1. KentVision Code and title of the module

ANTB6250 *Homo sapiens:* Biology, Culture and Identity

## 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 5

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

15 (7.5 ECTS)

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

Autumn

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

None

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

***Compulsory to the following courses:***

* BSc Anthropology
* BSc Human Biology and Behaviour

***Optional to the following courses:***

* BSc Biology

Also available as an elective module and suitable for short term credit students.

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

8.1 Clearly understand the relationships between biological and cultural processes specifically in relation to modern human evolution and analyse the interplay between human biology, life history processes and human behaviour.

8.2 Critically discuss biological models and adaptive strategies to understand what makes modern humans distinct from other primates and earlier hominins (particularly with respect to cognition, communication, and culture).

8.3 Understand modern human variation and diversity, and the evolutionary forces which may have shaped it.

8.4 Identify artefacts from prehistoric populations key to understanding modern human geographic dispersal.

8.5 Understand causal and interpretative ideas about life processes and culture in different prehistoric modern-human populations, and the ways in which human identities are socially formed.

8.6 Identify and interpret the signs of different taphonomic processes on the preservation of human remains across different time scales.

8.7 Understand how changes in environment and diet contributed to modern human evolution.

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

9.1 Demonstrate highly transferable critical reasoning and evaluation skills.

9.2 Develop advanced communication skills.

9.3 Demonstrate experience in time management and preparation.

9.4 Organise information in a clear way.

## A synopsis of the curriculum

Humans are unique primates; anatomically peculiar and culturally complex, our 300,000 years on Earth have led us to be a species like no other. This module focuses on the scientific study of what it means to be human, from a combined biological and cultural perspective. The module traces the origins, and subsequent biological and cultural evolution, of modern humans (Homo sapiens) from the late Pleistocene through to the Holocene and modern era, highlighting the concurrent development of diet, cognition, anatomy, behaviour and culture. The proliferation of our species across the breadth of Earth’s biogeographic environs will be studied, as will modern human life history, gene-culture co-evolution, variation in growth and biological adaptation – together with their genetic underpinnings – which contribute to our diversity. Our communicative, cultural and technological specialisation will be compared and contrasted with that of other extant primates. The co-dependence and co-evolution of human biology and culture will be assessed using fossil, genetic, artefact, anatomy and primate comparative-based evidence. By the end of the module students will have a thorough grounding in the core principles of biological anthropology as it relates to modern humans, and a comprehensive understanding of the evolutionary forces which have shaped our biology, ecology and culture. Laboratory and seminar-based teaching will emphasise practical skills and investigative techniques employed by biological anthropologists in their quest to understand what makes us human.

## 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).

1. Contact Hours

Private Study: 28

Contact Hours: 122

Total: 150

## Assessment methods

13.1 Main assessment methods

Popular science report to general public (2500 words) (50%)

Annotated bibliography (1500 words) (30%)

Practical assessment (1 hour) (20%)

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** | **8.7** | **9.1** | **9.2** | **9.3** | **9.4** |
| **Private Study** | **X** |  | **X** | **X** |  | **X** |  | **X** | **X** |  | **X** |
| **Lectures** | **X** | **X** | **X** |  | **X** | **X** | **X** |  |  |  |  |
| **Seminars** | **X** | **X** | **X** |  | **X** |  | **X** | **X** | **X** | **X** | **X** |
| **Lab practicals** | **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** | **8.7** | **9.1** | **9.2** | **9.3** | **9.4** |
| **Popular Science Report** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Annotated Bibliography** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Practical Assessment** | **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 exposes students to research findings that have contributed advances in biological anthropology research in recent years both nationally and internationally. The core and weekly reading lists are comprised of research produced by prominent national and international research groups, including international collaborative efforts. These two elements are central to the internationalisation dimension of this module.

**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)** |
| 25/11/16 | Minor | Jan-17 | 13 | No |
| 25/01/19 | Major | Sep-19 | 3,5,7-10,13-14 | Yes |
| 08/07/19 | Minor | Sep-19 | 6 | No |
| 23/01/20 | Major | Sep-20 | 1, 7-13 | No |
| 07/11/22 | Minor | Sep-23 | 7, 9, 13, 14 | No |