

Archaeology of Human Evolution: GAP 3072
SCHOOL OF GEOGRAPHY, ARCHAEOLOGY & PALAEOECOLOGY
MODULE GUIDE: 2016-2017



Images clockwise from top left: Dmanisi skull discovery 2013, Georgian National Museum. Images of early art and music objects (a – d) from Conard, N. (2010) Cultural modernity: Consensus or conundrum? PNAS 107 (17) 7621-7622. An exhibit at the Neanderthal Museum in Krapina, Croatia. Photograph: Nikola Solic/Reuters/Corbis

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Archaeology of Human Evolution

Level 3 – GAP3072

MODULE COORDINATOR: Dr Laura Basell

OTHER TEACHING STAFF:

Luke Winter: Knapping expert Ancient Technology Centre. <http://www.ancienttechnologycentre.co.uk/>

Demonstrator: QUB. Laura Patrick.

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WHAT TO EXPECT FROM THIS MODULE

Welcome to the Archaeology of Human Evolution! This is a third year module which means the expectation for independent research and learning is higher than in previous years of your degree. The learning programme has been put together so your independent learning increases as the module progresses. Your expectations probably include getting good marks, enjoying the learning experience and having clear guidance and teaching on the subject of human evolution. I really want you all to do well in this module, but the key to success lies in your hands as much as mine.

Throughout the semester you will research different topics. You will discuss and share your discoveries with your classmates. You will need to contribute in writing and verbally, be open to discussing ideas and things you do not understand, and to listen to the constructive comments of your lecturers, demonstrators and fellow classmates to improve. Doing well and enjoying the class go hand in hand, and will be straightforward if you:

1. **Attend** all classes
2. **Read** text books and articles weekly. Explore online resources. Take the initiative and go beyond the suggested resources to explore this fascinating topic.
3. **Ask** if you don't understand.
4. **Work together** with your classmates
5. **Take notes, make sketches etc.** for every lecture or practical you attend, and for your weekly independent reading. Demonstrate to me in your notebooks that you've done this.

The more effort you put in, the easier and more rewarding the module will be on an individual level and in terms of enjoyment during lectures and practical sessions. The structure has been designed so that you learn from your lecturer, independently, from your class mates, and through practice and observation.

If you cannot attend a class for whatever reason, it is good manners to tell the person taking that class in advance. *If you cannot attend, I expect you to tell me and to give the reason why.*

Problems and Queries: If you are having difficulties with the module, do not understand something, you can always ask in class time. If you require specific guidance or advice on issues related to this module away from your class mates, feel free to drop in during my office hours (Tuesdays 09.00 – 10.00) or arrange a meeting via email if you are busy during this period. **Dr. Laura Basell: Room 2007, Archaeology Building, Fitzwilliam Street. E-mail l.basell@qub.ac.uk**

WHAT THIS MODULE IS ABOUT

This module focuses on the global record of human evolution from 7 million to 12 thousand years ago. You will explore the many lines of evidence which contribute to our understanding of this period (including fossil anatomy, geochronology, landscape change and ancient DNA), with a primary focus on archaeological evidence and cultural change. This will be achieved through lectures, directed and independent reading and seminars. In addition, there will be practical sessions focusing on technology and anatomical change. Much of the emphasis will be on the Old World, although the global dispersal of humans will also be covered.

You will be introduced to theories underpinning the study of human evolution, including evolutionary theory, adaptive ecological strategies, behavioural and biological change. Topics will include the emergence of bipedalism, stone tool technology, rock art and the development of mind, language and consciousness. The overarching aim is for students to achieve a sound understanding of human evolution and its interdisciplinary basis, to develop the skills in analytical and critical thinking, and confidence in communication and presentation.

LEARNING OUTCOMES FROM THE MODULE

Having completed this unit the student is expected to have developed and demonstrated:

- A sound basic knowledge and understanding of human evolution, including an ability to critically evaluate underpinning theories relating to human evolution.
- A critical understanding of cultural and anatomical change in hominins.
- An appreciation of the importance of scale and interdisciplinarity in the study of human evolution
- Skills in combining different strands of evidence and evaluating how these might affect the interpretation of a particular archaeological site or aspect of human evolution, e.g. technology.
- A sound ability to summarise ideas, and communicate and discuss these ideas with peers.

TRANSFERABLE SKILLS

- Written self-expression
- Presentation skills
- Practical skills in observation, categorisation and experimentation. i.e. understanding the scientific method including hypothesis formulation and testing
- Critical analysis and evaluation of information presented in reports/papers
- Effective notetaking
- Risk assessment/health and safety

MODULE TEACHING METHODS

The module is taught through a combination of lectures, seminars, practicals and discussions. A **detailed timetable** can be found at the back of this module guide and separately in QOL. I recommend you **print this off**. Lectures will be on Mondays between 11.00 – 12.00. Seminars/Practicals/Discussions will be on Thursdays between 13.00 – 15.00. Please check the location details each week on your QOL. Details of the knapping practical are to be confirmed.

LECTURES

The aim of the lectures is not to tell you every fact there is about the topic of human evolution, but to guide you through some of the key themes and current debates. The Archaeology of Human Evolution is an extremely dynamic area of research with new discoveries being made almost weekly which cause big changes in our understanding of the subject. *It is essential that you make notes on your lectures, practicals and in class, and on your independent research each week. This is not only because the notebooks will be assessed but also because your understanding of the lectures, subject and your note taking ability will improve.* Suggestions will be made for weekly reading and links to multimedia resources provided, but you will earn a better grade if you consistently and independently seek out and discuss additional articles and information from reliable sources. Following student comments in previous years, this module incorporates more research and practicals near the start of the module, with more assessment related tasks later.

READING & SEMINAR DISCUSSIONS

These are a key part of the module designed to assist you in deepening your understanding and moving beyond the basics presented in the text books. During these sessions you will work in pairs or groups (which might vary weekly). You will be expected to read journal articles which may well include your own discovery of articles unfamiliar to me, summarise key points in writing, share and discuss these with your colleagues in the second part of the seminar.

PRACTICAL SESSIONS

The practical sessions are an opportunity to observe and to experiment with some of the technologies adopted by hominins during the course of human evolution, and to learn through completing observational and categorisation exercises using fossils casts and Stone Age artefacts. You will be asked as a group, to create and present a small display aimed at the public on a particular group of hominins which summarises in simple terms key pieces of information about them which you have researched from the original scientific articles. An expert visiting knapper has been invited to help you to learn some of the basics of stone tool

manufacture, though his participation is yet to be confirmed. The practicals are linked to your assessments, so it's obviously really important that you attend. More details regarding assessment are provided below and will also be provided in class.

ATTENDANCE

A register will be provided at each session for you to sign. This register is collated centrally each week and your overall attendance record. Please see the Archaeology and Palaeoecology Undergraduate Handbook for details. Staff do look at this and if you fail to attend without explanation if you are found to be signing someone in who isn't there it is likely you will be called in to explain yourself.

FLEXIBILITY

At several points in the module, we will reflect on your learning methods, and discuss what works well and what doesn't work. The key point is that the learning methods described in this module are not entirely inflexible. If everyone is agreed, where possible appropriate small changes can be made to ensure you get the most out of this module. Please note that it is not possible to alter assessment methods or event timing.

WHAT IS INDEPENDENT LEARNING?

As well as attending formal classes (3 hours a week) you will be expected to work on your own and produce written and presentational material. You will need to read more than the material covered in class to do well...in short, the more you put in, the more you're likely to get out.

COURSE READING

ESSENTIAL COURSE BOOKS

Russell L. Ciochon, R.L., Jurmain, R. Kilgore, L. and Trevathan, W. 2013. *Introduction to Physical Anthropology 2013-2014 (International Edition)* Wadsworth Cengage Learning.

Scarre, C. (ed.) 2013. *The Human Past: World Prehistory and the Development of Human Societies*. London: Thames and Hudson. (3rd edition)

Stringer, C. and Andrews, P. 2011. *The Complete World of Human Evolution*. Thames and Hudson. (Revised Edition)

Students will be expected to read the course books in depth, as they provide **essential** supplementary information to the lectures and in order to answer the exam questions you will need to have read the text. All publications listed in this guide are accessible in the library either in hard or digital formats. If you want to purchase any of the books on this list, for this module I would recommend Ciochon et al. *Introduction to Physical Anthropology* first and foremost.

KEY JOURNALS

You will need to supplement text book reading by following up on additional books and specific articles in seminars and outside class. Articles on the Archaeology of Human Evolution can be found in all of the journals listed below, and others not listed here. These should be your first port of call, but don't feel restricted to only looking in this list. So long as the journal is *Peer Reviewed* it will be a good place to find articles and information. The text books offer useful suggestions of follow up articles, but feel free to range beyond these. As you are all in your third year, I am assuming you all know how to access Journals and Articles, via the library online and by actually visiting the library. If you have any queries or concerns, do ask.

- *Journal of Human Evolution*
- *Nature*
- *Science*
- *Proceedings of the National Academy of Science (PNAS)*
- *Quaternary Science Reviews*
- *Quaternary International*
- *PLOS (Public Library of Science) One*
- *Antiquity*
- *Proceedings of the Prehistoric Society*

OTHER KEY BOOKS BY SUBJECT (some of which are edited volumes of useful, time or subject specific papers)

- **GENERAL HUMAN EVOLUTION**

Boyd, R. and Silk, J. 2012. *How Humans Evolved 6th (sixth) Revised Edition* W.W. Norton and Co.

Klein, R. G. 2009 *The Human Career: Human Biological and Cultural Origins* (3rd Edition) Chicago: University of Chicago Press.

Lewin, R. 1998 *Principles of Human Evolution*. Oxford, Blackwell Science.

Jones, S., Martin, R. and Pilbeam, D. 1992. *The Cambridge encyclopedia of human evolution*. Cambridge University Press

Pettitt, P. 2011. *The Palaeolithic Origins of Human Burial*. Abingdon, Routledge.

Roberts, A. 2011 *Evolution: The Human Story*. Dorling Kindersley Ltd.

- **HUMAN EVOLUTION IN THE UK**

Ashton, N., Lewis, S. and Stringer (Eds) 2010. *The Ancient Human Occupation of Britain*. Developments in Quaternary Science Series, Elsevier.

Stringer, C.B. 2006. *Homo britannicus: The Incredible Story of Human Life in Britain*. London: Penguin Books

- **STONE KNAPPING**

Andrefsky, W. 2005. *Lithics: macroscopic approaches to analysis*. Cambridge University Press.

Lord, J.W. 1993. *The nature and subsequent uses of flint*. Green Lane House, Green Lane, Little Livermere, Bury St. Edmunds IP31 1PY: J.W. Lord, 1993.

Schick, K. and Toth, N. 1994 *Making Silent Stones Speak*. New York: Simon and Schuster

Whittaker, J.C. 1993. *Flintknapping. Making and Understanding Stone Tools*. University of Texas Press

- **CAVE ART & MUSIC**

Bahn, P.G. 2012. *Cave Art: A Guide to the Decorated Ice Age Caves of Europe*. Frances Lincoln Limited.

Bahn, P.G. and Vertut, J. 1988. *Images of the Ice Age*. New York: Facts on File

Bahn, P.G. and Vertut, J. 1997. *Journey through the Ice Age*. London: Weidenfeld and Nicolson.

Cook, J. 2013 *Ice Age art: the arrival of the modern mind*. British Museum, London

Desdemains-Hugon 2010 *Stepping-stones: a journey through the Ice Age caves of the Dordogne*. Yale University Press.

Lawson, A.J. 2012. *Painted Caves, Palaeolithic Rock Art in Western Europe*. Oxford University Press

Morley, I. 2013. *The Prehistory of Music: Human Evolution, Archaeology and the Origins of Musicality*. Oxford University Press.

- **HUMAN EVOLUTION IN AFRICA**

Barham, L. and Mitchell, P. 2008 *The First Africans: African Archaeology from the Earliest Toolmakers to Most Recent Foragers* Cambridge World Archaeology

Mitchell, P. and Lane, P. (Eds) 2013. *The Oxford Handbook of African Archaeology* Oxford University Press.

- **NEANDERTHALS**

Condemi, S. and Weniger, G.C. 2011. *Continuity and Discontinuity in the Peopling of Europe: One Hundred Fifty Years of Neanderthal Study (Vertebrate Paleobiology and Paleoanthropology)* Springer

Harvati, K. and Harrison, T. (Eds) 2008. *Neanderthals Revisited: New Approaches and Perspectives (Vertebrate Paleobiology and Paleoanthropology)* Springer

Mellars, P. The Neanderthal Legacy: an archaeological perspective from western Europe

- **THE UPPER PALAEOLITHIC**

Bar-Yosef, O., Boyle, K.V., Gamble, C. (Eds.) 2010. *The Upper Palaeolithic Revolution in Global Perspective: Papers in Honour of Sir Paul Mellars* McDonald Institute Monographs

Pettitt, P and White, M. 2012. *The British Palaeolithic: hominin societies at the edge of the Pleistocene World*. Routledge.

- **THE COLONISATION OF AMERICA**

Dixon, E.J. 2000. *Bones, Boats and Bison: Archaeology and the First Colonization of North America* University of New Mexico Press

Stanford, D. and Bradley, B. 2012. *Across Atlantic Ice: The Origin of America's Clovis Culture* University of California Press

- **GENETICS AND DNA**

Brown, T. and Brown, K. 2011. *Biomolecular Archaeology, an Introduction* Wiley Blackwell

Matisoo-Smith and Horsburgh 2012. *DNA for Archaeologists* Left Coast Press

Shapiro, B. and Hofreiter, M. (Eds) 2012. *Ancient DNA: Methods and Protocols (Methods in Molecular Biology)* Humana Press

- **QUATERNARY ENVIRONMENTAL CHANGE**

Anderson, D.E., Goudie, A.S. and Parker, A.G. 2007. *Global environments through the Quaternary: exploring environmental change*. Oxford University Press

Bell, M. and Walker, M.J.C. 2005. *Late Quaternary environmental change: physical and human perspectives*. Pearson/Prentice Hall

Lowe, J.J. and Walker, M.J.C. 1997. *Reconstructing Quaternary Environments*. Harlow: Prentice Hall

- **BASIC ARCHAEOLOGICAL METHODOLOGY & GEOCHRONOLOGICAL DATING METHODS**

Noller, J.S., Sowers, J.M. and Lettis, W.R. 2000 *Quaternary Geochronology*. American Geophysical Union.

Renfrew, C. & Bahn, P. 2012. *Archaeology: Theories, Methods and Practice*. London: Thames and Hudson.

6th edition <http://college.thamesandhudsonusa.com/college/archaeology/archaeology6/>

QUEEN'S ONLINE RESOURCES

Students will be expected to make full use of the teaching facilities made available through Queen's Online. The module co-ordinator will provide preparatory and further material via QOL as the module progresses, some of which may be multimedia. QOL will not be used as a depository for sharing of seminar summaries and discussions.

COURSEWORK AND ASSESSMENT

Assessment for this module is through an experiment design including risk assessment, a poster and abstract, and through a written exam. The marks are combined then to produce the final mark for the module.

<p>The Experiment Design and Poster is designed to assess your ability to research and concisely summarise background information, devise an experiment, observe the process and results, and present a clear, concise and eye-catching piece of written and visual work about this. If you have attended classes, then you will complete some work towards this during class time, but the final product will need to be completed independently. The poster should be like those presented at academic conferences. More details will be given about this in class. You will be given time to devise and conduct your experiment and appropriate themes will be suggested. It does not matter particularly if your experiment goes wrong, or the results are not what you expect. What matters is the research, planning, observation and presentation. NB 1) You will be expected to provide references in the usual way, for your poster. 2) You must submit a digital copy of your poster electronically before the deadline, and 1 hard copy printed in colour at A3 size, also before the deadline.</p>	<p>50% total: but see breakdown</p>	<p>BREAKDOWN: Experiment Design including risk assessment 15% To be submitted not later than <u>3.30 pm on Wednesday 9th November</u> (Week 7). Any comments that will affect your practical will be given before the experiment. Otherwise, feedback (marks etc) due by 30th November 2016. Poster Abstract 5% and Poster (including references) 30%. To be submitted not later than <u>3.30 pm on Wednesday 21st December</u> (Week 12). Feedback due by 27th January 2016.</p>
<p>Portfolio Each week you will be expected to take notes on your lectures, practicals and seminars, and record information regarding the independent work you undertake outside class. I will expect to see notes for each week unless you have given a valid reason for non-attendance. If you were absent, this should be recorded in the book. Details of what you should towards your notebook are detailed in the timetable. At the end of the module, please select 1 week's work from each of the 4</p>	<p>50%</p>	<p>Full notebook to be submitted not later than <u>3.30 pm on Wednesday 21st December</u> (Week 12). Feedback due by 27th January 2016.</p>

<p>sectors that you would like to contribute to your assessment. I shall be looking at the overall notebook and then each of these 4 weeks particularly to see your learning has developed and for an improvement in notetaking over time. This MUST be a working notebook. Not something that is written up afterwards.</p>		
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***** ALL SUBMITTED WORK WHETHER SUBMITTED AS A HARD COPY OR DIGITALLY SHOULD HAVE A COVER SHEET** Do not leave electronic submission to the last minute! Do it the day before. Remember there are penalties for late work and online submission records the precise moment your coursework is submitted – see the Undergraduate handbook. The hard copy should be submitted to the School Office.

***** IF YOU THINK YOU ARE GOING TO MISS THE DEADLINE**

- 1) See Undergraduate Handbook for guidance on reasons considered as “extenuating circumstances”,
- 2) See the Undergraduate Handbook for guidance on the documentation required
- 3) Let me know!

***** RESOURCES:** Although there are not a large number of students on this module, there may be pressure on the recommended reading resources in the library during the period leading up to the experimental session. It is vital, that you **PLAN AHEAD**, consult the required sources for tutorials *well in advance*. If you take photocopies or notes from the relevant material a few weeks in advance you will avoid last minute panics and failure to obtain the material. Note that failure to gain access to the material will **not** be accepted as an excuse for inadequate preparation. See the Archaeology and Palaeoecology Undergraduate Handbook for details regarding late submissions, absence and illness.

***** EXTENSIONS FOR STUDENTS REGISTERED WITH DISABILITY SERVICES:** Students who are registered with Disability Services and have as part of their reasonable adjustments ‘flexibility with coursework deadlines’ may apply, if necessary, for an extension to the coursework submission date. The extension should, normally, be agreed with the module co-ordinator in advance of the published submission deadline. Please use the ‘Reasonable Adjustments Extension Form’ which is available at <http://www.qub.ac.uk/schools/gap/CurrentStudents/EducationalSupport/Disability/> to record the new submission date. This form will be retained by the module co-ordinator.

Please note that deadline extensions are only available under the above circumstances. For all other cases of late submission please refer to the relevant section of the Archaeology and Palaeoecology Undergraduate Handbook.

REFERENCES AND PRINTING

You must reference within the text of your coursework any source (book, article or website) from which you derive information. Details of how to do this using the Harvard System are in the Archaeology and Palaeoecology Undergraduate Handbook.

Further details on referencing for your poster will be provided in class. Please ask if you don't understand.

You are strongly advised to avoid leaving the printing of their work until the last day before submission. The university computing and printing resources are in heavy use during these periods, and students commonly experience problems in printing. *Failure of the printers at that period is not a valid excuse for late submission, neither is loss of data due to not producing safety copies.* You should keep digital copies of your Semester Posters so that they can, if necessary, be improved and re-submitted for those required to re-sit the module.

Please use the University Printing Service to Print an A3 colour copy of your poster for submission. There is a small charge for this service. See this website.

<http://www.qub.ac.uk/directorates/InformationServices/Services/Printing/>

MARKING GUIDELINES AND FEEDBACK

Marking guidelines are available on-line in the Archaeology and Palaeoecology Undergraduate Handbook. These are the marking criteria used by the staff who mark your work. These are replicated below for ease of reference. Remember, you are Level 3, so the criteria that will be used are those in the end column.

You should expect to have feedback and marks within 3 weeks of submitting your work (excluding university holidays), provided you have submitted by the deadline. For this year, you should have received feedback on your work by: Thursday 17th November 2017 (earlier than 3 weeks because you need the feedback for your experiments) and Tuesday 24th January 2018.

TIMETABLE

WEEK	DATE	EVENT	WHAT TO BRING TO CLASS	WHAT TO DO FOR YOUR NOTEBOOK/PORTFOLIO
1	Monday September 26 11.00 - 12.00	Lecture: Darwin, Dating, Bones, Stones, Genes and the Environment	A notebook that you will be submitting at the end of the year. Take notes in the lecture. This will be the same EVERY WEEK.	Make notes on the lecture. Follow up with general reading: Chapter 9 Introduction to Physical Anthropology; Chapter 2 The Human Past 47-56. Chapter 7; Introduction to Physical Anthropology especially 202-207 "primate tool use". The Complete World of Human Evolution 38 - 57. Make some notes summarising the key points of what you've learnt from the reading making sure you specify what you read. Find a journal article on tool use in primates or other animals referred to in one or more of these books that sounds interesting, or in one of the recommended journals listed in the module guide. DO NOT read it, but print it to bring to Thursday's seminar.
	Thursday September 29 13.00 - 15.00	Seminar: Deadlines and expectations. Reading the module guide. Practical: tools through time. Reading and seminar discussion on tools.	Your printed article & notebook. Your student card.	Make notes during the seminar. After the seminar: There are many different fields involved in the study of human evolution. Go, in person, to Queen's library/libraries, and find at least 3 different areas (i.e. different library catalogue numbers) where books on human evolution are housed. Make a record in your notebook of the library/libraries you went to, record the floor number/s and take example photos of the library catalogue numbers (on the spines of the books) in each of the 3 locations to stick in your notebook. Take out at least one book, that you think will be interesting and useful, start reading it and write a paragraph in your notes on why you chose this book and what you have learned from your reading so far.
2	Monday October 3 11.00 - 12.00	Lecture: The split from the primates and the very earliest hominins.		Make notes in the lecture. Follow up with general reading about Ardipithecus coming down from the trees: Australopithecines, the emergence of bipedalism and the earliest stone tools. In the text books this is covered in Chapter 10 Introduction to Physical Anthropology Chapter 2 The Human Past 57- 76. The Complete World of Human Evolution 208-209, 184-189, but you can use another book from the library and journal articles if you prefer. Summarise some information you learned from your reading that was NOT covered in the lectures. Cite the sources of your information.
	Thursday October 6 13.00 - 15.00	Practical: Display case discussion. Skull comparisons and organisation through time. Exercises on human evolution through time.		Make notes during the practical session. After the session: start to draw up a revised timeline of key events in human evolution. Cite the sources you used to do this. The timeline should not simply replicate one in a text book. Be imaginative! Use colour, pictures, sketches, whatever makes you want to do it. Please DO update as you go along and learn during the module. I don't mind if there are crossings out/amendments. DO cite the sources you used, and include the dates you accessed those sources. You might want to do this on a fold out piece of paper that you stick in the front or back of your notebook.

WEEK	DATE	EVENT	WHAT TO BRING TO CLASS	WHAT TO DO FOR YOUR NOTEBOOK/PORTFOLIO
3	Monday October 10 11.00 - 12.00	Lecture: The emergence of <i>Homo</i> : on the importance of environment, palaeodiets and the brain to body ratio	Please inform LB if you cannot attend Dr Cook's lecture. This is most important.	Make notes in the lecture. Follow up with general reading: Chapter 7 Introduction to Physical Anthropology. Chapter 2 The Human Past 77-83. The Complete World of Human Evolution 190-191.
	Tuesday October 11 13.00 - 14.00	Lunchtime lecture: Dr Jill Cook, British Museum. The Shock of the Old	Notes	Attend and make notes during the lecture. During or after the lecture, write down a question you would like/would have liked to ask the speaker about the material she presented (and do it if you can!). Find an article and a book on Palaeolithic art or music to bring to Thursday's seminar.
	Thursday October 13 13.00 - 15.00	Seminar: Reading & summarising articles on art, language and music. Reflection: Thoughts about the module so far.	Bring your article and book on Palaeolithic art or music.	Make notes during the seminar. After the seminar find some time to go and look at the display cases in G43 so you have an idea of the space you have for your display. Do not interrupt a meeting or class to do this please! Go and look at one of the display cases on human evolution in the Ulster museum.
4	Monday October 17 11.00 - 12.00	Lecture: Fire, tools and the spread of <i>Homo</i>		Make notes in the lecture. Follow up with general reading on the topic. Text book sections include: Chapter 11 Introduction to Physical Anthropology; Chapter 3 The Human Past pages 85 - 103. The Complete World of Human Evolution 140-147, 192-195, 200 - 207. Update your timeline. Show some evidence that you have started to consider which would be your top 3 topics for your experiment. These might be inspired from books, articles or other learning resources you have accessed.
	Thursday October 20 13.00-15.00	Independent group work researching and preparing information panels for your display case topic & starting to source articles and books to do your experiment.		Organise yourselves as a group. You may want to choose a chairperson to help with decision making. Book yourself a room or find a space in the library where you can sit down and work on your display case information as a group without disturbing others. Include a photo of your group working together in your notebook. Summarise what you discussed. Include a short reflection on 1) what story your group has decided it wants to tell about your topic 2) what objects you will use to illustrate that story 3) what other images and text you will use. It is fine to include a few sentences on key areas of agreement or conflict between group members, how you managed to divide up the tasks and what sources you plan to use.
5	Monday October 24 11.00 - 12.00	Lecture: Lecture: Emergence of <i>Homo sapiens</i> : "Modernity" and the Middle Stone Age		Make notes in the lecture. Follow up with relevant reading. In the text books the chapters are: Chapter 13 Introduction to Physical Anthropology; Chapter 4 The Human Past 124-155. The Complete World of Human Evolution 158-163, 210-21. In your notebook show some evidence of your ongoing research towards your contribution to the display case either independently or as a group.
	Thursday October 27 13.00 -15.00	Lecture/discussion: on experiments. Examples from last year. Experiment planning: session introducing students to materials. Students to produce draft experiment plan.	Bring articles and books to class that you have found to read that are related to a topic you'd like to do an experiment on.	Write notes on the practical session and include notes on your research into your chosen topic. Books are not the only source of information about human evolution, and there are lots of web-based places to find information. Working out what is trustworthy and what is not is challenging. Choosing one of the topics you might be interested in doing an experiment on, find and write down a url for a web-based human evolution resource you have watched/found useful information on that relate to your topic. This could be a film, blog, tv documentary, you tube video, museum resources, facebook group...or other things I've never heard of! Write a few sentences describing what you found most interesting and engaging, and what you found least effective/you were critical of. Note down any concerns or questions you might have to ask on Thursday November 3rd.

WEEK	DATE	EVENT	WHAT TO BRING TO CLASS	WHAT TO DO FOR YOUR NOTEBOOK/PORTFOLIO
6	Monday October 31 11.00 - 12.00	Lecture: Neanderthals, Anatomically Modern Humans and Denisovans meet...?		Make notes on the lecture. After the lecture, read independently and evidence this in your notebook. In the text books the chapters are: The Complete World of Human Evolution 167-169, 212-221. Chapter 4 The Human Past, pages 159 - 165. Chapter 13 Introduction to Physical Anthropology. Read relevant chapters in books listed under Rock Art/Upper Palaeolithic/ General Human Evolution. In your notebook show some evidence of your ongoing research towards your contribution to the display case either independently or as a group.
	Thursday November 3 13.00 - 15.00	Lecture/discussion: on health and safety form. Exercise on marking posters from last year. Experiment planning: continued discussion of plan. Groupings to be decided for knapping day (please remind LB!). Mid-module stock take.	Bring articles and books to class that you have found to read that are related to a topic you'd like to do an experiment on.	Notes from the discussions and on marking criteria. During and after the session, continue to provide evidence of research, reading and article summaries relating to your experiment topic. Update your timeline as you learn.
7	Monday November 7 11.00 - 12.00	Lecture: The genetic revolution: Neanderthals, AMH and Denisovans meet...and mix?		Make notes on the lecture. The Complete World of Human Evolution 167-169, 212-221 Chapter 4 The Human Past, pages 159 - 165. Chapter 13 Introduction to Physical Anthropology. Read independently relevant chapters in books listed under Rock Art/Genetics/Upper Palaeolithic/General Human Evolution. After the lecture: Watch / listen to recommended lectures relating to the genetic revolution online. Make notes while you listen.
ASSESSMENT DEADLINE: NOVEMBER 9TH EXPERIMENT PLAN & HEALTH & SAFETY FORM DUE				
	Thursday November 10 13.00 - 15.00	KNAPPING DAY.	Your timetable will show all day so you might think there are clashes. Don't worry! You will be split into groups to ensure this doesn't happen.	Write a reflection on your group knapping experience, and how this has influenced your view of human evolution, the skills and lifeways of the various hominins you're learning about.
8	Monday November 14 11.00 - 12.00	Lecture: Upper Palaeolithic: Part A		Make notes on the lecture. Read independently relevant chapters in books listed under Rock Art/Upper Palaeolithic/General Human Evolution and in the key text books, if you have not already covered these sections. Provide evidence on your reading and understanding of at least 1 journal article to do with Upper Palaeolithic, Social Structures, Cognition.
	Thursday November 17 13.00 - 15.00	Seminar: Comparison of an article with the popular report. Various topics. Experiment week allocation (please remind LB!)	Notebook. Articles will be provided	Make notes during the seminar. After the seminar, using the article you read after Monday's lecture, write a 1 - 2 paragraph popular summary of the key points <i>without compromising the factual accuracy</i> . Imagine this is going to appear in the Belfast Telegraph. You may choose any picture to illustrate your piece.

WEEK	DATE	EVENT	WHAT TO BRING TO CLASS	WHAT TO DO FOR YOUR NOTEBOOK/PORTFOLIO
9	Monday November 21 11.00 - 12.00	Lecture: Dr Rabett on the Early Human Occupation of East and South-East Asia	Notebook.	General reading will be recommended by Dr Rabett. Supplement this with independent reading on <i>Homo floresiensis</i> . Referencing your text books and at least 2 journal articles, and other reliable sources briefly summarise: 1) the key anatomical & behavioural features of <i>Homo floresiensis</i> 2) details of when and where this species lived 3) the current status of the debates. Your summaries can be in note form, or longhand, whichever you find easiest, but where the different parts of your summaries have come from must be clear to the reader.
	Thursday November 24 13.00 - 15.00	Display case arrangement with LP / EH	Bring all your materials and printed/written explanations. Arrange your case.	Take a photo of of your case and close ups of the elements contained within it. Take time at the end to look and read other groups. You can photograph these too. In your note books I expect to see a mini-critique of each case (highlights, any factual errors, where didn't work so well and suggestions of how these parts could be improved). Remember: it's easy to tear something apart, but much harder to be a critical friend and suggest where improvements could be made. In your group, choose 1 photograph that best represents your case, and send it to LB via email. This will be used in the last presentation.
10	Monday November 28 11.00 - 12.00	Lecture: Earliest colonisation of Australia		Make notes on the lecture. Follow up with reading from the text books and any journal articles mentioned in the lecture. Chapter 13 Introduction to Physical Anthropology. The Complete World of Human Evolution 170-175. Chapter 4 The Human Past, pages 155 - 156. Record the reading you have done.
	Thursday December 1 13.00 - 15.00	EXPERIMENT WEEK 1	Bring all the materials you need to perform your experiment including your plan & health and safety notes for reference. Only bring materials that you are sure cannot be provided by the department.	Write a reflection on how your experiment went.
11	Monday December 5 11.00 - 12.00	Lecture: Earliest colonisation of the Americas		Make notes on the lecture. Chapter 4 The Human Past, pages 167-173. Read independently relevant chapters in books listed under The Colonisation of America, Genetics and DNA and relevant sections of General Books on Human Evolution for the Colonisation of Australia. Follow up links to relevant journal articles. Record the reading you have done.
	Thursday December 8 13.00 - 15.00	EXPERIMENT WEEK 2	Bring all the materials you need to perform your experiment including your plan & health and safety notes for reference. Only bring materials that you are sure cannot be provided by the department.	Write a reflection on how your experiment went.

WEEK	DATE	EVENT	WHAT TO BRING TO CLASS	WHAT TO DO FOR YOUR NOTEBOOK/PORTFOLIO
12	Monday December 12 11.00 - 12.00	Lecture: The Upper Palaeolithic: Part B		Read independently relevant chapters in books listed under Rock Art/Upper Palaeolithic/General Human Evolution and in the key text books, if you have not already covered these sections. Read on subjects to do with Upper Palaeolithic, Social Structures, Cognition. Record the reading you have done and what you have learned.
	Thursday December 15 13.00 - 15.00	Discussion: how to be confident. Group presentation of displays. Module Assessment		Make notes in the seminar. After the lecture look back through your notebook at all the work you have done, and reflect on the value of notetaking, reading, and reasearch. Consider: were text books more useful or journal articles? Web based materials or practicals? Would you have preferred an examination. Finally select and mark the four best weeks (Lecture + seminar) x 4 which you would like to count for your assessment.
ASSESEMENT DEADLINE: DECEMBER 21ST POSTER & NOTEBOOKS DUE				

MARKING GUIDELINES: USE LEVEL 3 CRITERIA

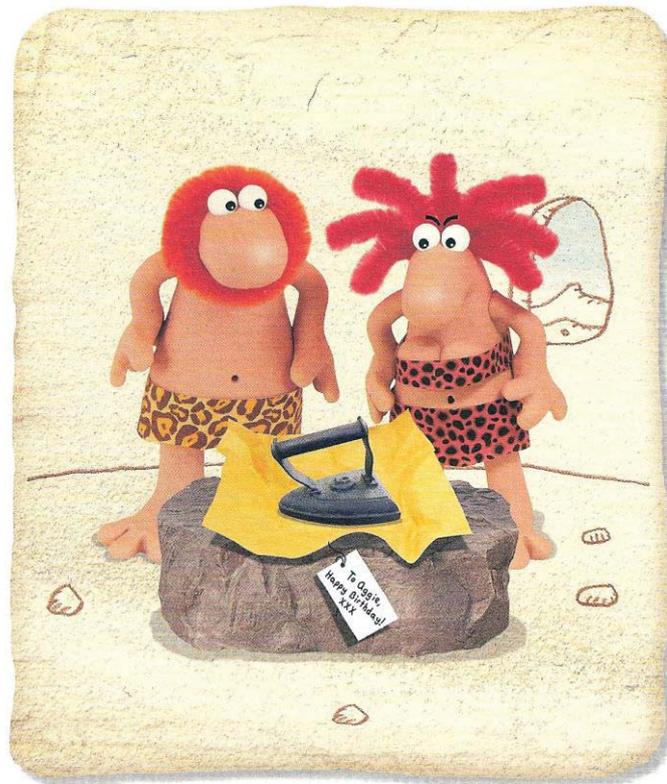
Conceptual Equivalents Scale Undergraduate Levels 1–4

Conceptual Equivalent	Discrete Pt	Mark Band	Level 1 Criteria	Level 2 Criteria	Level 3 Criteria
Exceptional I	100	95–100			<u>Exceptional and exemplary showing:</u>
High/Excellent I <i>(in addition to criteria for Definite/low 1)</i>	90	85–94			
			<u>Excellent answer which:</u>	<u>Exceptional answer, an exemplary piece of work showing:</u>	
Definite I	80	77–84	<ul style="list-style-type: none"> • Is comprehensive and accurate • Is presented in a clear and cogent manner • Makes full reference to appropriate material • Makes effective use of language • Displays some of the following characteristics: <ul style="list-style-type: none"> o integration of a wide range of learning resources o originality of exposition or treatment o evidence of insight o critical evaluation 	<u>Excellent answer showing:</u>	<u>Excellent and outstanding showing:</u>
Low I	73	70-76			<u>Excellent answer showing:</u>

High 2.1	68	67–69	<u>Very good answer which:</u>	<u>Very good, comprehensive answer showing:</u>	<u>Very good, comprehensive showing:</u>
Definite/solid 2.1	65	64–66	<ul style="list-style-type: none"> • Is generally accurate and reasonably detailed • Displays a good understanding of the main principles and a reasonable grasp of details • Shows strong and coherent argumentation • Is presented in a logical fashion • Makes frequent reference to appropriate material • Makes effective use of language 	<ul style="list-style-type: none"> • A good awareness of the main issues involved at this level • The ability to analyse concepts and ideas at an abstract level • A good knowledge and understanding of module material • Evidence of use of learning resources beyond required texts/module material 	<ul style="list-style-type: none"> • Good understanding of relevant wider issues. • Well-developed arguments with evidence of independent thought • A good understanding of module material coupled with the ability to relate this to new ideas and concepts • Evidence of wide and relevant use of learning resources • Synthesis / integration of material from other modules/experiences as well as the current module • Evidence of independent/autonomous learning
Low/clear 2.1	62	60-63			
High 2.2	58	57-59	<u>Good answer which:</u>	<u>Good answer showing:</u>	<u>Good answer showing:</u>
Definite/solid 2.2	55	54–56	<ul style="list-style-type: none"> • Is reasonably accurate and well informed, albeit with some minor omissions or inaccuracies • Is limited to the main issues and based on a limited range of learning resources • Makes some reference to appropriate material • Makes acceptable use of language, with some minor inaccuracies 	<ul style="list-style-type: none"> • Reasonably developed arguments, with knowledge of the main issues involved at this level • A satisfactory understanding of module material • Little reference to resources outside module material 	<ul style="list-style-type: none"> • The ability to draw reasonable conclusions • Knowledge and awareness of main issues • A satisfactory understanding of module material • Little reference to resources outside module material
Low/clear 2.2	52	50–53			
High 3 rd	48	47-49	<u>Adequate answer which:</u>	<u>Adequate answer which:</u>	<u>Adequate answer which:</u>
Definite 3 rd	45	44-46	<ul style="list-style-type: none"> • Displays evidence of understanding of the main principles in broad terms • May contain important inaccuracies or omissions • May lack a coherent structure • May answer the question indirectly or may lack supporting evidence • Makes minimal reference to relevant material • Shows poor use of language, although the meaning is understandable 	<ul style="list-style-type: none"> • Shows weak to fair understanding of main issues • Makes no reference to resources outside module material • Makes arguments that are weak • Has a low but acceptable level of written expression 	<ul style="list-style-type: none"> • Shows fair understanding of main issues • Shows little familiarity with resources outside module material • Makes arguments that are narrow • Has a low but acceptable level of written expression
Low 3 rd	42	40–43		<u>Passable (just acceptable) answer which:</u>	<u>Passable (just acceptable) answer which:</u>
				<ul style="list-style-type: none"> • Is weak in material and understanding of module content • Contains significant omissions and/or inaccuracies • Recognises the aim of the question and has attempted to answer it 	<ul style="list-style-type: none"> • Contains some relevant material • Contains significant omissions and/or inaccuracies • Recognises the aim of the question and has attempted to answer it
Marginal fail	35	35–39	<u>Marginally failing answer which:</u>	<u>Marginally failing answer which:</u>	<u>Marginally failing answer which:</u>

			<ul style="list-style-type: none"> • Displays a very limited understanding of the aim of the question • Is sparse in material and lacking in organisation • Contains material that is inappropriately used or of limited relevance • Proceeds by way of assertions unsupported by appropriate evidence • Shows poor use of language with significant grammatical and other errors 	<ul style="list-style-type: none"> • Meets some of the necessary requirements • Has some major inaccuracies • Shows limited knowledge of the main issues 	<ul style="list-style-type: none"> • Meets some of the necessary requirements • Has some major inaccuracies • Shows limited understanding of module content
Weak fail	25	25–34	<p><u>Unsatisfactory, poor answer which:</u></p> <ul style="list-style-type: none"> • Shows a complete lack of understanding of the question • Provides very little of any relevance and value to the question • Makes an incoherent argument • Shows poor use of language with significant grammatical and other errors 	<p><u>Unsatisfactory answer which:</u></p> <ul style="list-style-type: none"> • Meets very few of the necessary requirements • Shows some recognition of the meaning of the question • Shows little familiarity with the main issues • Indicates that knowledge is vague and skimpy • Has many major inaccuracies 	<p><u>Unsatisfactory answer which:</u></p> <ul style="list-style-type: none"> • Fails to meet most of the necessary requirements • Shows little understanding of major issues • Indicates that knowledge is vague and skimpy • Has many major inaccuracies
Poor fail	15	15–24		<p><u>Poor answer in which:</u></p> <ul style="list-style-type: none"> • There are few points relevant to the question • The bulk of the answer is irrelevant/inaccurate • There are major misunderstandings of the material 	<p><u>Poor answer in which:</u></p> <ul style="list-style-type: none"> • There are few points relevant to the question • The bulk of the answer is irrelevant/inaccurate • There are major misunderstandings of the material
Nothing of merit	0	0–14		<p><u>Answer meeting none of the necessary requirements with:</u></p> <ul style="list-style-type: none"> • Minimal or no material of value to the question asked • No recognition of the question 	<p><u>Answer meeting none of the necessary requirements with:</u></p> <ul style="list-style-type: none"> • Minimal or no material of value to the question asked • No recognition of the question

If you've read all this, well done!



Aggie was less than pleased that the Iron Age was about to begin.

