1. KentVision Code and title of the module

ANTB6050 Hormones and Behaviour

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Anthropology and Conservation

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

***Optional to the following courses***

* BSc Anthropology
* BSc Biological Anthropology
* BSc Human Biology and Behaviour
* BSc Wildlife Conservation
* BSc Psychology

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

8.1 Evaluate the basic workings of the endocrine system in order to critically evaluate the methods used to study human and nonhuman primate behavioural endocrinology in field, lab, and other captive conditions;

8.2 Recognise the hormonal basis of sex differentiation and sex differences in behaviour;

8.3 Critically evaluate the link between hormones and social systems in humans and other primates, including wide-ranging knowledge of how hormones influence mating behaviour, parenting behaviour, social behaviour, and cognition;

8.4 Understand the causes of physiological stress in humans and other primates in order to explain in depth the link between the short-term adaptive benefits of acute stress responses and the long-term detrimental consequences of chronic stress;

8.5 Describe and comment upon how to differentiate between correlation and causation in behavioural endocrinology, and how to establish the direction of causality.

8.6 Understand how to scientifically investigate the link between hormones and behaviour in humans or non-human primates.

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

* 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 group discussions and do so in a time-efficient manner;

9.5 Organise information in a clear way.

## A synopsis of the curriculum

If behaviour has been shaped by natural selection, then those behaviours must have some biological basis. This module explores the extent to which hormonal mechanisms provide such a biological explanation of behaviour in humans and our primate cousins. Students will learn the basics of the endocrine system, and consider both how hormones affect behaviour and how behaviour may affect hormones. This module will examine the role that hormones play in the differentiation of behaviours between females and males, as well as the evidence that sexual, parental, aggressive, and affiliative behaviours are influenced by hormones. Students will thus complete this module with a greater appreciation of the hormonal underpinnings of the complex sociality that characterizes humans and other primates.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

## Assessment methods

13.1 Main assessment methods

Study Design (2000 words) (40%)

Seminar Readings’ Summaries (20%)

Essay (2000 words) (40%)

13.2 Reassessment methods

Like for like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | **8.1** | **8.2** | **8.3** | **8.4** | **8.5** | **8.6** | **9.1** | **9.2** | **9.3** | **9.4** | **9.5** |
| **Lectures** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |
| **Seminars** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Independent learning** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | **8.1** | **8.2** | **8.3** | **8.4** | **8.5** | **8.6** | **9.1** | **9.2** | **9.3** | **9.4** | **9.5** |
| **Essay** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |
| **Study Design** | **X** |  |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Seminar Readings’ Summaries** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## 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).

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| 3/11/2017 | Minor | September 2018 | 13 | No |
| 07/11/2022 | Minor | September 2023 | 5, 6, 7, 8, 11, 14 | No |