

## Module Specification

Module Title	Evolution of the Human Mind	Module Code	PSY327				
Credit Value	15	Level	6	Mode of Delivery	Lectures	Semester	Semester B
Module Organiser	Dr Nathan Emery						

Pre-requisite modules	Co-requisite modules	Overlapping modules
None		

### 1) Content Description

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

This module will discuss contemporary research on comparative cognition, cognitive archaeology and neuropsychology used to evaluate how the modern human mind may have evolved. It will discuss whether animals have cognitive abilities previously thought to be uniquely human, such as mental time travel, theory of mind, culture, language and self-awareness. Students will then be introduced to cognitive archaeology in which objects such as stone tools and cave paintings reveal something about the mind of their maker. This will be compared with the great apes and other hominids, such as Neanderthals. By the end of the module, the student will be able to evaluate the evidence for the evolution of culture, religion, music, art, technology and language and what made us human.

### 2) Module Aims

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

1. To provide a solid basis for understanding the evolutionary, archaeological and neuropsychological context in which the human mind evolved.
2. To enable students to critically evaluate evidence for cognitive abilities based on primary empirical papers.
3. To develop students' critical thinking about experimental design and artefact evaluation which will enable them to design their own experiments and object assessments.
4. To promote the use of visual thinking to guide understanding of core knowledge and key concepts.
5. To promote students' assessment of material from different theoretical positions (e.g. comparative cognition, cognitive archaeology and neuropsychology).

### 3) Learning Outcomes

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

Knowledge and understanding of:	
A1	Contemporary issues in comparative cognition and cognitive archaeology based on current research findings by leaders in the field
A2	Whether the human mind is unique in the animal kingdom
A3	The main theories for how the human mind evolved and the relevance of studying animals to human psychological evolution

A4	How experiments are designed, procedures controlled and their background researched
A5	How archaeological artefacts are analysed

Intellectual skills - able to:	
B1	Critically assess empirical evidence in context of previous findings
B2	Use core knowledge and principles of experimental design to design experiment/s
B3	Evaluate evidence and formulate arguments from many perspectives to construct critical essays

Transferable skills - able to:	
C1	Assess evidence and make critical judgements
C2	Use visual thinking to process complex information
C3	Write critical and discursive essays, presenting cogent arguments both for and against a position

Practical skills - able to:	
D1	Design experiments within the context of previous research

#### 4) Reading List

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

Abramink, MA (2012). *The Foundations of Cognitive Archaeology*. MIT Press.

Carruthers, P & Chamerlain, A (2000). *Evolution and the Human Mind: Modularity, language and meta-cognition*. CUP.

Coolidge, FL & Wynn, T (2009). *The Rise of Homo Sapiens: The evolution of modern thinking*. Blackwells.

Corballis, MC & Lea, SEG (1999). *The Descent of Mind: Psychological perspectives on homind evolution*. OUP.

Diamond, J (1992). *The Third Chimpanzee*. Harper Collins.

Gardenfors, P (2003). *How Homo became Sapiens: On the evolution of thinking*. OUP.

Gross, R (2012). *Being Human: Psychological & philosophical perspectives*. Hodder Education.

Mithen, S (1996). *The Prehistory of the Mind: A search for the origins of art, religion & science*. Thames & Hudson.

Shettleworth, SJ (2010). *Cognition, Evolution & Behaviour* (2<sup>nd</sup> edition). OUP.

Suddendorf, T (2013). *The Gap: The science of what separates us from other animals*. Basic Books.

Wynn, T (2002). Archaeology and cognitive evolution. *Behavioural & Brain Sciences*, 25, 389-438.

## Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

### 1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc used to enable the achievement of the learning outcomes and an indicative number of hours for each activity

A series of 22x 1hr lectures. Each lecture will cover a both basic grounding in current theory, which is backed up extensively with contemporary experimental research. As this module is aimed at psychology students without a background in archaeology, two lectures at a more fundamental level will be provided to introduce those techniques required for them to critically assess the archaeological evidence presented in the latter lectures. The students will learn skills to critically evaluate key empirical papers or skills enabling them to design their own experiments and research their background.

Total time = 22 hr

### 2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

The assessment for this module will require the students to propose, research and design an experiment to test ONE aspect of an animals' cognitive abilities related to human cognition, such as whether they have a theory of mind. They will receive guidance in how to do this and will receive feedback on the individual parts of the assessment (background and design) throughout the semester that they can use to improve their final submission at the end of the semester.

The students are also expected to maintain a certain amount of reading that will be suggested to back up the content of each lecture (especially areas for which they have received no previous training, such as archaeology)

Total time = 128 hr

### 1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Total time = 150 hr

## Assessment Profile

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

Brief Description of Assessment	Assessment Type	Duration / Length of Examination / Coursework	Percentage Weighting	Final element of assessment?	Qualifying Mark for Individual Assessment
Examination	Examination	2hr	75%		E
Coursework	Written assignment		25%		E

### Mark Scheme/Qualifying Rules:

A module mark of 40% or above is required to pass this module. This module is assessed under the SBCA01 mark scheme, which means that to earn the full aggregate mark for a module you must pass both examinations and coursework components by obtaining at least 35% of the marks available in each component. If the aggregate mark is above 40% and both coursework and examination marks are 35% or above, then the aggregate mark stands. If the aggregate mark is above 40% and either the coursework mark or examination mark is below 35% then the aggregate mark is reduced to 40%, the minimum pass mark.

### Reassessment

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

- Standard Reassessment       Synoptic Reassessment

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