



# UCL

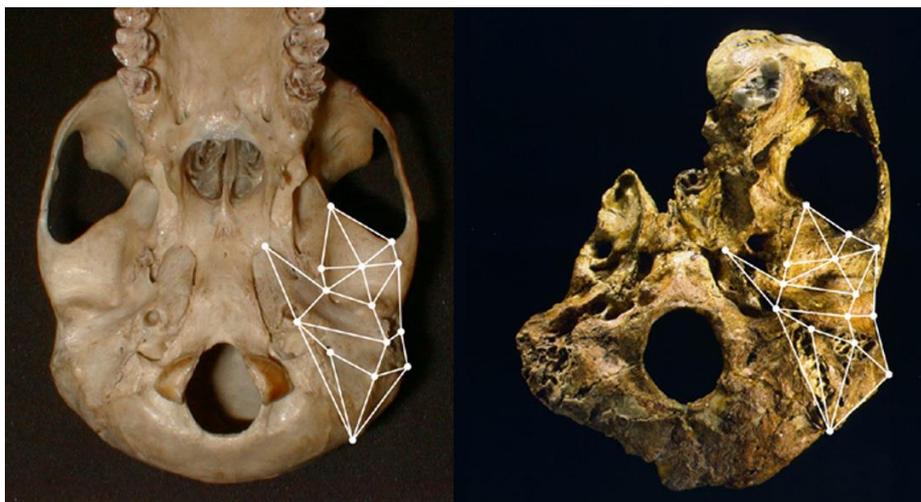
INSTITUTE OF ARCHAEOLOGY AND DEPARTMENT OF ANTHROPOLOGY

## MSc IN PALAEOANTHROPOLOGY AND PALAEOLITHIC ARCHAEOLOGY

Degree Programme Handbook 2020-21



*Excavations at Roca del Bous in Spain – I. de la Torre*



*Morphometric analysis of skull anatomy – C. Lockwood*

**Degree Coordinator: Dr. Andrew Garrard**

e-mail: [a.garrard@ucl.ac.uk](mailto:a.garrard@ucl.ac.uk)

Room: IoA 408, tel: 020 7679-4764

Office hours: please email to make online appointment

### Potential changes in light of the Coronavirus (COVID-19) pandemic

Please note that information regarding teaching, learning and assessment in this module handbook endeavours to be as accurate as possible. However, in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to teaching, learning and assessment on the [Students' webpages](#). This also includes Frequently Asked Questions (FAQs) which may help you with any queries that you may have.

## INTRODUCTION

This is the Handbook for the MSc degree programme in Palaeoanthropology and Palaeolithic Archaeology (MSc PAPA). It outlines the aims and objectives, structure and content of the degree, and includes outlines of the core module and of the most relevant optional modules available this year.

This handbook should be used alongside the **Institute of Archaeology Student Handbook:**

<https://www.ucl.ac.uk/archaeology/current-students/ia-student-handbook>

and the **Institute of Archaeology Study Skills Guide:**

<https://www.ucl.ac.uk/archaeology/current-students/ia-study-skills-guide>

These give **essential information** on a range of topics including the following:

- Introduction to key staff, facilities and resources at the Institute of Archaeology and at UCL.
- Course enrolment and attendance requirements
- Presentation of coursework, word length regulations
- Citing of sources, use of Turnitin and avoidance of plagiarism
- Submission of coursework, deadline regulations
- Granting of extensions for extenuating circumstances
- Marking criteria for coursework and dissertations
- Planning and writing dissertations
- Student feedback and representation
- Disabilities

For further information about **Anthropology** modules, students should consult the MA/MSc handbooks of the Department of Anthropology and also the departmental website.

If students have queries about the organisation, objectives, structure, content or assessment of the degree, they should consult the Degree Co-ordinator.

## AIMS, OBJECTIVES AND OUTCOMES OF THE DEGREE

### Aims

The aims of this degree programme are to provide students with:

1. a scientific grounding in the principles, content and practice of Palaeoanthropology and Palaeolithic Archaeology.
2. a training in research methods relevant to Palaeoanthropology and Palaeolithic archaeology through academic teaching and the supervised completion of a research thesis.
3. the ability to pursue critical research in Palaeoanthropology and Palaeolithic Archaeology, which will prepare students for PhD level research.

### Objectives

These aims are pursued through a core module designed to provide a solid understanding of the history, theories and methods of the two disciplines. In addition, a range of optional modules is provided from which students can create an individual pathway through the programme, tailored to their specific interests and personal educational objectives. All students undertake a supervised research project leading to a 15,000 word dissertation, which enables them to develop specific practical analytical and interpretive skills as well as broader research skills.

On successful completion of this degree a student should have:

1. Knowledge and understanding of:
  - the fossil and archaeological evidence for human evolution.
  - the temporal and spatial patterns and processes of evolutionary and environmental change.

- the evolutionary background relevant to understanding human adaptation and culture.
- 2. Intellectual skills in:
  - organising and conducting research in Palaeoanthropology and Palaeolithic archaeology.
  - the ability to critically evaluate primary and secondary sources relevant to these disciplines.
  - the ability to apply anthropological and archaeological method and theory to individual case studies.
- 3. Practical skills in:
  - identifying skeletal remains and material culture relevant to these periods.
  - collecting and analyzing data using appropriate methods.
  - reporting scientific results to publication standards.

### Learning Outcomes

In addition to the above, on completion of this degree, students should have transferable skills which will enable them:

- to develop, conduct and manage extended programmes of research.
- to present clear oral and written reports on research undertaken.
- to be proficient in the use of a range of software in the analysis of data and preparation of reports.
- to critically evaluate ideas and test hypotheses in a formal way.

## **PROGRAMME STRUCTURE**

The programme of study for this degree is intended to help students meet the objectives outlined above, and also to provide an opportunity for them to achieve any additional personal objectives. It comprises a compulsory 30 credit core module, 60 credits worth of optional modules and a 90 credit dissertation on a research topic related to the field of the degree. Each module addresses a specific subject and has its own Coordinator.

### The Core Module

The core module '**Themes in Palaeoanthropology and Palaeolithic Archaeology**' (ARCL0123) provides essential background on issues relating to the analysis and interpretation of the fossil and archaeological records. Topics will normally include: a) the interpretive history of palaeoanthropology and palaeolithic archaeology; b) aspects of primate behaviour, adaptation and evolution; c) recent hunter-gatherer lifeways and the use of ethnoarchaeology; d) environmental history, faunal communities and palaeoecology; e) taphonomy and site formation processes; f) the human fossil record, and the role of genetic evidence in studying human evolution; g) the evolution of human behaviour and life history; h) cognitive evolution; i) stone tool technology and analysis; j) the reconstruction of subsistence strategies, diet and Palaeolithic demography; k) and case studies drawn from various time periods ranging from the earliest archaeological record in Africa to the colonization of Australasia and the Americas. It comprises 20 seminars running over two terms and represents 30 credits. It will be taught by staff from both the Archaeology and Anthropology Departments.

### Optional Modules

Students must take 60 credits worth of optional modules (normally comprising four 15 credit modules). A minimum of two modules must be chosen from the list of six modules immediately below as they are particularly relevant. Further details of each of these modules will be found at the end of this handbook..

#### *Taught in Anthropology Department*

- \* **Palaeoanthropology** (ANTH0012:15 credits: term 2)
- \* **Primate Evolution and Environment** (ANTH0040: 15 credits: term 2)

#### *Taught in Institute of Archaeology*

- \* **Archaeology of Early Human Origins** (ARCL0212:15 credits: term 2)
- \* **Archaeology of Hunter-Gatherers from the Emergence of Modern Humans** (ARCL0109:15 credits: term 1)
- \* **Evolution of Human Brain and Behaviour** (ARCL0124: 15 credits: term 1)
- \* **Prehistoric Stone Artefact Analysis** (ARCL0101: 15 credits: term 2)

The other two optional modules may be chosen from the list above (which are all highly recommended), or from other modules of which the following are likely to be of particular interest (further details of these will be found at the end of this handbook). The selection of modules which are not on these lists should be made in consultation with the Degree Co-ordinator.

*Taught in Institute of Archaeology*

- **Funerary Archaeology** (ARCL0156:15 credits: term 1)
- **GIS in Archaeology and History** (ARCL0094: 15 credits: term 2)

*Taught in Anthropology Department*

- \* **Primate Socioecology** (ANTH0060:15 credits: term 1)
- **Human Behavioural Ecology** (ANTH0044:15 credits: term 2)
- **Evolutionary Medicine** (ANTH0165: 15 credits: term 1)
- **Statistics** (ANTH0114: 15 credits: term 2)

Subject to the agreement of the Module Coordinator/Teacher involved (and to limitations of space), students may attend modules in addition to those for which they are formally registered. However this may require them doing the recommended readings so they can participate in seminars and discussions.

### Face-to-Face Discussion Groups

During the period whilst the covid pandemic is resulting in a lot of the teaching being undertaken online, we are hoping to hold face-to-face socially-distanced discussion seminars for the MSc PAPA students at the Institute of Archaeology most Wednesdays at 11.00-12.30 in term-time. These will be led by various members of staff involved in teaching for this degree.

### Dissertation

The dissertation is a report on personal research of up to 15,000 words and the topic needs to be approved as being relevant to the general area covered by this degree. In the autumn term, students should discuss their area of research interest with their Degree Coordinator, who will help them to focus their ideas for their dissertation, or refer them to another member of staff who will be able to provide more specific advice, and will probably be appointed to be the student's Dissertation Supervisor. They will help the student define their dissertation topic, and provide guidance through the main stages of the work. The dissertation provides a further opportunity to define and achieve the student's own particular objectives. It might be used to apply newly learned approaches to an archaeological or anthropological problem that has long been of interest, or to gain greater experience with particular methods of data analysis. If a student is studying part-time while working in the field, they might choose to analyse a data set derived from their own work, or to assess the potential of particular theoretical or methodological approaches for their work. They can treat the dissertation as a one-off research project, as a pilot study for a Ph.D. project, or use it to showcase their skills to potential employers.

The dissertation should be submitted by **07 September 2021**. Guidelines for researching, writing and producing the dissertation are included in the Institute of Archaeology General MA/MSc Handbook. <https://www.ucl.ac.uk/archaeology/current-students>

Advice on the preparation of the dissertation will be provided at sessions held at regular intervals through the year, starting at the Masters Student Induction Days.

### 'Oral Examination' (based on dissertation preparation)

All Master's students are required to undertake an 'oral examination' as part of their dissertation assessment. This will normally be held in mid-June. The 'oral examination' will involve each student giving a 10-15 minute powerpoint presentation on their dissertation plans which is normally held in front of their peers, the Degree Coordinator and their Dissertation Supervisor. The floor will then be opened to questions and discussion from both students and staff for a further 15 minutes. Following the presentation each student will have a meeting with their Dissertation Supervisor to discuss any issues arising and to plan out the remainder of their dissertation programme. No marks are awarded for the oral examination, but it is a compulsory part of the programme.

### **PREREQUISITES**

With a small number of exceptions, modules for Masters programmes do not have prerequisites. Students will have been accepted to the programme on the understanding that they already have sufficient background in archaeology, anthropology or a relevant field, either through their previous degree, or through relevant experience, to be able to follow the programme and modules for which they have been accepted. If, however, students wish to change their programme, or the modules in

which they indicated an interest in when they applied, they should discuss this with the relevant Degree and Module Coordinators.

For some modules, depending on the student's previous background, it may be recommended that they also attend a parallel undergraduate lecture module, to ensure that they have the background to get the most out of the Masters level seminars. However, they would not be asked to undertake assessments in the undergraduate class.

## **ADDITIONAL RESEARCH SEMINARS AND DISCUSSION GROUPS**

In addition to the taught modules, both the Institute of Archaeology and the Department of Anthropology run Seminar Series and Discussion Groups on topics of current interest which are open to everyone. Attendance at these is voluntary, but they provide an excellent opportunity to hear and meet leading specialists in the fields concerned. These include

- Bio-anthropology Seminars Series – Terms 1 & 2, Tuesdays 15.00-16.30.
- Institute of Archaeology Seminar Series – Terms 1 & 2, Mondays 16.00-17.30

In addition to these, there are a number of other lectures and seminars of potential relevance organized both within UCL and by other academic institutions in London and you will be informed of these by email or via the Moodle site for the degree.

## **TEACHING SCHEDULE**

Teaching is timetabled during Term 1 (**5 October – 18 December**) and Term 2 (**11 January – 26 March**), although assessed work may be scheduled for submission at dates after the end of each term, depending on which modules have been selected. An outline timetable of each of the recommended modules is provided with the course details at the end of this handbook, but for full information see the individual module handbooks. Students are expected to use the third term and the summer to work on their dissertations which count for 50% of their degree mark.

If students are pursuing the degree on a part-time basis, students will normally be expected to take the compulsory core module and two optional modules in the first year and the dissertation and two optional modules in the second. They must agree their choice of modules with the Degree Coordinator. They may start work on the dissertation at the same time as full-time students, or they may wish to start later; either way they should consult the Degree Coordinator, and their Dissertation Supervisor, once the latter has been appointed.

## **TEACHING METHODS**

Modules on this Masters' programme are normally taught through a combination of lectures and seminars. Some modules will also have associated practicals, laboratory sessions, or field trips. Seminars are run differently by the various Module Coordinators, but all have weekly recommended readings, which students will be expected to have done, to be able fully to follow and actively to contribute to discussion. Some modules may require the student to make a seminar presentation; if so, this will be indicated in the module handout.

## **COMMUNICATION**

The primary channel of communication within the Institute of Archaeology is **e-mail**. If you wish to be contacted on your personal or work e-mail address, please arrange for e-mail sent to your UCL address to be forwarded to your other address, since staff and other students will expect to be able to reach you through your College e-mail, which they can find on the UCL web-site. Please also ensure that you keep your contact details (especially your telephone number) up to date on Portico, in case you need to be contacted.

It is also essential that you sign up on **Moodle** for the modules you are taking. This is essential so you can access the handbooks for the courses, obtain copies of the seminar presentations and the reading lists, submit your coursework, and as a forum for discussion. Course-coordinators also use it as the primary means of communicating information about the modules.

## **ATTENDANCE**

Registers will be taken at all classes, and Departments are required to report the attendance of each student to UCL Registry at intervals through each term. If you are unable to attend a class, please email the module coordinator to explain, in order to ensure that there is a record of the reasons for your absence.

It is a College regulation that attendance at lectures, seminars and practicals be monitored. A 70% minimum attendance at all scheduled sessions is required (excluding absences due to illness or other adverse circumstances, provided that these are supported by medical certificates or other documentation, as appropriate).

## **LIBRARIES AND OTHER RESOURCES**

The most important libraries in UCL relating to the subject matter of this degree are the Institute of Archaeology Library and the Watson Science Library (especially the Anthropology section). The most useful library outside of UCL with relevant holdings is the British Library in Euston Road.

## **DYSLEXIA AND OTHER DISABILITIES**

If you have dyslexia or any other disability, please make sure your Lecturers and the Institute's Disabilities Coordinator (Judy Medrington) are aware of this. Please discuss with them whether there is any way in which they can help you. Students with dyslexia are reminded to indicate this on each piece of assessed work.

## **HEALTH AND SAFETY**

The Institute has a Health and Safety policy and code of practice which provides guidance on laboratory work, etc. This is revised annually and the new edition will be issued in due course. All work undertaken in the Institute is governed by these guidelines and students have a duty to be aware of them and to adhere to them at all times. This is particularly important in the context of any laboratory and field work undertaken as part of this degree.

## **FEEDBACK**

In trying to make this degree as effective as possible, we welcome feedback during the course of the year. Students will be asked to fill-in Progress Forms in the middle of each term, which the Degree Coordinator will discuss with them, which include space for comment on each of their modules.

At the end of each module all students are asked to give their views on the module in an anonymous questionnaire, which will be circulated at one of the last sessions of the module. These questionnaires are taken seriously and help the Module Coordinator to develop the module. The summarised responses are considered by the Degree Coordinator, the Institute's Staff-Student Consultative Committee, Teaching Committee, and by the Faculty Teaching Committee.

If students are concerned about any aspect of a specific module, we hope they will feel able to talk to the relevant Module Coordinator, but if they feel this is not appropriate or have more general concerns, they should consult their Degree Coordinator or the Graduate Tutor. They may also consult the Academic Administrator (Judy Medrington), the Chair of Teaching Committee (Louise Martin), or the Director (Sue Hamilton).

## STAFF INVOLVED IN TEACHING WITH THEIR RESEARCH INTERESTS LISTED

### Core Staff – Institute of Archaeology

Andrew Garrard: [a.garrard@ucl.ac.uk](mailto:a.garrard@ucl.ac.uk)

Palaeolithic and Neolithic of Western Asia; reconstruction of past environments, food procurement systems and site formation processes. Field work in Lebanon, Jordan and Turkey

Ceri Shipton: [c.shipton@ucl.ac.uk](mailto:c.shipton@ucl.ac.uk)

Evolution of cognition and sociality in Early Homo, Lithic technology, dispersal of modern humans out of Africa. Field projects in East Africa, Arabia, India, South-East Asia and Australia

James Steele: [j.steele@ucl.ac.uk](mailto:j.steele@ucl.ac.uk)

Evolution of speech, modelling of human population dispersals and innovation diffusion, experimental approaches to cultural transmission.

### Core Staff – Department of Anthropology

Aida Gomez-Robles: [a.gomez-robles@ucl.ac.uk](mailto:a.gomez-robles@ucl.ac.uk)

Cranio-dental and brain variation in fossil hominins and living primates.

Christophe Soligo: [c.soligo@ucl.ac.uk](mailto:c.soligo@ucl.ac.uk)

Evolutionary anatomy, primate radiations, palaeoenvironment.

### Associated Staff (for further details of UCL staff see website)

Aida Andres (Genetics)

Nick Ashton (British Museum)

Manuel Arroyo-Kalin (Archaeology)

Alesia Carter (Anthropology)

Mark Dyble (Anthropology)

Dorian Fuller (Archaeology)

Philip Hopley (Birkbeck College)

Sandra Martelli (Biosciences)

Louise Martin (Archaeology)

Simon Parfitt (Natural History Museum)

Matt Pope (Archaeology)

Hazel Reade (Archaeology)

Rhiannon Stevens (Archaeology)

Mark Thomas (Genetics)

Suzy White (Anthropology)

## MODULE DETAILS

### CORE MODULE:

#### **THEMES IN PALAEOANTHROPOLOGY AND PALAEOOLITHIC ARCHAEOLOGY (ARCL0123) Compulsary 30 credit module**

Module Coordinator: Andrew Garrard [a.garrard@ucl.ac.uk](mailto:a.garrard@ucl.ac.uk)

Other contributors include: Aida Andres, Nick Ashton, Aida Gomez-Robles, Philip Hopley, Sandra Martelli, Simon Parfitt, Matt Pope, Hazel Reade, Ceri Shipton, Christophe Soligo, Rhiannon Stevens, Mark Thomas, Suzy White.

This module will provide essential background on a range of topics necessary for graduate study in the fields of Palaeoanthropology and Palaeolithic Archaeology. It will be taught by UCL's leading specialists in the fields concerned. The topics will include:

- 1) the interpretive history of palaeoanthropology and palaeolithic archaeology.
- 2) aspects of primate behaviour, adaptation and evolution.
- 3) recent hunter-gatherer lifeways and the use of ethnoarchaeology and experimental archaeology.
- 4) environmental history, faunal communities and palaeoecology.
- 5) taphonomy and site formation processes.
- 6) the human fossil record and the evolution of human life history.
- 7) the role of genetic evidence in studying human evolution.
- 8) lithic technology, subsistence strategies and cognitive evolution.
- 9) case studies drawn from various time periods.

Timetable: Taught through Terms 1 and 2 on Mondays 11.00-13.00.

Assessment: Two essays (4,000 words each)

## OPTIONAL MODULES:

### ARCHAEOLOGY OF EARLY HUMAN ORIGINS (ARCL0212) 15 credit module

Module Coordinator: Ceri Shipton [c.shipton@ucl.ac.uk](mailto:c.shipton@ucl.ac.uk)

The course will provide a detailed account of the archaeological record associated with the evolution of early hominins and later members of the genus *Homo* in Africa and Eurasia. It will closely examine: (a) Cultural and tool using behavior amongst primates and their archaeological signature; (b) Interpretation of activity areas associated with Australopithecines and Early *Homo*; (c) The archaeological record of dispersals associated with *Homo erectus*; (d) Behavioral signatures of later members of the genus *Homo* including *Homo heidelbergensis* and *Homo neanderthalensis*. The course will develop an understanding of the evolution of hominin technology and its broader ramifications for hominin lifeways. Students will learn the historical development of the subject, as well as the taphonomic and theoretical frameworks necessary to a critical reading of the archaeological record.

Timetable: Term 2 – Thursdays 14.00-16.00

Assessment: 75% essay (3000 words); 25% article review (1000 words)

### ARCHAEOLOGY OF HUNTER-GATHERERS FROM THE EMERGENCE OF MODERN HUMANS (ARCL0109) 15 credit module

Module Coordinator: Andrew Garrard: [a.garrard@ucl.ac.uk](mailto:a.garrard@ucl.ac.uk)

This module examines key issues in human ecology and behavioural evolution from the emergence of "cognitively-modern" humans until the beginnings of food production. The course will review contemporary debates on issues such as: (a) the emergence of biological and behavioural modernity in Africa; (b) the dispersal of modern humans into Europe and Asia and their interactions with resident hominin populations; (c) the adaptations of hunter-gatherers to the harsh environmental conditions of the last glacial in Europe; (d) the interpretation of symbolic imagery represented in mobiliary and parietal art; (e) the transformations which occurred in hunter-gatherer populations prior to the development of farming; (f) the colonization of Australia and the Americas and human involvement in megafaunal extinctions.

Timetable: Term 1 – Fridays 11.00-13.00

Assessment: 75% essay (3000 words); 25% powerpoint print-out (1000 words)

### EVOLUTION OF HUMAN BRAIN AND BEHAVIOUR (ARCL0124) 15 credit module.

Module Coordinator: James Steele: [j.steele@ucl.ac.uk](mailto:j.steele@ucl.ac.uk)

This module will examine archaeological and fossil evidence for the evolution of the human brain, focusing on human cognition and manual skills, and on language and social learning. Students will learn to assess direct evidence recovered by archaeologists and palaeoanthropologists, and also to draw critically on relevant insights from cognitive neuroscience and comparative primate neuroanatomy. At a more theoretical level, we shall investigate how and why human brains are adapted to a culturally-constructed niche involving the learned use of (and dependence on) languages, artefacts, and social norms. By the end of the module, students will be familiar with the strengths and limitations of the different forms of evidence available for tracking in the fossil and archaeological records the evolution of this distinctively human adaptive strategy.

Timetable: Term 1 – Wednesdays 16.00-18.00.

Assessment: 50% essay (2000 words); 50% research design (2000 words)

## **EVOLUTIONARY MEDICINE (ANTH0165) 15 credit module**

Module Coordinator: Gul Deniz Salali: [guldeniz.salali@ucl.ac.uk](mailto:guldeniz.salali@ucl.ac.uk)

Evolutionary medicine module deals with questions such as “Why do we get sick?”, “Why hasn’t natural selection eliminated the genes causing schizophrenia?” and “Why do we age?”. We will do so by exploring the applications of the tools and concepts of evolutionary biology to medicine. Incorporating examples from the lecturer’s ongoing research on extant hunter-gatherers, we will cover a range of topics including: (a) diet, physical activity, microbiome and pathogens across hunter-gatherer, rural and urban groups and evolutionary theories on the increased prevalence of “diseases of affluence”; (b) human life-history, development and reproductive health; (c) evolutionary perspectives on mental health and psychiatry; (d) cancer, aging and degenerative diseases; (e) future of medicine, AI and how evolutionary thinking can be applied to current health problems.

Timetable: Term 1 - Tuesdays 13.00-15.00

Assessment: One essay (3000 words)

## **FUNERARY ARCHAEOLOGY (ARCL0156) 15 credit module**

Module Coordinator: Mike Parker-Pearson: [m.parker-pearson@ucl.ac.uk](mailto:m.parker-pearson@ucl.ac.uk)

How we dispose of and commemorate our dead is fundamental to human culture. Human remains are some of the most significant archaeological finds and archaeologists have to know something about the diversity of attitudes and practices relating to the dead. This 15 credit module begins with the study of methods and techniques of analysis, followed by a survey of contemporary societies’ funerary practices and the variety of human responses to death. It then focuses on the interpretive theories and models that have been used to reconstruct the social significance of funerary treatment in past societies. Case studies will focus on the interpretation of rank and status, ritual and symbolism, territory and legitimation, and the ethical and legal aspects of exhumation and reburial. These studies will range across a wide variety of periods and places, from the Lower Palaeolithic to the present day.

Timetable: Term 1: Tuesdays 16.00-18.00

Assessment: Two essays (2000 words each).

## **GIS IN ARCHAEOLOGY AND HISTORY (ARCL0094) 15 credit module**

Module Coordinator: Andy Bevan: [a.bevan@ucl.ac.uk](mailto:a.bevan@ucl.ac.uk)

This module introduces the principles of archaeological GIS, the techniques deployed to acquire, manage and visualise spatial data, as well as the most frequently used analytical tools. Students will become proficient users of ESRI’s market-leading ArcGIS software, but will also be encouraged to think about GIS functionality from a broader, software-agnostic perspective. Students acquire the skills necessary for a complete GIS workflow from data acquisition through analysis to cartographic output. Throughout there is a strong concern with how such techniques might be applied to solve substantive archaeological problems. This module would particularly benefit those who wish to have an introduction to GIS to facilitate their own research. and/or as a platform for attending further courses such as GIS II (for which it is a pre-requisite) or Spatial Analysis in Archaeology. The module is taught using a combination of lectures, practical sessions and tutorials in one of the Institute’s computing cluster rooms. It is assessed via four practical components and one essay.

Timetable: Term 2: Wednesdays 09.00-12.00

Assessment: 50% essay; 50% practical notebook

## **HUMAN BEHAVIOURAL ECOLOGY (ANTH0044) 15 credit module.**

Module Coordinator: Mark Dyble: [m.dyble@ucl.ac.uk](mailto:m.dyble@ucl.ac.uk)

Darwinian approaches can contribute to our understanding of human behaviour, including our demography, health, psychology, culture, and can be applied in hunter-gatherer, small-scale agricultural/pastoralist and post-industrial societies. This course is about the evolution of behaviour in humans and examines how much of the variation in human behaviour can be understood in terms of individuals making choices that are adaptive in different ecological and social circumstances. The course introduces classic theories of social evolution (kin selection, reciprocal altruism and indirect reciprocity). It covers aspects of our behaviour and life history that have parallels in numerous species, as well as those that are (more or less) uniquely human (such as menopause), and discusses how cultural evolution has influenced our behaviour. Topics will include basic behavioural ecology (as applied to both animal and human behaviour) and some evolutionary psychology and cultural evolution, mate choice, parental investment, life history evolution, evolution of cooperation and kinship and marriage systems.

Timetable: Term 1: Thursdays 11.00-13.00 (MSc seminars); Tuesdays 11.00-13.00 (BSc lectures).  
*You need to take each of these.*

Assessment: 60% essay (3,000 words); take home exam (40%)

## **PALAEOANTHROPOLOGY (ANTH0012) 15 credit module.**

Module Coordinator: Aida Gomez-Robles: [a.gomez-robles@ucl.ac.uk](mailto:a.gomez-robles@ucl.ac.uk)

Although we are the only surviving hominin species, this was not always the case. The hominin fossil record documents our evolutionary history, but the study of the fossil evidence pertaining to our own evolution is not free of uncertainties and controversies. This module provides a venue for discussion of the most recent findings and debates regarding human origins and evolution within its geographical, temporal and ecological context. Students will become familiar with current debates regarding the anatomy, evolutionary relationships, ecology and behaviour of our ancestors through the analysis and discussion of recent research papers related to these topics. Topics covered by the course will include (a) what does it mean to be human?; (b) the evolution of bipedalism in the first putative hominins; (c) the origins of the genus *Homo*; (d) first hominin migrations out of Africa; (e) the origin and demise of Neanderthals; (f) the origins and dispersals of modern humans; (g) mysterious human species.

Timetable: Term 2: Wednesdays 11.00-13.00 (MSc seminars); Fridays 09.00-11.00 (Lab session); Tuesdays 11.00-13.00 (BSc lectures) *You need to take each of these.*

Assessment: 75% essay (2,500 words); 25% moodle test.

## **PREHISTORIC STONE ARTEFACT ANALYSIS (ARCL0101) 15 credit module**

Module Coordinator: Ceri Shipton: [c.shipton@ucl.ac.uk](mailto:c.shipton@ucl.ac.uk)

Stone artefacts provide the most abundant and long-lived record of behaviour in the genus *Homo*. This course will cover the variety of analytical approaches that can be used to address technological, economic, cognitive, and social questions about hominin behaviour. The Institute has extensive stone tool reference material from sites in Europe, the Levant, and Africa. We will work with these collections to gain a practical understanding of how to glean behavioural information from stone artefacts. There will also be an opportunity to undertake experimental flint knapping which may be used to address specific research questions.

Timetable: Term 2: Mondays 16.00-18.00

Assessment: 60% report (2500 words); 40% report (1500 words)

## **PRIMATE EVOLUTION AND ENVIRONMENT (ANTH0040) 15 credit course.**

Course Co-ordinator: Christophe Soligo: [c.soligo@ucl.ac.uk](mailto:c.soligo@ucl.ac.uk)

This module is designed to introduce students to current research in the field of human and non-human primate evolution. The topics covered are chosen to reflect recent discoveries and address current controversies in the field. The emphasis is on critical assessment of the methodologies employed in reaching conclusions about our evolutionary past. In addition to exploring the implications of fossil materials, examples of broader topics for discussion include: phylogenetic analysis, dating of evolutionary events, species recognition in the fossil record, prediction of behaviour from fossil material, palaeoenvironmental reconstruction, and environmental correlates of major events in primate evolution. By the end of this course, students should have a good understanding of key current research issues in the field of human and non-human primate evolution.

Timetable: Term 2: Thursdays 11.00-13.00 (MSc seminars); Mondays 09.00-11.00 (Lab session); Fridays 11.00-13.00 (BSc lectures). *You need to take each of these.*

Assessment: One essay (3000 words)

## **PRIMATE SOCIOECOLOGY (ANTH0060) 15 credit module.**

Module Coordinator: Alecia Carter: [alecia.carter@ucl.ac.uk](mailto:alecia.carter@ucl.ac.uk)

The mammalian order of primates consists of hundreds of species – including our own. Like all animals, lemurs, lorises, tarsiers, monkeys and apes are faced with the problems of how to survive, breed and rear offspring. The course focuses on current Darwinian theories about how ecological factors influence the development of primate societies, how individuals negotiate their relationships, and how the challenges of sociality mould cognitive abilities. The module also aims to create awareness about the plight of our closest living relatives as their existence on this planet is increasingly endangered. The seminar is designed to develop core skills in critical thinking by examining contemporary issues in primatology.

Timetable: Term 1: Thursdays 09.00-11.00 (MSc seminars); Thursdays 14.00-16.00 (BSc lectures). *You need to take each of these.*

Assessment: 80% project proposal (2000 words); 20% moodle test

## **STATISTICS (ANTH0114) 15 credit module**

Module Coordinator: Mark Dyble: [m.dyble@ucl.ac.uk](mailto:m.dyble@ucl.ac.uk)

This module is designed to provide students with proficiency in using and interpreting statistics. Although the module requires students to have a background in reading and understanding quantitative research it requires no specific prior knowledge of statistics. Students will work with relevant data sets from biological anthropology and will gain core skills in using the open source computing software R. The module will cover the following topics, which may be subject to variation depending on developments in academic research and the interests of the class: (a) Basic coding in the R language; (b) Descriptive statistics; (c) Making inferences about a population from a sample; (d) Ttests; (e) Proportion tests; (f) Linear regression and correlation

Timetable: Term 2: Mondays 13.00-16.00

Assessment: 70% Departmental open book examination; 30% portfolio