

HUMSCI NEWS:

keeping Human Sciences Alumni, Students and Staff in touch

July 2013

Welcome from the Head of the Institute

Very warm Summer-time greetings to all our alumni! Here in the UK summer really is here at last after a record cold Spring which left birds nesting later and various flora slow to leaf or bud.

Speaking of record years, 2012 was, indeed, a record year for us in Human Sciences. It was our 40th anniversary year and most of you will know that we celebrated in style by holding a Gala Dinner at All Souls College last September which proved to be a most happy occasion. Although a handful of dedicated alumni had been urging us for some time to hold a reunion event of some kind, we had no idea what the response would be having never attempted such an event before. Hoping to encourage uptake we decided to time our celebrations to coincide with the University-wide Alumni Weekend but this brought with it the additional problem of finding a college venue for the dinner as many were fully booked for their own returning alumni. In the event, All Souls was the only college able to accommodate us. We were grateful to them for their hospitality and held our breath as the invitations went out, hoping that sufficient alumni would respond. We need not have worried! Our HumScis were mighty quick to show their interest and within days we were fully booked with a waiting list for cancellations. This taught us that there is, indeed, a keen interest among our alumni for reunion-style events and that, in future, we can be more brave in our planning, hence the following.

Whilst we do not envisage holding events on an annual basis there is, indeed, a special reason to hold an event in the summer of 2013, that reason being the retirement, after thirty-plus years, of our Demographer, Professor David Coleman. David has been a mainstay of the Human Sciences course for more than three decades providing us with many years of teaching, examining and steering the Institute as its Chairman. For this reason we have arranged for a reunion-cum-retirement event for David on Saturday 21st September 2013. We are holding it centrally at Rewley House in Wellington Square, Oxford and there is en suite overnight accommodation at the venue should you require it. The date coincides once again with the University's alumni weekend so attending the Dinner could also create an opportunity to catch up with old friends. Tickets for the dinner, including wine, are £49 per head (£39 for current students) and full details, including the menu, a booking form and how to arrange accommodation are contained in the separate invitation sent alongside this Newsletter. We have space for 120 guests so we hope many of you who remember being taught by David will want to come to wish him well in his retirement.

Returning to last year's Gala Dinner, it is true to say it was a huge success. It was particularly pleasing to have alumni return from the earliest cohorts of the 1970s and for them to meet and link up with those of us who came along in later years. Similarly, many tutors, past and present, attended so there was ample opportunity for people to greet their old tutors and catch up with news from the intervening years.

The dinner itself was a grand meal with fine wine followed by after dinner recollections from Professor Iain Craig (Genetics tutor, St Catherine's) and Professor Paul Dresch (Anthropology tutor,

St John's) himself one of the earlier alumni. A big 'thank you' goes to them for sharing their reflections on Human Sciences with us.

Professor David Gellner, as Head of the School of Social Anthropology and Museum Ethnography (SAME) under whose remit our Institute now sits, spoke of his absolute commitment to strengthening Human Sciences within the University and his contribution to this Newsletter is particularly important in this respect. Please do read his address to you to learn more about what we are keen to achieve and what you can do to help us in that aim.

As all good evenings do, ours at All Souls seemed to come to an end much too soon and many guests continued their conversations into the night in nearby pubs or met up with friends who had not been able to obtain tickets for the Gala Dinner. For those who stayed overnight in Oxford there was an invitation to spend Saturday afternoon at the Pauling Centre where additional events were laid on. For some of our earliest graduates this was their first chance to see our own dedicated centre because it had not been built when they were studying prior to the early 1980s. Professor Stanley Ulijaszek began the afternoon with a most interesting talk on Obesity. This was followed by a visit from the Vice Chancellor of the University, Professor Andrew Hamilton, who came specifically to greet us and congratulate us on our 40th Anniversary. He spoke positively about the virtue of the Human Sciences course, not least for its interdisciplinarity, and gave us his warmest good wishes for the future. (A full transcript of his address to us is contained later on in this Newsletter.) This was then followed by the main feature of the afternoon which was the opportunity for alumni to voice their reflections on having studied Human Sciences doing this with the help of a diverse panel of three alumni who generously gave us their time to talk about what Human Sciences had meant to them. These three were Patrick Shea (New College, 1970-72), a lawyer from New York and dedicated HumSci alumnus (who generously contributed towards the cost of our Gala Dinner), Simon Baron-Cohen (New College 1979-81), Professor of Psychopathology at Cambridge University and Mr Graham Hay-Smith (St Catherine's 1988-91), a London-based Consultant Ophthalmologist. Each member of the panel spoke with feeling about the value of Human Sciences and in open forum many other alumni expressed how important the degree had been both for them personally and in a wider context. (Further on in this Newsletter, we provide a transcript of their speeches.) Huge thanks go to everyone for their reflections on the course and how to promote its future. Funding, of course, is key in that future and I would urge you once again to read Professor Gellner's address here in this Newsletter.

To conclude, I would like to say a personal 'thank you' to everyone who came to our 40th anniversary event, to those who helped to make it happen and those who wanted to come but could not. All our hearts were in the right place. It was, and is, clear that as students we all loved reading Human Sciences and that as alumni we share a life-long fondness for what the degree gave us. Long may that degree continue to prosper!

Amanda Palmer
Head of the Institute of Human Sciences

Welcome to new Institute Members

It has been a great year for Human Scientists with new posts being created within the School of Anthropology and Museum Ethnography each of which include duties within Human Sciences. Here we introduce three of our new lecturers.

Dr Alexandra Alvergne



Alex Alvergne took up the post of University Lecturer in Biocultural Anthropology in 2012 and is a Fellow of Harris Manchester College. She has broad interests in human behavioural ecology, reproductive ecology, demography and cultural evolution. Her research aims to investigate the role of biological and cultural evolutionary processes in accounting for variation in human reproduction. She focuses on both ultimate (reproductive outcomes) and proximate levels for explanation (cultural transmission, physiological regulation) for understanding behavioural diversity and change. She is convening a new Human Sciences third year option on Evolution and Medicine in 2013-14.

Dr Morgan Clarke



Morgan Clarke joined the Institute of Social and Cultural Anthropology and the Institute of Human Sciences in 2011. He is University Lecturer in Social Anthropology and a Tutorial Fellow of Keble College, where he is tutor in Anthropology and Director of Studies for Human Sciences. Dr Clarke is an Anthropologist of the Arabic-speaking Middle East with a particular interest in contemporary Islam, especially Islamic law and its relationship to positive law, secular ethics and the civil state. His fieldwork to date has been in Lebanon (2003-4, 2007-8). His doctoral work (Oxford, 2006) focused on Islamic bioethics, concerning assisted reproduction in particular, and was published as *Islam and New Kinship: Reproductive Technology and the Shariah In Lebanon* (Berghahn, 2009); he contributes to teaching in medical anthropology within the department.

His current book project, developed through postdoctoral work at Cambridge (British Academy Postdoctoral Fellowship, 2006-9) and Manchester (Simon Research Fellowship, 2009-11), is an ethnography of sharia discourse in Lebanon, focusing on the sharia (family law) courts and their relationship to non-state Islamic institutions. That involved fieldwork in both Sunni and Shi'i contexts, including mosques, Sufi circles and the offices of major religious authorities, most notably Lebanon's late Ayatollah Muhammad Husayn Fadlallah. With regard to the latter, Morgan has an enduring interest in Shi'i Islam, with recent and forthcoming publications on the impact of the Internet and other new media on the social construction of religious authority within the tradition. He was recently awarded an Oxford-Princeton Collaborative Grant to work with Professor Mirjam Künkler of Princeton (Near Eastern Studies) on a project entitled "Traditional authority and transnational religious networks in contemporary Shi'i Islam: Results from recent empirical research".

Dr Emma Cohen

Emma Cohen is Tutorial Fellow and Director of Studies for Human Sciences at Wadham College and University Lecturer in Cognitive Anthropology at the Institute of Cognitive and Evolutionary Anthropology

Since obtaining her PhD at Queen's University Belfast in 2005, she has held positions at the Institute of Cognition and Culture (Queen's), the Centre for Anthropology and Mind and the Institute of Cognitive and Evolutionary Anthropology (Oxford), and the Research Group in Comparative Cognitive Anthropology at the Max Planck Institutes for Evolutionary Anthropology (Leipzig, Germany) and Psycholinguistics (Nijmegen, Netherlands).



Emma's principal research interests are in the evolution and cognition of cooperation and social bonding. In recent research, she has been exploring the influence of accent and other social markers on children's developing social preferences, the social bonding effects of group synchronous behaviours (e.g. drumming, rowing), and the cognitive factors influencing the transmission of culture. Most of her research is based in northern Brazil, in the city of Belém and nearby towns on Marajó Island. In addition to fieldwork travel, she is a keen cycle tourist and still enjoys a good hike across an Irish bog.

Personal website: <http://users.ox.ac.uk/~soca0093/Site/Home.html>

A further appointment has been made at Magdalen College. Dr Laura Fortunato joins the Institute in September 2013 as University Lecturer in Evolutionary Anthropology and Director of Studies in Human Sciences at Magdalen College. In addition, the successor to David Coleman will be Dr Chris Wilson, a prominent Demographer. He also joins the University in September 2013 and further details of both these appointments will be given in the next newsletter.

Fortieth Anniversary Celebrations

As you will have seen from Amanda Palmer's introduction to this newsletter our fortieth anniversary celebrations were a highlight of 2012 with both the gala dinner at All Souls and the Saturday afternoon lecture by Stanley Ulijaszek and the round-table discussion introduced by the Vice-Chancellor and three of our distinguished alumni. Reproduced below are the Vice-Chancellor's speech plus the round-table introductions by Simon Baron-Cohen, Graham Hay-Smith and Patrick Shea.

Speech by the Vice-Chancellor, Professor Andrew Hamilton given at the 40th anniversary celebrations on Saturday 15 September 2012

Ladies and gentlemen, let me offer you a warm welcome to Oxford. I know many of you are here for the alumni weekend and a celebration of the Human Sciences programme's 40th anniversary. You all look too young for the programme to be 40 years old, but it is a delight for me to be here with you.

You will all remember from your graduation ceremony in the Sheldonian that you would have looked much like this (in sub-fusc) and the Vice-Chancellor would have looked much like this as well. In those days the Vice-Chancellor, like the Proctors, wore sub-fusc the whole time. I am delighted to say that among the many things with which my predecessor did away was the requirement for the Vice-Chancellor to wear sub-fusc 24/7. However, it is still worn by the Proctors so they remain very noticeable as they walk through the streets of Oxford. We have had a wonderful event this afternoon of presenting Distinguished Friends of Oxford Awards in the Sheldonian so I have been in full regalia.

This kind of weekend is a wonderful opportunity to celebrate many things about Oxford: to celebrate the great strength of the University, to celebrate the Collegiate structure of the University and the experience that all of you had in your colleges, which provide the very special distinctive character of an Oxford education. But it is also an opportunity to celebrate special milestones in the academic life of the University and in the Human Sciences programme we have a very special academic area that has reached an important milestone in 40 years.



I arrived in Oxford three years ago after spending most of my career in the United States, most of it at Yale, so of course, coming to Oxford was quite a profound change in many, many ways. Not the least of those changes, of course, is the very character of undergraduate education here in Oxford. The majority of degree courses here are single discipline. If you come to read Physics, Physics is what you study and you do not stray outside of the realm of Physics in your entire three or four years. So to recognise that Oxford does embrace interdisciplinarity in a very serious and a very significant way was a great delight for me to discover. Of course one finds it in a number of places in the University. I'm not sure whether PPE quite corresponds to true interdisciplinarity but in my view Human Sciences absolutely does – it is the only degree programme in the University that pulls in teaching from all four of the Divisions: Humanities,

Social Sciences, Sciences and Medicine. For a degree programme to cover the incredible breadth of scholarship from Linguistics to Social Anthropology to Genetics to Psychology – so many different dimensions to the degree programme that all of you have been part of – is for me an absolutely ringing endorsement of why Human Sciences was brought into existence 40 years ago and why it has thrived during those 40 years. I think today we see a Human Sciences programme that is in as rude a health as it has ever been.

This is Oxford, so of course it has gone through a few ups and downs. Life in Oxford is always challenging: just try being Vice-Chancellor. There is no question that by drawing from all four Divisions, Human Sciences is dependent upon, both the goodwill of colleges, and the goodwill of departments. It is also dependent upon the powers of persuasion of its leadership in convincing departments and in convincing tutors and dons to participate in its academic programme. The fact that in 2012 we now have four to five times the number of applications to places on the Human Sciences degree programme is a testament to that success. To hear as I have done in the last few weeks that colleges are lining up – Keble, Wadham, Harris Manchester – to step in with tutors for Human Sciences and beginning to play a significant part in the programme. For me this is just wonderful and I want to wish all of you, and those in the past and present leadership in Human Sciences, my very warmest congratulations because it is a programme, as I said, that I think represents a vitally important part of modern undergraduate education which is truly interdisciplinary. But it is interdisciplinarity focused on the training of students to step into roles that require them to communicate across disciplines, that require them to be conversant in the

Humanities, in Social Sciences, Psychology and also in the human condition and human existence: Medicine, Public Health, and so many other different areas.

I know we have three distinguished graduates of the programme on the panel in a few moments, but to see where Human Sciences graduates go is an absolute reinforcement of why it matters, why it is important to Oxford University and quite frankly, if I may be pompous, why it is important to the world that we have graduates who come from this University trained in a range of disciplines so that they can take their place in positions – we hope eventually in leadership positions – that require a knowledge of such disciplines. Thank you very much for inviting me to give a few words of congratulations to you on your first forty years. I am absolutely confident that Human Sciences will prosper – and I will even make a little prediction – not only that in forty years from now we will be back here to celebrate its eightieth anniversary, but that Human Sciences will actually become a model for other programmes. Even in my world of sciences, in Medicine, Chemistry, Physics, Engineering, we are beginning to see subjects overlapping in a significant way and future academic leaders will turn to Human Sciences to see how it was done in Oxford. So not only is Human Sciences important for its graduates, let me assure you that it is also going to be important for Oxford as more and more interdisciplinary programmes evolve. So congratulations to everyone on forty years of Human Sciences, and thank you very much to all of the alumni for coming back and being part of the celebrations.

Simon Baron-Cohen's introduction to the round table discussion on 15 September 2012

Simon Baron-Cohen studied Human Sciences at New College, graduating in 1981 and is now Professor of Developmental Psychopathology at the University Cambridge, Fellow of Trinity College, Cambridge and Director of the Autism Research Centre in Cambridge

It's a great pleasure to be here.

When I came to Oxford to study Human Sciences, this building did not exist. Just as I left, they were laying the first bricks to have a location for the degree course. My memory from the late 1970s was that the undergraduates got on their bicycles, and went from one department to another – the students were the glue that bound the degree together. Maybe that still happens, even though you now have a location. Because it is interdisciplinary, the students are the go-betweens between Departments. This is an important theme that is emerging in today's round table discussion.

I now work in research at Cambridge University, in the field of autism, but I still feel myself to be a Human Scientist. After my undergraduate degree I went on to do a PhD in Psychology and then training in Clinical Psychology, becoming increasingly specialist. But Human Sciences keeps you narrow and broad simultaneously, and I don't think you ever lose that.



I want to reflect on some of the core qualities about studying Human Sciences. The first is integration across subjects. You can think of vertical and horizontal integration. In my field of autism – a phenomenon you find in nature – you can study at any level. Vertical integration in my field means starting at any particular point and going upwards *and* downwards, to try to understand what is going on. You can go downwards, into the neurobiology, looking at genes and hormones that potentially contribute to autism. Or you can go upwards, to think about what children with autism need by way of education and clinical support. So, whilst looking at a single phenomenon you cross

disciplines: you go upwards into Public Health and Special Education, or downwards into Genetics and Neuroscience.

In terms of horizontal integration, when I started looking at the phenomenon of autism I quickly realised that autism connects sideways. Autism is more common in boys than girls and this prompted me to think about the psychology of males and females. This took me into a detour, to understand sex differences in typical development, both at the psychological level and in terms of neurobiology. Autism also affects your social understanding and social neuroscience is a very lively area of research: pinpointing which parts of the brain allow us to decode each other actions and to communicate. So from a starting point of autism I was led to try to understand normative processes that allow us to be social. I would call that an example of horizontal integration.

I also wanted to stress that whilst Human Sciences trains people to be scholars, just like any other degree programme in the University, what is special about Human Sciences is you have a sense that scholarship for its own sake isn't enough. You feel you should be looking for translation, for how scholarship can make the world a better place. In my own work, whilst I'm fascinated as to whether this particular gene is involved in this neurodevelopmental condition, I'm also constantly thinking of which kinds of tools or which kinds of practical support would make the world an easier place for people with autism, or their families. For this reason we have been developing educational software, to help in the teaching of children with autism, and we have been developing practical screening tools for frontline clinicians to help early identification. The constant link between scholarship and action is another feature of what is special about having studied Human Sciences.

I think Human Sciences also encourages moderation. Maybe that's because we are constantly cycling back and forth on our bicycles between different perspectives so that the student ends up realising that they have to tread a fine path between biological and social determinism. The student ends up in the very moderate position of seeing the value of different perspectives, which all converge in the student's essay! I've seen that in my own work. For example, when I've looked at the psychology of sex differences, it would be easy to fall into the trap of attributing these to experience and cultural factors, or to genes and hormones. But what the data tells you it is a mix of all of these factors. I ended up writing a book in this controversial area but I think I adopted a moderate position in saying "Don't forget about biology, and don't forget about culture". It's an interaction.

Andrew talked about interdisciplinarity and I would say that is *the* core feature of Human Sciences. That was probably the single most important driver that led to the degree being set up. It's also probably remained the main criticism: that the students aren't in a single discipline. But I think that is something to defend. On another occasion it would be interesting to hold an event here, to invite Heads of Departments to ask: Do you value an interdisciplinary degree? Human Sciences is one of the best examples of that, and if they do value it, what kinds of resources are they willing to commit?

This is a real issue because Human Sciences still doesn't have its own core funding for lectureships – it depends on the goodwill of lecturers in other departments offering to teach, and that's fine. In some ways it is part of the spirit of Human Sciences, to borrow from other departments, so long as there is a mutual understanding about the value of the degree.

A final quality is communication: Human Scientists don't just do science. They also learn to communicate across disciplinary boundaries. I have felt that in my own work – I don't just publish in the specialist, technical, peer-reviewed journals, although that is important for the way in which universities are evaluated in league tables. For me it is also about communicating the findings of

research to a wider audience, to raise awareness in the general population about what is exciting in science, and those communication skills are part of what you learn in this degree.

I will just finish by saying that probably the most important quality is the sense of Human Sciences as a family. It has been very nice that the degree has stayed relatively small, that the Institute, as it now is, communicates with its alumni, that we are invited to feel that we belong to a Human Sciences family, and that events like this happen. We come back and meet each other, catch up on each other's news, and I think this is another special feature of the course.

Thank you.

Graham Hay-Smith's introduction to the round table discussion on 15 September 2012

Graham Hay-Smith read Human Sciences at St Catherine's College, graduating in 1991 and is now a consultant ophthalmic surgeon and retinal physician

It is a great privilege to be able to come and talk about Human Sciences because, like most of us here, I guess, Human Sciences is an absolutely key part to the person that I am and if I hadn't read Human Sciences here I'm sure my life would have gone in a completely different way. It was wonderful to have the dinner last night and go out with people and afterwards we were talking and everybody has had a diverse career as have I. I have had four main strands to my career and some people often struggle to say what is the common piece to it and I sometimes worry about that myself but introspectively I've thought about it. It has been the analysis of problems and the practical application of solutions and that's what I've always done.

So I started off as a banker as an analyst in the city and I was perfectly successful and did some exams but that didn't really float my boat. I was too much of a Calvinist and I was being paid too much so I left.

I went and studied medicine and I went into medicine thinking that there are lots of people with money, and disease, and inequality, and so I could do something in public health or infectious diseases or something interesting like that.



Throughout all this, I've had a career in the Territorial Army where I'm now a Lieutenant Colonel which sounds rather grand to me and there I've continued in an intelligence world but using Human Sciences in a wider area looking at defence against diseases, potentially infectious. There I've used the ability to spread myself across different disciplines all the way through.

I ended up in Medicine and qualified in Medicine and discovered that Surgery was quite interesting but I still had an interest in the wider Health and Epidemiology and all these type of things. I ended up as an Eye Surgeon and there I'm now a Consultant Eye Surgeon with a specialist interest in Infectious Diseases of the Retina which sounds as narrow as you can get. I also have a great interest in Diabetes and Diabetic Retinopathy and as soon as you have an interest in Diabetes and Diabetic Retinopathy I like to think that as a Human Scientist I am able to leap over the narrowness of my field and say well this a disease that affects everybody, and the obesity elements of it, and the ability to move in there. So I am continuously frustrated that I work in an environment that is narrow

and work with people who are very narrow and very interested in very small areas, of which I have an interest too, but I'm continuously looking at saying so. I now use factors to control the inflammatory conditions at the back of the eyes, great advances in Science which come out of hard research but actually what does this mean about my patients coming to see me because they now have to come and see me every month and they are elderly. How can I change my services so that I can incorporate a better service? How can I do it more locally? Is it possible with all the expensive kit? How can we do that? So the Banker comes in and says I've got a capital intensive kit here – how can I sweat my assets in the NHS so that I can see my patients more locally to where they live because people with age-related macro-degeneration are old. So I am a complete generalist although I am in other ways a deep specialist. I think that Human Sciences has given me in some ways an academic and level of confidence to say I don't have to be like other experts in my field, I can try and keep that general discursive view and I have an ability to talk to social workers and social scientists.

I am very grateful for all the Sociology that I had to do. I must confess that I came up here as a moderately public school City Banker and was immediately set to work with some hard core Sociology which at the time challenged the way I thought. The advantage of a degree like Human Sciences is that it makes you do things that you find naturally interesting like maybe the Genetics or the Epidemiology that you are naturally drawn to – that has been my flavour – but it forces you to look at the Anthropology and the Sociology and that stays with you. You are confident then rather than uncomfortable. I went on to do a Masters in International Relations and I've done a whole load of things. I've been a Local Councillor and I remember getting deeply involved in the effects of radiation and masts for mobile phones and debunking a whole load of nonsense that was going on in another borough of Islington. All these things happen just because of the various combinations that you have got. I think a degree in something like Human Sciences sets you up to have the confidence to say I know enough about quite a few things in order to make a synthesis to come up with single view which is as valid as any other view and possibly, if I can be as arrogant enough to say, more sage than the view of a deep specialist. I think that is my five minutes so I'll sit down now.

Patrick Shea's introduction to the round table discussion on 15 September 2012

Patrick Shea is one of the very first cohort of Human Scientists who graduated in 1972. Patrick was at New College and is now an Attorney in the United States.

I enjoyed Oxford immensely. When I was an undergraduate in California (1966-70) we had had riots almost every other month. I became an expert on both on the motion and the subsiding of riots.

But I want to ask two questions, which I will ask each of you to think about so that when we have a discussion you might focus on those. I am very interested to know that the ratio of men to women in Human Sciences has changed dramatically and I'd be interested in anybody's explanation of that in the twenty-first century. I think there is some very good science and also some negative science. Secondly I'd be interested in your comments if you were Tsar or Tsarina of the University, overshadowing the Chancellor and Vice-Chancellor, and could dictate some changes in Human Sciences what would they be? I will give you an example. I think the one thing that my undergraduate degree, my degree here in Oxford or from Harvard Law School, did not teach me is budgeting. If you are going to do anything you have to know how to budget and it does seem to me



that there ought to be a special session, perhaps in the summer, on budgeting so that you are never mystified by it.

I think that you put it so well. I see myself as a generalist. I have practiced Law for 36 years and when people ask me what I do, I say I practice Triage Law. This means that when people don't know what to do they come to me and I come up with some possible solution. I know what I don't know but I know how to get answers to those questions I don't know. Generally I get people quickly referred to somebody who does know what I don't know. The legal business in the United States is monopolistic and ought to be broken up. I don't know if your son is a lawyer or not. I have been very successful in my teaching career as I've taught for 30 years in Law School, in Political Science, in Philosophy and now in Biology. I view my success in that I've convinced many very bright students that they should look at something other than going to Law School.

I want to tell a short story about my time at Oxford where Professor Dawkins and Professor Harrison had me study three-spine and ten-spine sticklebacks. I remember spending hours on end watching these little fish swim about and wondering what am I doing. But I then became an investigator. I've been an investigator for the Federal Government three different times: shooting at Kent State, the assassination efforts by the United States government against foreign leaders, and then the illegal disclosures to foreign governments. Each time in those investigations, the key component was my skills that I'd learned in Human Science, that is so focused on matters I was addressing.

I could tell you more quickly what displacement was going on when I was narrowing in on a Mafioso character who did not want to talk about his effort to assassinate Fidel Castro, but through persistence I was able to get him to talk. I think the tutorial is the most valuable part of an Oxford education. I think each of us has had the experience of being in the tutorial, having written our wonderful essay and believing we had completely covered the topic. Then the tutor unwinds our essay ever so quickly, and making one feel absolutely naked in terms of intellectual prowess. Professor Harrison often looms in my mind's eye, sitting in his somewhat shadowy laboratory with all those skulls up on the wall having him interrogate me about some particular aspect of genetics that I obviously hadn't studied as completely as necessary.

I think the challenge, and it is a challenge which will only get more severe, is public funding for universities in the United States or in England. Public funding is going to be under ever increasing pressure. This summer (2012) I taught a seminar at the U.S. Army War College. I did counter-terrorism for six years for the Federal Government. My work on counter-terrorism focused on policy questions of the development and allocation of resources involving counter-terrorist action. My involvement in this dark world was before 9/11. After 9/11 I did a few seminars for different agencies of the Federal Government. But, then I had a parting of ways with the Bush Administration so I refused any further involvement with counter-terrorism.

As a result of the costly counter-terrorism efforts around the world, public funding for anything is going to come under enormous scrutiny and stress. I think it is really going to be up to alumni, like ourselves, to make sure that programs, like Human Science which we benefited from, will continue to be available to future undergraduates.

The United States is light years ahead on private development programs to support higher education. Stanford University where I did my undergraduate degree has honed development (read donations) to a refined science. As a Stanford alumni you don't move around the world without getting a letter from the Stanford Alumni Office indicating they are very pleased you have moved, but please remember your annual donation to Stanford. I think Oxford is approaching private donations in a much more Oxford-like manner. That is, by suggesting one should think about

supporting one's college or university. The topic of alumni support for Human Science came up when Sarah-Jane and I were corresponding about the 40th anniversary of Human Science. I enquired as to how much alumni support for Human Sciences there was. I asked this question because I remembered 10 years earlier when Professor Harrison and I met at Oxford he informed me of an effort by some to abolish Human Sciences. I was alarmed then, as now, how vulnerable a programme like Human Sciences is due to the uncertainty of public funding for higher education. As a result, I hope you will take a moment and make a contribution to the Human Sciences programme. Your donation would be a way of saying "thank you" to those people, those tutors who created the Human Sciences degree in 1970. Make your donation!

An appeal to all Human Scientists: Teaching Fund Post with a Tutorial Fellowship in Human Sciences

David Gellner
Director of Academic Development for Human Sciences
Institute of Human Sciences
School of Anthropology and Museum Ethnography

Human Sciences Alumni often ask what they can do to help support the course (which as you will see from other news in this issue is flourishing). One thing you could do is to donate to this appeal. There are almost 1,000 Human Sciences alumni and if everyone were able to raise or give £600 over the course of the next year, we would reach our target and have a post dedicated to Human Sciences endowed in perpetuity. Staff and friends of the School are already giving, and we hope that you will join them in making a monthly, quarterly, or annual donation to support the post. The post for which we are trying to raise funds will be attached to St Hugh's College and will be called the **Clarendon-Lienhardt Lectureship in the Anthropology of Africa with the XXX Tutorial Fellowship in Human Sciences** (where 'XXX' is an opportunity to name the Tutorial Fellowship for someone giving a large amount).

The Teaching Fund is a University initiative to put £60 million of Oxford University Press-derived money into permanently endowing already existing tutorial fellowships across the University. Of the £60 million in the Fund, two thirds went to Humanities (in recognition of their greater financial need); the rest was divided up between the University's other three Divisions. Social Sciences received about £8 million, which translated into an average of one post per department that teaches undergraduates. We were determined to secure one of these posts for Anthropology and Human Sciences if we could; after some work on our side, the Division accepted our bid as one of its priorities. The Teaching Fund works as follows: The University puts in 40% of the £2 million cost of permanently endowing the post (i.e. £800,000) and the department and college have to raise the balance (£1.2 million).

We are extremely fortunate to have an anonymous donor behind our bid who has already given us £600,000, so we are half way to our target. We now need to raise a matching £600,000 in order to secure this post, dedicated to the anthropology of Africa and to Human Sciences, forever. Establishing this post at St Hugh's will greatly enhance a recent trend to embed the Human Sciences BA across the collegiate University. It will help to secure Human Sciences' long-term survival as one of the most exciting undergraduate interdisciplinary degrees offered at Oxford.

We have about 18 months to secure pledges for the remaining £600,000, and all funds have to be received by September 2018. To encourage creative thinking, we have included some figures below

that refer to important Human Sciences dates: the **40th** anniversary of its original undergraduate graduations, in the summer of **1972**, which we celebrated with a dinner in All Souls last year (see the figures in bold in the table below). There is a webpage for Anthropology fundraising by card or direct debit on the University website:

http://www.giving.ox.ac.uk/academic_departments/social_sciences/anthropology.html

If you are able to give or pledge your support, then please feel free to use this for convenience, since it allows you to specify that your donation should be allocated straight to this Teaching Fund post (just click on the link below the heading including the term 'Teaching Fund Post'). You should receive an instant email acknowledging your gift and noting that it is going to the Teaching Fund post in Human Sciences.

Any questions about the fundraising itself can be directed to Elisabeth Wadge (Elisabeth.wadge@devoff.ox.ac.uk) in the University's Development Office, who will send a thank-you letter to each donor on the School's behalf. I will of course be more than happy to answer any questions that you may have about the initiative (on david.gellner@anthro.ox.ac.uk or 01865 274674).

Using Gift Aid effectively: some Human Sciences 40th anniversary numbers

Amount of gift	Total amount given by donor over 4 years	Value to Oxford after Gift Aid reclaim	Cost to donor (paying basic rate of 20% tax)	Cost to donor (paying higher rate of 40% tax)
£10 per month	£480	£600	£480	£360
£20 per month	£960	£1,200	£960	£720
£40 per month	£1,920	£2,400	£1,920	£1,440
£41.09 per month	£1,972	£2,465	£1,972	£1,479

Gift Aid is a UK government tax scheme, which enables the University to claim tax relief on donations from UK tax payers. The University of Oxford is an exempt charity for the purpose of charity legislation; therefore, we can claim Gift Aid on all donations. **If you donate £100, the value of your donation to Oxford will be £125.** Higher-rate taxpayers can claim back the difference between their tax rate and the basic rate of 20%, thereby reducing the cost of making their gift. For your donations to be eligible for Gift Aid, you must pay an amount of income tax and/or capital gains tax for each tax year that is at least equal to the tax that Oxford reclaims on your donations in that tax year. Further information about Gift Aid can be found at: www.campaign.ox.ac.uk/contribute/tax_efficient_giving/gift_aid.html

Congratulations to the following Institute Members

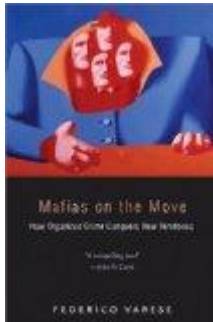
Professor David Coleman, former Head of the Institute of Human Sciences and Professor of Demography in the Department of Social Policy and Intervention has been awarded the Valtynteevskiye Chteniya Gold Medal for his 'outstanding contribution to demographic science and education'. He was presented with the award by the Rector of the Lomonosov Moscow State University, Academician V.A. Zadovnichiy. The Valtynteevskiye Chteniya Gold Medal is awarded every 2-3 years.



Dr Andy Gosler, Deputy Head of the Institute of Human Sciences, University Lecturer in Ornithology and Conservation and Director of Studies for Human Sciences at Mansfield College has been awarded the Union Medal of the



British Ornithologists' Union for 'Services to Ornithology'. The citation mentioned his 30 years of research in Wytham Woods with the Edward Grey Institute of Field Ornithology, his work for the British Trust for Ornithology, his teaching including bird ringing to students, his recent work in ethno-ornithology and for the Institute of Human Sciences, his Presidency of the Oxford Ornithological Society, and especially his Editorship of *Ibis* at a time of significant change, which substantially changed the journal's fortunes so that it is today thriving.



Professor Federico Varese's book *Mafias on the Move: How Organized Crime Conquers New Territories* (2011) was named 'Outstanding Publication of the Year' by the International Association for the Study of Organised Crime (IASCO). Professor Varese is Professor of Criminology in the Department of Sociology and convenor of the Sociological Theory paper. You can listen to Professor Varese being interviewed about his book on the New Books in Terrorism and Organised crime website at:

<http://newbooksinterrorismorganizedcrime.com/2012/10/31/federico-varese-mafias-on-the-move-how-organized-crime-conquers-new-territories-princeton-up-2011/>

2013 Human Sciences Symposium



Second year Human Sciences student, Namo Ata, introducing the 2013 Human Sciences Symposium

The Human Sciences Symposium is an annual, student organized event that provides a platform for bringing together speakers from different disciplines to discuss different aspects of an interdisciplinary topic. This year, we chose the theme 'Beyond Human', with a focus on different aspects of human enhancement. We were fortunate enough to hear talks by Dr Aubrey de Grey ('Radical postponement of age-related ill-health: an enhancement or 'merely' a therapy?'), Dr Anders Sandberg ('Building better brains: how much smarter can and should we try to become?'), and Dr Hannah Maslen ('From opportunity to obligation: ethical and legal dimensions of requiring enhancement'). These talks complemented each other very nicely and made

for an interesting symposium, and it was nice to see that the event attracted an audience not only from our own department, but from other parts of the University as well. Hopefully it has opened up a few more pairs of eyes towards the value of interdisciplinary thinking!

Anna Sigurdsson, second-year Human Scientist

Human Sciences student Highly Commended in Women of the Future Awards

Suriyah Bi, a second year Human Sciences undergraduate at Magdalen, was nominated for the Young Star Award in the 2012 Women of the Future Awards. Suriyah did not win but was highly commended. Suriyah founded and led the first British-Pakistani Conference which she describes below.

The National British-Pakistani Conference

The National British-Pakistani Conference is an initiative which brings together policy makers, academics and residents of the community to discuss and debate vital issues relating to the British-Pakistani community. Some of these problems include forced marriages, genetic disorders as a result of cousin marriages, low levels of educational attainment, and religious extremism. The conference gives participants a greater understanding of their roles as responsible citizens and serves as a platform for the youth to think about these problems, to propose possible solutions.

Some of our respected guest speakers include Baroness Helena Kennedy, The Rt Hon Dominic Grieve QC MP, and the Father of Malala Yousafzai. Each year, an official report for the conference with policy recommendations is sent to government officials. What makes the conference unique is that it operates through a three-way venn diagram model; it aims to implement 'Policy Change, Systems Change and Behaviour Change' which is what makes it such a powerful vehicle to drive transformation.



Some links to media exposure the conference has received:

- 1) <http://www.thehindu.com/news/international/south-asia/honour-your-daughters-malalas-father-tells-pakistanis/article4544396.ece>
- 2) <http://www.greenpeace-magazin.de/tagesthemen/einzelansicht/artikel/2013/03/24/malalas-vater-fordert-schulbildung-fuer-alle-pakistanischen-maedchen/>
- 3) Video for Yr 1: <http://www.youtube.com/watch?v=qNleGc4P-3U>

What Can Human Bones Tell Us? The work of the osteoarchaeologist and the forensic anthropologist

By Nicholas Márquez-Grant, Member of the Institute of Human Sciences and convenor of the third year option on Physical and Forensic Anthropology: the Analysis of Human Skeletal Remains

Human remains have received a lot of public media attention in recent years, whether related to an ethical issue such as repatriation, or as part of an important discovery in a historical or police documentary, or as part of a plot in a crime fiction book or in a Hollywood movie.

Archaeological human remains are an insight into our past (living conditions, funerary rites, evolution of disease and medical care, etc.) and this can only be of benefit to society as well as in a way remembering who our ancestors were. They are the remains of individuals and are to be respected. In a forensic case, the work of the forensic anthropologist will help identify the victim, provide closure to relatives and bring justice in police cases or in Human Rights' investigations.



Bones

The adult human skeleton consists of approximately 206 individual bones (with more than 20 bones in the skull alone). Bone is a living tissue. It has, amongst its cells, those that form bone and those that lose or destroy bone, keeping a healthy balance when possible. Our skeletons also vary and this variation can occur for a number of reasons including age, sex, genetics, climate, disease, diet and nutrition, exercise and even cultural factors (think of artificial cranial deformation or rib deformation from corsets). So what do bones tell us and how can anthropologists obtain this information?

What and how are bones telling us about an individual?

Once the anthropologist has identified the bones as human and what type of bones they are and how many individuals are represented, comes a series of questions.

What was the age-at-death and sex of the deceased?

To estimate the age-at-death there are several methods. For skeletal immature individuals (children or juveniles) dental and skeletal development are the most useful indicators. Teeth will start forming from the crown to the root, first milk teeth and then permanent teeth. Fusion of long bones and other bones also occur at certain developmental stages. Long bones such as those of the arms and legs will complete fusion at the average age of 18/20 years (earlier in females than males). Other bones such as the clavicle (collar bone) will fuse much later. In adults, the region of the hip bones or pelvis will provide the best age assessment and there are also a number of additional methods such as the assessment of the shape of the rib end. Age estimation in adults can be complex and therefore wide age ranges are employed. It must always be remembered that we are dealing with the biological (skeletal) age, which does not necessarily correspond with the actual chronological age.

To ascertain whether an adult skeleton is that of a female or male, certain anatomical features of the pelvis and the skull are used to estimate the biological sex. These included traits in the pelvis since the hip bones of females are generally much wider than those of males. There is often overlap in skulls with some having male traits and others female traits, so a final conclusion has to be reached by the anthropologist to see what is the most likely or clearest sex from the traits scored.

What did the individual look like?

Sometimes it is possible to gain an understanding of how stocky a person might have been, for example by measuring the bones and evaluating the muscle attachment sites. The dimensions and shape of the skull (craniometry) or long bones might enable the researcher to investigate ancestry (e.g. White European, Afro-Caribbean, East Asian). Stature can be calculated by measuring the length of the bone (e.g. the femur which is the longest and strongest bone in the body) and applying that measurement to published formulae.

At times, in particular in forensic cases, when all main avenues to identify the deceased have been explored, one resort to identify is to undertake facial reconstruction or approximation.

Pathological conditions and other features

Most diseases do not leave a trace on the skeleton, but some do although not always (usually in the chronic stage of the disease). The skeleton can show evidence of metabolic disorders, trauma, infections (including tuberculosis, leprosy, syphilis), joint disease (w.g. osteoarthritis, rheumatoid arthritis), congenital malformations, tumors, and developmental defects amongst others. This information can be very useful in order to understand the evolution of health and disease and also

provides a biological perspective on living conditions at the time, political stability or instability, medical care, etc.

Dental disease and oral pathology in general, such as caries, calculus (tartar) and others can help us reconstruct the diet of the population, and this can also be aided by chemical analysis (isotope analysis), as well as other sources.

Regarding cause of death, this is unlikely to be identified in over 99% of cases in archaeology. In forensics, even with modern techniques and good preservation, cause of death from a skeleton can still be difficult to ascertain by a forensic pathologist or anthropologist.

There are other interesting methods which we can use to obtain more information from the skeleton: anatomical variants (including squatting facets) and looking at bone geometry and muscle attachments, bone preservation and weathering, and so on.

The study of human remains is a sensitive issue but it is a fascinating field and a challenging one too, in which, with respect and dignity, the (physical) anthropologist can analyse them so we can learn about our past, our present and in part how to live our future. Those now deceased can certainly help present and future generations and in my opinion, studying them provides at times a safe place in which they can rest, rather than being destroyed by a highway, or building works, and they are certainly there to be our teachers.

Study by Human Scientists reveals humanities graduates' influence on Britain's economy

A study by Dr Philip Kreager, Human Sciences tutor and lecturer in Demography, has found that Humanities graduates played a large and growing role in the employment sectors which brought about growth in the UK economy in the 1970s and the 1980s. The research examined the employment history of 11,000 Oxford humanities graduates who matriculated between 1960 and 1989 and also involved in-depth interviews with 50 alumni, thereby engaging quantitative and qualitative measures of humanities graduates' impact on the British economy and society. The Research for the project was very much a product of the Institute of Human Sciences. Dr Kreager was aided in his research by a number of recent Human Sciences graduates: Katherine Borg (Somerville, 2011), Zoe Burgess (St Hugh's, 2011), Philippa Davies (Wadham, 2011), Hugo Ernest-Jones (Somerville, 2009), Julia Koskella (Somerville, 2010), Holly Krelle (Mansfield, 2011) and Elinor McDaniell (Somerville, 2012) formed the interviewing team and Hannah Knight (Somerville, 2008) now of the Royal College of Obstetrics and Gynaecology, provided the figures. *Humanities Graduates and the British Economy: The Hidden Impact* is believed to be the first report of its kind, as it evaluates graduates' contributions to the economy and society by looking at career paths and mid- and end-career destinations of graduates, rather than six months or three years immediately after graduation, as used by the government's Higher Education Statistics Agency (HESA). The report thus provides crucial evidence of a kind that was not available when the Government published the White Paper on which its education policy remains based. The report shows, for example, that the five main Humanities subjects, far from leaving graduates without skills needed in the economy, were sending one in five graduates into then emerging primary economic growth sectors like media, finance, and legal services by the mid-1970s – that is, before promotion of the financial and related sectors became a primary government policy – and continued to do so over the remainder of the



period. In-depth interviews help us to understand graduates' success: key literate, critical, and lateral-thinking skills gained in the tutorial system provided problem-solving skills that helped both to address changes in economy and society, and gave them flexibility to move between economic sectors. Whether the removal of student grants for young people taking humanities and other subjects will improve their performance remains an interesting question. The full report can be downloaded at <http://www.torch.ox.ac.uk/node/336>

Congratulations to 2013 Human Sciences Prize Winners

We are pleased to announce that Lena Lee of St John's College is this year's winner of the Bob Hiorns Prize for the best performance in Finals. Lena was also one of three joint winners of this year's Wilma Crowther Prize for the best dissertation. The two other winners of this prize are Henrietta Landells, Wadham College, and Dylan Townley, Magdalen College. Their dissertations were

- 'Disgust: What is its Role in Modern Society' (Henrietta Landells)
- "Voluntary" Medical Male Circumcision in the Sub-Saharan HIV Pandemic (Lena Lee)
- 'Should Musical Behaviour be Considered Adaptive? or: A Saucerful of Secrets' (Dylan Townley)

Many congratulations to Lena, Dylan and Hattie and to all of this year's Finalists.

Other Alumni News

1973

Dougal Jeffries (University College) has now retired from his career as a GP, the last 10 years of which he spent on the Isles of Scilly. He is currently training to be a part-time 'secular funeral celebrant', which he hopes will allow him to do something useful until he reaches the Age of Incompetence: then maybe he'll have time to arrange his own funeral.

1975

Gareth Renowden's (St Catherine's) small farm in the Waipara Valley on New Zealand's South Island has become the first in the country to produce three species of commercial truffle – the French black truffle, the Burgundy truffle, and the bianchetto truffle. They're all very tasty, and in great demand with New Zealand's top chefs. His latest book, a science fiction satire titled *The Aviator – The Burning World*, Book one, was published in the second half of 2012. The idea was nicked from a bloke called Swift. It's available worldwide as an ebook and paperback via Amazon and other online retailers.

1979

Michele Hill-Perkins (St Catherine's) is now Head of Technology Transfer, Biopharma, at Queen Mary Innovations, Queen Mary University of London.

1982

Elizabeth Cooksey (St Hilda's) took over in October 2012 as the second President of the Society for Longitudinal and Lifecourse Studies for a two year stint.

1984

Belinda Stewart-Cox (Lady Margaret Hall) is still directing the small elephant ecosystem conservation organisation she founded in Thailand that is affiliated to the Zoological Society of London. But, mindful of the need for sustainability and succession, Belinda is now in the process of handing over the reins of the organisation to someone else so that she can, before too long, come back to the UK and, finally, have a home to call her own. In 2011, to her great surprise, she was awarded an OBE for her '25-year contribution to nature conservation in Thailand'.

1991

Maya Matthews (Jesus) moved to Geneva in August 2012 with her family and is enjoying the beautiful Swiss countryside. She would be happy to hear from any other Human Science alumni living in the Geneva area. mayabxl@yahoo.co.uk

1992

Penny Shaw (Lady Margaret Hall) presumes that opera singing one of the least likely professions to go into after Human Sciences (or is it?), but she is currently celebrating 20 years in the profession writing and performing a one woman show "Opera Undressed!". Also last year she appeared in *Australia's Got Talent* as part of soprano duo Divalicious, reaching the finals, and she also continues her 'day-job' singing with the West Australia Opera. Four children and one husband seem to be enough so sticking with Finn 13, Jasmine 11, Georgia 9 and Barney 4 and Jack...40 something. She is still very much in touch with Anabel Houlton and would love to hear from any Human Scientists heading to Western Australia!

1996

Joanna Webber (nee Johnston) (St Catherine's) is living in a wreck soon to be renovated in Somerset with her husband, their two girls and a Jack Russell terrier (finally some practical experience after writing her dissertation on the bond between Homo Sapiens and Canis Canis). She is an Ayurvedic Practitioner and Yoga teacher, with a practice in Bruton. She is looking forward to getting bees, chickens and goats next year.

2001

Philomena Keet (Magdalen) is currently in her eighth year in Tokyo where she lives with her husband and two year old son. Following the completion of her PhD in Anthropology at SOAS, University of London (entitled 'Living in a Material World: Negotiating stylish selves and networks in

a Tokyo youth fashion scene') she now works part-time in consumer research, writing weekly reports on Japan while occasionally teaching at universities about Japanese youth and fashion and giving private lectures and tours. Last year she gave a talk at the Victoria and Albert Museum on Japanese Lolita fashion.

2011

Maija Sequeira (St John's) is studying for an MSc. in Demography and Health at the London School of Hygiene and Tropical Medicine and would be really happy to talk to anyone considering doing a Masters there.

We are always pleased to hear news about our Alumni. If you would like to send in an update for inclusion in the next edition of HumSci News or if you would be interested in contributing to HumSci news please e-mail sarah-jane.white@ihs.ox.ac.uk

We are also trying to update our graduate profiles on the website. If you would be willing to feature on our website, please e-mail a photograph and a paragraph about what you have been doing since graduating to sarah-jane.white@ihs.ox.ac.uk. We'd especially like to hear from you if you think Human Sciences has helped you in your career.

Human Sciences on Twitter and Facebook



You can now keep up with the latest news about Human Sciences by following us on Twitter @Oxford_HumSci. We try to tweet news about Human Sciences but also like to include news about the achievements, publications and media appearances of our Alumni, current students, and those who teach (or have previously taught) for the course. Even if you don't use Twitter, we are always interested in hearing news which you think may be of interest to other HumScis which we can share on Twitter. E-mail sarah-jane.white@ihs.ox.ac.uk



We also have a Facebook group to facilitate discussion between current students and alumni. Alumni who are members of the group have posted details of studentships or jobs which they think might be of interest to other HumScis and it has enabled our current students to get in contact with alumni working in particular fields. Details of upcoming events are posted here together with photos of past events. Contact Sarah-Jane to join the Facebook group.

Do you Blog?

We are aware that a number of our alumni have their own blogs. We are considering putting a list of links to blogs by Human Scientists on the alumni pages of our website. If you have a blog which you would like to publicise to other alumni in this way, please let sarah-jane.white@ihs.ox.ac.uk know.

Help to put other Alumni in touch with us

This newsletter is being e-mailed to all those Alumni who we have contact details for. If you are aware of other Alumni who have not received this newsletter, please ask them to get in touch. They can do so by e-mail: sarah-jane.white@ihs.ox.ac.uk; telephone (01865 274702) or post (The Institute of Human Sciences, the Pauling Centre, 58a Banbury Road, Oxford, OX2 6QS).