

## Module Specification

Module Title  Module Code   
Credit Value  Level  Mode of Delivery  Semester

Pre-requisite modules	Co-requisite modules	Overlapping modules
SBS110, SBS105		

### 1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module introduces the theory of evolution, and the contentious subject of how and why human psychological traits evolved. Students will learn how evolutionary psychologists have developed challenging and provocative new explanations for human psychology, and how these explanations have been tested and debated. An emphasis on critical analysis is encouraged throughout. Topics covered include:

- The theory of evolution, including mechanisms such as natural selection; how they might apply to human evolution and behavioural evolution.
- Research methods and debates in evolutionary psychology, including the value and challenges of comparative analysis
- Sexual selection, mate preferences and the evolution of beauty
- Aggression, including the evolution of infanticide and warfare.
- The evolution of language: from comparative and human-oriented perspectives
- Culture, society and evolution
- The evolution of cooperation and punishment
- The evolution of morality
- Higher order cognition and modularity.

### 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module

1. To have skills and knowledge of the use and misuse of evolutionary theory and analysis to understand human psychology
2. Evaluate and critique predictions and data regarding the evolutionary analysis of particular psychological processes
3. Compare perspectives and recent advances within the evolutionary behavioural sciences including human behavioural ecology, cultural evolution, adaptationism and the Santa-Barbara school of evolutionary psychology
4. To cover British Psychological Society (BPS) and QA areas for "psychobiology."

### 3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant [QAA benchmark statements](#) and the [Framework for Higher Education Qualifications in England, Wales and Northern Ireland \(2008\)](#). The [SEEC Credit Level Descriptors for Further and Higher Education 2003](#) and [Queen](#)

[Mary Statement of Graduate Attributes](#) should also be used as a guiding framework for curriculum design.

Academic Content:	
A1	To describe and evaluate the application of an evolutionary analysis to aspects of human psychology including social cognition, aggression and altruism, morality, mating behaviour, sexuality, cultural variation, and language
A2	To understand how and why evolutionary theory generates viable testable hypotheses for psychological science as a whole
A3	To understand and critically evaluate key research studies and articles in evolutionary psychology

Disciplinary skills - able to:	
B1	This module will develop students' understanding of evolutionary psychology. Topics will be examined in-depth so student's gain a thorough understanding of the principles of these essential areas of psychological science
B2	Students will be able to critically evaluate the methodologies used in these areas, some contemporary theoretical developments and their conceptual problems, and the ethical implications of research in this area

Attributes:	
C1	This module will enhance students' scientific understanding of this area of psychological science and appreciate the diversity of approaches therein
C2	Through lectures, private study and related practical components students will improve their generic quantitative research skills, planning skills, and competencies in experimental design
C3	The module will improve students' ability to handle information, to conduct independent study and to extract and evaluate information from scientific literature

#### 4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Dunbar, R., Barrett, L. and Lycett, J. (2007) Evolutionary Psychology. OneWorld Publications

#### 5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found [online](#) about KIS. You may also wish to refer to the [QAA guidance on contact hours](#) when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lectures	Scheduled	22
Total		22

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	22	14.7
Placement	0	0
Independent Study	128	85.3
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

## 6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Final Exam	Written Exam	Written	2 Hours	75%	Yes	
Essays	Essay	Coursework	2000 Words	25%	No	

**Final element of assessment:** The assessment that takes place last. **There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.**

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. **This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.**

## Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
  Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
Exam	Exam	2 Hours