# University of Oxford

# Human Sciences
# Preliminary Course Handbook


## 2021–2022

# Human Sciences Preliminary Course

# Course handbook published in 2021

# For students due to graduate in 2024

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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 2021. The information in this handbook may be different for students in other years.*

*The Examination Regulations relating to this course are available at: https://examregs.admin.ox.ac.uk/Regulation?code=peinhumascie&srchYear=2021&srchTerm=1&year=2021&term=1.*
*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 2021; 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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PUBLISHED OCTOBER 2021

# 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

It is hoped that this year that the majority of lectures will be in-person but some may be on-line. Most lectures will be recorded and the recordings will be made available through Canvas later for revision purposes. Regular e-mails will be sent out to inform you when lecture recordings become available. You should refer to the lecture timetables and the Academic Administrator's weekly e-mails for details of how and where lectures will be given.

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 (or watch) 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 complete written exercises for some practicals. (N.B. Completion of practical and associated exercises are an examination requirement.)

## 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 (8 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 them 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; in some cases there may be a fourth tutorial without a written assignment)*

**Ecology and Evolution:**
3 tutorials on Ecology
3 tutorials on Evolution (including 1 on human evolution)

**Genetics and Evolution:**
3 tutorials on Physiology
3 tutorials on Genetics

**Society, Culture and Environment:**
4 tutorials on Social & Cultural Anthropology
2 tutorials on Human Geography

**Sociology and Demography**
3 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: 13, Hilary Term: 13, Trinity Term: 7

## Reading for Lectures and Tutorials

The titles of lectures and basic texts mentioned in this handbook should give you a start. Reading lists can be found on Canvas and or/ORLO. 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. 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. 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.] Ecology and Evolution | MT | 7 | 1 | 6 | |
| | HT | 16 | 4 | | |
| | TT | | | | |
| [2.] Physiology and Genetics | MT | 30 | | 6 | |
| | HT | 12 | 8 | | |
| | TT | | | | |
| [3.] Society, Culture and Environment | MT | 8 | | 6 | |
| | HT | 11 | | | |
| | TT | | | | |
| [4.] Sociology and Demography | MT | 4 | | 7 | |
| | HT | 4 | | | |
| | TT | 8 | | | |
| [5.] Quantitative Methods for the Human Sciences | MT | 8 | | 8 | |
| | HT | 8 | | | |
| | TT | | 2 | | |
| | 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: Ecology and Evolution

**Canvas:** https://canvas.ox.ac.uk/courses/126784

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

### I. Introduction to Ecology

**Timetable: HT (8 lectures)**

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

**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.
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.

*Handouts and Reading Lists can be found on Canvas.*

## II. Principles of Evolution

**Timetable:** MT (7 lectures and a trip to the University Museum)

**Lecturer:** Professor 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. Lamarck's theory, 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. Epigenetics and 21st Century view: the Neo-Lamarckian revolution. .
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: (TBC)***
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, whether Darwinian or Lamarckian, and cultural and symbolic evolution (contingent on intrinsic factors), that have shaped all of life. This course focuses on biological aspects of evolution (e.g. natural and sexual selection and the origins of genetic change), but also introduces some important philosophical issues in recent discourses on evolution including the nature and relationship between subjectivity, objectivity and symbolism essential to an appreciation of human evolution. Together with the lectures in Human Evolution given by Dr Bobe 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.

## III. Introduction to Human Evolution

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

**Lecturer**: Dr René Bobe (Human Sciences)

1. A history of Palaeoanthropology. Key trends in Human Evolution. Finding the fossils of our evolutionary ancestors and reconstructing their environments.
2. The earliest hominins: Possible and probable. *Sahelanthropus*, *Orrorin*, and the new star: *Ardipithecus*. Africa in the late Miocene.
3. Climate changes, the expansion of grasslands. The adaptive advantages of bipedalism. The hominin community diversifies (I): *Australopithecus*.
4. The hominin community diversifies (II): *Kenyanthropus*. *Paranthropus, and early Homo.* The earliest evidence for tool use.
5. *Homo* and the first global dispersals across Eurasia. A journey to Dmanisi and

Java.

6. *Homo erectus* revolutionises the fossil record - Technology, subsistence, and new ecological relationships.
7. The first Europeans: *Homo antecessor* and *Homo heidelbergensis.* Diversity within the genus *Homo*
8. The dawn of *Homo neanderthalensis.* Burials and the mysteries of Neanderthal extinction. The Denisovans. Origins and dispersal of modern *Homo sapiens*.

**Reading List**

Reading lists and other material relating to these lectures can be found on Canvas

# Paper 2: Physiology and Genetics

**Canvas:** https://canvas.ox.ac.uk/courses/126783

**Course Coordinator:** Dr Teresa Street, Institute of Human Sciences

## I. Introduction to Physiology

**Timetable:** MT (20 lectures)

**Lecturers:** Professor David Paterson (DP), Dr Robert Wilkins (RW), Dr Keith Buckler (KB), Dr Simon Butt (SB), Professor Stephanie Cragg (SC), Dr Kerry Walker (KW), Dr Nick Talbot (NT), Dr Neil Herring, Professor Damien Tyler (DT), Dr Heidi De Wet (HDW), Dr Lisa Heather (LH), Dr Helen Christian (HC)

| | | |
|---|---|---|
| 1. | Introduction to physiology | DP |
| 2. | Cellular physiology | RW |
| 3. | Nervous communication to muscle (motor to nmj) | KB |
| 4. | Motor systems 1: Spinal cord | SB |
| 5. | Motor systems 2: Higher control systems | SC |
| 6. | Sensory systems: vision and audition 1 | KW |
| 7. | Sensory systems: vision and audition 2 | KW |
| 8. | Regulation of respiratory function | NT |
| 9. | Regulation of cardiovascular function | NH |
| 10. | Integration of physiological systems: exercise and altitude 1 | DP |
| 11. | Integration of physiological systems: exercise and altitude 2 | DP |
| 12. | Thermoregulation | DT |
| 13. | Endocrine regulation 1 | HDW |
| 14. | Endocrine regulation 2 | HDW |
| 15. | The kidneys and the regulation of the internal milieu 2 | RW |
| 16. | Physiological biochemistry: glucose homeostasis, muscle metabolism 1 | LH |
| 17. | Physiological biochemistry: glucose homeostasis, muscle metabolism 2 | LH |
| 18. | Reproduction 1 | HC |
| 19. | Reproduction 2 | HC |
| 20. | Hunger and thirst | HDW |

## II. Physiology Practical

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

**Organiser:** Dr Robert Wilkins (DPAG)

## III. Genetics Introductory Lecture

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

A lecture 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. 2012 (4th edition). *Instant Notes in Genetics*. BIOS Scientific Publishers Ltd.

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## IV. DNA is the code of life

**Timetable:** MT (9 lectures)

**Lecturers:** Professor Chris Norbury (CN) (Sir William Dunn School of Pathology), Dr Alison Woollard (AW) (Dept. of Biochemistry), Professor Louis Mahadevan (LM) (Dept. of Biochemistry)

| | | |
|---|---|---|
| 1. | Introduction to DNA | CN |
| 2. | DNA Replication | CN |
| 3. | Introduction to transcription (RNA Synthesis) | CN |
| 4. | Introduction to translation (protein synthesis) | CN |
| 5. | Gene regulation in bacteria | CN |
| 6. | Gene regulation in eukaryotes | AW |
| 7. | Chromatin structure and gene expression | AW |
| 8. | DNA in the lab I | LM |
| 9. | DNA in the lab II | LM |

## V. The Dynamic Genome

**Timetable:** HT (4 lectures)

**Lecturers:** Professor Nick Lakin (Dept. of Biochemistry)

1. The genomes content
2. The evolving genome
3. The unstable genome
4. The synthetic genome

## VI. From Genotype to Phenotype

**Timetable:** HT (5 lectures)

**Lecturer:** Dr Alison Woollard

1. Genetic analysis what, why and how?
2. Mendelian logic and cell biology reconciled
3. Linkage, recombination and mapping: treasure your expectations
4. Genetic interactions and what they tell us about biochemistry
5. Extrachromosomal genetics

## VII. Epigenetics

**Timetable:** HT (3 lectures)

**Lecturer:** Professor Hugh Dickinson (Dept. of Plant Sciences)

1. What is Epigenetics and how does it work?
2. Epigenetics in development and disease
3. Genomic imprinting and the interface between epigenetics, genetics and evolution.

## VIII. Genetics Practical

**Timetable:** HT (1 practical + 1 post-practical workshop)

*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 practical. The time of this will be announced.*

**Preparation:**

- *Handouts* will be provided for the practical. These contain background information, aims, materials & methods, tips for analysing results, and questions for further discussion. Read the handouts (and complete any homework exercises for the HT practical) before starting practical work.
- *Bring with you:* 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, due to illness or unforeseen circumstances.

**Assessment:**

- *You are required to complete exercises for the practical***.** Take notes of your methods and experimental observations during the practical which, with your results, will help you to complete the exercises.
- The written exercises will be undertaken on Canvas after the practical and will be marked by the genetics examiner.
- The examination paper for Physiology and Genetics 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 completion of any exercises*
- *Exercises for practicals must be completed on Canvas by the deadline and according to the instructions provided.*

# Paper 3: Society, Culture and Environment

**Canvas:** https://canvas.ox.ac.uk/courses/122918

## Social and Cultural Anthropology

**Course Coordinator:** Dr Ramon Sarró (Institute of Social Anthropology)

### I. Introduction to Anthropological Theory

**Timetable:** MT (8 lectures)

**Lecturers:** Dr Ramon Sarró (RS), Dr Dolores Martinez (DM) and Dr Elizabeth Ewart (EE)

| | | |
|---|---|---|
| 1. | Introduction: What is anthropology? | RS |
| 2. | Where did it come from? | DM |
| 3. | Kinship and relationality | EE |
| 4. | Personhood and gender | RS |
| 5. | Egalitarian societies | EE |
| 6. | State, power and resistance | RS |
| 7. | Religion and ritual | RS |
| 8. | Witchcraft and rationality | RS |

**Timetable:** HT (8 lectures)

**Lecturers:** Dr Ramon Sarró (RS), Dr Elizabeth Hallam (EH), Dr Clare Harris (CH), Dr Ina Zharkevich (IZ), Dr Dolores Martinez (DM) (all ISCA)

| | | |
|---|---|---|
| 1. | The anthropology of art | RS |
| 2. | Approaches to material culture | EH |
| 3. | The past, present, and future of ethnographic museums | CH |
| 4. | Gifts and exchange | IZ |
| 5. | An introduction to economic anthropology | IZ |
| 6. | Landscape and environment | RS |
| 7. | Urban anthropology | DM |
| 8. | Ethnography in digital environments Identity and Fandom | DM |

A reading list can be found on Canvas

**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*; access these via the Bodleian's SOLO online system.

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 3 tutorials (with 2 tutorials in Human Geography).

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 Ferbrache, Keble College

### II. Contemporary International Migration

**Timetable: HT**

**Lecturer:** Professor Patricia Daley (PD) (School of Geography and the Environment)

**Tutor:** Dr Fiona Ferbrache (FF) (Keble College)

Lecture 1: Racialization and International Migration: Historical and contemporary perspectives

PD

The lecture explores the relationship between European mass migration, racialisation and the emergence of global white supremacy. Drawing on recent theorising on settler colonialism and racial capitalism, the lecture examines how European mass migration and colonial projects, from the 17th century onwards, enabled the perfecting of racial ideology through its policies and practices leading to the displacement of indigenous communities and the forced migration of enslaved Africans and of indentured peoples. The lecture argues that the European global migration and the ideation and economic system that accompanied it had significant global impacts, transforming social and economic relations between peoples, and generating new hierarchies of power and new patterns of mobility and settlement – the legacies of which continue to affect societies worldwide.

Lecture 2: Borders and Contemporary International Migration: PD

This lecture introduces students to some key concepts in the field of contemporary international migration: border, transnationalism, and diaspora. Emphasis is given to the key 'structures'/'materialities' that enable/constrain migration/mobility. The lecture is divided into two parts: the first part introduces the concept of the border – it meanings and apparatuses (controls, checkpoints, biometrics, visas and immigration policies), and related bordering practices (securitizing, monitoring, and offshoring). The second part examines the concepts transnationalism and diaspora: what they entail, how they are perceived by states, and what they tell us about the relationship between citizenship, identity and territory. The lecture emphasises the fluidity and temporality of the meanings, perceptions, and policies relating to international migration.

Lecture 3: Differentiated Experiences: 'Wanted' and 'Unwanted' Migrants PD

This lecture examines how social difference shapes the migration experience by categorizing migrants into wanted and unwanted. It is divided into two parts. The first part examines how elite and highly skilled migrants (wanted) are given preferential treatment by migrant-receiving states and argues that their experience can vary substantially depending on gender, class, wealth, citizenship, and degree of cosmopolitanism. The concept of transnationalism is returned to in this lecture; illustrated by the specific case of recent elite Chinese migrant families ('astronauts' and 'satellite/parachute' kids) and their embodied and place-making activities in Vancouver, Canada. The second part of the lecture focuses on low skilled migrants and refugees (the unwanted) and discusses how receiving states attempt to reconcile labour demands with restricted mobility controls, and how popular discourses contribute to the stigmatization, illegality, and detention of the undesirables. The lecture demonstrates how overarching theoretical ideas may be challenged when 'real life' is examined in any depth.

*A reading list can be found on Canvas.*

# Paper 4: Sociology and Demography

**Canvas:** https://canvas.ox.ac.uk/courses/122919

## Sociology

**Section Coordinator:** Mr Colin Mills (Nuffield College)

### I. Introduction to Sociology I

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

**Lecturer:** Mr Colin Mills (Nuffield 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 secularisation

**Hilary Term**

5. Education and equality of opportunity
6. Social capital and social networks
7. Health and illness
8. Patterns of employment

**Key Reading** (A reading list can be found on Canvas)

**Key Text:**
Van Tubergen, Frank, 2020*, Introduction to Sociology*, Routledge.

## Demography

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

### II. Introduction to Demography I

**Timetable:** TT (8 lectures)

**Lecturers:** Dr Philip Kreager (PK) and Dr Hannaliis Jaadla (University of Cambridge) (HJ)

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. | Ageing demographics of different cultures: An introduction to the heterogeneity of family and household systems | PK |
| 2. | Introduction to population measures and models | HJ |
| 3. | Fertility before demographic transition | PK |
| 4. | The heterogeneity of fertility transitions | PK |
| 5. | Two concepts of population: a short history of population theory | PK |
| 6. | Population and resources | PK |
| 7. | The retreat of death | HJ |
| 8. | Ageing and age-structural transitions | PK |

# Paper 5: Quantitative Methods for the Human Sciences

**Canvas** https://canvas.ox.ac.uk/courses/124003
**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 and Dr Danielle Shore (Department of Experimental Psychology)

Quantitative Methods I will comprise 8 pre-recorded lectures by Dr Jill O'Reilly and 4 in-person question and answer sessions with Dr Danielle Shore.

1. Describing data
2. Binominal and normal distributions
3. Sampling and the central theorem
4. Hypothesis testing
5. Non-parametric statistics
6. Association between variables
7. Probability
8. Recap

## II. Quantitative Methods II

**Timetable:** HT (8 lectures)
**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 and research design
6. Multivariate Relationships and research design cont.
7. ANOVA
8. ANOVA cont.

## III. Quantitative Methods: Revision Class

**Timetable:** TT (Two one-hour classes)
**Lecturer:** Dr Lindsay Richards (Department of Sociology)

In these sessions, which everyone should attend, the emphasis will be on exam technique and practice exam questions. Everyone will get the chance to get feedback on one practice question and to ask questions.

Formulae booklet
A formulae booklet and a brief definitions booklet have been posted to Canvas. Copies of slides from lectures will also be made available on Canvas 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, or Rymans. 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. Additional materials for self-study and revision, such as videos and excel files, will be made available on Canvas.

# 4. Course Regulations

(Extract from *Examination Regulations* 2021-22)

**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 three (or more) subjects but failed in the other subject (or subjects) they may offer at a subsequent examination the subjects (or subject) in which they have failed. Candidates who pass in one or two subjects only will be required to re-sit all five subjects at a subsequent examination.**

3. **A candidate shall be deemed to have passed the examination if they 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:* Ecology and Evolution**

**Principles of ecology: ecosystems from global to local, plant and animal communities and numbers, biotic interactions, the impact of humans on the biosphere.**

**Principles of 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, emphasising changing perspectives in evolutionary biology.**

**Principles of Human Evolution, including a theoretical and practical introduction to paleoanthropology and major evolutionary trends during the ca. seven million years of hominin evolution.**

**One three-hour paper will be set.**

### *Subject 2: Physiology and* Genetics

**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.**

**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 must submit exercises which will be made available to the examiners, showing the extent to which each candidate has pursued a satisfactory course of practical work.**

### *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.**

### *Subject 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 Canvas at

## 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 (very 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 (very 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 or two papers may resit just the paper(s) failed. A candidate who fails three 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 Canvas at
https://canvas.ox.ac.uk/courses/126626
Past Papers can be 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 2021-22 were

- Anthropological Analysis and Interpretation (if not taken as paper 5)
- Anthropology of a Selected Region: Japanese Society
- Anthropology of a Selected Region: South Asia
- The Anthropology of Buddhism
- Biological Conservation
- Evolutionary Medicine and Public Health
- Gender Theories and Realities: Cross-Cultural Perspectives
- General Linguistics
- Geographies of Migration
- Health and Disease
- The Human-Primate Interface: Past and Present
- Medical Anthropology: Sensory Experience, the Sentient Body and Therapeutics
- Physical and Forensic Anthropology: the Analysis of Human Skeletal Remains
- Quantitative Methods
- Social Policy
- Sociological Theory (if not taken as paper 5)
- 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 Second Week of Trinity Term of your second year.

We hope you enjoy the course.