1. **Title of the module**

SACO9940 (SE994) Advanced Topics in Human 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 7

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

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

None

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

MSc Biological Anthropology

Also available as a Wild Module for other MA/MSc programmes in the School or across the University

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

8.1 demonstrate an advanced understanding of evolutionary theory as it applies to human behaviour.

8.2. demonstrate knowledge and understanding of theoretical concerns, methods, and findings of current empirical research in the evolution of human behaviour.

8.3 demonstrate a clear understanding of the implications of Darwin’s theory of natural selection for human behaviour

8.4 demonstrate an advanced knowledge of human reproductive behaviour and biology.

8.5 critically evaluate new research in anthropological/evolutionary psychology approaches to the study of human behaviour.

8.6 demonstrate an understanding of methods of data collection and analysis common to evolutionary behavioural studies involving human subjects.

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

9.1 demonstrate advanced critical thinking skills

9.2 demonstrate developed writing skills, such as clarity and presenting analytical results

9.3 demonstrate advanced reading skills

9.4 demonstrate developed oral presentation skills

9.5 demonstrate developed time management and preparation

9.6 demonstrate developed organisation of information in a clear way.

1. **A synopsis of the curriculum**

The material presented in this module is drawn from the academic disciplines of evolutionary anthropology, human behavioural ecology, and evolutionary psychology. The goal of this module is to explore and understand the principles of evolutionary anthropology and other complementary paradigms. The module explores human behaviour (primarily human sexual behaviours) from a Darwinian perspective. Topics covered are reproductive and mating strategies, parenting behaviour, kinship, cooperation, survival, jealously, and aggression. The module will provide students with an advanced understanding of the deeply biological nature of human behaviour, and develop skills in critical thinking. Students will be encouraged to bring relevant questions and observations to seminars, and time will be allocated to deal with them.

Seminars will critically examine classic and recent journal articles, considering the quality of research and presentation, and the utility and diversity of using Darwinian approaches to explore and explain human behaviour.

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

Main texts

Human Evolutionary Psychology, Barrett, L., Dunbar, R.I.M & Lycett, J.E. 2002. Palgrave: London.

Sense and Nonsense, Laland, K.N. & Brown, G.R. 2011. OUP: Oxford.

Evolutionary Psychology: A critical introduction, Swami, V. (Ed.) 2011. BPS Blackwell.

Sexual Selection and the Origins of Human Mating Systems. Dixson, A. 2009. Oxford: Oxford U. Press.

The Psychology of Human Sexuality. Lehmiller, J. 2014.Wiley Blackwell.

Supplementary texts

Why Is Sex Fun?, Diamond, J. 1997. New York: Basic.

The Red Queen, Ridley, M. 1993. New York: Penguin.

Why Sex Matters, Low, B. 1999. Princeton: Princeton U. Press.

Sperm Wars, Baker, R. 1996. New York: Basic.

Primate Sexuality, Dixson, A. 1998. Oxford: Oxford U. Press.

The Blank Slate, Pinker, S. 2002. London: Penguin

A Natural History of Rape, Thornhill, R and Palmer, C. 2001. Boston: MIT Press

Why Women have Sex. Meston, C. and Buss, D. 2009. Vintage.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Poster (2,000 words approx.) (80%)

Seminar Participation Folder (No word limit) (20%)

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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| *Seminars* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Lectures* | **X** | **X** | **X** |  | **X** |  | **X** |  |  |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Seminar Participation Folder* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| *Poster* | **X** | **X** | **X** | **X** | **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**

Students are encouraged to take a global view during this module. They read research from a variety of international scholars and use this to inform their seminar leadership and their essay.

**FACULTIES SUPPORT OFFICE 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) |
| 26/11/2019 | Minor | September 2020 | 7 | No |
|  |  |  |  |  |