Honour School of Human Sciences

Course handbook published in 2015

For students due to graduate in 2017

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Format of the Handbook

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

Ordinary print is used for descriptive and explanatory matter.

Italics are used to give warning of particular points of which you should be aware.

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PUBLISHED October 2015

Version 1.1

1. Introduction

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

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

We hope you will find this booklet useful.

About the lectures

In the following pages you will find most of the details of the lectures for the compulsory courses. Details of lectures not included in the booklet will either be handed out at the first lecture of the series OR circulated ahead of time. Please note that some lecture courses listed in the handbook are provisional and that lecturers may slightly change the content of their lectures when the time comes. For details of Third Year Options, please refer to page 48 of this handbook.

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

About Tutorials

You should normally have eight tutorials for each core paper (please see the individual paper entries for any details on how these might be divided between different subject areas within a paper). It is recommended that two of the eight tutorials take a non-essay format but this will need to be agreed with your Director of Studies and other tutors.

2. Course Aims and Intended Learning Outcomes

Educational Aims of the Programme

The programme aims to:

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

Programme Outcomes

Students will develop a knowledge and understanding of:

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

Skills and other attributes

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

Paper 1 Behaviour and its Evolution

Course coordinator: Dr Dora Biro, Department of Zoology

Please note that Dr Biro coordinates the four lecture courses that contribute to Paper 1 in an administrative capacity. Please contact the individual Course Organisers listed below with any teaching-related queries.

Aims and scope:

"Nothing in biology makes sense except in the light of evolution" – Theodosius Dobzhansky

Substituting the words "human sciences" for "biology" in Dobzhansky's sentence provides the fundamental rationale for Paper 1. The theory of evolution is an astonishingly powerful unifying theory – probably the only one that can unite the separate strands of the Human Sciences degree. This paper will demonstrate how evolution works out in practice, focussing upon animal behaviour as both a product of the evolutionary process, and a contributor to it. It will also consider the origins of human behaviour, what it has in common with the behaviours of many other species including birds and primates and what is uniquely human. The latter introduces the exceptionally potent human cultural processes, based on social learning practices that are not uniquely human and human language that is.

Organization:

The lectures contributing to Paper 1 are drawn from four courses offered under the Final Honour School in Biological Sciences. These are: I. Animal Behaviour; II. Animal Cognition; III. Behavioural Ecology; IV. Communication, Culture, and Collective Behaviour. *Human Sciences students are welcome to attend any of the lectures offered on these courses but attendance at the starred lectures is considered essential. Questions on the exam paper may cover topics from both the starred and unstarred lectures, but there will be a wide range of choice in the questions set.* Biological Sciences students taking Lecture Courses *II-IV* would do so in their 3rd year, and would typically have taken Lecture Course I in their 2nd year. This is not a necessity, however, and since Lecture Courses *II-IV* are designed as standalone courses, Human Sciences students should have no problem in attending all of these courses in their 2nd year.

WebLearn:
https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/fhs/fhs_paper_1

General Reading list:

Course Texts:

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

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

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

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

Pearce, J. 2008. *An Introduction to Animal Cognition*. 3rd edition. Psychology Press.

Sumpter, D.J.T.S. 2010. *Collective Animal Behaviour*. Princeton University Press.

Additional sources:

Dawkins, M.S. 1995. *Unravelling Animal Behaviour*. 2nd edition, Longmans

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

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

Krebs, J.R. and Davies, N.B. (eds). *Behavioural Ecology*. Blackwell Scientific.

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

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

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

Lecture Courses

I. Animal Behaviour

Course Organiser: Professor Marian Dawkins, Department of Zoology

Timetable: MT and HT

Lecturers: Professor Marian Dawkins (MD), Professor Tim Guilford (TG), Professor David Macdonald (DM), Professor Ben Sheldon (BS), Professor Tommaso Pizzari (TP), Professor Alex Kacelnik (AK), Dr Dora Biro (DB) and Dr Theresa Burt de Perera (TB).

*1.	Introduction. The 4 Question. Part 1	MD
*2.	Introduction. The 4 Questions. Part 2	MD
*3.	Optimality and Evolutionarily Stable Strategies	AK
*4.	Kin selection	TG
*5.	Cooperation and conflict	MD
*6.	Parental care	BS
*7.	Group living	DM

*8.	Animal signals	TG
*9.	Sexual selection	TP
*10.	Genes & innate behaviour	MD
*12.	Learning	AK
*11.	Tool use and culture	DB
*13.	Collective behaviour	DB
*14.	Animal welfare	MD
*15.	Neuronal control of behaviour 1	TB
*16.	Neuronal control of behaviour 2	TB

Please check the Biological Sciences WebLearn for updates to lecture details and reading lists.

II. Animal Cognition

Course Organiser: Professor Tim Guilford, Department of Zoology

Timetable: MT

Lecturers: Professor Alex Kacelnik (AK)**,** Dr Nathalie Seddon (NS), Dr Dora Biro (DB), Professor Tim Guilford (TG), Professor Marian Dawkins (MD) and Professor B. Sheldon (BS)

*1.	Learning I	AK
*2.	Learning II	AK
*3.	Physical cognition and tool use I	AK
*4.	Physical cognition and tool use II	AK
*5.	Cognition and decision-making I	AK
*6.	Cognition and decision-making II	AK
7.	Mechanisms and evolution of song learning in birds	NS
*8.	Social learning	DB
*9.	Social cognition	TG
*10.	Consciousness	MD
*11.	Individual differences in behaviour	BS
12.	Receiver psychology I: evolution of camouflage	TG
13.	Receiver psychology II: evolution of defensive advertisement	TG
14.	Animal navigation I: Finding direction	TG
15.	Animal navigation II: True navigation	TG
16.	Animal navigation III: familiar area mapping	TG

Please check the Biological Sciences WebLearn for updates to lecture details and reading lists.

III. Behavioural Ecology

Course Organiser: Professor Alex Kacelnik, Department of Zoology

Timetable: HT

Lecturers: Professor Alex Kacelnik (AK)**,** Professor Tommaso Pizzari (TP) and Professor Ben Sheldon (BS),

1.	Optimal foraging: Classical models	AK
2.	Risk sensitivity	AK
3.	Optimality and frequency dependence	AK
4.	Brood parasitism	AK
*5.	Human behavioural ecology and behavioural economics	AK
*6.	Human ethology and evolutionary psychology	AK
*7.	Sexual selection I	TP
*8.	Sexual selection II	TP
*9.	Sexual selection III	TP
*10.	Sexual selection IV	TP
*11.	Sexual selection V	TP
*12.	Sexual selection VI	TP
13.	Sex allocation I	BS
14.	Sex allocation II	BS
*15.	Conflicts within families I	BS
*16.	Conflicts within families II	BS

Please check the Biological Sciences WebLearn for updates to lecture details and reading lists.

IV. Communication, Culture, and Collective Behaviour

Course Organiser: Dr Dora Biro, Department of Zoology

Timetable: MT

Lecturers: Professor Tim Guilford (TG)**,** Dr Lucy Aplin (LA), Dr Dora Biro (DB) and Dr Takao Sasaki (TS)

1.	Signals I: Signal diversity	TG
2.	Signals II: Honesty – Interests & indices	TG

3.	Signals III: Honesty – Handicaps & reputations	TG
4.	Signals IV: Conventions & cheats	TG
5.	Signals V: Signal design	TG
*6.	From social learning to culture	LA
*7.	Animal social networks	LA
*8.	Cumulative culture	DB
*9.	Language	DB
*10.	Self-organisation	DB
*11.	Collective motion	DB
*12.	Leadership	DB
*13.	Swarm intelligence	TS
*14.	Collective construction	DB
*15.	Human collective behaviour	DB
*16.	Swarm robotics	DB

Please check the Biological Sciences WebLearn for updates to lecture details and reading lists.
In MT2015, Lecture 5 is likely to move from week 3 to week 4 (i.e., order of lectures will be 1,2,3,4,6,7,5,8,9 etc).

Tutorial arrangements

Students should have EIGHT tutorials for Paper 1. It is recommended that students have a set of 4 tutorials based on topics introduced in Lecture Course *I. Animal Behaviour*. The other 4 tutorials should consider more advanced material introduced in Lecture Courses *II. Animal Cognition*, *III. Behavioural Ecology*, and *IV. Communication, Culture, and Collective Behaviour*.

Paper 2 Human Genetics and Evolution

Course coordinator: Dr Susana Carvalho, Institute of Human Sciences

This course builds directly upon material covered in Prelims Paper 2, and is concerned with the study of human evolution from the different perspectives of population genetics, palaeoanthropology, and molecular medicine. These lectures will also help you understand the scientific and societal implications of these rapidly advancing disciplines. The first two modules of the course examine human evolution, including aspects of behaviour and culture in human ancestors, based on inferences from fossils, archaeology and genetic diversity. The lectures in the subsequent modules combine basic concepts and principles of human genetics and an introduction to the new technologies used in analysis, to provide a foundation for understanding the genetic basis of health and disease.

Website: https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/fhs/genetics_and

Michaelmas Term

I. Human Evolutionary Genetics (16 lectures)

Hilary Term

II. Human Evolution: Behaviour, Genes and Cultural Processes (8 lectures, 1 practical class – the practical is in Trinity Term, see below)

Trinity Term

III Genomics (4 lectures, 1 Discussion Class)

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

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

VI: Practical Class

Reading lists and other material relating to these lectures can be found WebLearn. https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/fhs/genetics_and/
Click on Resources in the left hand panel.

Tutorial arrangements:

Students should plan to have eight tutorials in paper two, ideally all being taken in the second year. These tutorials should aim to cover the different aspects of the lecture course, i.e.: three for population genetics, two for human evolution and three for molecular and medical genetics.

I. Human Evolutionary Genetics

Timetable: 2nd year MT (16 lectures)

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

Michaelmas Term

Lecture 1 Primate phylogeny: a focus on chimps CC
How did past and present ape diversity evolve?

Lecture 2 Phylogeny and genomics: the case for and against the third chimpanzee
What does the genetic difference between us and chimps imply?

Lecture 3 Hominin evolution: the success of a bipedal ape RH
Why, when and how did hominins evolve?

Lecture 4 Hominin evolution in the Pleistocene RH
Why, when and how did *Homo* sp. evolve?

Lecture 5 Peopling of the World: divergence, dispersal and genetic drift CC
How are the processes of gene flow and genetic drift inferred from genetic data?

Lecture 6 Out of Africa: an overview of our migration history CC
What were the big events in this story?

Lecture 7 The global distribution of genetic diversity RH
What do gene genealogies imply about our ancestry?

Lecture 8 Genetic demography RH
What are the implications of our racial variation?

Lecture 9 Meeting the relatives CC
What are the evolutionary relationships between anatomically modern humans and other *Homo* species (subspecies?) with whom they geographically and temporally co-existed?

Lecture 10 Modern humans settling down CC
As cultural norms affect mate choice, what is the impact on the distributions of genetic diversity in human populations?

Lecture 11 How have human phenotypes evolved RH
What have we learnt from phylogeny plus comparative genomics?

Lecture 12 Understanding diversity in modern human phenotypes RH
What is the genetic basis of complex traits?

Lecture 13 Modern humans in communities CC
What is gene-culture co-evolution and niche construction?

Lecture 14 Identity and identification CC
What can 'forensic' analysis tell us about the identity of the donor of an anonymous DNA sample?

Lecture 15 Modern humans adapting RH
What is the genomic evidence for adaptations to selective pressures?

Lecture 16 Are we still evolving? RH
What selective pressures might we be adapting to?

II. Human Evolution: Behaviour, Genes and Cultural Processes

Timetable: 2nd Year HT (8 lectures)

Lecturer: Dr Susana Carvalho (Institute of Human Sciences)

1.	Adaptations and Behavioural Ecology of Early Hominins	SC
2.	Standing Up for Your Life: Evolution of Bipedalism	SC
3.	Evolutionary Origins of Technology	SC
4.	Primate Archaeology: Breakthrough or Nonsense?	SC
5.	How Did Our Ancestors Think? Evolutionary Origins of Intelligence	SC
6.	How Did Our Ancestors Talk? Evolutionary Origins of Language	SC
7.	Pleistocene Hominin Diversity and Behaviour	SC
8.	The Triple Helix: Linking Genes, Organisms and Environments	SC

Practical Class: Hominin Evolution and Modern Human Variation NF
[See **VII**, below; this occurs in Trinity Term]

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

Lecture 2 looks at the emergence of bipedalism in the human lineage. What selection pressures shaped bipedalism? Are humans really the only bipedal primates?

Lecture 3 examines the significance of the earliest archaeological evidence, and of the modern behaviour of non-human primates for our understanding of cognition and culture. Is human culture unique? If so, how?

Lecture 4 introduces Primate Archaeology and what it tells us about the evolutionary origins of technology. What is a tool, and should we distinguish between using and making? What are the limits of technology in extant apes and extinct hominins? What can we infer about behaviour and mentality from artefacts? How do raw materials constrain technology?

Lecture 5 reviews major theories of origins of human intelligence and behavioural evolution. How to define intelligence? How to detect it in prehistory? What are the key selection pressures for intelligence?

Lecture 6 examines the features that are unique to human language and the limits of non-human language/communication. How to know when language appeared in human evolution? If apes are so bright, then why don't they speak up?

Lecture 7 describes how several species of hominins evolved during the Pleistocene. Key elements of modern human behavior evolved during that time, e.g., hunting, meat-eating. How far back in human evolution can we trace hunting?

Lectures 8 explores the contribution of modern genetics, primatology, and the fossil record to our understanding of human behaviour and culture.

Reading List (key texts):

Boyd, R. & Silk J.B. 2015. *How Humans Evolved*. London. W.W. Norton. (Selected chapters)

Conroy, G. & Pontzer H. 2012. *Reconstructing Human Origins*. New York. W.W. Norton

Harris, E. E. (2015) *Ancestors in Our Genome: The New Science of Human Evolution*. Oxford University Press.

Richerson, P.J. and Boyd, R. (2005) *Not By Genes Alone: How Culture Transformed Human Evolution*. University of Chicago Press.

Toth, N. & Schick, K. (2009) The Oldowan: The tool making of early hominins and chimpanzees compared. *Annual Review of Anthropology*, 38: 289-305.

Whiten, A. & Byrne, R.W. (eds.) (1997) *Machiavellian Intelligence II: Extensions and Evaluations.* Cambridge Univ. Press.

III. Genomics

Timetable: 2nd year TT (4 lectures, 1 discussion class)

Lecturers: Dr Tamara Sirey (TS) (Institute of Human Sciences).

The aim of this module is to provide a big picture overview of contemporary human molecular genetics, as background to further HT and TT lectures. In addition to lectures there is an additional discussion class.

1. Lecture 1: Overview of the human genome
2. Lecture 2: Technologies for studying genome diversity
3. Lecture 3: We have the human genome: what don't we know?
4. Lecture 4: Comparative genomics
5. Discussion class: What are the issues surrounding the patenting of human genes?

Lecture 1 describes changing views of the human genome in different eras: pre-DNA, DNA before the genome, and genomics/post-genomics. How 'old' technologies inform those at the cutting-edge; why getting the whole sequence seemed like a good idea, and why they still want to get more. Preview of HT Medical Genetics lecture series: moving from simple to complex. (Lectures: Cancer, Immunology, Reproduction, Medical Genetics; Discussion sessions: Population Genetics, Mendelian diseases, Linkage mapping & positional cloning.)

Lecture 2 describes how 'the' human genome was sequenced, and what 'resequencing' is all about. Also, genome-wide genotyping and gene expression profiling. (Lectures: Cancer, Medical Genetics; Discussion session on technologies, such as sequencing basic bioinformatics.)

Lecture 3 describes, in general terms, the International HapMap project, genome-wide association studies, transcriptomes, proteomes, epigenomics, functional genomics (Cancer, Medical Genetics). Technical glitches with the genome, from the obvious (holes in the sequence; annotation problems) to the insidious (copy number variation; epigenetic modification).

Lecture 4 discusses the application of comparative genomics to the question "what makes us human?" The role of coding vs non-coding DNA. Clues from evolutionary developmental biology, and more clues from infectious diseases. (Immunology, Medical Genetics).

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

Timetable: 2nd year TT (6 Lectures)

Lecturers: Dr Susan Kyes (SK) (Nuffield Dept. of Clinical Medicine), Sir Richard Gardner (RG), Dr Elaine Johnstone (EJ) (Dept. of Oncology),

1.	Immunology I: the basics of innate and adaptive immune responses	SK
2.	Immunology II: exploring the 'arms race' between pathogens and their hosts	SK
3.	Assisted human reproduction	RG
4.	Harnessing stem cells for regenerative medicine	RG
5.	Molecular genetics of cancer	EJ
6.	Aetiology of cancer	EJ

Lecture 1 How does the immune system know what is foreign and what is self? This lecture gives a very brief overview of the basic nuts and bolts of the mammalian immune system. The progression of immune responses to various pathogens will be compared, illustrating the relative roles of different immune cell types.

Lecture 2 Many pathogens can change their 'immunological' appearance rapidly, in order to avoid a host immune response. This lecture will briefly cover what is known about such appearance-changes in several pathogens of global health concern, and then describe the mechanisms behind adaptation of the host immune response to such change.

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

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

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

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

V. Genes and Phenotypes: Topics in Medical Genetics

Timetable: 2nd year TT (6 Lectures,)

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

1.	Multifactorial traits and complex genetics I	GB
2.	Multifactorial traits and complex genetics II	GB
3.	Immune response and MHC variation	JK
4.	Infectious disease	KR
5.	Genetic mapping of complex disease: coronary artery disease	MF
6.	Human behavioural traits: mouse models	AW

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

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

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

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

Lecture 6 describes how rodent models and quantitative trait loci (QTL) fine-mapping are applied to investigations of the genetic basis of behaviour.

VI. Practical Class

Students also attend a Practical Class on *Hominin Evolution and Modern Human Variation* in Trinity Term, in the University Museum of Natural History, given by Naomi Freud and Susana Carvalho.

Paper 3 Human Ecology

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

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

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

WebLearn:
https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/fhs/human_ecolog

I. Introductory Lecture

Timetable: 2nd Year MT (1 lecture)

Lecturer Mrs Naomi Freud and Dr Andrew Gosler (IHS)

II. The Ecology of Human Reproduction

Timetable: 2nd year HT (4 lectures)

Lecturer: Professor Stanley Ulijaszek (SU) (ISCA)

1. Human life history
2. Sexual maturation
3. Pregnancy
4. Lactation

Reading List:

Ellison, P.T. 2001 *On Fertile Ground*. Cambridge, MA: Harvard University Press.

Hawkes, K., Paine, R.R. & Brooks, J.L. 2006. *Evolution of Human Life History*. Oxford: James Currey.

Ulijaszek, S.J., Johnston, F.E., Preece, M.A. (eds) 1998. *Cambridge Encyclopedia of Human Growth and Development.* Cambridge University Press.

III. Ecology of Disease

Timetable: 2nd Year MT (8 lectures)

Lecturer: Dr Alex Alvergne (AA)(ISCA), Dr Kate Fayers-Kerr (KFK) (ISCA), Dr Juliet Bedford (JB)(Anthropology), Professor Elisabeth Hsu (EH)(ISCA), Dr Karin Eli (KE)(ISCA), Dr Caroline Potter (CP)(Nuffield Department of Population Health) and Dr Miranda Armstrong (MA) (Cancer Epidemiology Unit)

1.	Theories and models in disease ecology	AA
2.	Structural violence	KFK
3.	Ebola	JB
4.	Malaria	CP
5.	Medicinal plants	EH
6.	Diabetes	KE
7.	Obesity	CP
8.	Cancer	MA

Reading list:

Banwell, C., Ulijaszek, S. and Dixon, J. 2013. *When Culture Impacts Health*. London: Academic Press.

McMichael, T. 2001. Human Frontiers, Environments and Disease, Cambridge: CUP.

Wiley, A.S. and Allen, J.S. 2009. *Medical Anthropology. A biocultural Approach*. OUP.

IV. Nutritional Anthropology

Timetable: 2nd year HT (8 lectures)

Lecturers: Professor Stanley Ulijaszek (SU) (ISCA), Dr Alexandra Alvergne (AA), and Professor Stephen Oppenheimer (SO).

1.	Evolutionary and perspectives on human diet	SU
2.	Biological plasticity and human growth development	SU
3.	Hunter-gatherer nutrition	AA
4.	Agriculture and pastoralism	SU
5.	Nutrition across the life course	SU
6.	Iron deficiency and malaria	SO
7.	Food security and undernutrition	SU
8.	Obesity from evolutionary and comparative perspectives	SU

Reading list:

Ulijaszek, S.J., Mann, N. and Elton, S. 2012. *Evolving Human Nutrition: Implications for Public Health*. Cambridge University Press.

Moffat, T and Prowse, T. 2010. *Human Diet and Nutrition in Biocultural Perspective*: Past Meets Present. Oxford: Berghahn.

V. Introduction to Ethnobiology

Timetable: 2nd HT (8 lectures)

Lecturers: Dr Andrew Gosler (AG) (Human Sciences), Dr Laura Rival (LR) (ISCA), Dr Thomas Thornton (TT) (ECI/OUCE), Prof. Elisabeth Hsu (EH) (ISCA) and Dr Sarah Edwards (SE) (RBG Kew).

1.	Introduction to ethnobiology	AG&LR
2.	Ethnoscience: Folk taxonomy and naming	AG
3.	Ethnolinguistics; words and worlds	ZO
4.	Ethics and Politics of Ethnobiology	SE
5.	Landscape and historical ecology	TT
6.	Materialities and colour	EH
7.	Epistemologies of healing	EH
8.	Ontological cosmologies	LR

Reading list:

Anderson, E. et al. 2011. *Ethnobiology*. Wiley-Blackwell.

Balick MJ & Cox PA. 1996. *Plants, People, and Culture: The Science of Ethnobotany.* Scientific American Library.

Berlin, B. 1992. *Ethnobiological Classification: Principles of Categorization of Plants and Animals in Traditional Societies*. Princeton.

Crumley, CL. 2001. *New Directions in Anthropology and Environment: Intersections*. Alta Mira Press.

Ellen, R. 2006. *Ethnobiology and the Science of Humankind*. Wiley.

Hsu, E. & Harris, S. 2010. *Plants, Health and Healing: On the Interface of Ethnobotany and Medical Anthropology.* Berghahn Books.

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

Rival, L. 1998. *The Social Life of Trees: Anthropological Perspectives on Tree Symbolism.* Berg.

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

Tutorial arrangements:
Students should have EIGHT tutorials for paper 3.
It is recommended that students have at least 1 tutorial in each of the following: developmental plasticity, nutrition and disease, life history including reproduction and obesity and 2 tutorials in ethnobiology (e.g. on in economic ethnobiology: *how humans use nature*, and one in cognitive ethnobiology: *how humans perceive nature*).

Presentation Skills
There will be lecture on presentation skills by Dr Amanda Palmer in the second year.

Examination
This paper will be examined by an extended essay not exceeding 5,000 words (including references and footnotes but excluding bibliography) and a presentation. The essay will be chosen from a list of titles published by the Examiners on Monday of Week 1 of Trinity Term of their second year.
Candidates will be required to give a short presentation on the topic of the extended essay in Michaelmas Term of their Final year. The exact date of the presentation will be notified to students by Week 1 of Michaelmas Term.

Paper 4 Demography and Population

Course coordinator and Lecturer: Dr Chris Wilson, School of Anthropology
email: chris.wilson@nuffield.ox.ac.uk

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

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

The course deals with both demographic methods and substantive analyses; it falls into two distinct halves. In the Michaelmas Term we ask: How do we measure and interpret demographic processes? In the Hilary Term we move on to use these methodological skills to ask: What is happening to the world's population and why?

The examination in Finals will test both your ability to interpret and explain demographic methods and your knowledge of the substantive trends and the theories put forward to explain them.

At the end of this section of the Handbook there are examples of the kinds of questions you will be asked in the examination.

WebLearn:
https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/fhs/fhs_paper4

Timetable: 2nd year: in both MT and HT (16 lectures 8 two-hour sessions, with a 10-minute break).

Michaelmas Term – The Methods of Demographic Analysis

Week 1. Introduction to the course: the scope of demography
The state of the planet in 2013: the great demographic transformations

Week 2. Demographic methods and concepts: an overview
Demographic data

Week 3. Mortality analysis: rates and standardisation
The life table

Week 4. Fertility analysis

Week 5. Population dynamics
Population ageing and age structure

Week 6. Population projections

Week 7. Migration
Dynamics incorporating migration

Week 8. Heterogeneity, reification and demographic analysis

Hilary Term – Population trends and theories

Week 1. Demographic transitions and the making of the modern world
Demographic regimes, past, present and future

Week 2. Grand theories of population: Malthus and Boserup
Long-run trends and homeostasis

Week 3. Low fertility – a global phenomenon
Fertility decline: family planning or socio-economic change

Week 4. Health transition: good health at low cost?
Health progress: exceptions and expectations

Week 5. International migration
Urbanisation and demographic transition

Week 6. Population ageing and age-structure
Migration, fertility, population growth and ageing

Week 7. Gendercide: when tradition and development collide
Demography, social change and democracy

Week 8. Demography, education and human capital
Population projections: visions of the future

Readings – Michaelmas Term

Core reading list and software

For a basic introduction to demographic terminology, see: McFalls, Joseph A. Jr. 2007. 'Population: a lively introduction', *Population Bulletin*, 62.1, 1-31.

The main methods of demographic analysis are covered in a number of good textbooks. Two of the most useful are:

Rowland, Donald T.2003. *Demographic Methods and Concepts*. Oxford: Oxford University Press.
This is a very practical introduction to demographic analysis, with many exercises and examples. The book also comes with a CD (available from the Human Sciences Office) with Excel programs for demographic analysis. You can download these programs from the CD and use them to get a clear understanding of the basic methods.

Preston, Samuel H.; Heuveline, Patrick and Guilot, Michel. 2001. *Demography: Measuring and Modelling Population Processes*. Oxford: Blackwell Publishers.
This book is somewhat more advanced than the Rowland volume, and uses more mathematical notation (including calculus). However, if you are prepared to take the maths on trust, you can skip over the equations and read the text.

Another good general source is:
Pressat, Roland (Christopher Wilson ed.) 1985. *The Dictionary of Demography*. Oxford: Blackwell Publishers.
Not a text book, but provides succinct introductions to topics and measures.

These books cover the basic material on methods, but more specific readings for each topic will be suggested in the lectures.

Most readings are available online.
For *Demographic Research*, see: www.demographic-resarch.org
For *Population Bulletin,* go to www.prb.org.
Population and Societies is to be found at: www.ined.fr

Examples of questions for the examination

Section A: Trends and Theories (answer two questions from nine)

1. EITHER: Why has life expectancy stagnated or even declined in some parts of the world in recent decades? How could these trends be reversed?

   OR: The highest life expectancy in any national population has increased almost linearly for over 150 years. Can this increase continue for the foreseeable future?

2. EITHER: To what extent is the fertility transition in the developing world the result of deliberate policy? What other factors need to be taken into account?

   OR: Why has the demographic transition been so much slower in Sub-Saharan Africa than in the rest of the developing world, and what consequences arise from this slow transition?

3. Can any public policy increase fertility once the latter has fallen below replacement level?

4. Do demographic considerations indicate that immigration is good for the United Kingdom and other developed countries?

5. 'Population ageing is the unavoidable future for all societies.' Evaluate this assertion and discuss the likely consequences of ageing for both developed and developing nations.

6. Does the rise in the sex ratio at birth in some Asian and European countries in recent decades indicate that tradition is more powerful than modernization?

7. Why did the timing of the fertility transition differ in the various countries of Europe?

8. Is 'carrying capacity' a useful concept when applied to human populations?

9. Does regional variation in nuptiality and in household patterns in Europe before the demographic transition help us understand current marriage and family patterns?

Section B: Methods (answer one question from three)

1. Giving appropriate examples, discuss the strengths and weaknesses of cohort and period approaches in demographic analysis.

2. Giving appropriate examples, discuss the importance of taking into account both tempo and quantum in the study of fertility.

3. What is meant by the term “heterogeneity” in demographic analysis? How does an awareness of this concept help us interpret demographic measures?

EITHER:

Paper 5(a) Anthropological Analysis and Interpretation

Course coordinator: Dr Morgan Clarke, Institute of Social and Cultural Anthropology (ISCA)

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

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

https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/fhs/anthropologi

I. Key Themes in Social Anthropology

Timetable: 2nd year MT (8 lectures)

Lecturer: Dr Zuzanna Olszewska (ZO) (ISCA), Dr Javier Lezaun (JL) (InSIS), Dr Stephen Leonard (SL) (ISCA), Dr Nicolette Makovicky (NM) (Interdisciplinary Areas Studies), and Dr Ramon Sarró (RS) (ISCA)

1.	Individual, society and culture	ZO
2.	Gender	ZO

3.	Politics and governance	JL
4.	Literacy	ZO
5.	Language	SL
6.	Economic activity and exchange	NM
7.	Religion	RS
8.	Myth and history	ZO

II. Theories and Approaches in Social Anthropology

Timetable: 2nd year MT (8 Lectures)

Lecturers: Dr Iza Kavedzija (IK) (ISCA) and Dr David Pratten (DP) (ISCA)

1.	Theorizing the social: Durkheim and Mauss	IK
2.	Function and structure: founding the British school	IK
3.	Change and conflict: action-based and processual approaches	IK
4.	Unsettling orthodoxy	IK
5.	History	DP
6.	Practice	DP
7.	Power	DP
8.	Theory	DP

General Reading list:

Moore, H.L. and T. Sanders (eds) 2006. *Anthropology in Theory: Issues in epistemology* Oxford: Blackwell.

Moore, H.L. (ed.) 1999. *Anthropological Theory Today*. MA: Malden.

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

III. Persons, Kinship and Social Reproduction

Timetable: 2nd year HT (8 Lectures)

Lecturers: Dr Elizabeth Ewart, Dr Robert Parkin (RP) and Dr Morgan Clarke (MC) (ISCA)

1.	Introduction: decent & filiation	RP
2.	Family and marriage	RP
3.	Affinal alliance & kinship terminology	RP
4.	Descent, alliance and cultural approaches to kinship	RP
5.	Kinship and gender	EE
6.	Bodies, person and selves	EE
7.	New kinship and the new reproductive technologies	MC
8.	Beyond new kinship	MC

IV. Ethnicity

Timetable: 2nd year, TT (4 lectures)

Lecturer: Professor Marcus Banks (ISCA)

1. Ethnicity: theories and concepts
2. Nationalism and Neo-Nationalism
3. 'Race' and racism
4. Migration, ethnicity and 'superdiversity'

Tutorials (suggested topics):

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

OR

Paper 5(b) Sociological Theory

Course coordinator: Professor Federico Varese, Department of Sociology

Theoretical perspectives including rational choice; evolutionary psychology; interpersonal interaction; social integration and networks; functionalism. Substantive problems including stratification; gender; race and ethnicity; collective action; norms; ideology. Candidates will be expected to use theories to explain substantive problems.

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

Dr Biggs will give 8 lectures on Theoretical Perspectives in Michaelmas Term, and Prof Varese will give 8 lectures on Sociological Problems in Hilary Term. Tutorials are arranged by each student's college tutor.

Introductory Reading

Barnes, Barry. 1995. *The Elements of Social Theory.*

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

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

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

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

May, Tim. 1996. *Situating Social Theory.*

Runciman, W.G. 1999. *The Social Animal.*

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

I. Sociological Perspectives

Timetable: 2nd year MT (8 lectures)

Lecturer: Dr Turkay Nefes (Dept of Sociology)

1. Rational choice
2. Evolutionary psychology
3. Values and meaning
4. Interaction ritual
5. Social integration
6. Social networks
7. Semiotic systems and functionalism
8. Cultural evolution

II. Sociological Problems

Timetable: 2nd year HT (8 Lectures)

Lecturer: Professor Federico Varese (Dept of Sociology)

1. Micro and macro
2. Strategic interactions, games and behaviour
3. Trust
4. Norms
5. Collective action
6. Collective groups: ethnicity, nationality and race
7. Crime and gangs
8. Conflict, violence and protection

4. Option Papers

The details of options currently being taken by 3rd year students are available on Weblearn:
https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/fhs/options

List of Current Options

- Anthropological Analysis and Interpretation (if not taken as a core paper)
- Anthropology of a Selected Region: ONE of Africa, Europe, Japan, Lowland South America; South Asia,
- The Anthropology of Medicine
- Biological Conservation
- Cognition and Culture
- Cognitive and Evolutionary Anthropology
- Gender Theories and Realities: Cross-Cultural Perspectives
- Health and Disease
- Language
- Physical and Forensic Anthropology: An Introduction to Skeletal Remains
- Quantitative Methods
- Social Policy
- Sociology of Post-Industrial Societies
- Sociological Theory (if not taken as a core paper)
- South and Southern Africa
- A range of Psychology options

PLEASE NOTE:

For students in the 2nd year the list of options above is for guidance only, as there is no guarantee that the same options will be given in 2016 – 2017, although many of them will be offered.

A list of options for 3rd year 2016 – 2017 will be available at the beginning of Hilary Term 2016, and details of arrangements published on the 2nd year Weblearn as this information becomes available.

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

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

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

Dissertation Regulations

(a) Subject:

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

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

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

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

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

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

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

(b) Authorship and Origin:

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

(c) Length and Format:

No dissertation shall be less than 5,000 words nor exceed 10, 000 words; no person or body shall have authority to permit any excess. Candidates may include appendices which will not count towards the word limit. However the examiners are not bound to read the appendices and they shall not be taken into consideration when marking the dissertation. There shall be a select bibliography or a list of sources; this shall not be included in the word count. Each dissertation shall be prefaced by an abstract of not more than 350 words which shall not be included in the overall word count. All dissertations must be typed on A4 paper and be held firmly in a cover. Two copies of the dissertation shall be submitted to the examiners.

(d) Submission of Dissertation:

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

(e) Resubmission of Dissertation:

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

Guidelines and Recommendations from the Teaching Committee for Human Sciences

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

How to Choose a Topic:
Decide whether your dissertation will be based on:
A. Reading only OR
B. Reading and individual research

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

The Topic:
You must choose a topic which is within the Human Sciences syllabus. This is very wide but there are a number of exciting areas which do not, alas, deal with Human Sciences, even though they might be thought to fall within the general subject area. The subject must be treated in a scientific manner, in as objective a fashion as possible. No credit is given for 'advocacy', however strongly candidates may feel about particular issues. The topic must lend itself to a multi-disciplinary approach, i.e. combining at least two distinctly different approaches and as far as possible focusing both on biological as well as social aspects. For example it would be unwise to concentrate on the gene therapy of a disease which does not have major social implications, or to write a dissertation on any purely sociological or social anthropological issue that does not have interest from another viewpoint. Look at past dissertations as a guide to the variety of topics and approaches but do not take any of them as a firm precedent. Try to decide for yourself whether they have found it difficult to achieve a synthetic approach. You will find that some have tried to do the impossible.

Supervision and Advice:

You are strongly encouraged to talk to as many people in the university as possible, before you submit the title of your dissertation to the examiners, about the field of study, the approach you should take, and about relevant sources and methods. This discussion should happen not later than the Trinity Term of the second year. It may be an advantage to choose a topic, an aspect of which is being researched by someone in the university. Human Scientists should make themselves aware of the research that is going on in Oxford. Don't worry if it turns out that you have chosen the same topic as someone else. It is likely that your approaches will vary considerably.

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

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

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

Dissertations Involving Research with Human Participants and/or Travel

If your dissertation will involve research with human participants (including interviews and surveys) you must complete a CUREC 1A form and submit this for approval through the academic administrator **BEFORE** beginning your research. If you are travelling overseas you must complete a Travel Evaluation form and, if appropriate, a Risk Assessment Form. Again these must be approved **BEFORE** you travel. Please allow **AT LEAST SIX WEEKS** for travel and ethics approval. Further advice on ethics approval

and travel and risk assessment, including links the appropriate forms can be found at http://www.anthro.ox.ac.uk/about-us/safety-fieldwork-and-ethics/

Timetable for Dissertation:

1.	Trinity Term, 2nd year (week 1)	Second Years have informal discussion with Chairman of Teaching Committee about requirements.
2.	Trinity Term, 2nd year (week 2-3)	Discuss ideas for a topic with your Director of Studies and other members of staff within the subject areas you are considering.
3.	Trinity Term, 2nd year (week 4-5)	Submit a brief draft title with 100 word synopsis to Director of Studies for approval.
4.	Trinity Term, 2nd year (week 5)	Discuss with your Director of Studies who should act as your 'Advisor'. (NB. your Director of Studies may choose to act in this capacity.)
5.	Trinity Term, 2nd year **(By 12 noon on Friday of week 5)**	Submit title of dissertation with 100 word synopsis, and name of your 'Advisor' signed by your Director of Studies, to Academic Administrator in the Pauling Centre

N:B: You must submit your title and synopsis together with a pre-CUREC form stating your research will not involve human participants.

if your research will involve human participants please complete CUREC IA form

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

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

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

Please note that late delivery of a Dissertation may incur an academic penalty and a fine.

Order of Contents:
(N.B. Sections (i), (ii), (iii)(vii), (viii) do not count towards the word limit)

After the title page there should normally be:

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

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

PLEASE NOTE:
The University employs a series of sophisticated software applications to detect plagiarism in submitted examination work, both in terms of copying and collusion. It regularly monitors on-line Dissertation banks, dissertation-writing services, and other potential sources of material. Although the University strongly encourages the use of electronic resources by students in their academic work, any attempt to draw on third-party material without proper attribution may well attract severe disciplinary sanctions: Proctors and Assessors Memorandum, Section 9.5

Your attention is drawn to the university's guidelines on plagiarism at http://www.ox.ac.uk/students/academic/goodpractice/about/

Further advice on academic good practice and referencing can be found at http://www.ox.ac.uk/students/academic/goodpractice/develop/

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

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

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

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

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

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

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

Whichever system you choose for laying out the references it is essential that the references be complete, that the system chosen is applied *systematically*, and that the references be given in alphabetical order.

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

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

Identification: The candidate number and the title should appear on the front cover in fairly large type. You should NOT put your name or college anywhere on your dissertation. If you do include such information, that page or cover will be removed. Please do not include acknowledgements (of supervisors, etc.) which could compromise the anonymity of your dissertation.

Binding: Dissertations should be soft-bound. Expensive binding is not necessary.

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

Packaging: Two copies of your dissertation, maximum length 10.000 words, should be submitted enclosed in the envelope which you will receive from the Human Sciences office.

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

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

6. Examination Regulations 2015

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

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

The examiners will permit the use of any hand-held pocket calculator subject to the conditions set out under the heading 'Use of calculators in examinations' in the Special Regulations concerning Examinations.

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

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

(6) Dissertation

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

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

Schedule of Subjects

1. Behaviour and its Evolution: Animal and Human

Introduction to the study of behaviour including the evolution of behavioural interactions within groups. Behavioural strategies that have evolved in humans and other animals. The use of models to understand complex behaviour. Advanced ethology and cognition, including learning. Perception and decision-making. Primate behaviour and evolutionary ecology, including the

development of primate social systems and the evolution of cognition. This paper will be examined by an unseen written examination paper.

2. Human Genetics and Evolution

The nature and structure of the human genome, including single gene traits, gene function, and assessment of social implications. Population genetics of humans and primates. Quantitative genetics and complex trait analysis in humans. Genomic complexity as illustrated by the genetic basis for immune response. Molecular evolution, human genetic diversity and the genetic basis of human evolution. Genetic basis of common complex diseases. Human behaviour, cognition and cultural transmission in the context of six million years of physiological evolution and ecological change. This paper will be examined by an unseen written examination paper.

3. Human Ecology

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

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

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

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

4. Demography and Population

Candidates will be expected to show knowledge of the major features of past and present population trends, the socio-economic, environmental and bio-medical factors affecting fertility, morality and migration; the social, economic and political consequences of population growth, decline and ageing; and major controversies in demographic theory.

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

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

5(a). Anthropological Analysis and Interpretation

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

5(b). Sociological Theory

Theoretical perspectives including rational choice; evolutionary psychology; interpersonal interaction; social integration and networks; functionalism. Substantive problems including stratification; gender; race and ethnicity; collective action; norms; ideology. Candidates will be expected to use theories to explain substantive problems. This paper will be examined by an unseen written examination paper.

Paper 6. Dissertation (see beginning of Section 4 above)

Marking Procedure

The Examining Board will usually consist of four internal examiners and two or three external examiners. In addition, assessors are appointed for papers which require specialist knowledge where none of the Examiners is expert. Candidates are anonymous. All papers are double-marked. Each paper (including the Dissertation) has equal weight.

An Examiner or Assessor, having received a script, assigns a mark to each question. These are averaged to give an overall mark for each paper from each examiner. Each examiner marks independently, without knowledge of the marks or comments made by the other examiner. Usually, the marks awarded by each examiner are similar and not infrequently identical. Where the overall marks assigned by the two Examiners differ by only two or three points (and do not involve a difference of class), they are averaged to produce an agreed mark for the question. A more substantial difference in evaluation is discussed until an agreement is reached. Answers that have been given particularly discrepant marks are remarked, and the whole script if necessary. If the examiners cannot reach an agreement, the script is submitted to an external Examiner for "adjudication". In addition, the External Examiner may query any mark assigned to a question, even if the internal Examiners are unanimous in their judgment.

The mark for each paper is the mean of the marks for the three questions in that paper. Papers whose scores fall in borderline zones between class boundaries receive special scrutiny. If they contain answers which clearly belong to the higher class, or give other evidence of merit, they may be promoted to the lowest score for the higher class.

Examination Conventions

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

NB: The examination conventions for the Final Honour School of Human Sciences are currently under review. The new conventions will be notified to students after they have been approved.

Marking Scale

> 70	Class I	Work displaying (1) excellent and independent analytical skill and power of argument; and/or (2) comprehensive and thorough command of a wide and imaginative range of relevant facts and arguments and/or (3) an ability to organize the answer with clarity, insight and efficiency.
60-69	Class Iii	Work showing some analysis and powers of argument or the quality associated with a first, but with less comprehensive command of evidence; thorough work but showing less analytical skill or clarity in organisation.
50-59	Class IIii	Competent, routine, unexciting work with no major defects but giving only a partial account of the question, and marred by inaccuracies or omissions. Not devoid of skills in analysis or argument but showing lapses.
40-49	Class III	Weak, muddled work but with some evidence of knowledge of facts and skill in analysis. Routine standardised prepared answers which do not address the specifics of the question but only some of its subject matter and which therefore contain much irrelevant material.
< 40	Fail	Work so poor that it cannot be given a pass mark, but which may not prevent the candidate from being awarded a degree if other papers show higher ability. The lowest marks, however, could prevent the candidate being awarded a degree , irrespective of performance in other papers.

Guidelines for assignment to overall degree class

Class I:	Overall mean of 68 or more with 4 or more papers achieving a class mark of I
Class 2:1:	Overall mean of 60–68 with 4 or more papers achieving 2:1 marks or higher
Class 2:2:	Overall mean of 50–59 with 4 or more papers achieving 2:2 marks or higher
Class 3:	Overall mean of 40–49 with 4 or more papers achieving 3rd class marks or higher

Penalty Tariff for Late Submission of Written Work

Five marks will be deducted if the work is submitted late on the first day and 2 marks for each day it is late thereafter, with a maximum deduction of 25 marks and each weekend day counting as a full day.

7. What do Human Scientists do after their Degree?

It is difficult to say in a few lines what Human Scientists do after their degree as the careers they follow are so varied. Past Human Sciences newsletters (which can be borrowed from the office) give a good picture of the range of jobs Human Scientists tend to go for. For example: NHS management, banking, journalism, conservation, law, research assistant with Swan Study Centre, post-graduate degree at London School of Hygiene and Tropical Medicine, rural development consultant in West Africa, lecturer in medical anthropology, lecturer in sociology, accountant, editorial staff of O.U.P. journalist with New Scientist, etc. It may sometimes be possible to put you in touch with a Human Scientist doing the kind of work you think you might like.

All undergraduates are entitled to use the University Careers Service at 56 Banbury Road (2)74646) where you can get up to date information on entry to various careers. Undergraduates are encouraged to make contact with the Careers Service early in their time at Oxford and certainly before the end of their second year. The Careers Service covers a huge range of career options, and there is lots of help at hand. Start by registering on – line at www.careers.ox.ac.uk and take a look at What's On. Drop in for, or book, an informal 15-minute discussion with a Careers Adviser (see http://www.careers.ox.ac.uk for details and times). You may be particularly interested to know that alongside many other events, the Oxford Careers Fair covering, amongst other areas, the national Charity the Voluntary Sector is held in Michaelmas Term, and International Careers Day covering International Development and related careers is held in Hilary Term. A session on Studying Medicine as a Second Degree is held in Trinity Term. All these areas and more are covered by the "Career Briefings" which can be found on the Careers Service website and at 56 Banbury Road.

The Oxford Graduate Prospectus is also available online.
Website: http://www.ox.ac.uk/admissions/postgraduate_courses/index.html

Appendices

Appendix 1 – University of Oxford: Integrated Equality Policy

The University of Oxford aims to provide an inclusive environment which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected to assist them in reaching their full potential. The University will work to remove any barriers which might deter people of the highest potential and ability from applying to Oxford, either as staff or students.
You can view the full Integrated Equality Policy at:
http://www.admin.ox.ac.uk/eop/missionstatement/integratedequalitypolicy/

Appendix 2 – University of Oxford: Rules Governing IT Use

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

Appendix 3 – University of Oxford Information Security Policy

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

Appendix 4 – Other University Policies and Regulations

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