Human Sciences Preliminary Course

Course handbook published in 2018

For students due to graduate in 2021

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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 2018. 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/2018-19/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 2018; however it may be necessary for changes to be made in certain circumstances, as explained at 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 :

- 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

By the end of the course students will have developed a good understanding of:

- 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 differing prior qualifications; therefore some courses may appear easy to start with, others difficult. You should aim to attend all the lectures listed for the Prelims course. Not only will it give you the full breadth of 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 Practicals. 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 (5 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 on physiology

Genetics and Evolution:
5 tutorials on genetics
3 tutorials on evolution (including 1 on human evolution)

Society, Culture and Environment:
5 tutorials on Social & Cultural Anthropology
3 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: 16, Hilary Term: 16, Trinity Term: 8

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 to 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 tea and coffee/ are available for a small charge. Please see Sarah-Jane White (274702) if you have any questions or problems.

Recommended Patterns of Teaching for the Preliminary Examination in Human Sciences (Year 1)

Paper	Term	Dept/ Faculty		College	Comments
		Lectures	Practicals/ Classes	Tutorials	*Figures in this table are in hours unless otherwise stated.*
[1.] Biology of Organisms including Humans	MT	7		8	
	HT	12	3		
	TT	4			
[2.] Genetics and Evolution	MT	24	2	8	
	HT	19	25		
	TT	6	2		
[3.]Society, Culture and Environment	MT	8		8	
	HT	12			
	TT				
[4.] Sociology and Demography	MT	4		8	
	HT	4			
	TT	8			
[5.]Quantitative Methods	MT	8		8	
	HT	8			
	TT		4		
	TT				

Notes
Tutorial arrangements (including the term tutorials are given and the exact number) will vary from college to college

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

Weblearn: https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:humsci:year_1:prelims_pa
Click on **Resources** from the panel on the right to access lecture notes

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)

Hilary Term

1. What is ecology? (and what isn't it?): The scope and scales of ecology, from local to global. Introducing Gaia.
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. Six extinctions: the fossil record and a temporal perspective on Gaia.
4. Structural organisation of ecological systems: niches, populations, communities (trophic structures and the pyramid of numbers) and ecosystems.

Trinity Term

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. The uniqueness of the sixth extinction. 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 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. Links are made with the Principles of Evolution course studied in Michaelmas Term.

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 (JM) (Dept. of Physiology, Anatomy & Genetics)

Michaelmas Term

1. Mass transport: respiratory & cardiovascular systems emphasizing conductances that ease passage of oxygen from atmosphere to mitochondria. Significance and importance of partial pressures vs contents of O_2 and CO_2 in blood-gas transport. Significance of capacitances, and viscosities of water, blood and air in oxygen transport. Pros and cons of being large. 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 series conductances are increased to match demand during muscular exercise. What drives breathing in exercise? Negative feedback, central command and feedforward. A role for the carotid body. PN
4. Altitude: a brief history; why study altitude? problems of Po_2 above 3,000 m (Bert 1878). Acclimatisation to altitude (Douglas & Haldane on Pikes Peak Colorado, 1911). Mabel Fitzgerald (1914). Roles of peripheral and central chemoreceptors. Erythropoietin and Monge's disease, Competition between hypoxia and exercise. PN
5. Reproduction I: Genetics of gender; development of male and female reproductive systems; human reproductive strategies; generation and maturation of spermatozoa. JM
6. Reproduction II: Oocyte development and maturation; 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: neurons and glia. Ion distribution in neurons at rest and during action potentials. Ventricular system; blood-brain barrier.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. Mechanisms of sound localisation; auditory perception. JM
12. Visual system & visual perception. Physiology of retina and visual pathway. Visual areas of cerebral cortex. Basis of visual perception. JM

13. Spinal cord organization. Simple reflex circuits. 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: motor coordination and learning. JM
15. Human cerebral cortex. Development, evolution & organisation. Determination of functional areas. Higher functions: Speech, language and reading. Introduction to emotion and reward. JM

III. Physiology Practical

Timetable: HT (1 three-hour practical) to be arranged.

Organiser: Dr Piers Nye (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 2017 *Physiology* (6th 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 (5th ed.)*. Arnold.

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

Paper 2: Genetics and Evolution

Weblearn: https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:humsci:year_1:prelims_2
Click on **Resources** from the panel on the right to access lecture notes

Course Coordinator: Dr Teresa Street, Institute of Human Sciences

I. Genes: pre-lecture class

Designed particularly for those without 'A' level biology

A class given by Dr Teresa Street, 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
Brown, Terry. 2011. *Introduction to Genetics: A molecular approach.* Garland Science.
Campbell, Neil A. 2011. *Biology*. Pearson.
Alberts, Johnson, Lewis, Raff, Roberts. 2014. *Molecular Biology of the Cell* (6th ed.) Garland Science.
Griffiths, Wessler, Lewontin and Carroll. 2015. *Introduction to Genetic Analysis* (11th ed.) W.H. Freeman and Company.
Hartl and Jones. 2011. *Genetics: Analysis of Genes and Genomes* (8th ed.) Jones and Bartlett
Hartwell, Hood, Goldberg, Reynolds, Siver and Veres. 2017. *Genetics, From Genes to Genomes* (6th ed.). McGraw Hill.
Lodish, Berk, Kaiser, Krieger, Scott, Bretscher, Ploegh, Matsudaira. 2016. *Molecular Cell Biology* (8th ed.) Freeman.
Snustad and Simmons. 2011. *Principles of Genetics* (6th 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.	Transcription	SK

3.	Genetic code	SK
4.	Protein synthesis (translation)	SK
5.	How to identify and analyse genes I	SK
6.	How to identify and analyse genes II	SK
7.	DNA replication	SK
8.	Eukaryotic genome organization	AW
9.	Transcriptional regulation in eukaryotes	AW
10.	Chromatin structure and gene expression	AW
11.	Post-transcriptional regulation in eukaryotes	AW
12.	Extra-chromosomal genetics in eukaryotes	AW
13.	Recombinant DNA I: Gene isolation	PJ
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 cells and 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), Professor Nicholas Harberd (NH) and Professor Hugh Dickinson (HD) (Dept. of Plant Sciences).

1.	Monogenic traits	CC
2.	From Peas to paternity tests: Mendel's laws of inheritance	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.	Genetic interactions	RTH
7.	The genetics of crop domestication	NH
8.	The genetic basis of plant breeding	NH
9.	Epigenetics I: what is it and how is it inherited?	HD
10.	Epigenetics II: in development and disease	HD
11.	Epigenetics III: Genomic imprinting and the interface between epigenetics, genetics and evolution	HD

IV. Genes III

Timetable: TT (7 lectures)

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

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

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 form 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 by the deadline given in the instructions for the practical.*

VI. Principles of Evolution

Timetable: MT (8 lectures)

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

1. Evolving paradigms: Four big questions, subjectivity, objectivity and the significance of evolution to joined-up thinking in the Human Sciences. The diversity of life - evolution 'explains' biodiversity; a brief history of evolutionary thought; some evidence for evolution.
2. Evolution: theories and definitions; definition of evolution; the significance of adaptation. Darwin's theory of natural selection; the Neo-Darwinian Model or '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. Adaptation: the unifying concept of evolution, or Evolving the culture of Evolutionary Biology beyond the Neo-Darwinian Model. 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. Perspectives on 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***
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. Rethinking adaptation - the evolution of altruism. What are the appropriate units of selection? Introducing Kin selection; Mutualism, Manipulation, and Reciprocity. Association does not prove causation.

No full understanding of humans or ecology 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 all of life. 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 human evolution. 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 texts in the reading list by Shapiro (2013) Noble (2006 and 2017) and Jablonka and Lamb (2006) are highly recommended as bridges between discourses in evolution, ecology 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.

Noble, D. 2017. *Dance to the Tune of Life*, Cambridge: Cambridge University Press.

Shapiro, J. 2013. *Evolution: a view from the 21st 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.

VII. Introduction to Human Evolution

Timetable: HT (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*.
3. Climate changes, the expansion of grasslands. The adaptive advantages of bipedalism. The hominin community diversifies (I): *Australopithecus*.

4. The hominin community diversifies (II): *Paranthropus, Kenyanthropus*. The earliest evidence for tool use: Dikika and the Lomekwi industry.
5. The rise of genus *Homo* and the first global dispersals. A journey to Dmanisi and Java.
6. *Homo erectus* revolutionises the fossil record - Technology, subsistence and dispersals Out of Africa.
7. The first Europeans: Atapuerca's treasure: *Homo antecessor*. *Homo heidelbergensis is on fire!*
   Introducing the newest star: *Homo naledi.*
8. The dawn of *Homo neanderthalensis* in Europe and models for the origins and dispersals of modern *Homo sapiens* in Africa. Burials and the mysteries of Neanderthal extinction. The Denisovans.

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. 2017. *How Humans Evolved*. London. W.W. Norton (selected chapters)

Larsen C. S. 2014. *Our Origins: Discovering Physical Anthropology*. W. W. Norton & Company.

Lewin, R. and Foley, R. 2003. *Principles of Human Evolution* (2nd 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* (2nd 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.

VIII. Human Evolution (continued from Hilary 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

Weblearn: https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:humsci:year_1:prelims_3
Click on **Resources** from the panel on the right to access lecture notes

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: Professor Marcus Banks (MB) and Dr Ramon Sarró (RS) (ISCA).

1.	Introduction: what anthropology is and is not	MB
2.	Where did anthropology come from?	MB
3.	What is anthropology today?	MB
4.	Kinship	RS
5.	Personhood and gender	RS
6.	Ritual and religion	RS
7.	Rationality and witchcraft	RS
8.	Classification	RS

Timetable: HT (8 lectures)

Lecturers: Professor Marcus Banks (MB), Dr Inge Daniels, Dr Elizabeth Ewart (ISCA), Dr Gemma Angel and Dr Ramon Sarró (RS) (all ISCA)

1.	Anthropology of art	RS
2.	Of people and things: an introduction to material culture	GA
3.	Gift and exchange	ID
4.	Economic anthropology	ID
5.	Egalitarian Societies	EE
6.	Landscape and natural surroundings	EE
7.	Ethnography in urban environments	MB
8.	Ethnography in digital environment	MB

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.

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. 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

For advice on suitable tutorial topics, tutors should contact the paper coordinator. Tutors and 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

Lecturers: Professor Patricia Daley (PD) (School of Geography and the Environment) and Dr Fiona Febrache (FF) (Keble College)

Lecture 1: Migration: theoretical perspectives PD

This lecture introduces students to some key concepts relating to contemporary international migration., The lecture will emphasise key 'structures'/'materialities' that enable/constrain migration/mobility, such visas and immigration policies, agreements on free movement, border controls, check points, and so on. Students should not take for granted present ideas around migration.

Lecture 2: Transnationalism and elite migration PD

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 what the concept entails, before illustrating how the theory works (or doesn't) 'in practice' with reference to specific examples. The lecture demonstrates how overarching theoretical ideas may be challenged when 'real life' is examined in any depth.

Lecture 3: Citizenship FF

Citizenship as a key dimension of international migration and migration management is examined more closely in this lecture. Particular emphasis is placed on contemporary debates about EU citizenship and how the very processes that are being negotiated in 2018/2019 are challenging current understandings of what it means to be a citizen of somewhere.

Lecture 4: Borders FF

The physical and conceptual reality of borders is examined in this lecture, presenting borders as dynamic elements rather than fixed lines on a map. An overarching theme is how governments use borders to control and regulate asylum seekers, refugees and displaced persons. This lecture complements 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 Szanton Blanc, C. 1994. *Nations Unbound: transnational projects, postcolonial predicaments and deterritorialized nation-states*, Amsterdam: Gordon and Breach.

Bauder, H. 2011 Toward a critical geography of the border: engaging the dialectic of practice and meaning. *Annals of the Association of American Geographers* 101:5 pp.1126-1139

Beaverstock, J. V. 2002. 'Transnational elites in global cities: British expatriates in Singapore's financial district'. *Geoforum*, 33, 525 – 538.

Ho, E. L.-E. 2008 Citizenship, migration and transnationalism: a review and critical interventions. *Geography Compass 2*, 1-15.

Hyndman, J. and Giles, W. 2011. 'Waiting for what? The feminization of asylum in protracted situations. *Gender, Place and Culture* 18 (3) –361–379

Ley, David. 2010. *Millionaire Migrants: Trans-Pacific Life Lines*. Wiley-Blackwell.

Mountz, A. 2011. 'Thee enforcement archipelago: detention, haunting and asylum on islands. *Political Geography* 30: 118–128.

Samers, M. 2010 *Migration* Abingdon, Routledge.

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

Weblearn: https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:humsci:year_1:prelims4
Click on **Resources** from the panel on the right to access lecture notes

Sociology

Section Coordinator: Dr Heather Hamill, St Cross College

I. Introduction to Sociology I

Timetable: MT (4 lectures) & HT (4 lectures)

Lecturer: Dr Heather Hamill (St Cross College)

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. What is Sociology? Its main approaches
2. Social class and mobility
3. Patterns of crime and deviance
4. Religion and the secularisation thesis

Hilary Term

5. Education and equality of opportunity
6. Family Trends
7. New lifestyles
8. Patterns of employment

Key Readings (A reading list can be found on WebLearn)

Key Text:
Giddens, A. & Sutton. P. 2017. *Sociology*. Polity Press

Introductory:

Cuff, E.C., Dennis, A.J., Francis, D.W. & Sharrock, W.W. (2015) *Perspectives In Sociology,* Routledge

Halsey, A.H. & Webb, J.(eds) (2000) *Twentieth Century British Social Trends,* Macmillan

Haralambos,M. & Holborn, M.(2002) *Sociology: Themes and Perspectives,* Harper Collins

Demography

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

II. 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: an introduction to the heterogeneity of family and household systems.
2. Two concepts of population
3. Fertility before demographic transition
4. The heterogeneity of fertility transitions
5. The retreat of death
6. Population theory: A short history of the two concepts in demography and evolutionary theory
7. Population, resources and niche construction
8. Ageing and age-structural transitions

Short Reading list (for all 8 lectures):

Bongaarts, John. 1975. 'Why are high birth rates are so low', *PDR.* 1:2, 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. 1987. 'Demand Theories of Fertility Transition: an iconoclastic view', *Population Studies* 41:1, 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.). 2006. *The Political Economy of Global population Change, 1950-2050, Population and Development Review,* Supplement to Vol 32
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. 2008. *Birth Control, Sex and Marriage in Britain 1918-60.* Oxford.
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. 2002. 'On the modernity of traditional contraception', *PDR* 28 .
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., 2015. *Population in the Human Sciences: Concepts, Models, Evidence.* Oxford: Oxford University Press.
Livi-Bacci, Massimo. 1992. *A Concise History of World Population*, Blackwells, Oxford.
Malthus, T.R. 1970. *An Essay on the Principle of Population*, ed. A. Flew, Penguin Books.
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. 1993. 'The idea of demographic transition and the study of fertility change", *Population and Development Review* 19: 4, 659-702.
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

Weblearn:
https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:humsci:year_1:prelims_pape
Click on **Resources** from the panel on the right to access lecture notes

Course Coordinator: Dr Lindsay Richards (Department of Sociology)

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. Hypothesis testing
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) (Lecture titles are provisional)

Lecturer: Dr Lindsay Richards (Department of Sociology)

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 inference
4. Prediction and regression: Model fit and inference cont.
5. Multivariate Relationships
6. Multivariate Relationships cont.
7. ANOVA
8. ANOVA cont.

III. Quantitative Methods: Revision Classes

Timetable: TT (Two 2-hour classes)

Lecturer: Dr Lindsay Richards (Department of Sociology)

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, Rymans, 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*. 4th Edition.

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

4. Course Regulations

(Extract from *Examination Regulations* 2018-19)

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 Examination Conventions 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

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 adequate 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%)	**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.
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%)	**Threshold for a Distinction.** 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
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
- 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 2018-19 were

- Anthropological Analysis and Interpretation (if not taken as paper 5)
- 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: Themes in African Anthropology
- Biological Conservation
- Evolution and Medicine
- Gender Theories and Realities: Cross-Cultural Perspectives
- General Linguistics
- Medical Anthropology
- Physical and Forensic Anthropology: the Analysis of Human Skeletal Remains
- Primatology and Evolution
- 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.