring

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

None

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

Compulsory for:

BSc Biological Anthropology

Optional for:

BSc Anthropology

BSc Biology

BSc Wildlife Conservation

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

8.1 demonstrate knowledge of the characteristic adaptations, together with the diversity and unifying themes in form and function, of species belonging to the order Primates

8.2 understand how evolutionary theory explains the diversity of animals and their adaptations with particular reference to the order Primates; understand evolution as both history and process.

8.3 critically evaluate the link between morphology and both phylogeny and ecology.

8.4 appreciate the value of a broad comparative approach in understanding diversities and commonalities between organisms and how this understanding in primates provides a foundation for studies of human evolution and adaptation.

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

9.1 think critically

9.2 communicate information through the development of writing and analytical skills

9.3 manage their time to facilitate study and learning.

9.4 organise information in a clear way

1. **A synopsis of the curriculum**

This module will provide the fundamental theoretical and comparative perspective that lies at heart of biology, with a particular focus on the order Primates. Particular attention will be paid to the evolutionary history of the primates and comparative primate (skeletal) anatomy, both placed in an evolutionary ecological context (e.g. a consideration of dentition in relation to diet and feeding; post-cranial anatomy in relation to locomotion and phylogenetic trends). The module covers latest discoveries and developments in these areas, engaging students with primary literature. Extensive use of primate skeletal material will provide hands-on ‘experiential’ learning. The module will provide a detailed treatment of natural and sexual selection as key components of evolutionary theory that shape the adaptations of organisms, and the way adaptations are used to make sense of the diversity of organisms with particular reference to the primates.

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

Fleagle, JG (2013). *Primate adaptation and evolution*, 3rd Edition. Academic Press.

Whitehead PF et al. (2004). *A photographic atlas for physical anthropology*. Morton.

Gebo DL (2014) *Primate comparative anatomy*. Johns Hopkins.

Campbell et al. (2010). *Primate in Perspective*, 2nd Edition. Oxford University Press.

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 118

Total study hours: 150

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

Practical Assessment, 50 minutes (50%)

Examination, 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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X |  | X |
| Practical classes | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Practical Assessment | X | X | X | X | X | X | X | X |
| Summer Exam | 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**

The subjects of this module – the non-human primates – are distributed across three continents between the tropics. The module is by its nature international in perspective, and pre-nation in that it considers primates across shifting land-masses over the last 65 million years.

**DIVSIONAL 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) |
| 16/03/17 | Minor | September 2017 | 10,11,12 | No |
| 23/12/19 | Major | January 2021 | 13 | No |
| 21.07.21 | Minor | September 2021 | 5,7,8,10,14 | No |

Revised FSO Jan 2018