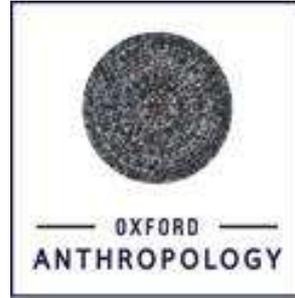


Institute of Cognitive and
Evolutionary Anthropology

School of Anthropology
& Museum Ethnography



MSc in Cognitive and Evolutionary Anthropology

Course Handbook

2017-2018

Course Director:

Dr Susana Carvalho

Core teaching staff:

Dr Susana Carvalho

Dr Emma Cohen

Dr Laura Fortunato

Dr Caroline Phillips

Dr Bronwyn Tarr

Dr Eva Reindl

This handbook applies to students starting the MSc in Cognitive & Evolutionary Anthropology in Michaelmas term 2017. The information in this handbook may be different for students starting in other years. If you need to refer to information found in this handbook, please specify the version you read. This is version 3.0 (30 September 2017).

Disclaimer

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2017-18/mosbcicandevolanth/studentview/>. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Dr Susana Carvalho (susana.carvalho@anthro.ox.ac.uk).

The information in this handbook is accurate as at 30 September 2017, however it may be necessary for changes to be made in certain circumstances, as explained at <http://www.ox.ac.uk/admissions/graduate/courses/msc-social-anthropology> and <http://www.ox.ac.uk/admissions/graduate/courses/msc-cognitive-and-evolutionary-anthropology>. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

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Pitt Rivers Museum (PRM)
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THE SCHOOL OF ANTHROPOLOGY & MUSEUM ETHNOGRAPHY

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Welcome to the MSc in Cognitive and Evolutionary Anthropology

The MSc in Cognitive and Evolutionary Anthropology explores human thought, behaviour, and culture from the perspectives of the evolutionary and cognitive sciences.

Since the inception of modern anthropology, considerations of the impact of human biology and natural ecology on human thought, behaviour, social structures and cultural expression have occupied a central position in the field. Anthropology at Oxford has championed this decidedly scientific side of anthropology. Developments in evolutionary approaches to genetics, culture and animal behaviour, as well as evolutionary psychology and neuroimaging studies, have already begun to change the face of anthropology. Similarly, advances in the cognitive sciences, including the area of cognition and culture, have begun to reinvigorate cognitive anthropology and to bridge the gap between cultural and biological anthropology, bringing them closer together than at any other time in their respective histories. Connecting biological capacities to cultural expression requires an eye on cognition. Likewise, a thorough study of cognition and its interplay with culture requires that attention be paid to biology and evolution.

The principal objectives of the degree are to provide a firm grounding in the theories and methods of cognitive and evolutionary anthropology and to prepare you for research degrees in evolutionary psychology, evolutionary biology, cognitive anthropology and evolutionary anthropology.

To that end, the course consists of four examined “papers” (constituting two-thirds of your final mark) and a research dissertation (one-third of your final mark). The four papers are Principles of Evolution and Behaviour, Evolution and Human Behaviour, Mind and Culture, and Quantitative Methods in the Human Sciences. Your dissertation will consist of original research that you will develop to address a question in cognitive and evolutionary anthropology.

The course is taught through a combination of seminars, practicals, presentations and other group sessions. The latter will help you develop your dissertation project and prepare for your exams. In addition, there is a wide range of lectures within the School of Anthropology (especially the Institute of Human Sciences) and the wider university that are potentially relevant to your studies and which you are eligible to attend.

The course also aims to develop transferable skills, including communication skills (through seminar presentations), report writing and research skills (through preparation of a research dissertation), and statistical and computing skills. These skills, along with the analytical skills that the theory courses will allow you to develop, can be applied in any subsequent career.

This booklet contains an overview of the course, with suggestions for where to seek further information.

MSc CEA Teaching Staff

Dr Susana Carvalho, 64 Banbury Rd. Associate Professor of Palaeoanthropology; MSc CEA Course Director and Admissions Coordinator; Lecturer and Tutor, Institute of Human Sciences; Fellow in Palaeoanthropology, St. Hugh's College.

Dr Emma Cohen*, 64 Banbury Rd. Associate Professor of Cognitive Anthropology; Lecturer and Tutor, Institute of Human Sciences; Fellow and Director of Studies in Human Sciences, Wadham College. * *On maternity leave, MT, HT & TT 2017-18.*

Dr Laura Fortunato*, 64 Banbury Rd. Associate Professor of Evolutionary Anthropology; MSc CEA Examiner; Lecturer and Tutor, Institute of Human Sciences; Fellow and Director of Studies in Human Sciences, Magdalen College. * *On Sabbatical leave, MT & HT 2017-18.*

Dr Caroline Phillips, 64 Banbury Rd. MSc CEA Lecturer & Supervisor, Convener of Principles of Evolution and Behaviour.

Dr Bronwyn Tarr, 64 Banbury Rd. MSc CEA Lecturer & Supervisor, Convener of Mind and Culture, Convener of Dissertation Workshops.

Dr Eva Reindl, 64 Banbury Rd. MSc CEA Lecturer & Supervisor, Co-convener of Quantitative Methods in the Human Sciences, Convener of Evolution and Human Behaviour.

Other Relevant ICEA Staff

The Director of ICEA is **Professor Harvey Whitehouse**, Professor of Social Anthropology and Fellow of Magdalen College.

Ms Gail Brown, 51 Banbury Rd. ICEA Administrator and PA to the Director.

Graduate Affairs

Prof. Marcus Banks, 61 Banbury Rd. Director of Graduate Studies, School of Anthropology.

Dr Iain Morley, 51 Banbury Road. Academic Coordinator of the School of Anthropology.

Vicky Dean, 51 Banbury Rd. Graduate Studies Administrator, School of Anthropology.

In each case email addresses are name.surname@anthro.ox.ac.uk

Facilities

The School of Anthropology & Museum Ethnography (SAME) is spread over a number of buildings along the Banbury Road. 51 Banbury Road is the administrative hub where you can find the General Office staffed by friendly people who will be able to answer most of your queries. The office is staffed from 9am to 5pm (4 pm on Fridays). Lunch break is 1-2 pm and we ask that you respect this and refrain from making queries during the lunch hour.

Students may use the desk space in the Tylor library for individual study. The Radcliffe Science library as well as the Social Sciences library equally have areas for study. College libraries may also be good places to work.

There is a common room on the ground floor of 64 Banbury Road and a student common room in the basement of 43 Banbury Road which you may use; there is also a student kitchen on the same level.

Libraries, Museums and Visual Resources

Oxford has a great number of libraries, museums and other resources that you will find useful during your time here. The ones that you are most likely to use are the following:

The **Tylor library** (<http://www.bodleian.ox.ac.uk/anthropology>) is located at 51 Banbury Road and you will want to familiarise yourself with this library early in your time here. Do make every effort to attend the library induction session offered at the start of the year. Generally, the library is open Monday – Friday 9.30am - 5.30pm and Saturday 1pm - 4pm.

The **Social Sciences Library (SSL)** (<http://www.bodleian.ox.ac.uk/ssl>) is located in the Manor Road Building on Manor Road and is open Monday – Friday 9am - 10pm, Saturday 10am - 6pm, Sunday 12noon - 6pm. Note that out of term opening hours are different and you should check their website to find out about these.

The **Radcliffe Science Library (RSL)** is located on Parks Road, adjacent to the Natural History Museum. It contains a good collection of relevant materials and a lot of very pleasant study space. Monday – Friday 8:30am - 10pm, Saturday 10am - 4pm, Sunday 11am - 5pm.

The **Balfour Library** (<http://www.prm.ox.ac.uk/balfour.html>) is located in the Pitt Rivers Museum on Robinson Close and contains collections relating particularly to visual and material anthropology as well as museum ethnography. The Balfour library also houses the **ISCA video collection**. Films are available to view at the library and may not be borrowed.

We also subscribe to an online database of **ethnographic films** and documentaries relating to anthropology which can be accessed at the following web address:

<http://search.alexanderstreet.com/anth>

The **Pitt Rivers Museum** houses a marvelous collection of ethnographic artefacts as well as being of historical importance to the development of anthropology. You will certainly want to make repeat visits to it over the course of your degree. Similarly, the **Ashmolean Museum**, the **Museum of Natural History** and the **Museum of the History of Science** are likely to be of interest.

IT

The IT Officers for the School are responsible for the School's computing facilities, including those available to students, which are accommodated in the basement of 43 Banbury Road. Most colleges also provide computing facilities. Graduate students also have access to the University Computing Service (including the Humanities Computing Unit, which can provide advice on specialist fonts). The School currently has a concessionary scheme of free printing allowances for different categories of student. This is 100 for MSc students. NB: Since the scheme is concessionary, not statutory, it may be varied or withdrawn by the School at any time at its sole discretion.

Social Events and Oxford Anthropological Society

During term-time the School of Anthropology holds a **coffee morning**, every Wednesday 11-11.30am at 64 Banbury Road. This is a great opportunity to meet members of staff, post-doctoral researchers, other graduate students and visiting scholars.

Every Friday, after the **departmental research seminar** it is customary to take the speaker to a nearby pub for a drink. You are very much encouraged to join the speaker and others on this occasion.

The Oxford University Anthropological Society

The Oxford University Anthropological Society was founded in 1909, and works to promote an interest in anthropology and to support students and researchers in anthropology at Oxford University. Unlike most student societies, it is run by and for both students and staff of the School. <https://www.anthro.ox.ac.uk/oxford-university-anthropological-society>

The Society organizes a range of events throughout the academic year including seminars with invited speakers, social events and parties.

Colleges also serve as social hubs where you will find many opportunities to socialize, meet others, pursue sports and attend talks with invited guests.

Welfare

Your college will normally be your first port of call for any health and welfare issues. Your college advisor, college secretary, registrar or senior tutor are usually the best people to approach. At your college induction you will receive information on how to register with a doctor and other health and welfare related issues. However, should the need arise to discuss welfare issues at ISCA, you should feel free to raise these with your supervisor or if that is not appropriate, with the Course Director or with the Director of Graduate Studies.

The School's Harassment Advisors are Elizabeth Ewart, Mark Gunther and Laura Peers (e-mails: firstname.surname@anthro.ox.ac.uk). A third person will join them shortly too. They are available for confidential advice and can point you in the direction of further support if necessary.

The University also offers a range of Welfare Services, details of which are on their website: <http://www.ox.ac.uk/students/welfare>

Important Dates

Michaelmas Term 2017

Sunday, 8 October – Saturday, 2 December

Hilary Term 2018

Sunday, 14 January – Saturday, 10 March

Trinity Term 2018

Sunday, 22 April – Saturday, 16 June

Note that the dates above are for the eight weeks of 'Full Term' in which teaching occurs, described 'First Week' to 'Eighth Week', but these are each also preceded by 'Noughth Week' in which various events occur requiring your presence.

http://www.ox.ac.uk/about_the_university/university_year/dates_of_term.html

Exams will take place in 6th or 7th Week of Trinity (exact times/dates to be advised).

Dissertation title form: Available from/ returnable to School Office (51 Banbury Road) by Tuesday of Week 5 of Trinity Term. Available at <https://www.anthro.ox.ac.uk/graduate-course-information#tab-1-5>

Dissertation deadline: Dissertation to be handed in to the Examinations School by noon on Wednesday of the last week of August. Coursework cover sheet available at <https://www.anthro.ox.ac.uk/graduate-course-information#tab-1-5>

Please note: The University does not recognise May bank holidays for students and academic faculty members; they are considered normal working days. However, note that administrative staff do take bank holidays and will not be available on those days.

Course Timetable

The degree consists of four core examined courses, two of which are taken in Michaelmas Term (Principles of Evolution and Behaviour, Quantitative Methods) and two of which are taken in Hilary Term (Evolution and Human Behaviour, Mind and Culture). In addition, there are further classes dealing with research methods, dissertation planning, and practical classes in statistics.

Michaelmas Term (Autumn) 2017

1. Principles of Evolution and Behaviour (PEB)

Times and Location: Tuesdays 11-1, Lecture Room, ICEA, 64 Banbury Rd

Convener: Dr Caroline Phillips

Week	Theme of seminar*
1 st	Principles of evolutionary theory
2 nd	Patterns, classifications and events
3 rd	The geological and systematic contexts
4 th	Principles of Evolution of Behaviour: Are Humans Unique?
5 th	Primate Behaviour and Evolution: Technology and Hunting
6 th	Primate Behaviour and Evolution: Warfare and Cannibalism
7 th	Meet the ancestors: Hominin evolution and behaviour (Includes practical with fossil casts)
8 th	Human Evolution: Brain encephalization

2: Quantitative Methods (QM)

Times and Location: Wednesday, 2-4, Psychology Department, South Parks Road.

Lecturer: Dr James Tilley; Convened by Centre for Research Methods in the Social Sciences, Department of Politics and International Relations

Week	Theme of lecture*
1st	Introduction: Descriptive and Inferential Statistics
2nd	Sampling and Probability
3rd	Confidence Intervals and Hypothesis Testing
4th	Ordinary Least Squares (OLS) Regression I
5th	Ordinary Least Squares (OLS) Regression II
6th	OLS Regression Assumptions
7th	Categorical Data Analysis I
8th	Categorical Data Analysis II

Practical Classes: Applied Statistics for Anthropologists

Times and Location: Thursday 11-1, Lecture Room, ICEA, 64 Banbury Rd

Lecturer: Dr Eva Reindl, Dr Matthew Smith

Hilary Term (Spring) 2017

3. Evolution and Human Behaviour (EHB)

Times and Location: TBD, Lecture Room, ICEA, 64 Banbury Rd

Convener: Dr Eva Reindl

Week	Theme of seminar*
1st	Introduction: evolutionary explanations of behaviour
2nd	Historical overview
3rd	Modern human behaviour: emergence and variation
4th	Approach 1: human behavioural ecology
5th	Approach 2: evolutionary psychology
6th	Approach 3: cultural evolution
7th	Is human behaviour unique?
8th	Retrospect

4. Mind and Culture (M&C)

Times and Location: Monday 4-6, Lecture Room, ICEA, 64 Banbury Rd

Convener: Dr Bronwyn Tarr

Week	Theme of seminar*
1st	An evolutionary-cognitive-developmental-social science of culture?
2nd	Social learning and cumulative culture
3rd	Core knowledge, cultural attraction and testimony
4th	Religion and ritual
5th	Language and thought
6th	Foundations of sociality I: Essentialism and social categories
7th	Foundations of sociality II: Prosociality

*Themes of seminars are provisional. Updated outlines will be provided at the beginning of each term.

Both Terms

Dissertation Workshops

The course also features a series of workshops to help with the process of preparing your research dissertation. Workshops are intended to guide you through the processes of selecting a topic for your project, together with some core aspects of project design. These are spaced through the year in such a way that they allow you to develop your ideas according to set milestones and submission deadlines.

The course will not be examined. However, attendance is compulsory.

Times and Location: Friday, 10.00-12:00, Weeks 3 & 7. Lecture room, 64 Banbury Road.

Convener: Dr Bronwyn Tarr

Supplementary Lectures and Events

You will receive information about relevant recommended lectures offered within the School of Anthropology (e.g., on evolutionary genetics, human evolution, etc.). These lectures may be of particular interest to students who wish to supplement their existing knowledge.

Throughout the year you will be notified by email of a range of ICEA-based seminars, lectures, and social events. Students are also encouraged to check the departmental seminar listings as well as the full range of public lectures, debates, and events on offer around the university. Listings can be consulted on departmental and university websites and in university's official journal, the Gazette.

Research Activities

A range of opportunities for getting involved in research and gaining valuable experience as a research assistant are available within ICEA, including lab-based and fieldwork research. If you are interested, speak to your supervisor or any of the teaching staff to discuss possibilities.

For more information on the Labs and research at ICEA, go to <https://www.icea.ox.ac.uk/cognitive-evolutionary-research>

The Learning Process

The Principles of Evolution and Behaviour, Evolution and Human Behaviour, and Mind and Culture courses are taught as weekly seminars in which students take it in turns to address specific questions set by the course conveners, drawing on the recommended readings and their own reading of the literature. Staff will act as umpires and guides, but how much you get out of the seminar will depend on how much each presenter puts into it and on how willing the rest of the group is to discuss issues raised by the readings and by the presenter. Don't treat these simply as lectures by your colleagues; the detailed exploration of intellectual material in a tutorial/seminar context, as opposed to prescriptive lectures, is a key feature of Oxford learning.

The seminar classes for the taught courses are intended to be cooperative learning experiences. They are also intended to give you practice at working together in small groups and at making presentations in public, as well as experience in learning how to identify and explain the key points of an issue. Before the course starts, you will be asked to sign up to present particular topics throughout the term. You will prepare detailed analyses of the topic, based on your reading of relevant literature and discussions. Presenters will be expected to have done a lot of background literature research and thinking about the topic, and will act as discussion leaders. Everyone else is expected to have read the relevant literature AND to contribute to the discussion of the issues in question.

One of the guiding principles behind this approach is that you learn most quickly and effectively if you have to explain something to someone else. If nothing else, it helps focus your attention on what you haven't understood the first time you read through an article in a journal. In addition, having to make so many presentations over the course of the year will help you get used to performing in public. Increasingly - and in all walks of life from science to business to the civil service - making presentations is becoming central. Everyone finds it hard to do initially - but the more often you do it, the easier it becomes.

Your responsibilities:

(a) If you are presenting: you must read as much of the relevant literature listed on the Reading List as you can plus anything else that you happen to come across in the latest issues of the relevant journals. Your goal is to:

- identify the key questions that are being addressed in the literature;
- explain how researchers are going about answering them, and what they have found;
- evaluate the strengths and weaknesses of the various approaches and answers.

In general, you should be able to answer the questions that your fellow students have about the topic and the readings. You are encouraged to provide a one-page hand-out summarising your main points, and enabling others to follow your presentation more easily. Lecturers will help you, both by filling in some details and by ensuring that you don't stray too far from the key issues.

(b) If you are NOT presenting: you should read at least the core recommended readings for each topic, preferably plus some of the other papers, so that you can contribute in an informed way to the discussion. Remember that you will be examined on this material in the summer and the more work that you put in on a weekly basis to lay the foundations of knowledge, the easier and more successful those examinations will be.

In general, you should come prepared to ask interesting questions about the material. Do not be afraid to ask questions and to press the discussion leader on points that you don't understand (that helps both you and them, as well as the others, to learn). The success of the group's learning experience depends as much on your contribution as it does on that of the discussion leader. The most important thing is not to be afraid to be wrong, whether as leader or in discussion.

Remember, if you don't understand something, it is likely that the others don't either. So plunge in and ask! Your apparently naive question might just open up an important or entirely new dimension.

Essays and Assessment

Opportunities for additional practice in structuring and presenting your arguments are provided through essay assignments. At least one essay per core theory course (PEB, HEB, and M&C) will be assigned by and submitted to course conveners. Essays should be approx. 2,000 words and appropriately formatted and referenced. They will not count toward your final mark, but they are compulsory and the writing practice as well as the feedback you receive will be useful preparation for your exams. The topics covered in all three of these courses will be examined in 3-hour written exams in the summer, at the end of Trinity Term.

Note that the Quantitative Methods course will proceed in a slightly different way, in part because it is a shared course with other graduate programmes. It will be delivered as a series of combined lecture and problem classes, and there will be class assignments associated with it most weeks. In addition, unlike the other three papers, the Quantitative Methods course will be examined by means of a take-home exam released not later than Friday of 8th Week of Michaelmas Term, consisting of theoretical and data-based questions.

See below for more information on the examinations process.

The Dissertation

The dissertation constitutes one third of your overall course mark and is an important component of your scientific training. The dissertation will consist primarily of an original proposal for credible scientific research, grounded in a comprehensive literature review relevant to your research question. It gives you a chance to explore more deeply a topic of interest related to the subject matter of the core courses. It also provides an opportunity to develop skills in quantitative research design and implementation, and to prepare for further study at doctoral level.

You will need to demonstrate your ability to formulate a theoretically well-motivated and tractable research question, provide a thorough and critical review of relevant literature, develop an adequate method and design for collecting and analysing data, critically discuss the wider implications and limitations of the proposed research, present an appropriate logistical plan for resourcing and implementation, and demonstrate due consideration of sound ethical practice and scientific integrity in research. Whether you continue to doctoral research or not, the skills you will acquire in designing and planning research of scientific excellence and integrity will be extremely valuable for your future career.

Dissertation Preparation Guidelines

This guidance regarding preparation and submission of dissertations for examination for the MSc in Cognitive and Evolutionary Anthropology supplements the official instructions and guidance given in the university exam regulations, which state:

Candidates will be required to submit a dissertation of no more than 15,000 words in length, on a topic agreed with their supervisors. The proposed title of the dissertation, together with a paragraph describing its scope and the supervisor's written endorsement, must be submitted to the Chair of Examiners by Tuesday of the fifth week of Trinity Term. The dissertation must be submitted via WebLearn not later than noon on the last Wednesday in August in the year in which the examination is taken. The dissertation must be anonymous, accompanied by confirmation that it is the candidate's own work, and submitted in Word format. The dissertation shall be provided with an abstract of up to 250 words, to be placed immediately after the title page. The word count shall be stated on the first page of the thesis.

<http://www.admin.ox.ac.uk/examregs/2017-18/mosbcicandevolanth/studentview/>

Instructions and Guidelines for Submission

When?

The submission deadline is midday on the last Wednesday in August. You may submit before the deadline, but if you submit on the day be sure to allow plenty of time for uploading your document - the time of submission is taken to be the time of submission as registered by the WebLearn submission page. There are draconian penalties for late submissions (2 marks if after noon; 5 marks for every day late thereafter, and zero marks if 1 week late or more).

Where?

To the departmental WebLearn page at:

<https://weblearn.ox.ac.uk/portal/site/:socsci:socanth:submissions>.

You will receive practice training for electronic submission during the academic year.

Why?

What better way to spend the summer? The dissertation contributes 1/3 of your overall mark, and you must pass all elements of the course in order to be awarded the degree.

What?

Dissertations should be no more than 15,000 words.

Your electronic submission should include a cover sheet with your candidate number, project title, word count, and a declaration that the dissertation is your own work. The standard cover sheet can be downloaded here: <https://www.anthro.ox.ac.uk/graduate-course-information#tab-1-5> (see clickable link "Cover Sheet" in the list of SAME internal forms). Ensure that nothing indicating your name is bound in to the dissertation and avoid identifying information (e.g., in personal acknowledgements).

Include a 250-word abstract after the cover sheet outlining aims, methods, and any other relevant information.

Text may be 1.5 or double-spaced. The usual font recommendations apply - e.g., standard 11 or 12-point, Times or similar.

APA-style referencing is preferred. For guidance, see here: <http://www.apastyle.org>

Assessment and Examination

Dissertations will be marked independently by two internal examiners, who confer and (normally) agree a final mark. Marks are moderated by an external examiner. They will normally be finalised in the last week of September at a meeting of the Examinations Board, and will be communicated to candidates via the self-service system online.

Examiners will assess all components of dissertation using the same marking conventions as apply to all examined work for the MSc. See here:

<https://www.anthro.ox.ac.uk/graduate-course-information#tab-1-3>

Dissertations will be passed through TurnItIn software, which identifies any commonalities of the submitted work with existing published work.

Course Advising and Dissertation Supervision

Early in Michaelmas Term you will be assigned a supervisor who will be your first contact in successfully navigating the course, particularly in the area of developing a dissertation project. Your advisor may deem it necessary to ask you for brief essays, presentations, or other work to help you prepare for your dissertation and exams. Your supervisor may also recommend readings, supplementary lectures and other training courses. You may change supervisor by mutual agreement with your supervisor up until the end of second week Hilary Term. Bear in mind that the availability of staff for supervisory meetings may be severely limited by their own research and travel commitments between terms and after the end of Trinity Term.

Note that, although your allocated supervisor is your first point of contact with regard to developing your dissertation project, other members of ICEA staff may also be approached with regard to specific questions, especially when aspects of your dissertation topic area fall outside your advisor's particular area of expertise.

The Dr Nicola Knight Dissertation Prize in Quantitative Methods

In memory of Dr Nicola Knight, the School of Anthropology and Museum Ethnography awards a number of prizes for the best use of quantitative methods in an anthropological dissertation. Annual prizes: £100 for the best MSc level dissertation, and £100 for the best MPhil level dissertation. Additionally, a £100 DPhil prize will be awarded every 2 years. The School's Studentship Awards Committee administers the prizes.

Note: "best" here does not mean "fancy", but rather refers to the appropriateness of quantitative methods used.

Previous MSc Dissertations

Below are some examples of project titles from previous years of the MSc in Cognitive & Evolutionary Anthropology at Oxford. Copies of some are available from staff members.

The origins of cooperation: investigating the effects of predation pressure, resource distribution, and habitat fragmentation on prosociality in extant primates.

Sex differences in human intrasexual conflict: a cross-cultural text mining analysis.

Wild chimpanzee stone tool use: a model for the cognitive evolution of ownership in the hominin lineage.

Confidence as an evolutionary signal: is deceptive overconfidence punished?

Why is scary music scary? An evolutionary model of musical dissonance.

A face to be reckoned with: the relationship between facial, psychological and behavioural dominance.

Tend and defend: effect of acute stress on intra- and inter-group trust.

Can't tap this: the effect of social climate on the emergence of interpersonal synchrony.

Communication modalities and human social bonding: happiness, laughter and media naturalness.

Spatial patterning in the built environment.

Minimally counter-intuitive concepts in East Asian religions.

Assessing the impact of asynchronous and synchronous methods of communication on emotional closeness towards family and friends.

Fiction and social skills: simulation of social experience as the function of fiction.

Sociality and risk in the Palaeolithic.

Marital stability in modern developed populations.

Behavioural biases and heuristics in analyst earning forecasts.

Clothing requirements of Upper Palaeolithic Hominins in Europe.

Why social context matters for the prosocial effects of human behavioural mimicry.

Hunter-Gatherer residence patterns: why hunting and warfare predict patrilocality.

Body image, self-esteem and romantic partners: how self-perception affects mate choices.

Theory of mind and empathy in human adults.

High latitude *Homo*: good eyesight but poor social skills?

Rower's High: an investigation into the effect of group training on β -endorphin release in elite athletes.

Who dares wins: altruism versus heroism in women's mate choice.

Sexual selection versus natural selection in the evolution of story-telling.

Smiling, laughter and play in chimpanzees.

Investigation into the possible influence of laughter on endorphin release reflected through pain tolerance.

Interactional group sizes in children.

Altruism towards beggars as a human mating strategy.

The Examination Process

Full details of the examination process and the marking criteria for the degree are detailed in the **Examination Conventions**. Examination Conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, penalties for late submission, and penalties for over-length work. The full Examination Conventions for the MSc in CEA are published at: <https://www.anthro.ox.ac.uk/graduate-course-information#tab-1-3>

You are strongly advised to read these, as they provide all the necessary information regarding the way the degree is assessed, submission dates, etc., and include the Marking Criteria for each examined element of the degree.

In summary, examination for the degree has three main components:

1. A take-home examination on the Quantitative Methods course is released to candidates not later than Friday of eighth week, Michaelmas Term.
2. You will also sit three 3-hour written examinations in June on the courses Principles of Evolution and Behaviour, Evolution and Human Behaviour, and Mind & Culture. Each of these examinations requires you to write essay answers to three questions chosen from twelve.
3. You will complete a research dissertation on a topic of cognitive and evolutionary significance, involving quantitative analysis of data, and of not more than 15,000 words in length. This is submitted at the end of August (see above for details).

The exam papers contribute 2/3 of your final mark, the dissertation contributes the remaining 1/3. All assessed components are independently and anonymously marked by two internal examiners and moderated by an external examiner.

Please note: In order to be awarded the MSc degree in Cognitive and Evolutionary Anthropology candidates have to pass every element of the degree. If they fail any of the exam papers or the dissertation they cannot be awarded the degree. In this situation they may arrange to re-sit/re-submit the failing element within one year and be re-examined on that element.

There is no leeway on the word limit of the dissertations, which will be strictly enforced. Students will be required to submit an electronic copy of their dissertation at the same time as they submit their hard copies. This will not be used by examiners for marking purposes but may be used to check word counts.

Entering for the University examinations

Details of how to enter for the exam as well as other useful exam-related advice and information can be found at the following site: www.ox.ac.uk/students/academic/exams

Sitting examinations

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before

or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website (www.ox.ac.uk/students/academic/exams/guidance).

Academic Good Practice

The student gateway webpages of the university contain a wealth of information on developing good academic practice, including advice on time management, reading skills, note-taking, referencing and citation, and research and library skills and IT literacy. All students would benefit from consulting these pages and from taking the two "Avoiding Plagiarism" courses available.

Plagiarism

Generally speaking, plagiarism is copying or closely paraphrasing the work of others, even if published, as one's own without acknowledgment or proper citation. For examination purposes especially, but also if committed as part of the learning process, this constitutes a serious offence punishable by academic or other penalties. The University definition of and policy on plagiarism can be found at <http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>.

All ideas and words quoted must be properly referenced to avoid plagiarism. For guidance on correct citation formatting please see ISCA Graduate Studies Handbook, Appendix 3, pp.26-28.

Academic progress

Each term, supervisors have to issue a report on the performance of each of their students. This is done online (Graduate Supervision System or GSS), and the students, their colleges, the Director of Graduate Studies (DGS) and some departmental administrative staff have access to them. Before the reports come to supervisors, however, students are given an opportunity to report on their own progress as they see it and flag up any concerns they may have. Their reports are reviewed by the supervisor, DGS and college authorities. Students are prompted directly by e-mail from Student Administration towards the end of each term to make their own reports, after which they have roughly two weeks to do so (to access the GSS, please visit <http://www.gss.ox.ac.uk/>). Student participation in this exercise is entirely voluntary (apart from reporting training requirements and training undertaken by research students under the TNA programme; details in the research degrees handbook). Reports are not confidential, in the sense that they may be viewed by students' supervisors, college advisors, the DGS and some departmental administrative staff. Nonetheless all students are encouraged to make use of the facility to improve the chances of problems being detected in good time to do something about them. This facility is not intended for making complaints, for which other arrangements exist (see also Section 2.5 of the Graduate handbook).

Opportunities for skills training and development

Core seminars teach synthesis and analysis of readings; the structuring and presentation of coherent arguments in presentations and essays; essay and report writing; oral presentation and the use of aids in giving presentations. In addition, advice on various matters including time management, good academic practice, research and library skills, referencing can be found here (<http://www.ox.ac.uk/students/academic/guidance/skills>). For specific IT training, the IT services offer a number of opportunities (<http://courses.it.ox.ac.uk/atoz>)

For students whose mother tongue is not English, there are also courses available in academic writing. These are not purely remedial courses, and students with a high level of English may also

take them. The School is not involved in either the provision or financing of these courses. Consult the University's Language Centre at 12 Woodstock Road. Students should discuss with their supervisor, which opportunities might be most suitable for them. All language training should be discussed well in advance with the supervisor.

Career information & advice

The University Careers Service (www.careers.ox.ac.uk) is located at 56 Banbury Road. It is available to all students and offers advice and information on a wide range of career options. You can book an advice appointment here: <http://www.careers.ox.ac.uk/advice-appointments/>

Student Committee Representation and Feedback

Student feedback is provided first of all through the **Graduate Joint Consultative Committee** (usually just called the JCC), which brings together members of both the academic and non-academic staff with student representatives to discuss matters of mutual concern at a meeting held every term. The student representatives are selected entirely and freely by the student body, this being a matter in which no member of staff is allowed to play any part. The committee meetings are normally chaired by a student, and the minutes may be taken by either the chairperson or a member of the non-academic staff. The academic staff should not occupy any positions on this committee, though they attend its meetings to discuss issues of concern with students. The minutes of JCC meetings are circulated to both students and staff.

Student representatives also sit on a number of departmental and divisional committees, including among others the Teaching Committee and the Library Committee.

Student representatives on the Divisional Board are selected through a process organized by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

Online **feedback forms** are also in use for CEA students to provide their comments on courses, as well as the School's overall administrative and technical provision for its students. Paper conveners send links to online forms at the end of each course section. A standard form can also be downloaded from the anthropology website also.

Forms should not be signed or marked with any name in order to preserve your anonymity. Completed forms will be reviewed by the course lecturers and director in the first instance and are also subject to review by the DGS and/or relevant departmental committees to monitor the quality of departmental teaching and provision. However, changes pursuant to feedback exercises cannot be guaranteed. There is no obligation on students to fill in forms, though they are strongly encouraged to do so where appropriate. (See Section 2.5 of the graduate handbook).

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at: www.ox.ac.uk/students/life/feedback

Complaints and Appeals

The University, the Social Sciences Division and the School of Anthropology and Museum Ethnography all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Nothing in the University's complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution. Many sources of advice are available within colleges, within the department and from bodies like Student Advice Service provided by OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committee or via student representation on the department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the department, then you should raise it with the Course Director (Dr Emma Cohen) or with the Director of Graduate Studies (Professor Marcus Banks) as appropriate. Within the department the officer concerned will attempt to resolve your complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors' webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)

If your concern or complaint relates to provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

For taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors' webpage

(www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml).

Please remember in connection with all the academic appeals that:

- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.
- On no account should you contact your examiners or assessors directly.

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.

Policy on the Audio Recording of Lectures

The School acknowledges that students may wish to record teaching sessions to support their learning. Provided the lecturer's permission is given, this practice may be used to supplement students' lecture experiences and help them to concentrate on actively participating in classes. The School also recognizes that legal issues arise in relation to the recording of lectures, as students, staff and external parties have rights¹ regarding their work and participation. Copyright and data protection laws are applicable whenever personal data is being processed, including where recording is being made of identifiable living individuals. This policy aims to protect the intellectual and privacy rights of individuals by setting out the conditions under which recording may occur and by specifying the consequences of breaching this policy.

I - Definitions and other premises

1. This policy applies to **all students** and staff involved in teaching and learning.
2. The term "recording" refers to **audio** recording alone. **Video recording and photographs are not permitted.**
3. The term "lecturer" refers to any University employee involved in teaching and learning.
4. **This policy does not cover small group teaching** (tutorial, seminar, student-led presentation, or other meetings). This policy sets out the conditions for recording **lectures only**.
5. Copyright does not belong to the student making the recording.

¹ Copyright, performer's rights, moral rights, privacy rights and data protection.

6. By recording identifiable living individuals, individuals are processing their personal data, which needs their **consent**.

Recorded lectures build on the value of the lecture and should not be seen as a replacement for lecture attendance.

II - Permission to record

7. All students may record a lecture after the lecturer has granted them permission. There is no requirement for disabled students to seek permission additional to that already granted to them by virtue of their disability.
8. Permission to record a session is granted to a student on the understanding that no **intellectual property right** in the recording passes to the student.
9. Lecturers should **normally give permission** unless they have good reason not to: this includes, but is not limited to, the inclusion of sensitive material, the infringement of copyright, data protection or commercial intellectual property.
10. If the lecturer does not grant permission, then an alternative format may be provided when feasible and deemed to be an appropriate adjustment (e.g. transcript of the lecture).
11. When permission has been granted to record the lecture, the lecturer should **tell all the students that permission has been granted**.
12. The method of recording should be **discrete and not intrusive**.
13. The School regards staff recording their lectures and putting them on the web as good practice.
14. Permission to record may not be given, at the lecturer's discretion, if the recording is available by podcast or other method on the web.
15. Students cannot record on behalf of others, except in the case of properly designated note-takers for disabled students.

III - Use of a recording

16. A recording is **only for personal and private use**.
17. Students are **not allowed not publish** the recording in any form (including but not limited to internet).
18. Students are not allowed to pass their recording to others (except for transcription, then the transcript can be passed to one person only).
19. Students are allowed to store their recording for the duration of their course but must **destroy it following the final assessment of their course of study**.

Background Reading

These books are relevant to the Masters course as a whole. You will also be provided with lists of books and papers that are specifically relevant to the different courses that you take. You are advised to familiarise yourself with the *starred* readings.

Evolutionary Theory

*Darwin, C. (1871). *The Descent of Man, and Selection in Relation to Sex*. (A facsimile of the 1871 edition was published in 1981 by Princeton University Press). (Select items)

*Dawkins, R. (1976/2006). *The Selfish Gene* (3rd ed.). Oxford: Oxford University Press.

Dawkins, R. (2005). *The Ancestor's Tale*: Phoenix.

Williams, G. C. (1966). *Adaptation and Natural Selection: A critique of some current evolutionary thought*. Princeton, New Jersey: Princeton University Press.

Nettle, D. (2009) *Evolution and Genetics for Psychologists*. Oxford University Press.

Maynard Smith, J., & Szathmáry, E. (1999). *The Origins of Life: From the birth of life to the origin of language*. Oxford: Oxford University Press.

Ridley, M. (1993). *Evolution*. Boston: Blackwell Scientific Publications.

Ridley, M. (2000). *Genome: The Autobiography of a Species in 23 Chapters*: Fourth Estate.

Ridley, M. (2003). *Evolution: A Reader* (2nd edition). Oxford University Press, Oxford.

*Lewontin, R. (2000). *It Ain't Necessarily So: The Dream of The Human Genome and Other Illusions*

Human Evolution

Andrews P. (2015). *An Ape's view of Human Evolution*. Cambridge University Press.

Boyd, R. & Silk, J. B. (2014). *How Humans Evolved* (7th ed.). W.W. Norton.

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

Hrdy, S. (1999). *Mother Nature*. Harvard Univ Press.

Klein, R.G. (2009). *The Human Career: Human Biological and Cultural Origins*. (3rd ed.). Chicago: Chicago University Press.

Lewin, R. & Foley, R.A. (2004). *Principles of Human Evolution*. (2nd Edition). Oxford: Blackwell Publishing

Reader, J. (2011) *Missing Links: In Search of Human Origins*. Oxford University Press.

Stringer, C. and Andrews, P. (2011). *The Complete World of Human Evolution* (revised paperback edition). Thames and Hudson, London.

Evolutionary Psychology

Barkow, J. H., Cosmides, L., & Tooby, J. (Eds.). (1992). *The Adapted Mind: Evolutionary psychology and the generation of culture*. New York: Oxford University Press.

Barrett, L., Dunbar, R. & Lycett, J. (2002). *Human Evolutionary Psychology*. Macmillan/Palgrave and Princeton University Press.

Buss, D. M. (1999). *Evolutionary Psychology: The new science of the mind*. Boston: Allyn and Bacon.

Buss, D. M. (Ed.). (2005). *The Handbook of Evolutionary Psychology*. Hoboken, New Jersey: John Wiley & Sons.

Crawford, C. & Krebs, D. (Eds.) (2008). *Foundations of Evolutionary Psychology*. Lawrence Erlbaum.

*Laland, K. & Brown, G. (2011). *Sense and Nonsense: Evolutionary Perspectives on Human Behaviour* (2nd edition). Oxford University Press, Oxford.

*Pinker, S. (1997). *How the Mind Works*. New York: W W Norton.

Pinker, S. (2002). *The Blank Slate: The modern denial of human nature*. London: Allen Lane.

Cognition and Culture

Boyer, P. (2001). *Religion Explained: The human instincts that fashion gods, spirits and ancestors*. London: William Heinemann.

Carruthers, P., Stich, S., & Laurence S., (Eds.) (2006). *The Innate Mind: Culture and Cognition*. Oxford University Press.

Cohen, E. (2007). *The Mind Possessed: The Cognition of Spirit Possession in an Afro-Brazilian Religious Tradition*. Oxford University Press.

de Waal, F.B.M. (2001) *The Ape and the Sushi Master*. Cultural Reflections of a Primatologist. Basic Books

Gopnik, A., Meltzoff, A. & Kuhl, P. (1999). *How Babies Think*. London: Phoenix. (N.B. This was published in the USA as *The Scientist in the Crib* by William Morrow and Company).

Hirschfeld, L. A. & Gelman, S. A. (Eds). (1994). *Mapping the mind: Domain specificity in cognition and culture*. Cambridge University Press.

Laland, K.N. & Galef, B.G. (eds.) (2009) *The Question of Animal Culture*. Harvard University Press.

McGrew, W.C. (1992) *Chimpanzee Material Culture: Implications for Human Evolution*. Cambridge University Press.

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

Mesoudi, A. (2011) *Cultural Evolution. How Darwinian Theory Can Explain Human Culture and Synthesize the Social Sciences*. Univ. of Chicago Press.

Prinz, J. (2012). *Beyond human nature: how culture and experience shape our lives*. Allen Lane: London.

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

Shea, J.J. (2017). *Stone Tools in Human Evolution: Behavioral Differences among Technological Primates*. Cambridge University Press.

*Sperber, D. (1996). *Explaining Culture: A Naturalistic Approach*. Blackwell.

Tomasello, M. (1999). *The Cultural Origins of Human Cognition*. Harvard University Press. (see also Tomasello, M., Carpenter, M., Call, J., Behne, T., & Moll, H. (2005). Understanding and sharing intentions: The origins of cultural cognition. *Behavioral and Brain Sciences*, 28, 675–735).

Quantitative Research Methods

American Psychological Association (2001). *Publication Manual of the American Psychological Association*. (5th ed.). APA.

*Field, A., & Hole, G. (2003). *How to Design and Report Experiments*: Sage.

Hinton, P R. (1999). *Statistics Explained: A Guide for Social Science Students*. Routledge.

Other

Alcock, J. (1998). *Animal Behavior: An evolutionary approach* (6th ed.). Sunderland, Massachusetts: Sinauer Associates, Inc.

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

Dixit, A., & Skeath, S. (1999). *Games of Strategy*. New York: W W Norton & Company.

Beyond ICEA: Oxford, Organisations and Events

The MSc is a research level degree, so you will get most out of it by involving yourself as much as possible in the activities at the sharp end of research in Cognitive and Evolutionary Anthropology. A good way to do this is to join national or international societies and attend their conferences, as well as attending seminars and other events relevant to the course that are available in Oxford (you can attend any lecture or public seminar in the University). Many of these societies have special student rates. This is a great way to hear about the latest research and also meet academics in the field. Many PhD and other opportunities arise by making contact with researchers you may be interested in working with at conferences, seminars and other events.

Travel grants may be available from either your College or the society hosting the meeting (provided you are a member) to attend some of these conferences, but you usually have to be giving a talk or presenting a poster. Check with your College or on the websites of the organisations for details of these grants. See also the School of Anthropology website for up-to-date details on relevant grants and awards.

Some of the organisations that you may be interested in joining - and their conferences - are listed below.

The Prehistoric Society

<http://www.prehistoricsociety.org/>

The Prehistoric Society holds many events and conferences during each year, dealing with different aspects of prehistoric life. These are detailed at:

<http://www.prehistoricsociety.org/events/>

Human Behaviour and Evolution Society (HBES)

<http://www.hbes.com>

European Human Behaviour and Evolution Association (EHBEA)

<http://www.ehbea.com>

Note: The annual EHBEA conference will be held in Pécs, Hungary from 4-7 April 2018.

Cultural Evolution Society (CES)

<https://evolution-institute.org/project/society-for-the-study-of-cultural-evolution/>

European Society for the Study of Human Evolution

<http://www.eshe.eu>

Note: The annual ESHE conference will be held in Faro, Portugal from 13-16 September 2018

European Federation for Primatology

<http://www-3.unipv.it/webbio/efp/efp.html>

International Primatological Society

<http://www.internationalprimatologicalsociety.org/meetings.cfm>

The International Primatological Society was created to encourage all areas of non-human primatological scientific research. It organises a bi-annual meeting.

Note: The bi-annual IPS conference will be held in Nairobi, Kenya from 19-25 August 2018

The Royal Anthropological Institute (RAI)

<https://www.therai.org.uk/>

The Royal Anthropological Institute is dedicated to all strands of anthropology, including social and cultural anthropology, biological and evolutionary anthropology, and archaeology, though in recent years has focused far more on the former. It organises several one-day themed conferences each year, detailed at:

<https://www.therai.org.uk/conferences>

Cognitive Science Society

<http://cognitivesciencesociety.org/index.html>

Society for Anthropological Sciences (SASci)

<http://sas.anthroniche.com/>

See also the multi-disciplinary organization, Society for Applied Anthropology, <http://www.sccr.org/index.html>.

American Anthropological Association (AAA)

<http://www.aaanet.org/>

Society for Research in Child Development (SRCD)

<http://www.srcd.org/>

Association for the Study of Animal Behaviour (ASAB)

<http://asab.nottingham.ac.uk>

National Council for Research Methods

<http://www.ncrm.ac.uk/>

NCRM has a good collection of internet-based statistics resources, and runs advanced training courses (for which they sometimes provide bursaries).

ICEA's Student Employment Policy

The following is abbreviated from section 2.9 of the SAME Graduate Handbook:

The School, like the University as a whole, takes the view that full-time courses require full-time study and that studying at Oxford does not allow sufficient time to earn one's living from paid employment simultaneously. The School's Teaching Committee has therefore drawn up guidelines for students wishing to take paid employment during term time, appended below. Note that it is not possible to study for any degree within the School on a part-time basis in order to facilitate working while studying.

Guidelines on students taking paid employment during term time

The School is concerned that all students recognize that registration for master's or doctoral degrees entails full-time commitment, at least to match the period of full fee payments. After that period is ended, it is recognized that in practice students may need to seek at least part-time employment while finishing the writing up of their theses.

In practice, it is accepted that employment may have to be sought for financial reasons outside term-times, but in all cases it is hoped that this employment where possible will be related to the student's academic interests or career development. It is also understood that a few hours' casual paid work at weekends during term time may be essential for some students.

However, the School wishes to make it clear that students taking a master's course are expected to commit themselves on a full-time basis to their academic work during term-time weekdays. Students who have completed their dissertation research and are writing up may, with the permission of their supervisors, undertake a limited number of hours' paid employment per week if this is connected with their academic interests or career development (for example, assistance with relevant research projects, etc.) In no case should this exceed four hours per week.

Please note that overseas students who are on student visas may be given advice that they can work for up to twenty hours per week. This is a Home Office provision relating to eligibility for student visas (some follow part-time courses, for example) and is nothing to do with academic obligations to a University. [Text approved by School's Graduate Teaching Committee, 14.3.05]

Further Information

Grey Book (Examination Regulations)

<http://www.admin.ox.ac.uk/examregs/>

ICEA Webpage

<https://www.icea.ox.ac.uk/degrees/cognitive-and-evolutionary-anthropology>

Graduate Funding for Anthropology

<https://www.anthro.ox.ac.uk/funding>

Oxford Graduate Admissions

<http://www.ox.ac.uk/admissions/graduate/>

Glossary of Terms and Acronyms

oth week	This is the week preceding the first week of term. If you have left Oxford for the vacation you should aim to be back no later than the end of o th week
Candidate number	The number you will use during Examinations. It is issued by Examination Schools in Hilary Term and it is different from your OSS number
GSS	Graduate Supervision System – the Graduate Supervision System (GSS) is used by supervisors each term to review, monitor and comment on their students' academic progress and to assess skills and training needs. Students are given the opportunity to contribute by commenting on their own academic progress.
Hilary Term	Second term; 8 weeks starting on 15 th January 2017; Hilary Term is often abbreviated as HT
ISCA Garden Party	<i>The SAME</i> social event of the year. It normally takes place in 9 th week of Trinity Term.
ISCA	Institute of Social & Cultural Anthropology
JCC	Joint Consultative Committee: this is a forum made up of student representatives from each degree; students are invited to offer suggestions and raise concerns to their degree representatives who are expected to raise these at JCC meetings. JCC representatives are elected in Michaelmas Term. Details of elections will be circulated by e-mail. The JCC meets once per term, and committee meetings are attended by a selection of academic members of staff. Minutes from the JCC are discussed at Teaching Committee and ISCA Committee.
Michaelmas Term	First term of the academic year; 8 weeks, starting in early October; Michaelmas Term is often abbreviated as MT
MPQ	MPhil Qualifier – the first year of the MPhil degree
OSS	The student self-service gateway
OUAS	Oxford University Anthropological Society https://www.anthro.ox.ac.uk/oxford-university-anthropological-society
OUSU	As a student at Oxford, you automatically become a member of the Oxford University Student Union (OUSU). For more information go to ousu.org
Paper	This is what in many other Universities might be called a 'course'. Typically 'papers' are examined towards the end of Trinity term by means of a three-hour exam. However, some option papers are assessed by coursework submission in the form of an essay.
PRM	Pitt Rivers Museum
PRM LT	Pitt Rivers Museum Lecture Theatre, accessed through Robinson Close

Proctors	There are two Proctors each year, and four Pro-Proctors. These are senior officers of the University, elected by their colleges to serve for one year with particular oversight of examinations, conduct and welfare.
RSL	Radcliffe Science Library, located on Parks Road
SAME	School of Anthropology and Museum Ethnography
SSD	Social Science Division
SSL	Social Sciences Library; located in Manor Road Building on Manor Road
Sub-fusc	<p>This is the term for the clothing worn for special occasions such as Matriculation and for Examinations. It consists of one of the following:</p> <p>Dark suit with dark socks, or Dark skirt with black tights or stockings, or Dark trousers with dark socks plus Dark coat if required Black shoes Plain white collared shirt or blouse White bow tie, black bow tie, black full-length tie, or black ribbon</p> <p>Students serving in HM Forces are permitted to wear their uniform together with a gown.</p> <p>In each case these are worn with cap ('mortar board') and the graduate students' gown if you do not already hold an Oxford degree, or if you hold an Oxford degree already, the gown, hood and cap of the highest degree that you hold.</p>
Trinity Term	Third term; 8 weeks starting on 23 rd April 2017; Trinity Term is often abbreviated as TT
OSS number	The number on your University card. This is the number next to the photo, not the number above the barcode.