

**University of Oxford**

**Honour School of Human Sciences  
Compulsory Course Handbook**



**2019–2021**

# Honour School of Human Sciences

Course handbook published in 2019

For students due to graduate in 2021

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## 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 to give warning of particular points of which you should be aware.*

*This handbook is for students starting the Final Honour School of Human Sciences in Michaelmas Term 2019. The information in this handbook may be different for students starting in other years.*

*The Examinations relating to this course are available at*

*<http://www.admin.ox.ac.uk/examregs/2019-21/hsofhumascie/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 contact Sarah-Jane White (contact details below).

*The information in this handbook is accurate as at October 2018; 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. Introduction

Welcome to the Human Sciences Final Honour School! You will find the next two years both stimulating and fulfilling as you explore the diversity of ideas and issues contained within the Human Sciences degree. Building on the foundation that you gained during your first year, you now have the opportunity to develop a deeper understanding of a number of significant intellectual concepts in the social and the biological sciences, as they relate to the human condition. This booklet is intended to be a helpful guide for your studies during the next two years, and you will have occasion to refer to it frequently. It should be read in conjunction with the Undergraduate Handbook for Human Sciences which you received at the start of the course. We hope you will find this booklet useful.

It is important to realise that because Human Sciences is an extremely wide ranging degree, many of the lecture modules will only make sense if you consider them within the broader perspective of the entire course. While each module is designed to be essentially self-contained, they also interconnect with other modules within the same paper and even across papers. In order to make these connections, you must attend lectures as this is the only way to gain exposure to the full range of ideas presented in each paper. Your success in integrating concepts across a wide variety of disciplines will be rewarded when you come to write your dissertation and to sit your final public examinations.

## About the lectures

In the following pages you will find most of the details of the lectures for the compulsory courses. Details of lectures not included in the booklet will either be handed out at the first lecture of the series OR circulated ahead of time. Please note that some lecture courses listed in the handbook are provisional and that lecturers may slightly change the content of their lectures when the time comes. For details of Third Year Options, please refer to page 26 of this handbook.

Finally, please see termly lecture lists and timetables for the time and place of each lecture and check the Academic Administrator's weekly e-mails for changes to the lecture schedule.

## About Tutorials

The number of tutorials varies from six to eight per paper depending on the paper. Arrangements for tutorials may vary from college to college

## Recommended Patterns of Teaching for the Core Papers for the Final Honour School of Human Sciences (Year 2)

Paper	Term	Dept/ Faculty		College	Comments
		Lectures	Practicals / Classes	Tutorials	
[1.] Behaviour and its Evolution: Animal and Human	MT	8		6	<i>Figures in this table are in hours unless otherwise stated.</i>
	HT	12			
	TT	6			
[2.] Human Genetics and Evolution	MT	16		6	
	HT	3			
	TT	11			
[3.] Human Ecology	MT	12		5	
	HT	12	2		
	TT			1	
[4.] Demography and Population	MT	8	8	8	
	HT	16			
	TT				
[5a.] Anthropological Analysis and Interpretation	MT	16		6	
	HT	16			
	TT				
[5b.] Sociological Theory	MT	8		6	
	HT	8			
	TT				
<b>Note</b> Tutorial arrangements (including the term tutorials are given and the exact number) will vary from college to college.					

## **2. Course Aims and Intended Learning Outcomes**

### **Educational Aims of the Programme**

The programme aims to:

- 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**

Students will develop a knowledge and understanding of:

- the fundamental concepts, techniques, principles and theories of Animal Behaviour and Evolution, Human Genetics, Human Ecology, Demography and Anthropological Analysis or Sociological Theory;
- the fundamental concepts, techniques, principles and theories relevant to the student's chosen area of specialisation;
- the integration of biological and sociological/anthropological principles to analyse a topic of their own choice within the dissertation;
- the ethical, political and cultural problems associated with humans as biological and social animals;
- the role of Human Scientists

### **Skills and other attributes**

Students will develop the ability:

- to read and evaluate original research articles;
- to approach all topics with an understanding of statistics and probability;
- to consider Human Sciences from an interdisciplinary point of view;
- to be able to carry out a quantitative analysis of demographic data;
- to present a written argument based on reading from a variety of sources;
- to plan and conduct a programme of original literature research from several disciplines.

### 3. Compulsory Papers

#### Paper 1 Behaviour and its Evolution

**Course coordinator:** Dr Susana Carvalho, Institute of Cognitive and Evolutionary Anthropology

**Aims and scope:**

The theory of evolution is an astonishingly powerful unifying framework – probably the only one that can unite the separate strands of the Human Sciences degree. This paper discusses topics in modern evolutionary theory and behavioural biology, and explores how they can be applied to understand the evolution of our own species. Using multidisciplinary approaches, the paper will consider what human behaviour has in common with the behaviour of other species, and what is uniquely human.

**Organisation:**

Paper 1 comprises four lecture series, which aim to provide a fresh and multidisciplinary view of behaviour and its evolution that closely reflects the themes of the Human Sciences degree. The first lecture series is offered under the Final Honour School of Biological Sciences. The other three lecture series are tailored to second-year Human Sciences degree students. They are designed to complement components of the first series by covering related topics, including tool use, culture, cognition, communication, learning, development, collective behaviour, conflict and aggression, in a human and non-human primate context. Students are expected to attend a total of 26 lectures during MT, HT, and TT.

**Canvas:** <https://canvas.ox.ac.uk/courses/25628>

**General Reading list:**

Course Texts:

Alcock, J. 2009. *Animal Behaviour. An Evolutionary Approach*

Bateson, Patrick & Gluckman, Peter. 2011. *Plasticity, robustness, development and evolution*. Cambridge, UK: Cambridge University Press.

Boyd, R. and Silk, J.B. 2017. *How Humans Evolved* (8<sup>th</sup> edn.). WW Norton & Company.

Davies, N.B., Krebs, J.R. and West, S.A. 2012. *An Introduction to Behavioural Ecology*. Wiley-Blackwell.

Laland, K.N. and Brown, G. R. 2002 *Sense and Nonsense: Evolutionary Perspectives on Human Behaviour*. Oxford University Press, 2<sup>nd</sup> ed. 2011

Manning, A. and Dawkins, M.S. 2012. *An Introduction to Animal Behaviour*. 6th edition. CUP.

Muller, M.N., Wrangham, R.W. and Pilbeam, D.R. 2017. *Chimpanzee and Human Evolution*. Harvard University Press.

#### Additional sources:

Dawkins, M.S. 1995. *Unravelling Animal Behaviour*. 2<sup>nd</sup> edition, Longmans

Dawkins, R. 1989. *The Selfish Gene* (2nd edn.). Esp. Chap. 3.

Dawkins, R. 1992. *The Extended Phenotype*.

McGrew, W. C. 2004. *The Cultured Chimpanzee: Reflections on Cultural Primatology*. Cambridge University Press.

Ridley, M. 2003. *Nature via Nurture*. Fourth Estate. London.

Shettleworth, S. J. 2010. *Cognition, Evolution, and Behaviour*: 2<sup>nd</sup> Edition. OUP

## **Lecture Courses**

### **I. Animal Behaviour**

**Timetable:** MT (8 lectures) and HT (6 lectures)

**Lecturers:** Dr Theresa Burt de Perera (TB), Professor Tim Guilford (TG), Professor Ben Sheldon (BS), Dr Jonathan Green (JG), Professor David Macdonald (DM), Professor Michael Bonsall (MB), Professor Tommaso Pizzari (TP), Professor Christine Nicol (CN), Professor Dora Biro (DB) (all Department of Zoology)

#### **Michaelmas Term**

- |                                     |    |
|-------------------------------------|----|
| 1. Understanding Animal Behaviour 1 | TB |
| 2. Understanding Animal Behaviour 2 | TB |
| 3. Kin selection                    | TG |
| 4. Parental care                    | BS |
| 5. Conflict and aggression          | JG |
| 6. Group living                     | DM |
| 7. Recognition systems              | JG |
| 8. Optimal foraging                 | MB |

#### **Hilary Term**

- |                     |    |
|---------------------|----|
| 9. Sexual selection | TP |
|---------------------|----|



10.	Animal signals	TG
11.	<b>No lecture</b>	
12.	<b>No lecture</b>	
13.	Learning	CN
14.	Animal welfare	CN
15.	Culture and tool use	DB
16.	Collective behaviour	DB

Please check the [Biological Sciences WebLearn](#) for updates to lecture details and reading lists.

## II Human Evolution: Paleoanthropological and Primatological approaches

### Timetable: HT

**Lecturer:** Dr Caroline Phillips (CP) and Dr Susana Carvalho (SC) (Institute Cognitive and Evolutionary Anthropology)

1.	Adaptations and Behavioural Ecology of Early Hominins	CP
2.	Standing Up for Your Life: Evolution of Bipedalism	CP
3.	How Did Our Ancestors Think? Evolutionary Origins of Intelligence	CP
4.	How Did Our Ancestors Talk? Evolutionary Origins of Language	CP
5.	Evolutionary Origins of Technology	CP
6.	Evolutionary Origins of Hunting and Aggression	CP

Lecture 1 examines the morphological and behavioural adaptations of the earliest hominins, the predecessors of our own genus, *Homo*, relative to our last common ancestor with chimpanzees.

Lecture 2 looks at the emergence of bipedalism in the human lineage. What selection pressures shaped bipedalism? When did these start to emerge?

Lecture 3 reviews theories of origins of human intelligence and behavioural evolution. How is intelligence defined? How to detect it in prehistory? What are key selection pressures for intelligence?

Lecture 4 evaluates unique features in human language and current theories for its origin. How do we detect it in our ancestry? If non-human primates are intelligent, why don't they speak up?

Lecture 5 looks at the emergence of lithic technology in an archaeological context as well as cognitive abilities. Does primate archaeology influence perspectives and understanding for origins of technology?

Lecture 6 considers the emergence of hunting and aggression in the human lineage. What is known from the fossil and archaeological records? Are insights from primatology relevant to understanding the evolution of these behaviours?

### **III Evolution and human behaviour**

**Timetable:** TT (3 lectures)

**Lecturer:** Dr Laura Fortunato (LF) (Institute of Human Sciences)

1. Evolutionary approaches to human behaviour I
2. Evolutionary approaches to human behaviour II
3. Case study

Lecture 1 Historical sketch; sociobiology; human behavioural ecology

Lecture 2 Evolutionary psychology; cultural evolution; comparison of the three major approaches

Lecture 3 Case study: sexual selection and human behaviour

### **IV Evolution, ontogeny, culture in humans**

**Timetable:** TT (3 lectures)

**Lecturer:** Dr Bronwyn Tarr (BT)

1. Evolution and human development
2. Developmental origins of human sociality and culture
3. Innateness, plasticity and socialisation

Lecture 1 What is the role of evolution in shaping human development? What is the role of development in the course of human evolution? How has the evolution of development shaped human culture and behaviour?

Lecture 2 How do children acquire culture? When do capacities for culture emerge in development? Are capacities for culture innate?

Lecture 3 How do biology and environment interact in development? How do evolved adaptations respond to variable contexts of socialisation? How do early developmental experiences shape – and constrain - the mature phenotype?

### **Tutorial arrangements**

Students should have SIX tutorials for Paper 1. It is recommended that students have a set of 2 tutorials based on topics introduced in Lecture Course I: *Animal Behaviour*; 2 tutorials from the topics in Lecture Course II: Human Evolution: Paleanthropological and Primatological approaches, 1 tutorial on the material in Lecture Course III: Evolution and Human Behaviour and 1 tutorial on the material in Course IV: Evolution, ontogeny, culture in humans

## Paper 2 Human Genetics and Evolution

**Course coordinator:** Dr Rosalind Harding, Department of Zoology

This course builds directly upon material covered in Prelims Paper 2, and is concerned with the study of human evolution and molecular medicine. These lectures will also help you understand the scientific and societal implications of these rapidly advancing disciplines. The first module of the course examines the evolution of human diversity, based mainly on inferences from genetics, including ancient DNA. The lectures in the subsequent modules introduce DNA-based technologies and the genetic basis of health and disease.

**Canvas:** <https://canvas.ox.ac.uk/courses/26548>

### Michaelmas Term

#### I. Human Evolutionary Genetics (16 lectures)

### Hilary Term

#### II. Genomics (3 lectures)

### Trinity Term

#### III. Cells, Genes and Genetic Testing: Topics in Molecular Genetics (6 lectures)

#### IV. Genes and Phenotypes: Topics in Medical Genetics (6 lectures)

### Reading

Recommended books for this paper are

Boyd R & Silk JB. 2015. *How humans evolved*, 7<sup>th</sup> ed. W. W. Norton & Co.

Brown, T. 2012. *Introduction to Genetics. A Molecular Approach*. Garland Science.

Futuyma DJ. 2013. *Evolution*. Sinauer, 3<sup>rd</sup> ed.

### Tutorial arrangements:

Students should plan to have six tutorials in paper two, ideally all being taken in the second year. These tutorials should aim to include three for evolutionary genetics, and three for molecular and medical genetics.

#### I. Human Evolutionary Genetics

**Timetable:** 2nd year MT (16 lectures)

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

#### Lecture 1 Primate phylogeny: a focus on apes

CC

How did past and present ape diversity evolve?

<u>Lecture 2 Phylogeny and genomics: the case for and against the third chimpanzee</u>	
What does the genetic difference between us and chimps imply?	CC
<u>Lecture 3 Hominins</u>	RH
Why, when and how did hominins evolve?	
<u>Lecture 4 Out of Africa</u>	RH
How did <i>Homo</i> species evolve?	
<u>Lecture 5 Peopling of the World: divergence, dispersal and genetic drift</u>	CC
How can we infer gene flow and drift from genetic data?	
<u>Lecture 6 Out of Africa: an overview of our migration history</u>	CC
What were the big events in this story?	
<u>Lecture 7 Looking backwards from the present</u>	RH
Who were our ancestors?	
<u>Lecture 8 Genetic demography</u>	RH
How do we study evolution within populations?	
<u>Lecture 9 Meeting the relatives</u>	CC
What are the evolutionary relationships between anatomically modern humans, Neanderthals and Denisovans?	
<u>Lecture 10 Modern humans settling down</u>	CC
As cultural norms affect mate choice, what is their impact on the distributions of genetic diversity?	
<u>Lecture 11 Understanding human phenotype diversity</u>	RH
What is the genetic basis of complex traits?	
<u>Lecture 12 Selection and Adaptation</u>	RH
Evaluating genomic evidence?	
<u>Lecture 13 Modern humans in communities</u>	CC
What is the relationship between culture and selection?	
<u>Lecture 14 Identity and identification</u>	CC
What can DNA tell us about an individual?	
<u>Lecture 15 Evolution in the Holocene</u>	RH
Are humans still evolving?	

## II. Genomics

**Timetable:** 2nd year HT (3 lectures)

**Lecturer:** Dr Teresa Street (TS) (Institute of Human Sciences).

The aim of this module is to provide a big picture overview of contemporary human molecular genetics, as background to further HT and TT lectures.

1. Lecture 1: Overview of the human genome and the Human Genome Project
2. Lecture 2: Overview of the 'Omics' and cutting edge sequencing technologies
3. Lecture 3: Human Microbiome Project

Lecture 1 describes changing views of the human genome in different eras: pre-DNA, DNA before the genome, and genomics/post-genomics: describing how 'old' technologies inform those at the cutting-edge; and how sequencing technologies are used to sequence 'the' human genome.

Lecture 2 describes, in general terms, areas of study that have emerged since the completion of the Human Genome Project (the '-omics'); advances in sequencing technologies and how these can be applied in the study of ancient DNA and medical diagnostics.

Lecture 3 discusses the Human Microbiome Project, including the function and diversity of the microbiome and implications for microbiome-related disease.

## III. Cells, Genes and Genetic Testing: Topics in Molecular Genetics

**Timetable:** 2nd year TT (6 Lectures)

**Lecturers:** Dr Rachel Tanner (RT), Sir Richard Gardner (RG), Dr Elaine Johnstone (EJ) (Dept. of Oncology).

- |  |    |
|--|----|
| 1. Immunology I                                    | RT |
| 2. Immunology II                                   | RT |
| 3. Assisted human reproduction                     | RG |
| 4. Harnessing stem cells for regenerative medicine | RG |
| 5. Molecular genetics of cancer                    | EJ |
| 6. Aetiology of cancer                             | EJ |

Lecture 1 gives an overview of the different types of pathogens, the innate and adaptive arms of the immune system, immunological memory and vaccines, and pathogen immune invasion routes and evasion strategies. Ways in which the immune system can 'go wrong' will also be discussed.

Lecture 2 reviews mechanisms of host and pathogen evolution and considers these in the context of a co-evolutionary arms race.

Lecture 3 reviews the history and recent progress in assisted human reproduction, and discusses the resulting possibilities (and problems) associated with the application of stem cells to therapeutic use. Early mammalian development is reviewed, describing the developmental potential of various cell types in the embryo and the case for allowing research on early human embryos discussed.

Lecture 4 provides a guide to the developmental potential of embryonic versus adult stem cells, and gives examples of their vast therapeutic potential for addressing injury and disease.

Lecture 5 gives an introduction to genetic principles needed to understand how cancers arise, and several well-known molecular pathways will be described. The utility of genetics for investigating cancer susceptibility, screening patients and development of treatments will be discussed, with examples from three common cancers – colorectal, breast and lung cancer.

Lecture 6 will compare the incidence, mortality, progression and treatment of the three common cancers, introduced in the previous lecture. Genetic and environmental risk factors will be considered, whilst the multi-stage pathway of progression and some of the genes involved will be discussed.

#### **IV. Genes and Phenotypes: Topics in Medical Genetics**

**Timetable:** 2nd year TT (5 Lectures,)

**Lecturers:** Dr Gavin Band (GB), Professor Julian Knight (JK), Dr Kirk Rockett (KR), Professor Martin Farrall (MF)

- |    |   |    |
|----|---|----|
| 1. | Multifactorial traits and complex genetics I                | GB |
| 2. | Multifactorial traits and complex genetics II               | GB |
| 3. | Immune response and MHC variation                           | JK |
| 4. | Genetic susceptibility to infection                         | KR |
| 5. | Genetic mapping of complex disease: coronary artery disease | MF |

Lectures 1 & 2 describe the stages of complex disease gene mapping, comparing the fundamental concepts involved in linkage analysis and disease-marker association studies.

Lecture 3 describes the major histocompatibility complex genes, their involvement in the immune system and adaptive immune response, and investigation of their roles in disease susceptibility.

Lecture 4 describes investigations for human genes affecting susceptibility to infectious disease.

Lecture 5 traces the identification of novel susceptibility genes for Coronary Artery Disease (CAD), up to the most recent information gained from genome-wide association studies.



## Paper 3 Human Ecology

**Course coordinator:** Professor Stanley Ulijaszek, Institute of Social and Cultural Anthropology (ISCA)

**Ethnobiology Section Co-ordinator:** Dr Andrew Gosler, Institute of Human Sciences and Department of Zoology

This paper explores the ways in which humans are both shaped by their environments and also shape them, from both evolutionary and comparative perspectives. Changing patterns of human subsistence and reproduction across prehistory and to the present day influence human population size and distribution and the biological stresses they face. Most notable among these stresses are nutrition, infectious disease and, more significant in recent history, non-infectious disease. The understanding of the interactive ways in which culture and behaviour can influence human biology is central to this paper. They are also central to an understanding of the effects humans have on the biosphere, and of the causes and consequences of recent anthropogenic climate change and biodiversity loss, and are therefore relevant to the question of future human sustainability.

**Canvas:** <https://canvas.ox.ac.uk/courses/26553>

### I. Introductory Lecture

**Timetable:** 2nd Year MT (1 lecture)

**Lecturer** Professor Stanley Ulijaszek (ISCA) and Dr Andrew Gosler (IHS)

### II. Ecology of Disease

**Timetable:** 2nd Year MT (8 lectures)

**Lecturers:** Professor Stanley Ulijaszek(SU)(ISCA), Dr Caroline Potter (CP)(Nuffield Department of Population Health), Dr Jan-Emmanuel de Neve (J-EN) (SBS), Professor Fiona Alderdice (FA)(Nuffield Department of Population Health),, Professor Stephen Oppenheimer (SO), Dr Karin Eli (KE) (ISCA), and Dr Aurora Perez-Cornago (APC) (Cancer Epidemiology Unit)

- |   |      |
|---|------|
| 1. Theories and models in disease ecology | SU   |
| 2. Well-being, income and inequality      | J-EN |

3.	Iron deficiency and malaria	SO
4.	Malaria epidemiology	CP
5.	Perinatal health and well-beingq	FA
6.	Obesity	KE
7.	Diabetes	KE
8.	Cancer	APC

### Reading list:

- Banwell, C., Ulijaszek, S. and Dixon, J. 2013. *When Culture Impacts Health*. London: Academic Press.
- McElroy A. & Townsend, P.K. 2009). *Medical Anthropology in Ecological Perspective*. Boulder, CO: Westview Press. 5th edition.
- McMichael, T. 2001. *Human Frontiers, Environments and Disease*, Cambridge: CUP.
- Wiley, A.S. and Allen, J.S. 2009. *Medical Anthropology. A biocultural Approach*. OUP.

### III. Nutritional Anthropology

**Timetable:** 2nd year HT (8 lectures)

**Lecturers:** Professor Stanley Ulijaszek (SU)

1.	Evolutionary perspectives on human diet	SU
2.	Paleo and hunter-gatherer diet	SU
3.	Biological plasticity and human growth development	SU
4.	Undernutrition and infection	SU
5.	Protein, infection and kwashiorkor	SU
6.	Food security	SU
7.	Nutrition, the life course and chronic disease	SU
8.	Food, eating and obesity	SU

### Reading list:

- Moffat, T and Prowse, T. 2010. *Human Diet and Nutrition in Biocultural Perspective: Past Meets Present*. Oxford: Berghahn.
- Ulijaszek, S.J. 2017. *Models of Obesity*.
- Ulijaszek, S.J., Mann, N. and Elton, S. 2012. *Evolving Human Nutrition: Implications for Public Health*. Cambridge University Press.

## IV. Introduction to Ethnobiology

**Timetable:** 2<sup>nd</sup> Year MT (4 lectures) HT (4 Lectures)

**Lecturers:** Dr Andrew Gosler (AG) (IHS & EGI), Dr Sarah Edwards (SE) (UCL/IHS), Dr Lewis Daly (LD) (UCL), Dr Thomas Thornton (TT) (Univ. Alaska/ OUCE), Prof. Elisabeth Hsu (EH) (ISCA) and a Guest Lecturer: Linguist Dr Ewelina Wnuk (EW) (UCL).

### Michaelmas Term

- |    |   |         |
|----|---|---------|
| 1. | Introduction to ethnobiology            | AG & SE |
| 2. | Ethnoscience: Folk taxonomy and naming  | AG      |
| 3. | Linguistics and ethnobiology            | EW      |
| 4. | Ethics and the politics of ethnobiology | SE      |

### Hilary Term

- |    |                                       |    |
|----|---------------------------------------|----|
| 5. | Ethnobotany of Amazonia               | LD |
| 6. | Ethnobiology: historical ecology      | TT |
| 7. | Landscape ethno-ecology               | TT |
| 8. | Ethnobiology and medical anthropology | EH |

### Reading list:

- Anderson, E. et al. 2011. *Ethnobiology*. Wiley-Blackwell.
- Balick MJ & Cox PA. 1996. *Plants, People, and Culture: The Science of Ethnobotany*. Scientific American Library.
- Berlin, B. 1992. *Ethnobiological Classification: Principles of Categorization of Plants and Animals in Traditional Societies*. Princeton UP.
- Crumley, CL. 2001. *New Directions in Anthropology and Environment: Intersections*. Alta Mira Press.
- Ellen, R. 2006. *Ethnobiology and the Science of Humankind*. Blackwell.
- Harrison, DK. 2007 *When Languages Die: The extinction of the world's languages and the erosion of human knowledge* OUP
- Hsu, E. & Harris, S. 2010. *Plants, Health and Healing: On the Interface of Ethnobotany and Medical Anthropology*. Berghahn Books.
- Nabhan, GP. 2016. *Ethnobiology for the Future: Linking Cultural and Ecological Diversity*. Univ. Arizona.
- Pilgrim, S. & Pretty, J. 2013. *Nature and Culture: Rebuilding Lost Connections*. Routledge (Earthscan).
- Rival, L. 1998. *The Social Life of Trees: Anthropological Perspectives on Tree Symbolism*. Berg.

Tidemann, S. & Gosler, A. 2011. *Ethno-ornithology: Birds, Indigenous Peoples, Culture and Society*. Earthscan.

**Tutorial arrangements:**

Students should have SIX tutorials for paper 3.

It is recommended that students have at least 1 tutorial in each of the following: developmental plasticity, nutrition and disease, life history and at least 2 tutorials in ethnobiology (e.g. one in economic ethnobiology: *how humans use nature*, and one in cognitive ethnobiology: *how humans perceive nature*).

**Presentation Skills**

There will be a lecture on presentation skills by Dr Amanda Palmer in the 2<sup>nd</sup> year.

**Examination**

This paper will be examined by an extended essay not exceeding 5,000 words (including references and footnotes but excluding bibliography) and a presentation. The essay will be chosen from a list of titles published by the Examiners on Monday of Week 1 of Trinity Term of their second year.

Candidates will be required to give a short presentation on the topic of the extended essay in Michaelmas Term of their Final year. The exact date of the presentation will be notified to students by Week 1 of Michaelmas Term.

## Paper 4      Demography and Population

Course Coordinator: Dr Ridhi Kashyap ([ridhi.kashyap@nuffield.ox.ac.uk](mailto:ridhi.kashyap@nuffield.ox.ac.uk))

Demography, the study of human populations is a wide-ranging subject. It has close ties with many cognate disciplines: including sociology, economics and anthropology among the social sciences, as well as human biology. What unifies demography as a discipline is thus not a specific set of theories but a core of methodology. The quantitative methods used in demography are distinctive and well-established; they are mostly accessible and straight-forward, and do not require a knowledge of advanced statistics. With this toolkit of methods demographers go on to describe and analyse the great changes that are under way in the world today.

We are in the midst of a series of profound, inter-related demographic changes that are remaking the world's societies. Consider a few basic facts: since 1950 the world population has grown from 2.5 billion to over 7 billion, while mortality and fertility have both changed more over the same period than in all previous human history. In consequence, we are witnessing huge transformations in health, childbearing, international migration and ageing. In this course we will investigate these aspects of demographic change and assess how they impact on different countries and regions.

This course deals with both demographic methods and substantive analyses. The MT lecture series 'Population Processes, Measures and Trends' will cover measures to describe and interpret population trends in mortality and health, fertility, migration, and population age structures. The concepts and measures that are introduced in MT will be used to describe and understand some key features of different aspects of population change that are occurring in the world in the HT lecture series 'Different Dimensions of Demographic Change'.

This two-part structure will be reflected in the examination as well. Part A of the exam will address questions related to the important demographic processes and phenomena that have occurred and are occurring in the world. In this section of the examination, students will be expected to write two essays to demonstrate knowledge of substantive trends and theories put forward to explain them. Part B will focus on techniques of measurements that demographers use to describe and interpret population trends and students will be expected to compute and interpret demographic quantities. This part of the exam will feature one compulsory question with multiple parts that draws on materials introduced in the MT lecture series.

**Canvas:** <https://canvas.ox.ac.uk/courses/25595>

**ORLO Digitised Reading list** for this course is also available.

<https://rl.talis.com/3/oxford/lists/F7243DF2-0476-9604-1428-BD2CDFDC947.html?lang=en-GB&login=1>

## Course structure and Tutorials

In MT, there will be 2-hour weekly lectures, which will include a mix of lecturing and practical classes where we will work through basic calculations pertaining to the concepts and measures introduced that week. During the MT lecture series, it is essential that you bring your laptop with Excel installed on it.

Students will attend three tutorial classes organized by the Institute of Human Sciences in Michaelmas Term which will help reinforce and practice concepts and measures introduced in the MT lecture series and related to Part B of the exam. Students will be expected to solve questions that relate to the measurement and interpretation of demographic trends in preparation for these tutorials.

In relation to Part A of the exam, students will have five (or six) essay-based tutorials that cover substantive themes of the course.

### *Key texts for Part B:*

The main methods of demographic analysis are covered in a number of good textbooks. I will draw on materials from (1) and (2) in the MT lecture series.

- 1) Wachter, K.W. 2014. *Essential Demographic Methods*, Harvard University Press.
- 2) Preston, S.H, P. Heuveline and M. Guillot. 2001. *Demography: Measuring and Modeling Population Processes*, Blackwell Publishers

In addition to the two above, the following book is a very practical introduction to demographic analysis with many exercises and examples.

- 3) Rowland, Donald T. 2003. *Demographic Methods and Concepts*. Oxford: Oxford University Press.

This is a very practical introduction to demographic analysis, with many exercises and examples. Chapters on the life table and population projections are especially useful as they provide step-by-step guides on these methods.

Additionally, lectures in both MT and HT will draw on articles from scientific journals relevant for demography, which are listed on Canvas and available via the Bodleian's digitized reading lists, ORLO.

The web publication based in Oxford and run by Max Roser and colleagues – <https://ourworldindata.org> – provides a number of very helpful summary articles

about important demographic patterns and trends (e.g population growth, life expectancy, fertility).

## **I. Population Processes, Measures and Trends**

**Timetable:** 2<sup>nd</sup> year MT (8 lectures and classes, 3 additional tutorial classes)

**Lecturers:** Dr Ridhi Kashyap (RK), Department of Sociology

### Week 1 What is demography?

Population growth and its components.

Demographic transition as a model of demographic development.

Class: The exponential growth model.

### Week 2 Demographic rates.

Three temporal dimensions in demography: age, period, cohort.

Source of population data.

Class: Standardization. Lexis diagrams for period and cohort quantities.

### Week 3 Mortality and the life table.

Changing dynamics of mortality as revealed by life table functions.

Class: The cohort life table and its functions.

### Week 4 Mortality and the life table

Period and cohort life tables.

Class: Period life tables.

### Week 5 Fertility and its measurement

Period and cohort fertility.

Mean age at childbearing.

Tempo and quantum effects.

Class: Fertility measures.

### Week 6 Reproduction, intergenerational renewal and age structures

Reproduction, growth rates, and inter-generational replacement.

Age structures and ageing populations.

Class: Reproduction measures and age structures.

### Week 7 Population Projections

Basic methodology for projecting populations: cohort-component model.

Issues of uncertainty in projections.

Class: Cohort component projection.

## Week 8 Migration

Measuring migration and its effect on population change.

Replacement migration and homeostasis.

## II. Different Dimensions of Demographic Change

**Timetable:** 2<sup>nd</sup> year HT (16 lectures)

**Lecturers:** Dr Ridhi Kashyap (RK), Dr Philip Kreager (PK), Dr Paula Sheppard (PS), Dr Maria Sironi, UCL (MS)

*Please note that the schedule and title of lectures is provisional. In most weeks there will be two hours of lectures.*

### Week 1

Long-run theories of population and the demographic transition RK

Economic development and population growth RK

### Week 2

Patterns and puzzles underlying human longevity RK

Mortality convergence and health transitions RK

### Week 3

The anthropological demography of health PK

Fertility transitions in the developing world RK

### Week 4

Low fertility and its explanations RK

Ageing PK

### Week 5

Biodemographic perspectives on fertility TBD

Evolutionary demography PS

### Week 6

Micro-macro- issues and heterogeneity in demographic processes RK

Gender, development and demography: Sex selection and 'missing girls' RK

### Week 7

Comparative perspectives on the transition to adulthood MS

### Week 8

Measuring and explaining international migration RK

Perspectives on immigration integration RK



EITHER:

## **Paper 5(a) Anthropological Analysis and Interpretation**

**Course coordinator:** Dr Thomas Cousins (ISCA)

This paper builds on the basic understanding of fundamental ideas and methods in social and cultural anthropology which students acquired during the Prelim year, as illustrated by the work of classic authors and ethnographic studies from around the world. In the second and third years, lectures are offered in the fields of both social/cultural anthropology and sociology which are relevant to all students in the Human Sciences. Since students have only six tutorials in which to cover the whole paper, they must choose either social anthropology (Va) or sociology (Vb) as their core paper. However, should they wish to do so, they may take the other paper as one of their options.

The purpose of Paper 5 (a) is to demonstrate the continuing relevance of the principles and approaches of social/cultural anthropology to the modern, post-colonial world and indeed to 'ourselves' as well as 'others'. Standard 'kinship anthropology' is developed in the comparative study of the material and spatial forms of domestic life, gender relations, and today's social patterns of human reproduction (including the possibilities of the new reproductive technologies). The social and cultural aspects of economic production, exchange, and consumption in the global context are considered along with questions of the nature of the 'modern person', language, religion, symbolism, ideology, education/literacy, ethnicity, nationalism, and conflict. History, both of the people studied and of the anthropologist's own world, is presented as integral to an understanding of social relations and cultural traditions and the ways in which they may change.

**Canvas:** <https://canvas.ox.ac.uk/courses/25596>

## Michaelmas Term – 16 lectures

### I. Comparing Cultures

**Timetable:** 2nd year MT (8 lectures)

**Convenor:** Dr Inge Daniels

**Lecturers:** Dr Elizabeth Ewart (EE), Dr Thomas Cousins (TDC), Dr Thomas Hendriks (TH), Professor David Gellner (DG), Dr Inge Daniels (ID) and Dr Javier Lezaun (JL)

- |    |                                  |     |
|----|----------------------------------|-----|
| 1. | Comparing cultures               | EE  |
| 2. | Kinship                          | TDC |
| 3. | Gender and Personhood            | TH  |
| 4. | Colonialism and Post-colonialism | TDC |
| 5. | Ethnicity and Nationalism        | DG  |
| 6. | Exchange                         | ID  |
| 7. | Religion and Ritual              | DG  |
| 8. | Environment                      | JL  |

### II. Theories and Approaches in Social Anthropology

**Timetable:** 2nd year MT (8 Lectures)

**Lecturers:** Professor David Gellner (DG), and Dr Thomas Hendriks (TH)

- |    |                     |    |
|----|---------------------|----|
| 1. | Evolutionism        | DG |
| 2. | Functionalism       | DG |
| 3. | Structuralism       | DG |
| 4. | Orthodoxy unsettled | DG |
| 5. | Practice            | TH |
| 6. | History             | TH |
| 7. | Power               | TH |
| 8. | Theory              | TH |

#### General Reading list:

James, W. 2003. *The Ceremonial Animal: A new Portrait of Anthropology*. Oxford.

Kuper, A. 2014. *Anthropology and Anthropologists: The British School in the Twentieth Century* (4<sup>th</sup> ed.) Routledge.

Ortner, S.B. 1984. 'Theory in Anthropology since the Sixties'. In *Comparative Studies in Society and History* 26(1): 126-66.

Ortner, S.B. 2016. 'Dark Anthropology and its Others: Theory Since the Eighties'  
*HAU* 6(1): 47–73.

**Hilary Term – 16 lectures**

**III. Comparing Cultures (cont.)**

**Timetable:** 2nd year HT (8 Lectures)

**Lecturers** Dr Inge Daniels (ID), Professor Harvey Whitehouse (HW), Dr Morgan Clarke (MC), Dr Zuzanna Olszewska (ZO), Professor David Gellner (DG)

**Anthropology of Religion**

- |   |    |
|---|----|
| 1. Beyond Belief.: On the materiality of Religion | ID |
| 2. Cognitive approaches to ritual                 | HW |

**Kinship and Social Reproduction**

- |  |    |
|--|----|
| 3. New Kinship and the New Reproductive Technologies | MC |
| 4. Romantic Love and Compassionate Marriage          | ZO |

**Ethnicity and Identity**

- |   |    |
|---|----|
| 5. 'Race' and other Essentialisms                     | DG |
| 6. Transformations of Nationalism and Cosmopolitanism | DG |

**Economic Anthropology**

- |                              |    |
|------------------------------|----|
| 7. Labour, Money and Markets | ID |
| 8. Ethical Consumption       | ID |

**IV. Anthropology in the World**

**Convenor** Dr Zuzana Olszewska

(nb indicative list for 2019–20)

- |                                   |          |
|-----------------------------------|----------|
| • Emotion and Affect              | ZO       |
| • Ethics and Morality             | MC       |
| • Architecture and Infrastructure | ID       |
| • Animals and anthropology        | TDC      |
| • Uncertainty and risk            | DP       |
| • Queer Anthropology              | TH (TBC) |
| • Ontology                        | EE       |
| • Sociality                       | DD       |

**Tutorials** (suggested topics):

- The global and the local: culture vs. economics
- Local histories and the wider world
- Mass culture (including material culture) and identity
- Knowledge and the social relations of its transmissions; literacy and modern communications
- Hunter-gatherer societies and the idea of social evolution
- The imagination of nature and of the human being: history and cultural factors
- Domestic space: structure, social process, and change
- Sex and gender
- Language, ceremony, and creativity
- Reproductive technologies: the social context
- Religious ritual, experience and power
- Spirit possession and healing
- Popular images of genetic science
- Persons, individuals and the state
- Fieldwork and the distinctiveness of anthropological method

Students should have six tutorials for this paper.

OR

## Paper 5(b) Sociological Theory

**Course coordinator:** Dr Michael Biggs (Department of Sociology)

In this paper you will investigate a variety of theoretical perspectives on social life. Some perspectives examine how social structures are built up from individual action, whether driven by evolutionary psychology, decided by rational choice, or motivated by meaningful values. Others identify the emergent properties of social life, ranging from face-to-face interaction to social networks to structures of thought. You will use these perspectives to investigate substantive problems. Why do social norms change? How do some groups manage to solve problems of collective action? How does trust link to economic development? Throughout, you will learn how the insights of classical sociologists are being advanced in contemporary research. There will be opportunities to draw on your knowledge of animal behaviour, biological evolution, and human psychology.

Dr Michael Biggs will give 8 lectures on Theoretical Perspectives in Michaelmas Term, by Dr Michael Biggs. There will be 8 lectures on Sociological Problems in Hilary Term, by Professor Federico Varese and Dr Amanda Palmer. Tutorials are arranged by each student's college tutor.

**Canvas:** <https://canvas.ox.ac.uk/courses/25597>

### Introductory Reading

Bearman, Peter & Hedström, Peter (eds). 2009. *The Oxford Handbook of Analytical Sociology*.

Collins, Randall. 1994. *Four Sociological Traditions*.

Elster, Jon. 2007. *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*.

Hedström, Peter & Swedberg, Richard (eds). 1998. *Social Mechanisms: An Analytical Approach to Social Theory*.

Taylor, Charles. 2004. *Modern Social Imaginaries*.

## I. Theoretical Perspectives

**Timetable:** 2nd year MT (8 lectures)

**Lecturer:** Dr Michael Biggs (Department of Sociology)

1. Rational choice
2. Evolutionary psychology
3. Values and meaning
4. Interpersonal interaction
5. Social integration
6. Social networks
7. Semiotic systems
8. Functionalism and Cultural evolution

## II. Sociological Problems

**Timetable:** 2nd year HT (8 Lectures)

**Lecturer:** Professor Federico Varese (FV) (Department of Sociology) and Dr Amanda Palmer (AP) (St Catherine's)

- |   |    |
|---|----|
| 1. Micro and macro                                    | FV |
| 2. Strategic interactions, games and trust            | FV |
| 3. Gender   | AP |
| 4. Norms  | FV |
| 5. Collective action                                  | FV |
| 6. Collective groups: ethnicity, nationality and race | FV |
| 7. Governmentality and totalitarianism                | FV |
| 8. Violence and protection                            | FV |

### Tutorials

Students should have six tutorials for this paper.

## 4. Option Papers

The details of options currently being taken by 3rd year students are available on Canvas <https://canvas.ox.ac.uk/courses/25594/pages/fhs-options>

### List of Current Options

- Anthropological Analysis and Interpretation (if not taken as a core paper)
- Anthropology of a Selected Region: ONE of Africa, Japan, Lowland South America; South Asia,
- Biological Conservation
- Evolutionary Medicine and Public Health
- Gender Theories and Realities: Cross-Cultural Perspectives
- General Linguistics
- Language and Social Anthropology
- Medical Anthropology: Sensory Experience, the Sentient Body and Therapeutics
- Physical and Forensic Anthropology: An Introduction to Skeletal Remains
- Primatology and Evolution
- Quantitative Methods
- Social Policy
- Sociological Theory (if not taken as a core paper)
- South and Southern Africa
- A range of Psychology options

#### PLEASE NOTE:

For students in the 2nd year the list of options above is for guidance only, as there is no guarantee that the same options will be given in 2020 – 2021, although many of them will be offered.

A list of options for 3rd years in 2020 – 2021 will be available at the beginning of Hilary Term 2020, and details of arrangements published on the 2nd year Canvas as this information becomes available.

You will be able to discuss your choice of options with Course Co-ordinators at an “Options Discussion Meeting” early in Hilary Term of your second year.

## **5. Regulations and guidelines for the Preparation and Submission of the Dissertation**

Here we present the official regulations for the dissertation followed by some recommendations.

### **Dissertation Regulations**

#### **(a) Subject:**

In the dissertation the candidate will be required to focus on material from within the Honour School, and must show knowledge of more than one of the basic approaches to the study of Human Sciences. The subject may, but need not, overlap any subject on which the candidate offers papers. Candidates are warned that they should avoid repetition in papers of material used in their dissertation and that substantial repetition may be penalized.

Every candidate shall deliver to the Chairman of the Human Sciences Teaching Committee, c/o the Academic Administrator, the Institute of Human Sciences, The Pauling Centre, 58a Banbury Road the title he or she proposes together with:

- (i) an explanation of the subject in about 100 words explicitly mentioning the two or more basic approaches to the study of Human Sciences that will be incorporated in the dissertation.
- (ii) a letter of approval from his tutor *and* the name(s) of the advisor(s) who will supervise the dissertation.

This should not be earlier than the first day of Trinity Full Term of the year before that in which the candidate is to be examined and not later than 12 midday on Friday second week of the same term.

The Chairman of the Teaching Committee, in consultation with the Chairman of Examiners and other Senior Members if necessary, shall as soon as possible decide whether or not to approve the title and shall advise the candidate. No decision shall be deferred beyond the end of eighth week of the relevant Trinity Full Term

Proposals to change the title of the dissertation may be made in exceptional circumstances and will be considered by the Chairman of the Teaching Committee until the first day of Hilary Full Term of the year in which the student is to be examined, or only by the Chairman of Examiners thereafter but not later than the last day of the same term. Proposals to change the title of the



dissertation should be made through the candidate's college via the Academic Administrator, Institute of Human Sciences, The Pauling Centre, 58a Banbury Road.

**(b) *Authorship and Origin:***

The dissertation must be the candidates' own work. Tutors may, however, discuss with candidates the proposed field of study, the sources available, and the method of presentation. They may also read and comment on a first draft. Every candidate shall sign a certificate to the effect that the thesis is his or her own work and that it has not already been submitted wholly or substantially, for another Honour School or degree of this University, or for a degree of any other institution. This certificate shall be submitted separately in a sealed envelope addressed to the Chairman of Examiners. No dissertation shall, however, be ineligible because it has been or is being submitted for any prize of this University.

**(c) *Length and Format:***

No dissertation shall exceed 10, 000 words; no person or body shall have authority to permit any excess. Candidates may include appendices which will not count towards the word limit. However the examiners are not bound to read the appendices and they shall not be taken into consideration when marking the dissertation. There shall be a select bibliography or a list of sources; this shall not be included in the word count. Each dissertation shall be prefaced by an abstract of not more than 350 words which shall not be included in the overall word count. All dissertations must be typed on A4 paper and be held firmly in a cover. Two copies of the dissertation shall be submitted to the examiners.

**(d) *Submission of Dissertation:***

Every candidate shall deliver two copies of the Dissertation to the Chairman of Examiners, Honour School of Human Sciences, Examination Schools, Oxford, not later than noon on Friday of the week preceding Trinity Full Term in the year of the examination.

**(e) *Resubmission of Dissertation:***

Dissertations previously submitted for the Honour School of Human Sciences may be resubmitted. No dissertation will be accepted if it has already been submitted, wholly or substantially, for another Honour School or degree of this University, or for a degree of any other institution.

## **Guidelines and Recommendations from the Teaching Committee for Human Sciences**

### **Synopsis:**

Your synopsis, which must be typed, should not exceed 100 words. It should outline the problem which you are investigating and the materials you will use. Candidates should pay particular attention to the statement in the examination decrees and regulations asking candidates to “focus on material from within the Honour School” and to “show knowledge of more than one of the basic approaches to the study of Human Sciences” (see above)

### **How to Choose a Topic:**

Decide whether your dissertation will be based on:

- A. Reading only OR
- B. Reading and individual research

The reading and individual research option may present difficulties in so far as it may require data analysis and skills for the collection of data which may take time. In addition, it is essential to ensure that the materials on which you wish to work will actually be available to you, not just ‘promised’. Despite these caveats, however, this approach may enable you to show your potential as you may be considering the possibility of doing further research, after your degree. Remember that you can get advice from people in the university if and when you embark on any data collection and analysis. No formal training in research is expected. You may find it useful to check Departmental websites and the main University website: <http://www.ox.ac.uk>

### **The Topic:**

You must choose a topic which is within the Human Sciences syllabus. This is very wide but there are a number of exciting areas which do not, alas, deal with Human Sciences, even though they might be thought to fall within the general subject area. The subject must be treated in a scientific manner, in as objective a fashion as possible. The topic must lend itself to a multi-disciplinary approach, i.e. combining at least two distinctly different approaches and as far as possible focusing both on biological as well as social aspects. For example it would be unwise to concentrate on the gene therapy of a disease which does not have major social implications, or to write a dissertation on any purely sociological or social anthropological issue that does not have interest from another viewpoint. Look at past dissertations as a guide to the variety of topics and approaches but do not take any of them as a firm precedent. Try to decide for yourself whether they have found it difficult to achieve a synthetic approach. You will find that some have tried to do the impossible.

### **Supervision and Advice:**

It may be an advantage to choose a topic, an aspect of which is being researched by someone in the university. Human Scientists should make themselves aware of the research that is going on in Oxford. Don't worry if it turns out that you have chosen the same topic as someone else. It is likely that your approaches will vary considerably.

You should discuss the possible topic of your dissertation in the first instance with your Director of Studies. If your Director of Studies does not feel qualified to give detailed advice, he or she will put you in touch with a potential advisor more familiar with the area you have chosen who will advise on sources and presentation and assist with a bibliography. The amount of assistance should be equivalent to no more than four tutorials or six tutorials if you have two supervisors. Advisors may read and comment on a first draft, however, you have to write the finished version on your own, so make sure you allow plenty of time for this stage. You must not exceed 10,000 words, excluding the bibliography. You may discover that this is a problem but you will find the exercise of pruning is a valuable one, encouraging clarity and precision which you should be aiming for in any case.

Make sure your dissertation addresses a clear question, and explain in your conclusion how the material you have marshalled addresses that question, and to what extent it answers it. Be critical about kinds of evidence and what they can and cannot show. Explain how your chosen disciplines work together or exist in creative tension, as the case may be. You need to refer to and build upon standard references on the topic you have chosen, but you do not have space for long summaries of the literature. You should strive to combine and make connections that others have not noticed.

You should note that the examiners will look for the ability to find and marshal evidence, the ability to argue logically and clearly, the ability to express yourself in clear simple English and the ability to connect different aspects set in a wider context and reach a balanced conclusion.

### **Dissertations Involving Research with Human Participants and/or Travel**

If your dissertation will involve research with human participants (including interviews and surveys) you must complete a CUREC 1A form and submit this for approval through the academic administrator **BEFORE** beginning your research. If you are travelling overseas you must complete a Travel Evaluation form and, if appropriate, a Risk Assessment Form. Again these must be approved **BEFORE** you travel. Please allow **AT LEAST SIX WEEKS** for travel and ethics approval. Further advice on ethics approval and travel and risk assessment, including links the appropriate forms can be found at <http://www.anthro.ox.ac.uk/about-us/safety-fieldwork-and-ethics/>

### **Timetable for Dissertation:**

- |  |   |
|--|---|
| 1. Late Hilary Term or Early Trinity Term                            | Lecture/Presentation on the dissertation for all second years   |
| 2. Trinity Term, 2nd year (week 0-1)                                 | Discuss ideas for a topic with your Director of Studies and other members of staff within the subject areas you are considering.                                    |
| 3. Trinity Term, 2nd year (week 1-2)                                 | Submit a brief draft title with 100 word synopsis to Director of Studies for approval.  |
| 4. Trinity Term, 2nd year (week 2)                                   | Discuss with your Director of Studies who might act as your dissertation supervisor   |
| 5. Trinity Term, 2nd year<br><b>(By 12 noon on Friday of week 2)</b> | Submit title of dissertation with 100 word synopsis, and name of your 'Advisor' signed by your Director of Studies, to Academic Administrator in the Pauling Centre |

*N.B. You must submit your title and synopsis and state whether your dissertation will involve research with human participants and/or fieldwork involving travel.*

*if your research will involve human participants you must complete CUREC IA form If you are carrying out fieldwork for your dissertation you must complete a risk assessment form and a Travel Evaluation form found at <http://www.anthro.ox.ac.uk/about-us/safety-fieldwork-and-ethics/>*

*DELIVER TITLE , SYNOPSIS, plus name of advisor, FORM (both signed by your Director of Studies), to: The Chairman of the Teaching Committee for Human Sciences, c/o The Academic Administrator, Pauling Centre for Human Sciences*

- |   |   |
|---|---|
| 6. End of Hilary Term, 3 <sup>rd</sup> year               | If you wish to make any changes to your dissertation title and synopsis you must seek approval BEFORE the end of Hilary Term of the 3 <sup>rd</sup> year by e-mailing your new title and synopsis to the Academic Administrator |
| 7. <b>Trinity Term, Friday 12 noon 0th week, 3rd year</b> | Submit <i>TWO</i> copies of your dissertation, enclosed in an envelope with your certificate, a copy of which you will have received from the Human Sciences Centre   |

*Address for delivering your dissertations: The Chairman of Examiners, Honour School of Human Sciences, c/o Exam Schools, High Street*

*Please note that late delivery of a Dissertation may incur an academic penalty as set out in the Examination Conventions and a fine.*

**Order of Contents:**

*(N.B. Sections (i), (ii), (iii)(vii), (viii) do not count towards the word limit)*

After the title page there should normally be:

- (i) A table of contents showing, in sequence, with page numbers, the subdivisions of the thesis. Titles of chapters and appendices should be given; titles of subsections of chapters may be given.
- (ii) A list of abbreviations, cue-titles, symbols etc.
- (iii) An abstract of not more than 350 words.
- (iv) A brief introduction in which the examiner's attention is drawn to the aims and broad argument(s) of the work and in which any relevant points about sources and obligations to the work of other scholars are made.
- (v) The body of the dissertation which should be divided into sections each with clear descriptive headings.
- (vi) A conclusion, consisting of a few hundred words which summarise the findings and briefly explore their implications.
- (vii) Any appendices, which do not count towards the word limit (see note below).
- (viii) List of references.

It is important to omit nothing which has been important in the production of the dissertation, including any material taken from the web. Works should be listed alphabetically by surname of author (see below for form of references). It is a grave error to cite authors in the text without including them in the list of references. This attracts suspicion that the citation forms part of a passage copied from an unacknowledged source, in other words plagiarism. This may include re-writing material in your own words. If you wish to refer to an author whose work you have not read, you must give the source from which you have taken the information.

**PLEASE NOTE:**

*The University reserves the right to use software applications to screen submitted work for matches either to published sources or to other submitted work. In some examinations all candidates are asked to submit electronic copies of essays, dissertations etc for screening. Any matches might indicate plagiarism or collusion. Although you are encouraged to use electronic resources in academic work, remember that the plagiarism regulations apply to online material and other digital material just as much as they do to printed material. Guidance about the use of source materials and the preparation of written work is given in departments' literature and is explained by tutors and supervisors. If you are unclear about how to take notes, use web-sourced material or acceptable practice when writing your work, please ask for advice. If examiners believe that submitted*

*material may be plagiarised they will refer the matter to the Proctors. The Proctors will suspend a student's examination while they fully investigate such cases (this can include interviewing the student). If they consider that a breach of the disciplinary regulations has occurred, the Proctors can refer the matter to the Academic Conduct Panel or to the Student Disciplinary Panel. Where plagiarism is proven, it will be dealt with severely: in the most extreme cases, this can result in the student's career at Oxford being ended by expulsion from the University. (Student Handbook, Section 8.7)*

Your attention is drawn to the university's guidelines on plagiarism at <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

Further advice on academic good practice and referencing can be found at <https://www.ox.ac.uk/students/academic/guidance/skills>

#### **Footnotes:**

If you use footnotes at all (except for references) they should be as few and as brief as possible (they count towards the overall word-limit). Avoid using footnotes as a device for incorporating non-essential material. Footnotes should be printed, single-spaced, at the foot of the page. Footnote numbers should be superscript (not bracketed) and run in a continuous sequence through each chapter.

#### **Appendices:**

These should be used only to convey essential data which cannot be elegantly subsumed within the body of the text. Such material includes: catalogues of material evidence, tables of experimental results, original quotation from a foreign language source. They should not be used as a place to express views about questions which are not material to the dissertation.

#### **References or Bibliography:**

When a reference is given for a quotation or for a viewpoint or item of information it must be precise. But judgment needs to be exercised as to when a reference is required; statements of fact which no reader would question do not need to be supported by references. It is recommended that references be given in the following manner. In certain areas of the subject it may be more appropriate to give references in footnotes by means of author's name and/or full or abbreviated title.

References should be given in the text by author's name and year of publication (with page reference). For example: Hendry (1998: 22). All works referred to in the text must be listed in full at the end of the text, in alphabetical order by author's name. These references should take the following form:

Books:

Eveleth, P.B. & Tanner, J. 1990. *World Wide Variation in Human Growth*, London: C.U.P.

Contributions to books:

Strulik, S. 2008. 'Engendering Local Democracy Research: Panchayati Raj and Changing Gender Relations in India' in D.N. Gellner & K. Hachhethu (eds.) *Local Democracy in South Asia: Microprocesses of Democratization in Nepal and its Neighbours*, pp. 350–379. Delhi: Sage.

Journal articles:

Aiello, L. and Dunbar, R. 1993. 'Neocortex Size, Group Size and the Evolution of Language', *Current Anthropology* v.34. pp 184–193.

So far as is possible, try to avoid citing X via Y. If X is important enough to quote in support of your argument, then s/he is important enough for you to read for yourself. The only situation in which citing X via Y is acceptable is if X is some historical manuscript or unpublished source or is otherwise not available in the Bodleian.

Further information on referencing systems can be found in the Bodleian Library guide on referencing styles at <http://libguides.bodleian.ox.ac.uk/reference-management/referencing-styles>

The Harvard referencing systems is the style most commonly used in the Sciences. Whichever system you choose for laying out references it is essential that the references be complete, that the system chosen is applied **consistently and systematically**, and that the references be given in alphabetical order.

**Delivery of your Dissertation to the Examination Schools:**

Presentation: Dissertations should be typed double-spaced on one side of A4 paper. The quality of the word-processing need not to be sophisticated but the dissertation must be presentable.

Identification: The candidate number and the title should appear on the front cover in fairly large type. You should NOT put your name or college anywhere on your dissertation. If you do include such information, that page or cover will be

removed. Please do not include acknowledgements (of supervisors, etc.) which could compromise the anonymity of your dissertation.

Binding: Dissertations should be securely held together. Expensive binding is not necessary. The Social Sciences Library and some colleges provide facilities to soft-bind your dissertation.

Certificate: A certificate, a copy of which you will also receive from the Human Sciences office, must be enclosed with your dissertation, indicating that the dissertation is all your own work and has not been submitted for any other degree.

Packaging: Two copies of your dissertation, maximum length 10,000 words, should be submitted enclosed in the envelope which you will receive from the Human Sciences office.

Delivery: Your dissertation must be delivered to the *Examination Schools* addressed to: The Chairman of the Honour School of Human Sciences c/o Exam Schools, High Street, no later than Friday, 12 midday of 0th week of Trinity Term of your Final Year. Please note that late delivery of any dissertation may incur an academic penalty and a fine.

Enjoy your project. You will be absorbed by whatever you choose, and each year, the examiners are impressed by the breadth and the depth of learning and originality which most dissertations show. The examiners always learn something new from the dissertations and regularly consider some of them to be publishable quality. Candidates and examiners usually feel that the dissertations are the highlight of the course and show very well how the components of the Human Sciences degree can be brought together to understand issues of human origins, diversity and behaviour.



## 6. Examination Regulations 2019

The Honour School is divided into two sections. All candidates will be required to offer papers: 1, 2, 3 (examined by extended essay and a presentation), 4, 5(a) or 5(b), and a dissertation (paper 6) and two option papers (7 and 8):

- (1) Behaviour and its Evolution
- (2) Human Genetics and Evolution
- (3) Human Ecology
- (4) Demography and Population

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 Examinations.

(5(a)) Anthropological Analysis and Interpretation or 5.(b) Sociological Theory

The date by which students must make their choice will be stated in the course handbook.\*

(6) Dissertation

(7) and (8) Candidates will also be required to offer two optional subjects from a list posted in the Human Sciences Centre at the beginning of the first week of Hilary Full Term in the year preceding the final examination. These lists will also be circulated to College Tutors. The date by which students must make their choice will be stated in the course handbook.\*

*\* Human Scientists must choose their third-year options in Hilary Term of the second year, the precise date will be notified at the start of Hilary Term.*

### **Schedule of Subjects**

#### **1. Behaviour and its Evolution**

Introduction to the study of behaviour including how questions in animal (including human) behaviour can be studied by experiment and observation. Adaptation, kin selection, parental care, group living, tool use, culture, conflict and aggression, sexual selection, animal signals, genes and innate behaviour, and learning. Evolutionary approaches to human behaviour, including the socio-behavioural ecology of Miocene, Pliocene and Pleistocene hominins and

evolutionary perspectives on human social and developmental psychology. This paper will be examined by an unseen written examination paper.

## **2. *Human Genetics and Evolution***

Evolution and genomics of Hominoidea; the genetic basis of hominin evolution and human diversity, including single gene traits, quantitative traits, and complex traits. The structure of the human genome, the associated technologies for genome analysis, methodological approaches to finding genes for traits, and social implications of genetic knowledge. Medical genetics as illustrated by cancer and genetic susceptibility to infection. This paper will be examined by an unseen written examination paper.

## **3. *Human Ecology***

Human ecology of disease, emphasising diseases that significantly contribute to the global burden of mortality and cultural change. Diet and nutrition anthropology of human societies. Ethno-biology and its cultural, ontological and epistemological contextualization, including Traditional Ecological Knowledge (TEK), Ethno-linguistics and the principles of folk-naming and folk-taxonomy of organisms, Local Ecological Knowledge (LEK) and the significance of place, and practical applications of ethnobiology including biological conservation.

This paper will be examined by an extended essay not exceeding 5,000 words (including references and footnotes but excluding bibliography) and a presentation. The essay will be chosen from a list of titles published by the Examiners on Monday of Week 1 of Trinity Term of their second year.

Essays should be word-processed in double-line spacing and should conform to the standards of academic presentation prescribed in the course handbook. Two copies of the essay must be delivered to the Examination Schools (addressed to the Chair of Examiners of the Final Honour School of Human Sciences, High Street, Oxford) not later than 12 noon on Friday of Week 6 of Trinity Term of their second year.

Candidates will be required to give a short presentation on the topic of the extended essay in Michaelmas Term of their Final year. The exact date of the presentation will be notified to students by Week 1 of Michaelmas Term. The presentation will be assessed for clarity and engagement and contributes 5% of the final mark for the extended essay.

## **4. *Demography and Population***

Candidates will be expected to show knowledge of the major features of past and present population trends, the socio-economic, environmental and bio-

medical factors affecting fertility, morality and migration; the social, economic and political consequences of population growth, decline and ageing; and major controversies in demographic theory.

Specific topics will include traditional and transitional population systems in historical and contemporary societies; demographic transitions and their interpretation; demographic processes in post-transitional societies (modern Europe and other industrial areas) including very low fertility, longer life, international migration and new patterns of marriage and family; the changing position of women in the workforce; ethnic dimensions of demographic change; and policy interventions.

The paper will also test knowledge of demographic analysis and techniques including data sources, the quantitative analysis of fertility and morality, the life table, the stable population and other population models, population dynamics and projections, and limits to fertility and the lifespan. The paper will comprise two sections. Section 1 will test the candidate's knowledge of substantive trends and their explanation. Section 2 will test the candidate's ability to interpret quantitative results and methods of demographic analysis. Candidates will be required to answer three questions, two from Section 1 and one from Section 2.

#### ***5(a). Anthropological Analysis and Interpretation***

The comparative study of social and cultural forms in the global context: to include economics and exchange, domestic structures and their reproduction, personal and collective identity, language and religion, states and conflict, understanding of biology and environment, historical perspectives on the social world and upon practice in anthropology. This paper will be examined by an unseen written examination paper.

#### ***5(b). Sociological Theory***

Theoretical perspectives which may include rational choice; evolutionary psychology; interpersonal interaction; social integration and networks; functionalism. Substantive problems which may include stratification; gender; nationalism, race and ethnicity; collective action; norms; ideology; economic development; gangs and organized crime. Candidates will be expected to use theories to explain substantive problems. This paper will be examined by an unseen written examination paper.

***Paper 6. Dissertation*** (see beginning of Section 5 above)

## Marking Procedures and Examination Conventions

Full detail of the marking procedures for the Final Honour of Human Sciences can be found in the Examination Conventions.

Examination conventions are the formal record of the specific assessment standards for the 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 criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission and penalties for over-length work.

*The full examination conventions including the marking criteria for Examinations, Dissertations and Submitted Essays and Presentations can be found on Canvas <https://canvas.ox.ac.uk/courses/25594>*

### Descriptors of Classes

> 70	Class I	Demonstrates overall excellence, including sufficient depth and breadth of relevant knowledge to allow clarity of expression, construction of arguments, demonstration of critical faculties and originality.
60-69	Class Iii	Demonstrates overall a good standard of knowledge and understanding of material, and the ability to apply it effectively to address issues, offer interpretations and construct arguments.
50-59	Class Iiii	Demonstrates overall an adequate standard of knowledge and understanding of material, with some ability to apply it to addressing issues and to offering interpretations.
40-49	Class III	Demonstrates some depth of knowledge of core material and some ability to relate it to central topics of the discipline.
30–39 (without Honours)	Pass	Demonstrates the ability to reproduce with some accuracy a limited selection of the core material of the discipline.
< 30	Fail	Fails overall to demonstrate a sufficient range and depth of knowledge and understanding, and/or fails to apply it appropriately.

## **Guidelines for assignment to overall degree class**

Class 1:	Overall mean of 68 or more with 4 or more papers achieving a class mark of First Class (70+) mark
Class 2:1:	Overall mean of 60–67 with 4 or more papers achieving 2:1 marks or higher
Class 2:2:	Overall mean of 50–59 with 4 or more papers achieving 2:2 marks or higher
Class 3:	Overall mean of 40–49 with 4 or more papers achieving 3 <sup>rd</sup> class marks or higher
Pass	Overall mean of 30–39 with 4 or more papers achieving Pass marks or higher.

As long as the stated required mean mark is achieved it is theoretically possible to pass the degree despite not achieving a pass mark on one or more papers.

### *Penalty Tariff for Late Submission of Written Work*

Five marks will be deducted if the work is submitted late on the first day and 1 marks for each day it is late thereafter, with a maximum deduction of 18 marks and each weekend day counting as a full day.

## **Examiners' Reports and Past Papers**

The Examiners produce a report on the examination that is discussed both at the Institute's Teaching Committee and at Divisional level. The report contains summary statistics, useful information about what Examiners were looking for in an answer to particular questions and indications of any errors made by substantial proportions of the cohort. Copies of this report are posted on [Canvas](#) together with reports from the External Examiners (usually during the following Hilary Term).

Copies of past exam papers can be found on OXAM (<https://weblearn.ox.ac.uk/portal/site/:oxam>).

## 7. What do Human Scientists do after their Degree?

It is difficult to say in a few lines what Human Scientists do after their degree as the careers they follow are so varied. Past Human Sciences newsletters, HumSci News (which can be found on the [website](#)) give a good picture of the range of jobs Human Scientists tend to go for. For example: NHS management, banking, journalism, conservation, law, civil service, post-graduate research, overseas development work, academic careers, accountancy, publishing, etc. It may sometimes be possible to put you in touch with a Human Scientist doing the kind of work you think you might like.

Examples of what some Human Scientists have become include:

- Civil Servant for European Commission
- Co-ordinator for Help the Aged International in Bombay
- Deputy Director, HM Treasury
- Development Director of Rural Action for the Environment
- Director of Sustainable Strategy Consultancy
- Epidemiologist
- European Director of a Nepalese trekking company
- Finance Manager for Traidcraft Exchange
- Fund Manager in London
- General Practitioner
- Head of Education, The Royal Institution
- Health Promotion Officer
- Industry statistician at the Department of Trade and Industry
- Journalist
- Lecturer at the London School of Hygiene and Tropical Medicine
- Lecturer in Biological Anthropology
- Lecturer in Historical Demography
- Marketing Executive at London Business School
- Mental Health Social Worker
- NHS Manager
- Personnel Officer
- Producer at the BBC Natural History Unit
- Professor of Neuroscience
- Professor of Medical Demography
- Psychiatrist for Médecins Sans Frontières in Bosnia
- Researcher for an independent television company
- Research Fellow, Social Policy Research Unit

- Sustainability Consultant for environmental communications
- Schoolteacher
- Senior Projects Officer at the Mental Health Foundation
- Solicitor
- Technical editor of a medical journal
- Vet
- University Lecturer in Sociology
- Young People’s Project Officer at Christian Aid
- Writer of Children’s Books

## The University Careers Service

The academic and college environment at Oxford University is rich with opportunities for you to develop many transferable skills that are eagerly sought by employers. Undertaking an intellectually demanding academic course (often incorporating professional body requirements) will equip you for the demands of many jobs. Your course will enable you to research, summarise, present and defend an argument with some of the best scholars in their subject. Under the direction of an experienced researcher, you will extend your skills and experiences through practical or project work, placements or fieldwork, writing extended essays or dissertations. In college and university sports teams, clubs and societies you will have the chance to take the lead and play an active part within and outside the University.

Surveys of our employers report that they find Oxford students better or much better than the average UK student at key employability skills such as Problem Solving, Leadership, and Communication. Hundreds of recruiters visit the University each year, demonstrating their demand for Oxford undergraduate and postgraduate students, fewer than 5% of whom are unemployed and seeking work six months after leaving.

Comprehensive careers advice and guidance is available from the Oxford University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform your job search and application process, whether your next steps are within academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the [Careers Service website](#).

The Oxford Graduate Prospectus is also available online.

Website: [http://www.ox.ac.uk/admissions/postgraduate\\_courses/index.html](http://www.ox.ac.uk/admissions/postgraduate_courses/index.html)

## Appendices

### Appendix 1 – University of Oxford: Equality Policy

The University of Oxford aims is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected.

You can view the full Equality Policy at:

<http://www.admin.ox.ac.uk/eop/policy/equality-policy/>

### Appendix 2 – University of Oxford: Rules Governing IT Use

The attention of undergraduates is drawn to the University Rules for Computer Use, available on the University website at <http://www.ict.ox.ac.uk/oxford/rules/>  
All users of IT and network facilities are bound by these rules.

### Appendix 3 – University of Oxford Information Security Policy

Your attention is also drawn to the University's Information Security Policy which can be found at <http://www.it.ox.ac.uk/policies-and-guidelines/information-security-policy> which applies to all students and staff of the university. The School of Anthropology and Museum Ethnography's Information Security Policy can be found at <http://www.anthro.ox.ac.uk/about-us/information-security/>

### Appendix 4 – Other University Policies and Regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A–Z of University regulations, codes of conduct and policies available on the Oxford students website:

[www.ox.ac.uk/students/academic/regulations/a-z](http://www.ox.ac.uk/students/academic/regulations/a-z)