

# Evolutionary Anthropology BSc (Hons)

## COURSE DETAILS

- A level requirements: [BBB](#)
- UCAS code: V4B1
- Study mode: Full-time
- Length: 3 years

## KEY DATES

- Apply by: [25 January 2023](#)
- Starts: 25 September 2023

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## Course overview

Evolutionary Anthropology represents the deep time perspective of anthropology in the broadest sense.

Anthropology encompasses the biological and social study of humans as complex organisms with the capacity for language, thought, and culture.

## INTRODUCTION

This unique multidisciplinary programme is the only one of its kind available in the UK and offers an opportunity to study an in-depth programme that explores what it is to be human.

This is based on the study of three major areas of evolutionary anthropology: the archaeology of human evolution, palaeoanthropology, and primatology. You can choose to study all three elements or focus on two areas and add modules in life sciences and earth sciences.

You will be required to complete four weeks of fieldwork including two weeks on our department field school at the end of year one. In year two, many students work on overseas staff research excavations, currently these are based in Zambia, Saudi Arabia, Turkey, Jordan, Greece, Egypt as well as the UK.

## WHAT YOU'LL LEARN

- A broad and integrated knowledge of the evolution of the human species, including

principles of archaeology, evolutionary psychology, human anatomy and hominid palaeontology

- Ability to understand how human beings have been shaped by, and have interacted with their cultural, social and physical environments through time
- Appreciation of the inherent cultural and biological diversity of human beings

- Ability to analyse and evaluate relevant quantitative and qualitative data
  - Critical awareness of the application of ethnographic models to the hominin behavioural record
  - The ability to plan, undertake and present scholarly work that demonstrates an understanding of anthropological aims, methods and theoretical consideration
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# Course content

Discover what you'll learn, what you'll study, and how you'll be taught and assessed.

## YEAR ONE

Year one modules introduce the archaeology of human origins, archaeological techniques and methods,

human anatomy, evolutionary psychology and human and animal behaviour.

Students take 30 credits of required modules and 30 credits of optional modules in each semester.

Students taking LIFE modules must have A level Biology.

Students taking ENVS111 must have *either* one of the following A levels (or their equivalents): Mathematics, Physics or Chemistry *or* be taking ENVS117.

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## COMPULSORY MODULES

### PRINCIPLES OF ARCHAEOLOGY (ALGY101)

**Credits: 15 / Semester: semester 1**

ALGY101 introduces students to the concepts, methods and evidence that archaeologists use to study and interpret the past. Students gain core skills essential to building and evaluating knowledge about human material remains of the past.

### THE ORIGINS OF HUMANITY (ALGY105)

**Credits: 15 / Semester: semester 1**

This module gives a broad outline of World Prehistory from our earliest ancestors 7 million years ago to the beginnings of settled village life just 10,000 years ago. We explore the development of human social and cultural behaviour against a backdrop of climate change. The focus is on the archaeological record, but to understand the origin and spread of our species we also need a broad comparative perspective that includes other primates, genetics and contemporary hunting and gathering societies. That perspective is essential to understand the fate of our closest relatives, the Neanderthals. The development of language, art, society and technology feature in this review of how we came to be the sole surviving human species. Our survey ends with the domestication of a small number of plant and animal species at the end of the last ice age. These early farming villages would be the foundation on which our modern world developed with its 7 billion inhabitants.

### INTRODUCTION TO BIOANTHROPOLOGY (ALGY119)

**Credits: 15 / Semester: semester 2**

This module focuses on identification of osteological elements with an introduction to the osteology and anatomy of locomotor adaptations of humans and non-human primates including a major part of the module being devoted to the anatomy of bipedalism, and in addition some elements of terrestrial / arboreal quadrupedalism and brachiation. In general, students will be expected to correctly handle real human skeletal specimens and develop their knowledge of the skeletal and muscular anatomy of anatomically modern humans and begin to apply this understanding to the study of the anatomy of fossil primates, the great apes and other primates. In terms of species, the module focuses on humans and the fossils of Australopithecine / Paranthropine and Early to Late Homo species and also incorporates evidence from the other great apes, lesser apes and the old and new world monkeys.

### **ISSUES IN EVOLUTIONARY ANTHROPOLOGY (ALGY141)**

**Credits: 15 / Semester: semester 2**

Students will learn about the key issues underlying contemporary research in the field of evolutionary anthropology through sets of directed readings given in advance of each seminar. Seminars will be led by each member of the evolutionary anthropology teaching team, ensuring that you receive a broad overview of different chronological periods, geographical areas, and theoretical perspectives. The module will provide essential background on the main contemporary debates in human evolution, introducing themes that will persist throughout your degree. The module will have a broadly anthropological focus, but will integrate data and conclusions from other relevant subject areas such as evolutionary genetics, psychology, and the environmental sciences.

### **OPTIONAL MODULES**

#### **BRONZE AGE CIVILIZATIONS: MESOPOTAMIA AND THE MEDITERRANEAN (ALGY106)**

**Credits: 15 / Semester: semester 1**

This module provides an introduction to the history and archaeology of the Near East and Aegean from ca. 4,000 to 800 BC, specifically the ancient cultures of the Near East, Levant and Greece. The module includes artefact handling sessions.

#### **FROM VILLAGE TO CITY: THE ORIGINS OF CHINESE CIVILISATION (ALGY112)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to the development of early Chinese civilisations. We will investigate the transition from hunter-gatherers to the first sedentary village farming communities and the emergence of the earliest cities and states from these early village societies. We will thus also investigate some formative features of Chinese societies that persisted for millennia. The module will also place developments in China in a broader comparative context and allow discussion of the emergence of social and political hierarchies, complex economies and the appearance and nature of the state. The module will also introduce students to some of the conceptual tools and methodologies needed to investigate these issues in the archaeological record.

## **CLIMATE, ATMOSPHERE AND OCEANS (ENVS111)**

**Credits: 15 / Semester: semester 1**

Climate, Atmosphere and Oceans provides an understanding of how the climate system operates. The module draws on basic scientific principles to understand how climate has evolved over the history of the planet and how the climate system is operating now. Attention is particularly paid to the structure and circulation of the atmosphere and ocean, and how they both interact. The course emphasises acquiring mechanistic insight and drawing upon order of magnitude calculations. Students gain quantitative skills by completing a series of coursework exercises. Students address the Net Zero carbon goal via group work involving digital storytelling.

## **SEDIMENTARY ROCKS AND FOSSILS (ENVS118)**

**Credits: 15 / Semester: semester 1**

This module provides a basic introduction to sedimentology and palaeontology. Students learn about the origin of sediment, sedimentary processes and structures and the ways in which sediments are converted into solid rock. The course outlines the importance of sedimentary rocks for hydrocarbons, water and as construction materials. Students learn how to describe and interpret sedimentary deposits.

The palaeontology component introduces students to the major fossil groups and to the ways in which organisms can be preserved as fossils. It covers the importance of fossils for the study of evolution, environmental change and earth history. Students learn how to describe fossils and how observations contribute to a broader understanding.

Students will be assessed by means of two practical tests and a theory examination.

## **LIVING WITH ENVIRONMENTAL CHANGE (ENVS119)**

**Credits: 15 / Semester: semester 1**

This module examines a number of global scale challenges facing humans on the planet earth related to climate and environmental change.

## **MOLECULES AND CELLS (LIFE101)**

**Credits: 15 / Semester: semester 1**

This module describes the detailed composition of cells and the processes by which they obtain and generate energy, grow, replicate and eventually die.

The lectures will be supplemented with on-line resources and illustrated with some of the latest research methods that are used to study cell structure and function.

Students will be given guided reading, and regular formative assessment exercises will enable students to evaluate their understanding of the module.

The module will be assessed by both continuous assessments and by a final examination.

## **EVOLUTION (LIFE103)**

**Credits: 15 / Semester: semester 1**

This module describes the evolutionary processes that have resulted in the generation of the diverse life forms that populate the planet.

This includes the theory of evolution by natural selection, and the genetic processes that result in gene evolution and diversity.

Selected scenarios and case studies will apply evolutionary concepts, showing the fundamental importance of evolution to a broad range of the life sciences.

The module is split into two parts: the first part (A) is the same for all students, the second part (B) contains a number of parallel strands tailored to students interest.

Students will be advised by their programme director which strand to follow.

The lectures will be supplemented with a variety of on-line resources.

Students will be given guided reading, and regular formative assessment exercises will enable students to evaluate their understanding of the module.

The module will be assessed by continuous assessments.

## **THE PRACTICE OF ARCHAEOLOGY (ALGY102)**

**Credits: 15 / Semester: semester 2**

This module introduces students to the design and implementation of archaeological projects (and thereby research design more generally). It is concerned with how archaeological questions are addressed through projects, the practices involved in the various stages of archaeological projects, including desk-based assessment, mapping, data collection and analysis, field recording, excavation strategy, interpretation and site/heritage management planning. There is a strong practical element to the module which focusses on the planning and execution of a project relating to a cemetery in Liverpool.

## **ANIMAL BIODIVERSITY (LIFE112)**

**Credits: 15 / Semester: semester 2**

This module studies the body plans of the major groups of animals and explores the relationship between body form and function.

It also discusses the evolutionary origins of these basic body plans and how these have been modified to adapt to particular habitats.

The module will be taught through a mixture of asynchronous and synchronous material. The former consists of pre-recorded videos and other online learning material, the latter consists of scheduled interactive online sessions. Students will also be given guided reading, and regular formative assessment exercises will enable students to evaluate their understanding of the module.

The module will be assessed through continuous assessment.

## **ECOLOGY AND THE GLOBAL ENVIRONMENT (LIFE120)**

**Credits: 15 / Semester: semester 2**

This module will introduce students to the physical and chemical contexts of the biosphere, the cycling of important elements at different scales, the distribution of biomes and the ecosystem concept.

Ecological concepts such as succession, niche, food web theory and ecosystem stability will be introduced, and how these are impacted by human activities.

The module will also consider the conservation of biodiversity over a range of biological scales using UK and global case studies. The lectures will be supplemented with on-line resources.

Students will be given guided reading, and regular formative assessment exercises will enable students to evaluate their understanding of the module.

The module will be assessed by coursework, including online test.

## **ECOLOGY AND CONSERVATION (ENVS157)**

**Credits: 15 / Semester: semester 2**

The zone of life on earth, or the 'biosphere', is a highly dynamic system responding to external pressures including changing human activities. The biosphere obeys a numbers of simple natural principles, but these often interact to create complex and sometimes unexpected responses. Using a wide range of examples we will explore these interactions between organisms and the environment. We will examine how species organise into communities, and how energy and other resources flow through ecosystems. We will explore how ecosystems respond to change, including gradual environmental shifts, sudden disturbance events and the effects of human activities. We will also learn how the key principles of ecology can be applied to conservation. We will assess the current state of the biosphere, and evaluate the major current threats. We will also look towards the future of ecosystems, including whether we can restore degraded habitats, and recreate "natural" landscapes.

*Programme details and modules listed are illustrative only and subject to change.*

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## **YEAR TWO**

Year two advances on the topics covered in year one via core and optional modules in early technology, art and language, extinction and migration events and responses to climate change.

Students take 30 credits of required modules and 30 credits of optional modules in Semester 1, and 15 credits of required modules and 45 credits of optional modules in semester two.

Students are required to complete 20 days of archaeological fieldwork training, normally during the summer vacation period at the end of year one and year two. The fieldwork is assessed on ALGY248.

\*CLAH222 requires prior approval and is subject to a suitable placement being sourced. Students will not be able to register directly for this module.

\*Students taking LIFE modules must have A level Biology.

Students may take appropriate level 4 modules up to a total of 30 credits with prior approval from the subject lead.

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## **COMPULSORY MODULES**

### **HUMAN ORIGINS: ARCHAEOLOGY OF THE MIDDLE AND LATER PLEISTOCENE (ALGY229)**

**Credits: 15 / Semester: semester 1**

The module examines Stone Age Archaeology of the last million years, concentrating on the period of Homo erectus, the emergence of Homo sapiens, and the appearance of anatomically modern humans some 200,000 to 300,000 years ago. In geographic scope, the module deals chiefly with developments in Africa, the Middle East and Europe. It covers the first appearance of art, the interaction between anatomically modern humans and Neanderthals and the archaeology of the Upper Palaeolithic up to the glacial maximum about 20,000 years ago. Its principal aims are to examine Old World Archaeology from the prime time of Homo erectus (>500,000 years) to the time when Homo sapiens sapiens is fully established in Europe (about 40,000 years ago).

### **HUMAN OSTEOARCHAEOLOGY (ALGY266)**

**Credits: 15 / Semester: semester 2**

In this module students are introduced to the use of human skeletal assemblages as archaeology and material culture. Students will handle human remains and gain an understanding of how basic identification, ageing and sexing is done. This module also looks at current techniques such as stable isotope and DNA analysis and ethical regulations.

### **WORKING WITH THE PAST (ALGY248)**

**Credits: 15 / Semester: semester 1**

This course builds on the field experience you have gained as your end of Year 1 training, as we explore the process that follows activity in the field. We will examine the stages of post-excavation, and the creation of published and grey literature – that generated for archiving by many field archaeology professionals. The two assignments consider first your experiences on the fieldwork and what you have learnt, presented as a reflexive essay and other smaller components. The second assignment is where you use the skills gained during the teaching this semester to produce a grey literature style report on selected sets of deposits from the fieldwork.

## **OPTIONAL MODULES**

### **HUNTER/GATHERER SOCIETIES (ALGY228)**

**Credits: 15 / Semester: semester 1**

Recent and historic hunter-gatherers have played a fundamental role in the development of anthropological and archaeological theory, and remain an essential source of data for modelling early human societies. This module introduces hunter-gatherer societies from historical, ecological and evolutionary perspectives. Case studies will be drawn from societies in the tropics and high latitudes (arctic) to give a comparative overview of the diversity of hunter-gatherer adaptations as a basis for analysing the archaeological record.

### **BEYOND THE WALL: AN INTRODUCTION TO THE ARCHAEOLOGY OF NOMADISM (ALGY223)**

**Credits: 15 / Semester: semester 1**

With a focus on the archaeology of the Eurasian steppe, this module explores the emergence and transformation of steppe societies from their origins in complex huntergatherer communities to the formation of the first nomadic empires. It represents a rare opportunity to encounter the extraordinary archaeological record of Siberia and Central Asia and to focus upon societies whose contribution to global culture has been routinely dismissed in both Eurocentric and Sinocentric stories of 'civilization'.

Taught as a combination of lectures and seminars, the course will introduce to key concepts and general trajectories, whilst encouraging you to focus on the literature and to discuss both broad theoretical ideas and specific archaeological evidence from settlements and tombs. Throughout the course, we will investigate critically the changing relationships between steppe societies and their neighbours, and the transformative role played by pastoralist peoples in conflicts, communication and transcontinental exchange, long before the rise of the Silk Roads.

The module is specifically designed as a broad entry point for students whose primary interests lie in the prehistoric archaeology and ancient history of Europe, Western Asia or China and it will also provide valuable baseline for those going on to study later periods of Eurasian history.

### **PLANTS AND PEOPLE IN THE PAST: AN INTRODUCTION TO ARCHAEOBOTANY (ALGY220)**

**Credits: 15 / Semester: semester 1**

This module provides students with an introduction to the principles and practical applications of archaeobotany, the study of ancient plant remains retrieved from archaeological sites. Students will have the opportunity to learn hands-on how plant remains (wood and seeds) are analysed (including botanical identification and data analysis methods), what sort of information can be gained for reconstructing past plant food use, economies, landscapes and people-environment interactions, and how archaeobotanical research is integrated to fieldwork projects and post-excavation analysis. The module is delivered through a series of lectures and laboratory-based practical sessions. Assessment is through one essay (topic to choose from a range of subjects made available to students in advance), a portfolio of laboratory work, and one laboratory-based assignment (practical test).

### **CHANGING ENVIRONMENTS (ENVS214)**

**Credits: 15 / Semester: semester 1**

The Earth is subject to a myriad of threats and stresses, ranging from a changing global climate to unprecedented scales of human impacts on ecosystems, so that a new geological time period, the Anthropocene was created. Placing future change in freshwater and coastal wetlands and lakes into a long-term context is a critical science, and without it, society cannot constrain the 'natural' baseline against which future changes could be judged. This module will provide a critical insight into the global changes currently impacting the Earth over decades to millennial timescales. We will introduce a series of contemporary environmental concerns, and teach how we can reconstruct climatic and environmental conditions, the landscapes and vegetation of the past. We will explore a wide variety of archives (lakes, freshwater and coastal wetlands, oceans) and develop an understanding of the key techniques used to trace environmental conditions (physical properties, biogeochemistry, biological indicators). We will assess how the drivers behind these changes will affect future landscapes and ecosystems.

### **ANIMAL BEHAVIOUR (LIFE211)**

**Credits: 15 / Semester: semester 1**

This module provides an introduction to the fundamental evolutionary principles that explain a wide range of animal behaviours. These include sexual selection and animal mating behaviours, the evolution of co-operative societies, as well as conflict and conflict resolution. The lectures will be supplemented with on-line resources. Students will be given guided reading, and regular formative assessment exercises will enable students to evaluate their understanding of the module. The module will be assessed by both continuous assessments and by a final examination.

### **EVOLUTIONARY BIOLOGY (LIFE213)**

**Credits: 15 / Semester: semester 1**

This module seeks to explain how the process of natural selection underpins the origins of biodiversity.

The first part of the module will address the origins of phenotypic diversity, focussing on where heritable phenotypic variation comes from and how it shapes the evolutionary process within species (microevolution).

Having established a basic model for understanding how evolution works, the second part of the module will explain the link between microevolution and evolution above the species level (macroevolution), overviewing the major evolutionary transitions. At the end of the module, students will choose between two specialised short courses on either evolutionary ecology or molecular evolution.

The lectures will be supplemented with online resources. Students will be given guided reading, and regular formative assessment exercises that will enable students to evaluate their understanding of the module.

The module will be assessed by both continuous assessments (40%) and by a final examination (60%).

### **EVOLUTION OF THE HUMAN MIND (ALGY240)**

**Credits: 15 / Semester: semester 2**

The evolution of the human mind is examined from a multidisciplinary perspective that integrates the often overlooked archaeological record with that of the better known theories and data drawn from other disciplines. Evolutionary anthropology is necessarily a broad subject, and the evolution of human cognition is informed by insights from many disciplines. This module aims to synthesize studies from anthropology, archaeology, psychology, ecology, evolutionary biology, and neuroscience into a complete picture of the leading hypotheses concerning human encephalisation and associated cognitive abilities. The module is rooted in the anthropology of hominins and non-human primates, but will also make use of a broader comparative approach where relevant, drawing on studies of more distantly related taxa.

**THE ARCHAEOLOGY OF THE UPPER PALAEOLITHIC IN EUROPE (ALGY268)****Credits: 15 / Semester: semester 2**

The Upper Palaeolithic is considered by many as the time of the highest development of the hunter-gatherer way of life as seen through the lens of archaeology. Nowhere is this more evident than in western and central Europe. With the arrival of modern humans, archaeologists witness the extinction of the indigenous hominin line of the Neanderthals, the common appearance of elements of symbolic expression in the form of 'art' and personal ornamentation, the appearance of specialist and possibly time-delayed subsistence economies, larger social groups, the burial of individuals with a 'wealthy' suite of burial goods, complex and high-investment technology and 'frequent' stylistic change in the forms of material culture.

The reason for these changes and developments, however, is still a matter of heated debate. Through the course of this module we shall explore the nature of these changes as they can be observed in the archaeological record, in the context of our current understandings of climate change, chronology, and hunter-gatherer ethnography. In particular we shall the evidence to support these interpretations and whether these developments are; i. intrinsic to the nature of modern human behaviour, ii. an incremental development through time, iii. a response to severe local climatic change, iv. an outcome of the demographic change, v. a combination of the above. This module will also help students to develop a set of essential research skills: the critical analysis of archaeological data, the development of a synthetic background section to a particular research topic, and the use of concept maps to help thinking.

**THE AGE OF STONEHENGE: RETHINKING BRITISH PREHISTORY (ALGY283)****Credits: 15 / Semester: semester 2**

This module covers current debates in British Archaeology for the later prehistoric period – Neolithic, Bronze Age, and Iron Age periods, to the advent of Rome. Is what we know about British society in the millennia before Rome correct; how can new work in Archaeology challenge traditional perceptions of the deep past? The course specifically aims at advancing your critical thinking skills in preparation for year three.

**DEATH AND MORTUARY PRACTICES (ALGY224)**

**Credits: 15 / Semester: semester 2**

Death and ritual treatment of the dead are a constant for our species. This module is for anyone interested in approaches to understanding how past societies dealt with death and the dead. It provides an introduction to methods and approaches to understanding past mortuary practices from a range of periods and areas. The course will examine different approaches to death and mortuary practice, and the role of the deceased in the lives of the living. Key themes to be discussed include: treatment of the dead, mortuary architecture, food and animals, skull cults, secondary burial, cremations and inhumations, and the use of grave goods.

**EXTENDED ESSAY IN CHINESE ARCHAEOLOGY AND HERITAGE (ALGY285)****Credits: 15 / Semester: semester 2**

The extended essay is an individual, specific research topic in which students take initiative in identifying and researching a specific research question with the aid of, and guidance of, a supervisor. The subject matter relates to any period or area of Chinese archaeology or heritage. Students will plan their research and essay, identify a bibliography and other sources, collect and analyse relevant evidence and write an essay based thereon. Part way through the module they will do a presentation about their topic to the class to get feedback from staff and their peers about the topic and to help them further by sharing the challenges they face.

**OLD WORLDS AND WORK FUTURES: PLACEMENTS IN ACE (CLAH222)****Credits: 15 / Semester: semester 2**

The module CLAH222 provides an opportunity for students to undertake a placement in a setting which matches their academic and possible career / industry interests to develop materials and / or undertake tasks within a practical or vocational context, to apply academic knowledge from their degree and to develop personal and employability skills within a working environment.

Following an application process for work placements, this 15 credit module runs in semester two with a minimum of 24 hours of placement, plus supporting workshops and independent study. There is an element of flexibility in how the placement is scheduled based on the needs of the organisation and taking into consideration individual timetables. This could be half a day for six weeks or two half days for three weeks, for example. Application for the module is via a competitive process, which usually takes the following form: students express interest in the module and preferred sectors of employment; details of the available placements are circulated towards the end of Year One; students submit applications and Curriculum Vitae (CVs) for the employers to consider; the employers invite students to interview and they select the successful candidate(s). The Careers and Employability Service supports students during the application and interview process. Once a student has been successful in the application process, a learning agreement will need to be drafted, Health and Safety pro-forma completed and, where applicable, Disclosure and Barring Service (DBS) and other checks made on behalf of the student.

**ARTEFACTS AND TECHNOLOGY (ALGY250)**

## **Credits: 15 / Semester: semester 2**

This module provides an introduction to the study of archaeological artefacts and the types of information which they can contribute to our understanding of the past. It will introduce you to a wide range of basic natural materials and the technologies by which they can be worked, shaped and transformed.

With its significant practical component, you will be able to gain valuable experience in object handling and develop your skills in identification, description, analysis and interpretation of both assemblages and artefacts; you will consider how far it is possible to reconstruct the technologies by which different materials were processed, to determine their origins, and to infer details about the functions of the artefacts they were used to make.

Throughout the course, you will be encouraged to recognise the complex relationships between technology and society and to appreciate the importance of asking meaningful research questions about archaeological artefacts which acknowledge this social context.

ALGY250 is essential for anyone interested in ancient material culture and provides the foundation for further specialisation in archaeological materials research in your final year through ALGY397 and ALGY314.

## **THE ARCHAEOLOGY OF ROMAN BRITAIN (ALGY234)**

### **Credits: 15 / Semester: semester 2**

This module looks at specific themes in Roman archaeology in their British context. The study of the monuments of Roman Britain is arguably the oldest facet of archaeological research in Britain. With a history that spans over 500 years, Britain as a Roman province possesses an unrivalled data base of archaeological research and its interpretation. In addition to this, recent work on the province has placed it in the vanguard of the on-going debate of the use of archaeological theory to practical applications.

*Programme details and modules listed are illustrative only and subject to change.*

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## **YEAR THREE**

In year three you will continue to develop your expertise through the detailed study of early human ancestors and evolution, and increase your breadth of knowledge

through modules such as primate biology and African archaeology.

Students take 30 credits of required modules and 30 credits of optional modules in each semester.

**Students MUST take either ALGY383 or ALGY399 and either ALGY360 or ALGY361**

ALGY450 is a 'year-long' module and represents 15 credits in each semester.

Students wishing to take LIFE322 must have taken LIFE211 as a pre-requisite.

Students wishing to take LIFE324 must have taken LIFE213 as a pre-requisite.

LIFE335 and LIFE364 are only available on a case-by-case basis, in consultation with Life Sciences and subject to having undertaken suitable modules previously.

Students wishing to take ALGY342 must have taken ALGY106 in year one.

With the permission of the subject lead, it is also possible to choose 15 credits from those offered at level 5 so as to fit the themed pathway or support your dissertation.

Students may take 15 credits of optional cognate modules outside of their degree programme with permission from the subject lead.

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## **COMPULSORY MODULES**

### **EARLY HUMAN ANCESTORS: ARCHAEOLOGY AND BEHAVIOUR (ALGY363)**

**Credits: 15 / Semester: semester 1**

Students in this module will make a close examination of the emergence of human behaviour from primate origins.

This module explores the basic evidence recovered from early hominid living sites aged more than about 0.5 million years. It therefore centres initially on Africa, and deals with earliest stone artefacts, bones and such structures as are (debatably) preserved. We make a close examination of the issues of the emergence of human behaviour. Following a look at 'pre-archaeological' evidence – including sites and environments of the Miocene and Pliocene and issues such as the origins of bipedalism and hominid diet – we progress to the mainstream archaeological evidence, starting from the major Rift Valley sites, and working towards important new evidence in Asia and Europe.

### **DISSERTATION (ALGY450)**

**Credits: 30 / Semester: whole session**

A 10,000 – word dissertation on an original archaeological/Egyptological research topic which is able to demonstrate that the student can: identify a research question, design and conduct a work plan to explore this question, assemble and analyse academic literature (bibliography) and primary evidence (original sources, datasets), and present a coherent set of data and theoretical arguments in order to analyse and interpret the question in hand.

## **OPTIONAL MODULES**

### **ARCHAEOLOGY AND HERITAGE IN CONTEMPORARY SOCIETY: ETHICAL AND POLITICAL ISSUES (ALGY399)**

**Credits: 15 / Semester: semester 1**

This module will introduce students to the broader context of professional practice in the fields of heritage and archaeology in our contemporary society. Specifically, this module seeks to enhance students' skills in identifying points of contention or interest between different sections of the community in relation to a series of key themes. The module will also enable students to think clearly through the potential ramifications of following particular courses of action related to the management of heritage assets – including archaeological remains, standing buildings and monuments, and landscapes both human and natural. These themes include the ownership of heritage assets, access to heritage assets, the presentation of heritage assets, issues of sustainability and the development of assets and, lastly, claims to authority over such assets by archaeological and heritage professionals. Teaching methods and assessment will concentrate on helping students to identifying potential conflicts of interest in the study and management of heritage, exploring the political and ethical nature of these conflicts of interest and presenting a specific case for action or resolution. The module will require students to become familiar with the detail of a series of current case studies.

### **INTERNATIONAL RELATIONS IN THE ANCIENT WORLD (ALGY364)**

**Credits: 15 / Semester: semester 1**

This module examines Egypt and the Near East during the Late Bronze Age as part of the world's earliest well-documented international system. Students are introduced to the key events and political actors of this period, as well as the critical analysis of relevant primary sources. Key issues in International Relations theory are introduced through their application to the Late Bronze Age.

### **ANALYTICAL METHODS IN ARCHAEOLOGY (ALGY397)**

**Credits: 15 / Semester: semester 1**

This module builds on the basic introduction to archaeological materials and artefacts offered in ALGY250 to develop a solid foundation in the main analytical techniques (apart from dating) that are used in archaeomaterials research. It is designed to offer students with an interest in scientific research the chance to build a greater understanding of the ways in which these techniques work and how they can be applied to the archaeological record. It will equip students with the necessary skills and experience to select appropriate analytical methodologies for their work and to critically evaluate published research. It provides an excellent pairing with ALGY314 which offers a more practical introduction to laboratory skills.

### **THE BODY IN MOTION: MUSCULOSKELETAL FUNCTIONING IN HEALTH, PERFORMANCE AND DISEASE (LIFE335)**

**Credits: 15 / Semester: semester 1**

This module addresses how the musculoskeletal system of humans and other animals functions to perform whole body tasks, such as locomotion and keeping balance.

It will focus on healthy normal functioning but also on sports performance and disease. To do this, the module will first present the basic principles from anatomy, physiology and mechanics that underly musculoskeletal functioning, and then show how these aspects apply to gait and other daily activities, see syllabus.

The module will also address all major relevant techniques.

This module very strongly aligns with the B110 programme, and most notably with the LIFE219, Human Locomotor Anatomy, module but also with LIFE218, Functional Neuroanatomy.

B110 students will see how the anatomy is used in living humans doing daily activities such as walking or running, and how such activities are being studied scientifically and clinically. That said, the module will require no prior detailed anatomical knowledge in order to accommodate for students from other programmes. Rather, the students will contextualise the new materials with their own existing knowledge .

The course will use hybrid teaching delivery with asynchronous content including pre-recorded lectures, videos, texts and interactive use of software. Synchronous sessions will introduce the course contents and provide feedback opportunities.

Summative assessment will consist of essay-style coursework and an online portfolio.

A peer forum will be set up on Canvas to help peer and self-directed learning.

## **THE ORIGINS OF AGRICULTURE AND SEDENTISM IN THE NEAR EAST (ALGY356)**

**Credits: 15 / Semester: semester 1**

Eleven thousand years ago in the Near East, human societies were transformed by the appearance of the world's first sedentary villages, agriculture and pastoralism. It has been suggested the effects were revolutionary for human health, demographics, social arrangements, religious beliefs and practices, mortuary practices, gender relations, identities, institutions and economic activity laying the foundations of the modern world. Initial lectures will introduce theories and methodologies of investigating the transition from foraging to farming and the appearance of sedentary communities. Later lectures will provide a chronologically framed survey of principal evidence, returning to major questions of the appearance of sedentism, farming and herding along with a thematic investigation of major areas of past human behaviour that may have changed at this time. The themes we will return to are the Neolithic household and family, ritual practice, engagements with the landscape, craft, specialisation and exchange, social structure, institutions and hierarchy. The archaeology is dramatic and exciting with the first monumental structures, a key role for ancestors, new treatments for the dead, the first houses and transformed landscapes.

## **AFRICAN ARCHAEOLOGY (AFTER 500,000 BP) (ALGY360)**

**Credits: 15 / Semester: semester 2**

The African archaeological record is unique in its longevity and continuity from the Oldowan to the development of plant and animal domestication in the Holocene. This module provides a thematic survey of the prehistory of Africa from the late Acheulean ~500,000 years ago to the spread of herding / farming communities into southern Africa 2000 years ago. Such a broad sweep necessarily leaves certain topics untouched and some regions little explored, but the themes covered will give you an introduction to current issues in African archaeology and enable you to develop your interests through your essays and presentation.

### **PALAEOLITHIC ART IN EUROPE (ALGY361)**

**Credits: 15 / Semester: semester 2**

Our aim in this module is firstly to develop a good knowledge of what is present and, secondly, an appreciation of the difficulties of interpreting objects and images that in many ways seem so similar to contemporary objects. The presence of 'artworks' has been recognized as a significant feature of the Upper Palaeolithic since the mid 19th century, whilst the existence of cave paintings and engravings dating to the Upper Palaeolithic was first acknowledged in the early 20th century. These artifacts and images have come to be seen as the evidence for human symbol activity: the communication of meanings between groups and individuals on the basis of mutually comprehensible and possibly abstract 'images' in situations of co-presence and possibly co-absence. An understanding of these objects and markings is therefore central to the study of human cognitive and social evolution. Despite the long history of research in this field, there remain real research challenges in recording what is present, understanding how it was made, determining the makers of the imagery, and above all interpreting what it might have meant to Palaeolithic human populations. Recent scientific work in dating, paint analysis and the identification of elements of animal behaviour and human form has transformed what we can learn from these images and markings. The module begins with the discovery of the art, looks at recent developments in dating and recording, and then explores a variety of issues in interpretation. An underlying theme is to look at each of these elements, through three overlapping narratives; the story of the practice of art recording; the story of artistic interpretation; and the story of the interpretation of meaning.

### **ECONOMIC ARCHAEOLOGY AND ANTHROPOLOGY (ALGY362)**

**Credits: 15 / Semester: semester 2**

This module introduces students to various anthropological approaches to the study of economic systems, and how they can inform the archaeological and historical study of past economies. The module is designed to provide students with an introduction to: (1) key issues and concepts in the field of economic anthropology; and (2) the theory and applications of economic archaeology through case studies drawn from various periods of the human past, which demonstrate how integrated archaeological-anthropological approaches can inform the comparative analysis of past economies.

### **BIBLICAL ARCHAEOLOGY (ALGY342)**

**Credits: 15 / Semester: semester 2**

This module examines the archaeology of the southern Levant in the Iron Age as the context within which the Hebrew Bible took shape. Lectures, readings and seminars address current issues of debate within the field, as well as emerging methodologies and recent evidence.

### **IRON AGE EUROPE: BEYOND THE CELTS (ALGY358)**

**Credits: 15 / Semester: semester 2**

The module covers the Iron Age in Europe from 800 BC–AD 70. We will focus on Celts in the texts, prehistoric houses/settlement and agriculture, ritual deposition, mortuary traditions (e.g. chariot burials, bog bodies), and social change. With a focus on Britain, we will also look at the continental material (Netherlands, Denmark, France, Germany, Spain), on the development of the field, and the themes of settlement, traditions of artefact deposition, land use, burial traditions, and understanding society.

### **LIVING IN A MATERIAL WORLD: ARCHAEOLOGICAL MATERIALS RESEARCH IN PRACTICE (ALGY314)**

**Credits: 15 / Semester: semester 2**

This is practice-based module introducing the laboratory analysis of archaeological materials. Through seminars and practicals you will be offered in-depth tuition in a range of common materials and have the opportunity to experience analytical and technological processes at first hand. You will learn to describe common materials under the microscope and to identify some of the basic indicators of human interaction with these materials (using appropriate analytical instruments). The module is an ideal choice for anyone looking towards a career in archaeological finds processing or research and provides an ideal pairing with ALGY397, offering the chance to put theoretical knowledge into practice.

### **PAST, PRESENT AND FUTURE: GLOBAL QUESTIONS, ANSWERS FROM ANTIQUITY AND THE VALUE OF THE PAST (ALGY383)**

**Credits: 15 / Semester: semester 2**

Past, Present and Future will develop your understanding of some of the major societal questions that face us, to reflect on the role our specialisms play in wider contemporary society, and to enhance your ability to think and communicate your ideas about these questions. The expertise needed to participate in the debate about these questions is an incredibly important attribute for the rest of your lives and an essential part of postgraduate academic research. This module is taught through a series of workshops (mixed format presentations by staff, class discussion and group work). We will start by thinking about the role of academic researchers (all of us who have been to university) as 'public intellectuals', and over the following weeks examine some of the major challenges and societal questions to which our subjects can contribute.

### **INTRODUCTION TO QUATERNARY MICROPALAEONTOLOGY (ENVS342)**

**Credits: 15 / Semester: semester 2**

This module intends to give a holistic insight of a number of marine and terrestrial microfossils that are conventionally used for reconstructing past environmental conditions for the Quaternary period, including recent past. Microfossils are biological indicators that can help to either qualitatively and/or quantitatively estimate environmental conditions such as atmospheric temperature and precipitation (pollen), sea-surface conditions (foraminifera, diatoms, radiolarians, dinoflagellate cysts), salinity (ostracods, diatom), pH (diatoms), sea-ice cover (diatoms, dinoflagellate cysts), etc. These conditions are of paramount importance for modelling past climate conditions and the data derived from microfossil assemblages enable to better calibrate models, which in turn, are essential to forecast future climate. In addition, microfossil assemblages help to understand the natural evolution of our environment as well as measuring the amplitude of human activities over time.

### **CURRENT TOPICS IN ANIMAL BEHAVIOUR (LIFE322)**

**Credits: 15 / Semester: semester 2**

This module addresses contemporary topics in animal behaviour within an evolutionary framework. It combines current experimental and field research and links behaviour to other areas including ecology, neurobiology, comparative cognition and human evolution. The module is delivered through traditional lectures and a combination of guided and self-directed reading. The module is assessed by formal examination and continuous assessment.

### **CURRENT SKILLS AND TOPICS IN EVOLUTIONARY BIOLOGY (LIFE324)**

**Credits: 15 / Semester: semester 2**

This module uses research-led teaching to critically examine a selection of contemporary themes in evolutionary biology.

In the first part, students will receive training in modern methods for reconstructing the evolutionary history of species and specific traits. In the second part, we will cover a range of up to date and exciting topics in evolutionary biology, delivered by staff who are experts in their field;

Here students will learn about and discuss the cutting edge of important and generally applicable areas of evolutionary thought;

The module is taught via lectures, seminars, structured discussions and computer practicals; and assessed by formal examination and continuous assessment.

### **BECOMING HUMAN: GENOMICS, DEVELOPMENT, AND EVOLUTIONARY ANTHROPOLOGY (LIFE364)**

**Credits: 15 / Semester: semester 2**

This module takes an interdisciplinary approach to examine human evolution. Beginning with the human genome and how it has evolved, the module moves through the biological scales to examine how the genome has shaped developmental evolution in the human lineage, and finally the adaptations that this developmental evolution produced in the Homo lineage since it split with chimpanzees.

The module will utilise a variety of learning strategies to facilitate student-led and active learning. The teaching sessions will include significant workshop components and problem solving elements. In some cases these will stand independently as traditional lectures/seminars, and in some cases flipped classroom workshop approaches will be used, with material delivered in advance online. In the workshop sessions, students will then engage in activities including debates, small group discussions, and presentations. Supporting materials such as recorded lectures, links to online resources and literature will be provided on VITAL. Students will be guided to key articles (reviews, primary literature) and textbooks which will support learning. Opportunities for individual feedback on learning will be provided.

The module will be assessed through a combination of coursework and a final examination.

*Programme details and modules listed are illustrative only and subject to change.*

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## **HOW YOU'LL LEARN**

Modules are delivered by a mixture of lectures and seminars in year one, in year two the lecture element within modules is complemented by student led seminars. Finally, in year three, most modules are delivered by a short series of lectures with a focus on student-led seminars thereafter. Self-directed study is also expected through the course reading list and conducting research for your essays and projects. Academic staff are regularly available via their office hours for one-to-one feedback and support. Course material is available 24-hours a day on Canvas, our online learning platform, and study support is available from our dedicated student services team.

## **HOW YOU'RE ASSESSED**

Evolutionary Anthropology is assessed in a variety of ways.

Examination: learning outcomes are demonstrated in student performance through preparation for and the sitting of an examination. Such examinations may cover essay-based work (usually by selection of a set number of questions), source analysis (usually by selection of questions or a commentary on an ancient source) or language work (mostly translation and commentary of set passages).

Assessed coursework, including essays, commentaries, posters, and projects: learning outcomes are demonstrated in student performance through the preparation and delivery of a piece of work as an act of self-directed learning with full access to all the relevant learning and research tools and supports.

Portfolio: a critical summary of seminars presented by students reflecting on the material discussed in seminars and subsequently researched and presented as a discussion of the topic or theme.

Class tests, primarily in language modules: learning outcomes are demonstrated with regards to understanding, analysing and applying structures and concepts of grammar and syntax.

Oral presentations: modules assess presentation skills and several modules require the use of Microsoft PowerPoint.

## **LIVERPOOL HALLMARKS**

We have a distinctive approach to education, the Liverpool Curriculum Framework, which focuses on research-connected teaching, active learning, and authentic assessment to ensure our students graduate as digitally fluent and confident global citizens.

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# Careers and employability

Students who graduate from Evolutionary Anthropology are equipped with skills required for employment or advanced study in archaeology or anthropology. In addition to the subject specific career pathways, graduates have also gone on to careers in a range of public service and private industry, for example the police, science journalism or financial services. Many past students have progressed through doctoral studies.

**88%** OF ARCHAEOLOGY, CLASSICS AND EGYPTOLOGY STUDENTS GO ON TO WORK OR FURTHER STUDY WITHIN 15 MONTHS OF GRADUATION.

*Graduate Outcomes, 2018-19.*

Recent employers include:

- The National Trust
- English Heritage
- Civil Service
- Archaeology South East
- Police Service
- Apple

## PREPARING YOU FOR FUTURE SUCCESS

At Liverpool, our goal is to support you to build your intellectual, social, and cultural capital so that you graduate as a socially-conscious global citizen who is prepared for future success. We achieve this by:

- Embedding employability within your curriculum, through the modules you take and the opportunities to gain real-world experience offered by many of our courses.
- Providing you with opportunities to gain experience and develop connections with people and organisations, including

student and graduate employers as well as our global alumni.

- Providing you with the latest tools and skills to thrive in a competitive world, including access to Handshake, a platform which allows you to create your personalised job shortlist and apply with ease.
  - Supporting you through our peer-to-peer led [Careers Studio](#), where our career coaches provide you with tailored advice and support.
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# Fees and funding

Your tuition fees, funding your studies, and other costs to consider.

## TUITION FEES

Tuition fees cover the cost of your teaching and assessment, operating facilities such as libraries, IT equipment, and access to academic and personal support. [Learn more about tuition fees, funding and student finance.](#)

<b>UK fees</b> Also applies to Channel Islands, Isle of Man and Republic of Ireland	
Full-time place, per year	£9,250
Year in industry fee	£1,850
Year abroad fee	£1,385

<b>International fees</b>	
Full-time place, per year	£21,850

*Fees stated are for the 2023-24 academic year.*

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## ADDITIONAL COSTS

We understand that budgeting for your time at university is important, and we want to make sure you understand any course-related costs that are not covered by your tuition fee. This includes specialist equipment and fieldwork costs.

Find out more about the [additional study costs](#) that may apply to this course.

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## SCHOLARSHIPS AND BURSARIES

We offer a range of scholarships and bursaries to help cover tuition fees and help with living expenses while at university.

[Scholarships and bursaries you can apply for from the United Kingdom](#)

Select your country or region for more scholarships and bursaries.

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# Entry requirements

The qualifications and exam results you'll need to apply for this course.

Your qualification	Requirements <a href="#">About our typical entry requirements</a>
A levels	BBB Applicants with the Extended Project Qualification (EPQ) are eligible for a reduction in grade requirements. For this course, the offer is <b>BBC</b> with <b>B</b> in the EPQ. You may automatically qualify for reduced entry requirements through our <a href="#">contextual offers scheme</a> .
GCSE	4/C in English and 4/C in Mathematics
BTEC Level 3 National Extended Diploma	BTEC applications are encouraged. We evaluate each BTEC application on its merits.
International Baccalaureate	30 points, with no score less than 4
Irish Leaving Certificate	H2, H2, H2, H3, H3, H3
Scottish Higher/Advanced Higher	BBB in Advanced Highers, combinations of Advanced Highers and Scottish Highers are welcome
Welsh Baccalaureate Advanced	Accepted including BB at A level

<b>Your qualification</b>	<b>Requirements</b> <a href="#">About our typical entry requirements</a>
Access	30 Level 3 credits at Distinction and 15 Level 3 credits at Merit in a Humanities/Social Science based Access Diploma
International qualifications	<div data-bbox="1003 488 1439 622" style="border: 1px solid gray; padding: 5px; text-align: center;">         Select your country or region to view specific entry requirements.       </div> <p>Many countries have a different education system to that of the UK, meaning your qualifications may not meet our entry requirements. Completing your Foundation Certificate, such as that offered by the <a href="#">University of Liverpool International College</a>, means you're guaranteed a place on your chosen course.</p>

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## ALTERNATIVE ENTRY REQUIREMENTS

- If your qualification isn't listed here, or you're taking a combination of qualifications, [contact us](#) for advice
  - Aged 20+ and without formal qualifications? The one-year [Go Higher diploma](#) qualifies you to apply for University of Liverpool arts, humanities and social sciences programmes
  - [Applications from mature students](#) are welcome.
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**THE ORIGINAL**

**REDBRICK**