

# Human Sciences Preliminary Course

## Course handbook published in 2016

### For students due to graduate in 2019

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Welcome to the first year of the Human Sciences Course.

We hope that you find this handbook helpful.

## Format of the Handbook

**Anything printed in bold in this handbook (other than headings) is or has the status of a formal regulation.**

Ordinary print is used for descriptive and explanatory matter.

*Italics are used (apart from for headings or titles of publications) to give warning of particular points of which you should be aware.*

*This handbook applies to students starting the course in Michaelmas Term 2016. The information in this handbook may be different for students in other years.*

*The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2016-17/peinhumascie/studentview/> If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Sarah-Jane White (see below).*

*This handbook contains information about the Preliminary course structure and should be read in conjunction with the Undergraduate Handbook for Human Sciences.*

*The information in this handbook is accurate as at October 2016; however it may be necessary for changes to be made in certain circumstances, as explained at [www.ox.ac.uk/coursechanges](http://www.ox.ac.uk/coursechanges). If such changes are made the department will publish a new version of this handbook together with a list of changes and students will be informed.*

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# 1. Course Aims and Learning Outcomes

The programme aims to :

- continue to attract outstanding students from all backgrounds both from within the UK and overseas;
- produce graduates competent to analyse the problems facing humankind as biological and social animals and to take this expertise into the professions and public life;
- teach all aspects of the course taking into account the recent significant advances in techniques, information and ideas in its component parts and to integrate these to form a holistic view of Human Sciences;
- enable students to draw upon key aspects of a number of disciplines to develop a multi-disciplinary understanding of problems within the Human Sciences and their application to issues of wider concern;
- provide opportunities for students to develop a wide range of intellectual and other skills transferable to many jobs and professions.

## Programme Outcomes

- Biology, Demography, Genetics, Sociology, Anthropology and Quantitative Methods relevant to Human Sciences. By a combination of lectures, practical classes and tutorials in year;
- the ethical, political and cultural problems associated with humans as biological and social animals. The role of Human Scientists. By the discussion of these themes during lectures (where appropriate), by special lectures and seminars given in the University and advertised to Human Scientists and especially by tutorial discussion. The students organise annual interdisciplinary symposiums, usually held in Hilary Term, with distinguished speakers when they are joined by Human Sciences students from UCL, affording an opportunity for exchange of views and ideas between the groups.

## Skills and other attributes

*Students will have the opportunity to develop the following skills during the course*

- to read and evaluate original research articles;
- to approach all topics with an informed understanding of statistics and probability;
- to consider problems in Human Sciences from an interdisciplinary point of view;
- to present a written argument on reading from a variety of sources;
- to understand scientific methods

## **2. Organisation of The First Year**

The Human Sciences Prelims course comprises three terms of instruction for undergraduates who have just come up to Oxford. The course is designed to ensure you have a broad knowledge of the Human Sciences before you go on to do the main core papers and the option papers in the 2nd and 3rd year. There are three components of teaching: lectures, practicals and tutorials.

### **Lectures**

These are held in different departments according to their subject area, which you should locate ahead of time (see map in Yellow handbook).

The times of the lectures and practicals will be found in the lecture list. At the start of each term you will also receive a tabled version of the lecture timetable arranged by day.

Please remember that the lectures have to cater for undergraduates with widely different A-levels; therefore some courses may appear easy to start with, others difficult. Nevertheless, you should aim to attend all the lectures listed for the Prelims course. Not only will it give you a broader coverage of the course but you will be examined on the material covered in lectures at the end of the year.

### **Practicals**

Genetics and physiology practicals are a compulsory part of the course and you will be asked to keep genetics practical notebooks. (N.B. Practical write-ups are an examination requirement and write-ups will only be marked for those practicals which have been attended, unless a doctor's certificate is provided.)

Please also note you will need a white coat for the Genetics Practical. A small number can be borrowed from the Zoology Department, but in most cases Human Scientists borrow them from biology students.

### **Tutorials**

Tutorials are a distinctive feature of undergraduate education at Oxford and are intended not only to provide an opportunity for deeper study of specific topics, but to refine students' analytical and critical skills. Essay topics are set by the tutor. Work for a tutorial essay involves library search, reading, thinking and writing. Tutorials are not a substitute for lectures, but develop articulateness, the capacity to think independently and to judge the soundness of ideas and data presented in books and research journals.

These are arranged by your college.

You will have some guidance on how to approach the different subjects concerned at a “Study Skills” class on Friday of Week 0 (7 October) at 2 pm in the Pauling Centre.

It is important to emphasize that the exact number of tutorials per paper may vary in different colleges partly because undergraduate needs vary and also because the advice Tutors give may vary from college to college. The following should therefore only be taken as a guide.

It is also worth noting that for the majority of your tutorials you will be asked to write an essay. However in some cases, you may be asked to write notes for a discussion or a presentation or do calculations or interpret results for Demography or Statistics. It is the tutor’s decision but there is no harm in asking him or her or your Director of Studies if you could sometimes vary the format of your tutorials.

## **Approximate Number of Tutorials per Paper**

*(N.B The exact number you will have may vary from college to college)*

### **Biology of Organisms including Humans:**

4 tutorials on ecology

4 tutorials in physiology

### **Genetics and Evolution:**

5 tutorials on genetics

3 tutorials on evolution (including 1 on human evolution)

### **Society, Culture and Environment:**

6 tutorials on Social & Cultural Anthropology

3-4 tutorials on Human Geography

### **Sociology and Demography**

4 tutorials on Sociology

4 tutorials on Demography

### **Quantitative Methods for the Human Sciences:**

8 tutorials (4 each in Michaelmas and Hilary term, usually in alternate weeks)

These may be distributed as follows:

Michaelmas Term: 14, Hilary Term: 14, Trinity Term: 14

## **Reading for Lectures and Tutorials**

The titles of lectures and basic texts mentioned in this handbook should give you a start. Further suggestions of more specialised readings will be made by lecturers and tutors during the course but you should attempt to spread your reading as broadly as possible.

## **Lecture Attendance**

It is essential to try and attend all lectures. In many cases lectures are the source of factual information which is then used for discussion in tutorials and tutors will expect it of you. If you miss a lecture, you should approach the lecturer to ask for a reading list and any other material that will help you become familiar with the topics covered in the lecture. At the start of the course it may not always be clear to you why you have been asked to attend a particular series of lectures. However, as you proceed through the course the interrelationships between different subjects will become more apparent and the reasons why you are asked to attend certain lectures should become clearer.

## **Student Involvement**

The Joint Consultative Committee (JCC), comprising both students and staff, meets each term. In Michaelmas Term second years are invited to stand as JCC representatives. Two JCC reps. are elected by all JCC members and serve for one year from Hilary Term. They chair the JCC meeting and represent the JCC at the termly meeting of the Institute. All undergraduates are automatically members of the JCC and you are strongly encouraged to attend meetings which provide an opportunity to express your views about the course and discuss issues such as syllabus, lectures, library facilities or exams.

## **The Pauling Centre**

The Pauling Centre, 58a Banbury Road, is where many of the Human Sciences lectures are held. It also provides a tutorial room, library, the administration office and a kitchen where coffee, tea and biscuits are available for a small charge. Please see Sarah-Jane White (274702) if you have any questions or problems.

### 3. Prelims Lectures

Please note that the following lists or synopses of lectures should only be taken as guidelines. It is possible that the content or order of lectures may change slightly when the time comes. The venue and time of each lecture series will be found on the timetable.

#### **Paper 1: Biology of Organisms including Humans**

**Overall Course coordinator:** Dr Andrew Gosler (Department of Zoology and Institute of Human Sciences)

#### **Paper 1: Biology of Organisms including Humans**

**Overall Course coordinator:** Dr Andrew Gosler, Department of Zoology and Institute of Human Sciences)

##### **I. Introduction to Ecology**

**Timetable: HT (4 lectures) TT (4 lectures)**

**Lecturer:** Dr Andrew Gosler (Dept. of Zoology and IHS)

1. What is ecology? (and what isn't it): The scope and scales of ecology, from local to global.
2. The emergence of ecology: Traditional Ecological Knowledge (TEK), natural history and the roots and branches of modern ecology. The struggle to unify ecological paradigms. The role of observation, models and experiments in ecology.
3. Biodiversity and biogeography (global patterns of diversity, biomes, habitats, vicariance, endemism etc), two views of organization of the biosphere. The functional significance of biodiversity. How do we measure biodiversity?
4. Structural organisation of ecological systems: niches, populations, communities (trophic structures and the pyramid of numbers) and ecosystems.
5. An introduction to population biology: a story of cooperation and competition. Demography of natural populations; the evolution of life-history traits; spatial constraints on populations.
6. Some integrated ecological case studies.

7. The impact of humans on the biosphere: Rates and extents of biodiversity loss; anthropogenic climate change; Wilson's HIPPO and the proximate causes of biodiversity loss.
8. Ecology and conservation. Introducing Conservation and what's wrong with the concept of conservation; the role of ecology in recognising and diagnosing environmental threats.

Ecology, the science that relates the biology of organisms to their environment, has undergone several conceptual revolutions, and 'crises of consciousness', in recent decades. This is reflected well in the reading list, and will be explored in this course, which lays essential grounding for core elements of the Honours School, especially in Human Ecology and Conservation.

### Reading list:

Dodson, S.I. *et al.* 1998. *Ecology*. Oxford University Press.

Dodson, S.I. *et al.* 1999. *Readings in Ecology*. Oxford University Press.

Esbjorn-Hargens, S. & Zimmerman M.E. 2009. *Integral Ecology: Uniting Multiple Perspectives on the Natural World*. Integral Books.

Gaston, K. & Spicer, J. 2003. *Biodiversity: An Introduction*, Blackwell.

Kormondy, E.J. 1996. *Concepts of Ecology* (4th ed.) New Jersey, USA.: Prentice & Hall.

Mackenzie, F.T. & Mackenzie, J.A. 1998. *Our Changing Planet: An Introduction to Earth System Science and Global Environmental Change* (2nd ed.) (Paperback) USA: Prentice & Hall.

Pilgrim, S. & Pretty, J. 2013. *Nature and Culture: Rebuilding Lost Connections*. Routledge (Earthscan).

*Handouts:* See the Human Sciences *Weblearn*.

## II. Introduction to Human Physiology (MT and HT)

**Timetable:** MT (7 lectures) and HT (8 lectures)

**Section Coordinator:** Dr Piers Nye, Balliol College

**Lecturers:** Dr Piers Nye (PN) and Professor John Morris (Dept. of Physiology, Anatomy & Genetics)

### Michelamas Term

1. Mass transport: respiratory & cardiovascular systems emphasizing conductances that ease passage of oxygen from atmosphere to mitochondria. PN



2. Kidney: conductances easing movement of fluid & electrolytes out of plasma. Regulation of volume and composition of extracellular fluid and of arterial blood pressure. Kidney function briefly considered from evolutionary and environmental perspective. PN
3. Exercise: experimental consideration of how conductances are increased to match demand during muscular exercise. Significance of capacitances, viscosities and densities of water, blood and air in oxygen transport. PN
4. Altitude: problems of Po<sub>2</sub> above 3,000 m. Role of peripheral and central chemoreceptors. Competition between hypoxia and exercise. Problems of climbing Everest without supplementary oxygen. PN
5. Reproduction I: Genetics of gender; development of male and female genitalia; human reproductive strategies; generation of spermatozoa. JM
6. Reproduction II: Oocyte development; control of female cycles and ovulation; natural and pharmaceutical fertility control. JM
7. Reproduction III: Implantation; development during pregnancy; parturition; lactation; bonding between mother and offspring. JM

#### **Hilary Term – Nervous system**

8. Introduction to nervous system and its cells, Neurons and glia. Ion distribution in neurons at rest and during action potentials. JM
9. Synaptic junctions: chemical and electric. Transmitter release. Synaptic receptors. Integration of signals by synaptic summation. Flexibility of synaptic processing. Learning & drugs. JM
10. Introduction to sensory systems. Somatosensory system and pain: receptors in the skin and central pathways in sensation. JM
11. Auditory system & hearing. Physiology of cochlea and auditory pathway. Auditory areas of cerebral cortex. JM
12. Visual system & visual perception. Physiology of retina and visual pathway. Visual areas of cerebral cortex. Basis of visual perception. JM
13. Simple reflex circuits. Spinal cord organization. Muscle contraction. Muscle spindle, stretch reflex, withdrawal reflex. Spinal circuits as pattern generators; locomotion. JM
14. Central nervous system control of movement. Role of motor areas of cerebral cortex; coding of muscle action. Basal ganglia and movement selection. Cerebellum and motor learning & coordination. JM
15. Human cerebral cortex. Development, evolution & organisation. Determination of functional areas. Higher functions: Speech, language and reading. Emotion and reward. JM

### III. Physiology Practical

**Timetable:** HT (1 three-hour practical)

**Organiser:** Dr Piers Nye and others (Balliol College)

#### Reading list:

##### General

Medawar, P. B. & Medawar, J. S. 1977. *The Life Sciences: Current Ideas in Biology*.  
Wildwood House

##### Systems

Case & Waterhouse. 1994 *Human Physiology* (4th ed.). Ox.Sci.Pub.

Costanzo 2013 *Physiology* (5<sup>th</sup> ed.), Elsevier Health Sciences

Vander & Sherman 2007. *Human Physiology*. Academic Internet Publishers Inc

##### Reproduction

Johnson, Martin H. 2013 *Essential Reproduction* (7th ed.). Blackwell Sciences.

Available in Zoology or RSL libraries (excellent: the focus of the Reproduction lectures)

Potts, M. & Short. R. 2000. *Ever Since Adam and Eve. The Evolution of Human Sexuality*, Cambridge University Press (Very readable. Broader, general treatment of reproduction)

##### Neuroscience

Bear, Connors & Paradiso. 2015. *Neuroscience: Exploring the Brain* (4th ed.).

Lippincott Williams and Wilkins.

Carpenter, R. H. 2012. *Neurophysiology: A conceptual approach* (5<sup>th</sup> ed.). Arnold.

Stein, J. & Stoodley, C.J. 2006. *Neuroscience: An Introduction*. John Wiley & Sons Ltd.

## Paper 2: Genetics and Evolution

**Course Coordinator:** Dr Tamara Sirey, Institute of Human Sciences

### I. Genes: pre-lecture class

*Designed particularly for those without 'A' level biology*

A class given by Dr Tamara Sirey, the Course Coordinator will be held at the beginning of the term to take you through the technical terms which will be used in the lecture course.

See also: Penguin Reference Dictionary of Biology 11th edition, 2004 for some of the technical terms used, and

Fletcher, Hugh; Hickery, Ivor and Winter, Paul. 2002. *Instant Notes in Genetics*. BIOS Scientific Publishers Ltd.

*Recommended texts for Modules I, II, III, IV*

Campbell, Neil A. 2011. *Biology*. Pearson.

Alberts, Johnson, Lewis, Raff, Roberts. 2007. *Molecular Biology of the Cell* (5th ed.) Walter Garland Science.

Griffiths, Wessler, Lewontin and Carroll. 2008. *Introduction to Genetic Analysis* (9th ed.) W.H. Freeman and Company.

Hartl and Jones. 2005. *Genetics: Analysis of Genes and Genomes* (6th ed.) Jones and Bartlett

Hartwell, Hood, Goldberg, Reynolds, Siver and Veres. 2006. *Genetics, From Genes to Genomes* (3<sup>rd</sup> ed.). McGraw Hill.

Lodish, Berk, Kaiser, Krieger, Scott, Bretscher, Ploegh, Matsudaira. 2007. *Molecular Cell Biology* (6<sup>th</sup> ed.) Freeman.

Snustad and Simmons, *Principles of Genetics* (6<sup>th</sup> Ed), John Wiley.

### II. Genes I

**Timetable:** MT (17 lectures)

**Lecturers:** Dr Stephen Kearsey (SK) (Dept. of Zoology), Dr Alison Woollard (AW) (Dept. of Biochemistry), Professor Paul Jarvis (PJ) (Dept. of Plant Sciences)

- |    |  |    |
|----|--|----|
| 1. | DNA – from biological macromolecule to cultural icon | SK |
| 2. | Gene regulation in bacteria: the lac operon          | SK |
| 3. | Eukaryotic genome organization                       | AW |
| 4. | Transcriptional regulation in eukaryotes             | AW |
| 5. | Chromatin structure and gene expression              | AW |
| 6. | Post-transcriptional regulation in eukaryotes        | AW |
| 7. | Genetic code   | SK |

8.	Transcription and translation in bacteria	SK
9.	Analysing genes I	SK
10.	Isolating genes involved in a complex cellular process	SK
11.	Recombinant DNA I: Gene isolation	PJ
12.	Extra-chromosomal genetics in eukaryotes	AW
13.	DNA replication	SK
14.	Recombinant DNA II: Characterization of cloned genes	PJ
15.	Recombinant DNA III: Genome sequencing programs	PJ
16.	Genetics and the Future I: Genetic modification of organisms	PJ
17.	Genetics and the Future II: Ethical issues	PJ

### III. Genes II

**Timetable:** HT (12 lectures)

**Lecturers:** Dr Cristian Capelli (CC) (Dept. of Zoology), Dr Reka Toth (RTH) (Dept. of Plant Sciences), Dr Lindsay Turnbull (LT) (Dept. of Plant Sciences), Professor Hugh Dickinson (HD) (Dept. of Plant Sciences), and Professor Nicholas Harberd (NH) (Dept. of Plant Sciences)

1.	Monogenic traits	CC
2.	Mendel meets CSI	CC
3.	Linkage and recombination	RTH
4.	Genetic mapping in eukaryotes and Introduction to genetics practicals	RTH
5.	Map-based gene cloning in eukaryotes	RTH
6.	Quantitative Genetics I	LT
7.	Quantitative Genetics II	LT
8.	Epigenetics: what is it and how is it inherited?	HD
9.	Epigenetics in development and disease	HD
10.	Genome Organisation, Evolution and Selfish DNA	NH
11.	The genetics of crop domestication	NH
12.	The genetic basis of plant breeding	NH

### IV. Genes III

**Timetable:** TT (7 lectures)

**Lecturers:** Professor Peter Holland (PH) (Dept of Zoology), Dr Aziz Aboobaker (AA) (Dept of Zoology).

1.	Embryogenesis in animals	PH
2.	Genes and development – HOX genes in animals	PH
3.	Regeneration Biology in Animals	AA

## Reading

A recommended text book for I, II, III and IV of this paper is Richards JE & Hawley RS. 2011. *The Human Genome, A User's Guide*. Elsevier, Academic Press, 3rd edition.

## V. Genetics Practicals

**Timetable:** HT (4 three-hour sessions) and TT (1 three-hour session)

*There will also be a pre-lab session to introduce you to some of the laboratory equipment and techniques that you will use in the practicals. The time of this will be announced.*

### Preparation:

- *Handouts* will be provided for each practical. These contain background information, aims, materials & methods, tips for analysing results, and questions for further discussion. Read the handouts (and complete homework exercises for the HT practical) before starting practical work.
- *Bring with you:* lab coat (REQUIRED), calculator, pencil/pen, paper for note-taking, any relevant handouts & homework exercises.
- *DO NOT bring* food or drink into the lab (including water bottles).
- *Please make alternative arrangements through your Director of Studies* if you cannot make it to the practical afternoon, due to illness or unforeseen circumstances.

### Assessment:

- *You are required to submit a write-up for each practical.* Take notes of your methods and experimental observations during the practical. These notes, your results and answers to discussion questions from the write-up.
- Hand in your write-ups to your demonstrator for marking. These will be forwarded to the examiners for final approval.
- The examination paper for Genetics and Evolution may assess concepts covered in practicals.

### PLEASE NOTE

- *Practicals are compulsory*
- *60% of practicals must be considered satisfactory by the examiners.*
- *“Satisfactory” requires both attendance (unless there are extenuating circumstances) and writing up of practicals.*
- *Write-ups must be handed in to your demonstrator at the end of the practical class. Any additional data analyses not completed during the practical must be handed in to the Human Sciences Institute by the Friday following the practical.*

## VII. Principles of Evolution

**Timetable:** MT (8 lectures)

**Lecturer:** Dr Andrew Gosler (Dept. of Zoology and Institute of Human Sciences)

1. Subjectivity, Objectivity and the significance of evolution in the Human Sciences. The diversity of life - evolution explains diversity; a brief history of evolutionary thought; some evidence for evolution.
2. Evolution: the theory and some definitions; definition of evolution; the significance of adaptation. Darwin's theory of natural selection; the modern synthesis incorporating genetics into evolutionary theory; Static and Dynamic models of evolution: incorporating gene/culture co-evolution. Natural selection: definitions, an example of the use of evolutionary terms
3. Natural selection: modes of selection, examples of stabilising selection; examples of directional selection, an example of disruptive selection; levels of selection & where does selection act; group versus individual selection, the importance of selection
4. The evolution of complex traits: how do adaptations evolve? The modern synthesis; sources of genetic variation - genome evolution; evolution of gene regulation, developmental processes and phenotype evolution; mechanisms of adaptation
5. The evolution of sex, investigating adaptation: The evolution of sex and sex ratios, the importance of sexual selection as a form of gene/culture co-evolution.
6. ***Natural History Museum visit together with Dr Carvalho***
7. Systematics & Speciation – Ethno-biology and the cultural significance of naming. Principles of folk taxonomy and contrasts with scientific taxonomic, nomenclatural and species concepts: classification, what is a species? Mechanisms of speciation.
8. The evolution of altruism and 'the Human Condition'. What are the appropriate units of selection? Introducing Kin selection; Mutualism, Manipulation, Reciprocity. Towards an understanding of the interdependence of Subjectivity and Objectivity.

No full understanding of humans can be possible without an appreciation of the evolutionary processes, both of natural selection (contingent on extrinsic factors) and sexual selection, and cultural and symbolic evolution (contingent on intrinsic factors), that have shaped human biology. This course focuses on biological aspects of evolution (natural and sexual selection), but also introduces some important philosophical issues in recent discourses on evolution including the nature and

relationship between subjectivity and objectivity, essential to an appreciation of the human condition. Together with the lectures in Human Evolution given by Dr Carvalho and Genetics teaching for Paper 2, this course provides essential grounding for the Honours School. The text by Jablonka and Lamb in the reading list is highly recommended as a bridge between evolution and genetics.

### Reading list:

- Jablonka, E & Lamb, M.J. 2006. *Evolution in Four Dimensions: Genetic, Epigenetic, Behavioral and Symbolic Variation in the History of Life*. (Series: Life & Mind: Philosophical Issues in Biology & Psychology). MIT.
- Noble, D. 2006. *The Music of Life – Biology Beyond the Genome*, Oxford: Oxford University Press
- Shapiro, J. 2013. *Evolution: a view from the 21<sup>st</sup> Century*. FT Press
- Tallis, R. 2011. *Aping Mankind: Neuromania, Darwinitis and the Misrepresentation of Humanity, Acumen*.
- Yoon, C.K. 2009. *Naming Nature: The Clash Between Instinct and Science*. Norton.

## VIII. Introduction to Human Evolution

**Timetable:** MT (8 lectures: 60 min + 30 min practical)

**Lecturer:** Dr Susana Carvalho (Human Sciences)

1. The history of Palaeoanthropology. Key trends in Human Evolution. Finding the fossils of our evolutionary ancestors and reconstructing their environments.
2. Earliest hominins: Possible and probable. *Sahelanthropus*, *Orrorin*, and the new star: *Ardipithecus*. Climate changes, the expansion of grasslands. The adaptive advantages of bipedalism.
3. The hominin community diversifies: *Australopithecus*, *Paranthropus*, *Kenyanthropus*. The earliest evidence for tool use: Dikika and the Lomekwi industry.
4. The rise of genus *Homo* and the first global dispersals. A journey to Dmanisi and Java. Introducing the newest star: *Homo naledi*.
5. *Homo erectus* revolutionises the fossil record - Technology, subsistence and dispersal Out of Africa.
6. The first Europeans: Atapuerca's treasure: *Homo antecessor*. *Homo heidelbergensis is on fire!*
7. The dawn of *Homo neanderthalensis* in Europe and models for the origins of modern *Homo sapiens* in Africa. Burials and the mysteries of Neanderthal extinction. The Denisovans.
8. Modern humans as the global (chatty!) primate. What really makes us human? How modern human behaviour evolved.

**Reading List** (key texts):

Bobe, R. (2016). Paleontology. *Oxford Bibliographies in Anthropology*. John L. Jackson, Editor. Oxford University Press. DOI: 10.1093/OBO/9780199766567-0141.

Boyd, R. & Silk J.B. (2014) *How Humans Evolved*. London. W.W. Norton (selected chapters)

Lewin, R. and Foley, R. (2003). *Principles of Human Evolution* (2<sup>nd</sup> Edition). Blackwell.

Reader, J. (2011) *Missing Links: In Search of Human Origins*. Oxford University Press.

Tattersall, I. (2008) *The Fossil Trail: How We Know What We Think We Know About Human Evolution* (2<sup>nd</sup> Edition). Oxford University Press.

Also useful <http://anthropology.si.edu/HumanOrigins/index3.html>  
<http://www.becominghuman.org>

Reading lists and other material relating to these lectures can be found: WebLearn.  
Reading lists and other material relating to these lectures can be found: WebLearn

**IX. Human Evolution (continued from Michaelmas Term)**

**Timetable:** TT (3 lectures)

**Lecturers:** Dr Cristian Capelli (CC) (Dept of Zoology), Dr Rosalind Harding (RH) (Dept of Zoology)

- |    |                       |    |
|----|-----------------------|----|
| 1. | Evolutionary origins  | CC |
| 2. | Population Genetics 1 | RH |
| 3. | Population Genetics 2 | RH |

**Reading List:**

Futuyma, Douglas J. 2013. *Evolution*. Sunderland, Massachusetts: Sinauer Associates.

Ridley, Mark. 2004. *Evolution*. Oxford: OUP.



# Paper 3: Society, Culture and Environment

## Social and Cultural Anthropology

**Course Coordinator:** Dr Ramon Sarró, Institute of Social and Cultural Anthropology

### I. Introduction to Anthropological Theory I

**Timetable:** MT (8 lectures)

**Lecturers:** Dr Ramon Sarró (RS) (Institute of Social and Cultural Anthropology).

1. Introduction: what can ethnography tell us?
2. Being related: kinship and other ties
3. Making people: personhood and gender
4. Making the cosmos: religion
5. Making meaning: witchcraft and rationality
6. Making order: ritual and liminality
7. Making power: politics and resistance
8. Making words: language, culture and society

**Timetable:** HT (8 lectures)

**Lecturers:** Professor Laura Peers (LP) (Pitt Rivers/ISCA), Professor Clare Harris (Pitt Rivers/ISCA), Dr Inge Daniels (ISCA) and Dr Ramon Sarró (ISCA)

- |    |  |    |
|----|--|----|
| 1. | Of people and things: an introduction to material culture  | LP |
| 2. | Anthropology and museums, anthropology of museums          | LP |
| 3. | The anthropology of art and aesthetics                     | CH |
| 4. | The anthropology of landscape                              | CH |
| 5. | The anthropology of exchange                               | ID |
| 6. | Applying knowledge 1: anthropology and ethical consumption | ID |
| 7. | Applying knowledge 2: the anthropology of development      | RS |
| 8. | Doing anthropology: ethnography and fieldwork              | RS |

*(N.B. Lectures are an integral part of the examined syllabus and attendance at all of them is strongly recommended)*

### Reading list:

**N.B.** Updated reading suggestions/additional references will be provided by lecturers.

## General Texts

- Barfield, T.J. 1997. *The dictionary of anthropology*, Oxford: Blackwell.
- Barnard, A. & Spencer, J. 1998. *Encyclopedia of social and cultural anthropology*, London: Routledge.
- Cheater, A.P. 1989. *Social anthropology*, London: Routledge.
- Eriksen, T.H. 2001. *Small places, large issues: an introduction to social and cultural anthropology*, London: Pluto.
- Hendry, J. 1999. *An anthropologist in Japan: glimpses of life in the field*, London: Routledge.
- Ingold, T. 1994. *Companion encyclopedia of anthropology*, London: Routledge..
- Keesing, R.M. & Strathern, A. 1998. *Cultural anthropology: a contemporary perspective*, Fort Worth: London: Harcourt Brace College.
- Kuper, A. 1973. *Anthropology and Anthropologists: The Modern British School 1922-1972*, London: Allen Lane.
- Layton, R. 1997. *An introduction to theory in anthropology*, Cambridge: Cambridge University Press.
- MacClancy, J. (ed.). 2002. *Exotic no more: anthropology on the front lines*, Chicago; London: University of Chicago Press.
- Moore, H.L. (ed.). 1999. *Anthropological theory today*, Malden, MA: Polity Press.

## Journals

Students should enjoy reading the Royal Anthropological Institute's bimonthly popular journal *Anthropology Today*, as well as browsing through professional journals such as *JRAI*, *American Anthropologist* and *Current Anthropology*; copies are available in the Tylor and Balfour Libraries.

### Lecture 1: Introduction: what can ethnography tell us?

Leach, E., 1966, 'Virgin Birth', *Proceedings of the Royal Anthropological Institute of Great Britain and Ireland*, 1966: 39-49.

Harris, John, 2012 'Misleading talk of "three parent" babies helps no one'. The Guardian 19 September 2012

<http://www.theguardian.com/commentisfree/2012/sep/19/misleading-three-parent-babies-gene-therapy>

### Lecture 2: Being related: kinship and other ties

Parkin, R., 1997, *Kinship: an introduction to basic concepts*, Oxford: Blackwell.

Weiner, A.B., 1979, 'Trobriand Kinship from Another View: The Reproductive Power of Women and Men', *Man* 14(2): 328-348.

Readings for Lectures 3-16 will be provided at each lecture.

## Summary

'Introduction to Anthropological Theory' looks at the principal approaches to understanding human societies and the role of anthropology in relation to them, and especially at ways of understanding other cultures and their symbolic structures.

## Syllabus

This paper sets out to provide a broad introduction to the field of social and cultural anthropology, covering both the organization of society, and the relationship between society, culture and environment. The emphasis is primarily on theory and method: thus the course focuses on the sorts of questions anthropologists ask, and how they go about answering them. Such issues can only be tackled by reference to ethnography – the detailed description of actual social relationships in the world, from urban Indians, to East African pastoralists, to North American gatherer-hunters. However, the main aim is to help students towards an ability to think anthropologically; since styles of anthropological thought have varied over the last century and a half, some awareness is required of the history of the discipline. The course is taught through a series of 16 lectures and 8 tutorials; students should also make use in their own time of the ethnographic films in the ISCA Video Library (housed at the Pitt Rivers Museum). Catalogues are available in the Tylor and Balfour Libraries. The Video Library also contains copies of the Central Television Series, "Strangers Abroad", detailing the life and work of Baldwin Spencer, Rivers, Boas, Mead, Malinowski, and Evans-Pritchard, which may prove useful in giving an overview of the history of the discipline.

## Learning outcomes

By the end of the paper students will:

- have a basic understanding of the development of anthropological theory;
- be familiar with the ethnography of a broad range of contemporary human societies, with reference both to human social relationships and human environmental relationships;
- have acquired a conception of society as a unit of analysis.

## Transferable skills

Students should have learned to guard against making ethnocentric assumptions in assessing the life courses of non-Euro-American peoples.

## Suggested Tutorial Topics

- In what sense can it be said that people in different cultures 'think differently'?
- How is the notion of 'transition' useful in analysing ritual?
- What do studies of contemporary gatherer-hunter peoples tell us about the past?

- How can ethnographic museum collections be brought alive?
- How has colonialism affected peoples' relationship with the landscape?
- Explore the contrast between 'conflict' and 'consensus' models of society.
- Beauty in art is just a matter of personal opinion.
- Are landscapes natural?
- How can accusations of witchcraft possibly promote social order?
- The differences between giving/receiving gifts and buying/selling commodities.
- Evaluate biology versus sociology in the study of gender.
- Is the study of kinship important for societies or just for anthropologists?

These are just suggestions, to provoke ideas following lectures and to aid tutors in devising a tutorial scheme. Students should also consult recent past examination papers on OXAM.

## Human Geography

**Section Coordinator:** Dr Fiona Febrache, Keble College

### II. International Migration, Diasporas and Contemporary Globalization

**Timetable:** HT

**Lecturer:** Dr Johanna Waters (School of Geography and the Environment)

#### Lecture 1: Introduction to contemporary international migration

This lecture will cover 'big' themes relating to contemporary international migration, such as borders and border-crossing, mobilities, transnationalism, diaspora, citizenship, asylum and (inter)national migration policy. The cross-cutting significance of 'class', 'race' and 'gender' will also be considered (issues relating to these will be evident in the remaining lectures, to a greater or lesser extent, and students should be encouraged to identify them). The existence of a 'global migration system' will be debated, as will the possibility of a border-less world. The philosophical and theoretical ideas discussed in this opening talk will reappear throughout the lecture series.

#### Lecture 2: Elite and Skilled Migration

Elite and highly skilled migrants tend to be given preferential treatment by migrant-receiving states, but their experiences can vary substantially depending on gender, class, wealth, citizenship, and degree of

cosmopolitanism. A key overarching theme of this lecture is migrant transnationalism; the lecture will include a discussion of transnational families ('astronauts' and 'satellite/parachute' kids); student migrants, and wealthy business and professional 'elites'. Among relevant literature, the lecture will draw particularly on David Ley's (2010) *Millionaire Migrants* and Katharyne Mitchell's (2003) *Crossing the Neoliberal Line*.

### Lecture 3: Forced Migration, Displacement, Detention and Asylum

This lecture considers 'refugees' as one category of international migrants. The legal definition of refugees is shown to be problematic because it refers only to those people who have crossed an international border, and it can be interpreted by states to suit their interests. International responsibility towards refugees will be considered, with an emphasis on the different approaches of states to the United Nations Refugee Convention and towards asylum seekers. Hostility towards asylum-seekers will be explored in relation to the recent 'European refugee crisis'. We will focus in particular on the 'spatial' responses of states to asylum seekers and refugees.

### Lecture 4: Labour Migrants

The focus of this lecture will be on how transnationalism, class, gender, legal status and race affect the experience of 'unskilled' migrants. Of interest are how these categories and their intersection help to produce multiple and sometimes contrasting experience for migrants, even among those coming from the same region. Examples will be drawn from the European, North American and Middle Eastern experience, and the substantive focus will be on the gendered dimensions of migration. This lecture compliments and provides an interesting contrast to the ideas discussed in lecture 2.

### **Key readings (a longer list can be found on weblearn):**

- Basch, L., Glick-Schiller, N. and Stanzone Blanc, C. 1994. *Nations Unbound: transnational projects, postcolonial predicaments and deterritorialized nation-states*, Amsterdam: Gordon and Breach.
- Beaverstock, J. V. 2002. 'Transnational elites in global cities: British expatriates in Singapore's financial district'. *Geoforum*, 33, 525 – 538.
- Fresnoza-Flot, A. 2009. 'Migration status and transnational mothering: the case of Filipino migrants in France.' *Global Networks* 9 (2): 252 – 270.
- Ho, E. 2006. 'Negotiating belonging and perceptions of citizenship in a transnational world: Singapore, a cosmopolis?' *Social and Cultural Geography* 7 (3): 385 – 401.

- Hondagneu-Sotelo P. and Avila, E. 1997. "'I'm here, but I'm there": the meanings of Latina transnational motherhood.' *Gender and Society* 11 (5): 548 – 71.
- Huang, S. and Yeoh, B. 2005. 'Transnational families and their children's education: China's 'study mothers' in Singapore.' *Global Networks* 5: 379 – 400.
- Kobayashi, A, Preston, V. 2007. 'Transnationalism through the life course: Hong Kong immigrants in Canada.' *Asia Pacific Viewpoint* 48: 151 – 167.
- Ley, David. 2010. *Millionaire Migrants: Trans-Pacific Life Lines*. Wiley-Blackwell.
- Mitchell, K. 2003. *Crossing the Neoliberal Line: Pacific Rim Migration and the Metropolis*, Philadelphia, Temple University Press.
- Ong, A. 1999. *Flexible citizenship: the cultural logics of transnationality*. Durham: Duke University Press
- Silvey, R. 2006. Consuming the transnational family: Indonesian migrant domestic workers to Saudi Arabia.' *Global Networks* 6 (1): 23 – 40.
- Waters J. 2002. Flexible families? 'Astronaut' households and the experiences of lone mothers in Vancouver, British Columbia. *Social and Cultural Geography*, 3 (2): 117 – 134.

# Paper 4: Sociology and Demography

## Sociology

**Section Coordinator:** Dr Heather Hamill, Department of Sociology

### I. Introduction to Sociology I

**Timetable:** MT (6 lectures) & HT (6 lectures)

**Lecturer:** Dr Heather Hamill (HH), Dr Killian Mullan (KM), Dr Michael Gratz (MG) and Dr Nicola Barban (NB) (all Department of Sociology)

The academic aims of the course are to introduce students to the major contemporary theories and the central concepts of sociology. These lectures deal with two of the key problems in sociology - social inequality (who gets what) and social cohesion (who does what with whom) - and their interrelatedness. The lectures illustrate the ways that sociologists investigate the implications of social stratification and cohesion for the well-being of individuals and societies in contemporary societies. It particularly aims to show how theories can be tested against empirical data.

#### Michaelmas Term

1.	Introduction to Introduction to Sociology	HH
2.	Deviance and social norms	HH
3.	Gender and the division of labour	KM
4.	Social Capital and Networks	HH
5.	Social Mobility	MG
6.	Sociology and genetics	NB

#### Hilary Term (Lecture titles and lecturers for Hilary Term to be confirmed)

7. Ethnicity, meeting and mating
8. Family and marriage
9. Education and inequality
10. The health divide
11. Collective action
12. Religion and secularisation

There is no textbook. A reading list can be found on the WebLearn site for this course at

[https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/year\\_1/prelims4](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/year_1/prelims4)

# Demography

**Section Coordinator:** Dr Philip Kreager (Institute of Human Sciences)

## III. Introduction to Demography I

**Timetable:** TT (8 lectures)

**Lecturer:** Dr Philip Kreager

Beneath the general trends of population growth and stabilization known as 'demographic transition', demographers have found a diversity of historical patterns which reflect the combined influence of culture, biological adaptations, and socio-economic inequalities. To explain how and why trends vary requires a collaborative effort, with inputs from sociology, anthropology, evolutionary theory, ecology, and biomedicine, amongst other subjects. Examples are drawn particularly from the contemporary developing world and Europe before and during industrialisation.

1. Introduction: Two concepts of population
2. Demographics of different cultures: an introduction to the heterogeneity of family and household systems
3. Fertility before demographic transition
4. The heterogeneity of fertility transitions
5. Why do fertility rates change? A short history of different styles of interpretation
6. Problem-solving in demography I: Population, resources and niche construction
7. Problem-solving in demography II: Age-structural transitions
8. Problem-Solving in Demography III: The retreat of death

**Short Reading list** (for all 8 lectures):

Bongaarts, John. 'Why are high birth rates are so low', *PDR* 1 (1975)2,289-29

Boserup, Ester. 1987. 'Population and Technology in Preindustrial Europe', *Population and Development Review* 13(4): 691ff.

Chesnais, J-C. 1992. *The Demographic Transition*. Oxford.

Cleland, John and Wilson, Chris. 'Demand Theories of Fertility Transition: an iconoclastic view', *Population Studies* 41 (1987),1,5-30.

Cohen, Joel 1995. *How Many People Can the Earth Support?* London, Norton

Demeny, Paul. and McNicoll, Geoff (eds). 2003 *Encyclopedia of Population*, New York.

Demeny, Paul, and McNicoll, Geoff (eds.) *The Political Economy of Global population Change, 1950-2050*, *Population and Development Review*, Supplement to Vol 32 (2006)



- Dyson, Tim 1994 'Population Growth and Food Production: Recent Global and Regional Trends'. *Population and Development Review* 20(2): 397ff.
- Engelen, Theo and Wolf, Arthur. 2005, *Marriage and the Family in Eurasia: perspectives on the Hajnal hypothesis*. Amsterdam
- Fisher, Kate. *Birth Control, Sex and Marriage in Britain 1918-60*. Oxford 2008.
- Gillis, J. et al. (eds). 1992. *The European Experience of Declining Fertility*. Oxford.
- Hajnal, John. 1982. 'Two Kinds of Preindustrial Household Formation System'. *Population and Development Review* (8) 3: 449-94.
- Hinde, Andrew. (2003) *England's Population*. London; Hodder Arnold
- Johnson-Hanks, J. 'On the modernity of traditional contraception', PDR 28 (2002), 2, 229-250.
- Johnson-Hanks, J. 2015, 'Populations are composed one event at a time', in P. Kreager, B. Winney, S. Ulijaszek and C. Capelli, eds., *Population in the Human Sciences: Concepts, Models, Evidence*. Oxford: Oxford University Press.
- Kertzer, D. I. 1997. 'The Proper Role of Culture in Demographic Explanation' in G. Jones, R. M. Douglas, J.C. Caldwell and R. M. D'Souza (eds.), *The Continuing Demographic Transition*, pp. 137-57. Oxford.
- Kreager, Philip, Winney, Bruce, Ulijaszek, Stanley and Capelli, Cristian eds., *Population in the Human Sciences: Concepts, Models, Evidence*. Oxford: Oxford University Press: 2015
- Livi-Bacci, Massimo. *A Concise History of World Population*, Blackwells, Oxford, 1992
- Malthus, T.R. *An Essay on the Principle of Population*, ed. A. Flew, Penguin Books, 1970
- Schneider, Jane. and Schneider, Peter. 1996. *Festival of the Poor: Fertility Decline and the Ideology of Class in Sicily, 1860-1980*. Tucson: University of Arizona Press
- Szreter, S. 'The idea of demographic transition and the study of fertility change", *Population and Development Review* 19 (1993), 4, 659-702.
- Szreter, Simon. 'Populations for studying the causes of Britain's fertility decline: communication communities', in P. Kreager, B. Winney, S. Ulijaszek and C. Capelli, eds., *Population in the Human Sciences: Concepts, Models, Evidence*. Oxford: Oxford University Press: 2015
- Wilson, Chris. (ed.). 1988., *The Dictionary of Demography*, Oxford.
- Wrigley, E. Anthony 1986 'Elegance and Experience: Malthus at the Bar of History' in D. Coleman & R. Schofield (eds.), *The State of Population Theory*. Oxford: Blackwell: 46ff.

# Paper 5: Quantitative Methods for the Human Sciences

**Course Coordinator:** Dr David Kirk (david.kirk@sociology.ox.ac.uk)

## Introduction

Statistics is concerned with the analysis of data collected in experiments, surveys and other studies, and the interpretation of the results of such investigations. An understanding of the principles of statistical theory and applied statistics is of fundamental importance when analysing your own data and when interpreting results published in the scientific literature.

The course will cover a range of common techniques, including graphical techniques, for describing and analysing data. It will also cover how to interpret the results of scientific investigations. Students will learn about the types of data that are dealt with, the common methods for summarising data, and the advantages and disadvantages of these methods. The course will also cover the principles of probability theory, and students will learn about the principles of extrapolating from a sample of data to a population.

A major part of the course deals with hypothesis testing, including how to construct hypotheses and the issues that need to be considered when testing hypotheses. During tutorials students will learn how to apply these methods and how to interpret the results.

## **I. Quantitative Methods I**

**Timetable:** MT (8 lectures)

**Lecturer:** Dr Jill O'Reilly (Dept. of Experimental Psychology)

1. Describing data
2. Standardizing data
3. Sampling
4. T-test
5. Non-normal data
6. Relationships between variables
7. Conditional probability; Bayes theorem
8. Conditional probability; Bayes theorem cont.

## II. Quantitative Methods II

**Timetable:** HT (8 lectures)

**Lecturer:** Dr David Kirk (Dept. of Sociology and Nuffield College)

1. Prediction and regression: Linear relationships and method of least squares
2. Prediction and regression: Linear relationships and method of least squares cont.
3. Prediction and regression: Model fit and model assumptions
4. Prediction and regression: Model fit and model assumptions cont.
5. Multivariate Relationships
6. Multivariate Relationships cont.
7. ANOVA
8. ANOVA cont.

## III. Computing Labs

**Timetable:** HT (Two 1-hour classes)

**Lecturers:** Dr David Kirk and others

Students will attend a total of two statistical computing labs in the QStep lab in back of the Social Science Library at the Manor Road Building. These labs will introduce students to statistical computing software, allowing students to apply their knowledge of probability and statistics to real-world datasets.

## IV. Quantitative Methods: Revision Classes

**Timetable:** TT (Four 2-hour classes)

**Lecturers:** Dr David Kirk and others

In these sessions, which everyone should attend, the emphasis will be problem solving and there will be an opportunity to go through worked examples and exam questions.

### Formulae booklet

A formulae booklet and a brief definitions booklet have been posted to Weblearn. Copies of slides from lectures will also be made available on Weblearn and/or lecturers' own webpages.

### Calculators

Students are advised to purchase the following calculator CASIO FX-83 OR 85 irrespective of the letters that follow the numbers before the start of their course. It should be available from Smiths, Argos, Ryman's, and Staples for under £10. Whilst students may use another calculator they may find this a disadvantage in classes and the exam where a greater degree of help is likely to be available for those using the recommended calculator.

### Text book

Agresti, Alan, and Barbara Finlay. 2013. *Statistical Methods for the Social Sciences: Pearson New International Edition*. 4<sup>th</sup> Edition.

Students may also be advised by their tutors regarding additional textbooks.

## 4. Course Regulations

(Extract from *Examination Regulations* 2016)

### Preliminary Examination in Human Sciences

1. The subjects of the examination shall be the five subjects listed below.
2. All candidates must offer all five subjects at one examination: provided that a candidate who has passed in two (or more) subjects but failed in the other subject (or subjects) may offer at a subsequent examination the subjects (or subject) in which he or she has failed.
3. A candidate shall be deemed to have passed the examination if he or she shall have satisfied the Moderators in all five subjects *either* at one and the same examination *or* at two examinations in accordance with the proviso to cl.2.
4. In the case of candidates who have satisfied the Moderators in all five subjects in a single examination, the Moderators may award a distinction to those of special merit.
5. The examiners will permit the use of any hand-held pocket calculator subject to the conditions set out under the heading 'Use of calculators in examinations' in the *Special Regulations concerning the Examinations*

#### *Subject 1: The Biology of Organisms including Humans*

Principles of mammalian physiology: the cell, body fluids, the cardiovascular and respiratory systems, reproduction, hunger and thirst, movement, the senses, and the integrative organization of the central nervous system.

Principles of ecology: ecosystems, plant and animal communities and numbers, biotic interaction, the impact of man on the environment.

One three-hour paper will be set.

#### *Subject 2: Genetics and Evolution*

Principles of genetics and evolution illustrated by examples from human and other organisms.

Mechanisms of evolutionary change: selection and adaptation, evolution of sex, altruism, kin selection and co-operation. Alternative models of evolution.

The genetic material – its nature, mode of action, and manipulation: the chromosomal basis of heredity; molecular genetics; mapping the human genome; sex determination; mutation at the level of the gene and the chromosome.

Mendelian inheritance; genetic variation in populations and its maintenance; quantitative variation and its genetic basis.

One three-hour paper will be set. Candidates shall submit notebooks containing reports, initialled by the demonstrators, of practical work completed during their course of study. These notebooks shall be available to the examiners at any time after the end of the first week of the term in which the examination is held, and shall be taken into consideration by the examiners. A practical examination may be set for candidates whose record of practical work is not satisfactory.

### ***Subject 3: Society, Culture and Environment***

**Social and Cultural Anthropology:** the comparative study of the world's civilizations and peoples, including cross-cultural, power-based and gender perspectives upon social practice and theories of human life. Specific topics will include production and consumption; transactions and modes of exchange; elementary aspects of kinship and marriage; belief systems and social control; political and social organization; classification; technology and social change; material culture and ethnographic resources; the impact of colonialism; space, place and culture; environment and cultural landscapes in transition; land and property rights. Candidates will be expected to be familiar with appropriate ethnographic monographs.

**Human Geography:** Approaches to understanding contemporary international migration – from neo-classical to post-structuralist; forced migration, changing international, regional and national legislation and policy; diasporas and transnationalism, especially issues of identity, home and belonging; social divisions and the experience of migration and integration addressing gender, class and ethnicity; cosmopolitan or 'subdiverse' cities; and state policy and the influence of nationalism ; xenophobia, economics and ethics.

One three hour paper will be set. The paper will be divided into two sections: (A) Social and Cultural Anthropology and (B) Human Geography. Candidates will be required to display knowledge of both sections, and will be required to answer at least two questions from section (A) and at least one question from section (B)

### ***Subject 4: Sociology and Demography***

**Sociology:** Current and classic discussions of explanatory strategies and social mechanisms, models of individual action and the consequences of aggregation.

Empirical research involving these approaches in areas of substantive sociological interest such as social class, ethnicity, religion, the family, politics.

**Demography:** elementary aspects of population analysis. Comparative study of fertility, mortality and family systems in selected human societies. The long term development of human population and its relation to habitat and resources. The demographic transition.

One three hour paper will be set. The paper will be divided into two sections: (A) Sociology and (B) Demography. Candidates will be required to display knowledge of both sections.

*Paper 5: Quantitative Methods for the Human Sciences*

The use and importance of statistics and quantitative methods in the human sciences. Graphs, scales, indices and transformations. Frequency distributions and their parameters, including the binomial, normal and Poisson distributions. Notions of probability and risk. Problems of sampling. Tests of statistical significance including t-tests,  $\chi^2$  and confidence intervals. Elementary analysis of variance, correlation and regression.

One three hour paper will be set, consisting mostly of examples taken from the human sciences. Graded questions will be set, not all of which will require numerical answers.

## 5. Examinations

### Exam Dates

The Preliminary Examinations for Human Sciences are normally held in the week following the end of Trinity Full Term (Week 9).

### Examination Conventions

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission and penalties for over-length work. The full Examinations for the Preliminary Examination in Human Sciences can be found on WebLearn at

[https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:humsci:year\\_1/resources](https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:humsci:year_1/resources)

### Marking Scheme

#### Papers 1 and 2

##### (a) Short Answers

This part of Papers 1 and 2 carries a possible 40 marks. There being ten questions, all of which must be attempted, each question is allocated up to four marks. The following marking scheme is applied for this part of each paper:

- 0 no answer or a wrong answer
- 1 a poor answer
- 2 an average answer
- 3 a good, substantially accurate answer
- 4 an excellent answer

Examiners may award intermediate marks (e.g. 1.5, 2.5) to allow greater precision.

##### (b) Essay Questions

The remaining part of each paper carries a possible 60 marks. Candidates must attempt three questions, to each of which 20 marks are allocated. The following marking scheme has been adopted for this part of Papers 1 and 2.



The equivalent % score for each mark are indicated and markers are expected to use the indicative descriptions in making their judgments on which mark to award. The criteria should be viewed in a cumulative manner, and the majority of positive criteria within a mark band (and those below it) should be satisfied in order for a mark in that band to be awarded.

Markers may allocate a score that falls between the stated bands (e.g. 13.5 marks, equivalent to 67.5%) if the work fulfils some but not all of the criteria for the mark band above.

- |          |   |
|----------|---|
| 0 (0%)   | no answer.  |
| 1 (5%)   | barely an answer.   |
| 2 (10%)  | a very poor answer with little of relevance in the answer and/or wrong.   |
| 3 (15%)  | very poor answer, with perhaps one relevant point mentioned.  |
| 4 (20%)  | a poor answer, with little relevance, and typically with substantial errors.  |
| 5 (25%)  | a poor answer, but showing some knowledge and relevant facts, although possibly with substantial errors.  |
| 6 (30%)  | an unsatisfactory answer, but showing some knowledge and containing some relevant material but lacking detail or with errors.   |
| 7 (35%)  | a weak answer, not judged worthy to have passed, but close.   |
| 8 (40%)  | <b>Threshold for a Pass.</b> A just adequate answer, showing some knowledge but with several omissions, lacking detail and/or carrying much superfluous material, and/or some errors.   |
| 9 (45%)  | an adequate answer, demonstrating some knowledge but with clear, important or numerous omissions, and lacking much breadth (scope of the material in question) or depth (e.g. citing literature).   |
| 10 (50%) | a weakly satisfactory answer, demonstrating some knowledge but with a few omissions and lacking much breadth or depth.  |
| 11 (55%) | a satisfactory answer demonstrating knowledge but lacking breadth and depth.  |
| 12 (60%) | a clearly satisfactory answer, demonstrating knowledge with some awareness of the scope of the issues in question, including citation of relevant sources. Arguments are sustained and presented within a logical framework.  |
| 13 (65%) | a good answer, substantially complete and correct, showing breadth and depth but not quite first class, e.g. lacking citation of some essential literature, or with one or two minor errors. Arguments are well supported by evidence.  |
| 14 (70%) | <b>Threshold for a Distinction.</b> A very good answer deemed equivalent to a first within the context of the Preliminary Examination. Substantially complete and correct, arguments are well supported by evidence and citation of relevant sources, demonstrating critical thinking, knowledge of literature, and with no substantial errors. |

- 15 (75%) a very good answer deemed equivalent to a first within the context of the Preliminary Examination. E.g. substantially complete and correct, demonstrating knowledge of literature, and featuring no errors.
- 16 (80%) an excellent answer, complete and correct and e.g. demonstrating novel thinking and/or showing knowledge of the history of thought on the subject and/or excellent critical synthesis.
- 17 (85%) an excellent answer, complete and correct and e.g. demonstrating novel thinking and/or showing knowledge of the history of thought on the subject and/or excellent and deep critical synthesis.
- 18 (90%) an exceptionally good answer, showing knowledge of the subject beyond that expected for a first-year student, as above and showing originality leading to publishable or near publishable quality.
- 19 (95%) a truly exceptional piece of work of publishable quality, showing evidence of novel thought and/or originality of approach, deep and critical analysis.
- 20 (100%) a perfect answer (quite rare).

The final mark for the paper (Papers 1 and 2) is the total of the marks awarded for the Short Answers section (out of a possible 40) and for the Essay Questions section (out of a possible 60), giving a final total mark out of 100.

### **Papers 3 and 4**

Each of these papers requires four answers to be attempted. Each answer is marked out of a possible maximum of 25 marks, giving a total for each paper of a possible 100 marks. The marking scheme for these papers is as follows.

The equivalent % score for each mark are indicated and markers are expected to use the indicative descriptions in making their judgments on which mark to award.

The criteria should be viewed in a cumulative manner, and the majority of positive criteria within a mark band (and those below it) should be satisfied in order for a mark in that band to be awarded.

Markers may allocate a score that falls between the stated bands (e.g. 16.5 marks, equivalent to 66%) if the work fulfils some but not all of the criteria for the mark band above.

- 0 (0%) no answer
- 1-2 (4-8%) barely an answer
- 3 (12%) a very poor answer with little of relevance in the answer and/or wrong
- 4 (16%) very poor answer, with perhaps one relevant point mentioned
- 5 (20%) a poor answer, with little relevance, and typically with substantial errors
- 6 (24%) a poor answer, but showing some knowledge and relevant facts, although possibly with substantial errors

- 7 (28%) an unsatisfactory answer, but showing some knowledge and containing some relevant material but lacking detail or with substantial errors
- 8 (32%) an unsatisfactory answer, but showing some knowledge and containing relevant material but lacking detail or with errors
- 9 (36%) a weak answer, not judged worthy to have passed, but close.
- 10 (40%) **Threshold for a Pass.** A just adequate answer, showing some knowledge but with several omissions, lacking detail and/or carrying much superfluous material, and/or some errors.
- 11 (44%) an adequate answer, demonstrating some knowledge but with clear, important or numerous omissions, and lacking much breadth (scope of the material in question) or depth (e.g. citing literature).
- 12 (48%) a better than adequate answer, demonstrating some knowledge but with some omissions, and lacking much breadth (scope of the material in question) or depth (e.g. citing literature).
- 13 (52%) a weakly satisfactory answer, demonstrating some knowledge but with a few omissions and lacking much breadth or depth.
- 14 (56%) a satisfactory answer demonstrating knowledge but lacking breadth and depth.
- 15 (60%) a clearly satisfactory answer, demonstrating knowledge with some awareness of the scope of the issues in question, including citation of relevant sources. Arguments are sustained and presented within a logical framework.
- 16 (64%) a good answer, substantially complete and correct, showing breadth and depth but not quite first class, e.g. lacking citation of some essential literature, or with one or two minor errors. Arguments are well supported by evidence.
- 17 (68%) a good to very good answer bordering first class, substantially complete and correct, showing breadth and depth but not quite first class, e.g. lacking citation of some essential literature, or with one or two minor errors. Arguments are well supported by evidence.
- 17.5 (70%) **Threshold for a Distinction.**
- 18 (72%) a very good answer deemed equivalent to a first within the context of the Preliminary Examination. Substantially complete and correct, Arguments are well supported by evidence and citation of relevant sources, demonstrating critical thinking, knowledge of literature, and with no substantial errors.
- 19 (76%) a very good answer deemed equivalent to a first within the context of the Preliminary Examination. E.g. substantially complete and correct, demonstrating knowledge of literature, and featuring no errors.
- 20 (80%) an excellent answer, complete and correct and e.g. demonstrating novel thinking and/or showing knowledge of the history of thought on the

- subject and/or excellent critical synthesis.
- 23 (92%) an exceptionally good answer, showing knowledge of the subject beyond that expected for a first-year student, as above and showing originality leading to publishable or near publishable quality.
- 24 (96%) a truly exceptional piece of work of publishable quality, showing evidence of novel thought and/or originality of approach, deep and critical analysis.
- 25 (100%) a perfect answer (quite rare)

## Paper 5

Candidates must attempt five questions, each of which is marked out of 20, giving a possible total of 100 marks for the paper. Marks for each part of each question are indicated in square brackets after each part of each question on the question paper and are awarded for correct working and numerical results.

## Pass Marks and Distinctions

The pass mark for each paper is 40.

Distinctions are awarded to those candidates who, at one and the same examination, have achieved:

- a) a mean mark of 70 or above **and**
- b) at least 70 on two papers **and**
- c) not less than 55 on the remaining paper(s)

Scripts are single-marked in the Preliminary Examination unless the Chairman of Examiners decides otherwise for particular candidates, but are marked by two examiners in subsequent examinations.

## Candidates who fail paper(s) in Prelims

Candidates must pass all five papers in Prelims to continue into the second year of the Human Sciences degree. Candidates who fail one, two or three papers may resit just the paper(s) failed. A candidate who fails four or more papers must retake all five papers. Resits are usually held in early September and scripts are marked and results published on Student Self Service within two weeks of the exam.

## Examiners' Reports and Past Papers

Examiners' reports can be found on WebLearn at

[https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:humsci:year\\_1/resources](https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:humsci:year_1/resources)

Past Papers can found on OXAM at <https://weblearn.ox.ac.uk/portal/site/:oxam>

## 6. What happens after Prelims?

### Compulsory Papers

After passing your Preliminary examinations you will enter the Honour School. As an Honour School student you will prepare to be examined on five compulsory papers and two optional papers. You will also be required to submit a dissertation which carries the same weight as a single paper. The five compulsory papers are:

- Behaviour and its evolution: animal and human
- Human genetics and evolution
- Human ecology
- Demography and population
- Anthropological analysis and Interpretation OR Sociological theory

The Human Ecology paper is examined by an extended essay written in Trinity Term of the second year and a presentation in Michaelmas Term of the third year. The remaining papers are examined by written exams in Trinity Term of the third year.

### Options Papers

In Hilary Term of your second year you will be asked to choose two options. The range of options varies from year to year.

For your guidance the optional subjects on offer to students in 2016-17 were

- Anthropological Analysis and Interpretation (if not taken as paper 5)
- Anthropology of a Selected Region: Europe
- Anthropology of a Selected Region: Japanese Society
- Anthropology of a Selected Region: Lowland South America
- Anthropology of a Selected Region: South Asia
- Anthropology of a Selected Region: West Africa
- Biological Conservation
- Cognitive and Evolutionary Anthropology
- Gender Theories and Realities: Cross-Cultural Perspectives
- Health and Disease
- Language
- Physical and Forensic Anthropology: the Analysis of Human Skeletal Remains
- Quantitative Methods
- Social Policy
- Sociological Theory (if not taken as paper 5)
- Sociology of Post-Industrial Societies
- South and Southern Africa
- A range of Psychology options

## **Dissertation** (Paper 6)

Later in your second year there will be a talk to help you choose a topic for your dissertation. You will be asked to submit a synopsis for this by the end of Fifth Week of Trinity Term of your second year.

We hope you enjoy the course.