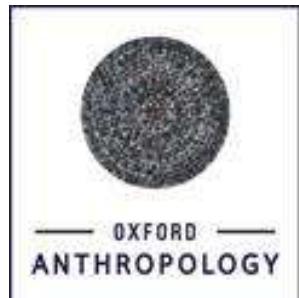


Institute of Cognitive &  
Evolutionary Anthropology

School of Anthropology  
& Museum Ethnography



# MSc in Cognitive & Evolutionary Anthropology

## Course Handbook

2019-2020

Course Director:

Dr Laura Fortunato

Core teaching staff:

Dr Susana Carvalho

Dr Emma Cohen

Dr Laura Fortunato

Dr Caroline Phillips

Dr Bronwyn Tarr



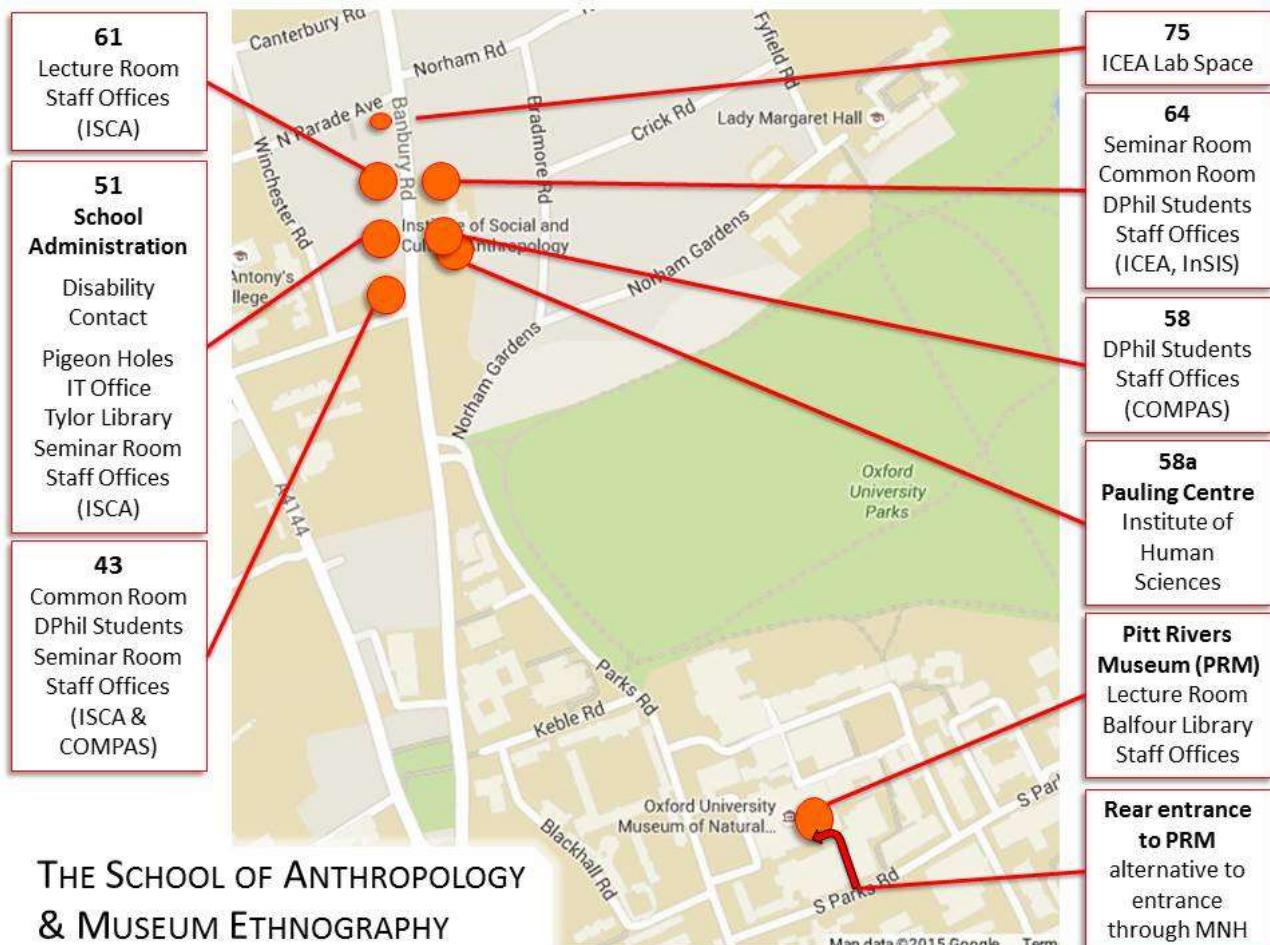
This handbook applies to students starting the MSc in Cognitive & Evolutionary Anthropology in Michaelmas Term 2019. The information in this handbook may be different for students starting in other years. If you need to refer to information found in this handbook, please specify the version you read. This is version 5.1 (1<sup>st</sup> June 2020).

#### **Disclaimer**

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2019-20/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 the Course Director.

The information in this handbook is accurate as of 1<sup>st</sup> October 2019, 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-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.

**Map of School of Anthropology sites**



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## Welcome to the MSc in Cognitive & Evolutionary Anthropology

The MSc in Cognitive & 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 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 an original research proposal that you will develop to address a question in cognitive and evolutionary anthropology.

The course is taught through a combination of seminars, practical exercises, presentations, workshops 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 at the Institute of Human Sciences) and at the university at large that are relevant to your studies and which you are eligible to attend.

### *Learning outcomes*

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, evolutionary anthropology and biological anthropology.

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

This document contains an overview of the course, with suggestions for where to seek further information. Important information which applies equally to all members of the School is to be found in the **SAME Graduate Handbook** and in the **Examination Conventions** for this degree, which should be read in conjunction with this course handbook.

## MSc CEA Teaching Staff

**Dr Susana Carvalho**, 64 Banbury Rd. Associate Professor of Palaeoanthropology; Lecturer and Tutor, Institute of Human Sciences; Fellow in Palaeoanthropology, St. Hugh's College; Director of the Oxford-Gorongosa Paleo-Primate Field School.

**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 sabbatical leave for 2019-20.*

**Dr Laura Fortunato**, 64 Banbury Rd. Associate Professor of Evolutionary Anthropology; Lecturer and Tutor, Institute of Human Sciences; Fellow and Director of Studies in Human Sciences, Magdalen College.

**Dr Caroline Phillips**, 64 Banbury Rd. Lecturer in Cognitive & Evolutionary Anthropology.

**Dr Bronwyn Tarr**, 64 Banbury Rd. Lecturer in Cognitive & Evolutionary Anthropology.

## Other Relevant ICEA Staff

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

## Graduate Affairs

**Professor 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.

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

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

## 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, preparing for future research opportunities and practical classes in statistics.

### Michaelmas Term (Autumn) 2019

#### 1. Principles of Evolution and Behaviour (PEB)

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

Convener: Dr Caroline Phillips, Dr Susana Carvalho

Week Theme of seminar\*

1 <sup>st</sup>	Principles of evolutionary theory (optional)
1 <sup>st</sup>	Evolutionary Theory in the 21 <sup>st</sup> Century
2 <sup>nd</sup>	Meet the ancestors: Hominin evolution and behaviour (Includes practical with fossil casts)
3 <sup>rd</sup>	Primate Behaviour and Evolution: Diet and Hunting
4 <sup>th</sup>	Primate Behaviour and Evolution: Brain encephalisation
5 <sup>th</sup>	Primate Behaviour and Human Evolution: Language
6 <sup>th</sup>	Primate Behaviour and Evolution: Origins of Technology
7 <sup>th</sup>	Primate Behaviour and Evolution: Modelling
8 <sup>th</sup>	Primate Behaviour and Evolution: Aggression and Death

#### 2. Quantitative Methods (“*Introductory Statistics*”)

Times and Location: Wednesday 2-4, Manor Road Lecture Theatre

Lecturers: Dr Nelson A. Ruiz

Week           Theme of lecture\*

1st	Introduction & Causality
2nd	Measurement: Visualising data and distributions
3rd	Prediction 1: Bivariate linear regression
4th	Prediction 2: Multiple regression
5th	Probability & Uncertainty 1: Probability and probability distributions, and accuracy of estimates
6th	Uncertainty 2: Accuracy of estimates and hypothesis testing
7th	Uncertainty 3: Uncertainty in relation to the linear regression model.
8th	Regression & interactions using both binary and continuous moderators

Practical Classes: Applied Statistics for Anthropologists

Times and Location: Thursday 3-5, Wks 1&8 43 Banbury Road; Wks 2-7 Lecture Room, ICEA,  
64 Banbury Rd

Convenors: Dr Laura Fortunato

Instructor: Dr Arran Davis and Adam Kenny

## **Hilary Term (Spring) 2020**

### **3. Evolution and Human Behaviour (EHB)**

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

Convener: Dr Laura Fortunato

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: TBC, 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	Foundations of sociality I: Early social cognition, prosociality and norms
6th	Foundations of sociality II: Social preferences, ‘groupishness’ and selective cooperation
7th	Music, dance and sociality
8th	Language and thought

\*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 10-12 Weeks 3, 5 & 7 (MT & HT). Lecture room, 64 Banbury Road.

Conveners: 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, behavioural evolution, evolutionary primatology etc.). These lectures are 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. These include the Primate Conversation seminar series (MT: Tuesdays 4-5pm; HT: Tuesdays 4.30-5.30pm), which students are strongly encouraged to attend. 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 assistantships and 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 plus some of the remaining readings, 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 may not count formally 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 8<sup>th</sup> Week of Michaelmas Term, consisting of theoretical and data-based questions.

See below for more information on the examination process.

## The Examination Conventions

The M.Sc. in Cognitive & Evolutionary Anthropology is examined through written examinations, as well as by assessed coursework and a dissertation. The methods, procedures, criteria and other relevant details relating to examination are detailed in depth in the **Examination Conventions** for the degrees, which are available at <https://www.anthro.ox.ac.uk/examination-conventions-and-marking-criteria>. The Examination Conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work. You are strongly encouraged to ensure that you are completely familiar with their content. More informal guidance is provided below.

## 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 in the area of cognitive and evolutionary anthropology, 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 & 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/2019-20/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 detailed in the Examination Conventions for the degree (<https://www.anthro.ox.ac.uk/examination-conventions-and-marking-criteria>).

### **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, and word count. Full instructions for electronic submission appear on the weblearn submission page above. The standard cover sheet can be downloaded here: <https://www.anthro.ox.ac.uk/forms> (see clickable links in the list of SAME internal forms). Ensure that nothing indicating your name is

associated with 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>. Additional writing and formatting guidelines are to be found in the SAME Graduate Handbook.

### **Assessment and Examination**

Dissertations will be marked independently by two internal examiners, who then confer and 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 the dissertation using the marking conventions for dissertations that appear in the Appendix of the Examination Conventions for the degree (<https://www.anthro.ox.ac.uk/examination-conventions-and-marking-criteria>). Dissertations will be passed through TurnItIn software, which identifies any commonalities of the submitted work with existing published work (including online sources).

### **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 up until the end of the second week of 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. Good practice is to discuss this in advance with your supervisor, and to use the staff member's office hour to arrange any such meetings.

### **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 may 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.

On Causally Opaque Rituals and Their Psychological Potency in Producing Erroneous Pattern Detection and Biased Attributions of Causality

Why do female chimpanzees become more frequent and efficient nut-crackers? An investigation into the developmental origins of the female bias in chimpanzee nut-cracking

Evolution in mind: Is the cultural evolution of cognitive mechanisms analogous to that of cultural skills?

An experiment in watching drama: The relationship between shared audience experience and collective creativity.

The Social Buffering hypothesis: To what extent does social support buffer exerciser's energy needs?

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  $\beta$ -endorphin release in elite athletes.

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

## 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/examination-conventions-and-marking-criteria>

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 & 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, and this may be used to check word counts.

## 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.

- Alcock, J. (2013) *Animal Behavior: An Evolutionary Approach* (10<sup>th</sup> ed.). Sunderland, Massachusetts: Sinauer Associates, Inc.
- American Psychological Association (2001) *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.) APA.
- Andrews P. (2015) *An Ape's view of Human Evolution*. Cambridge University Press.
- 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.
- Boyd, R. & Silk, J. B. (2017) *How Humans Evolved* (8<sup>th</sup> ed.). W.W. Norton.
- \*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* (3<sup>rd</sup> ed.). Oxford: Oxford University Press.
- Davies, N. B., Krebs, J.R. & West, S. A. (2012) *An Introduction to Behavioural Ecology*. (4<sup>th</sup> ed.). Wiley.
- Diez, D.M., Barr, C.D. & Çetinkaya-Rundel, M. (2019) *OpenIntro Statistics* (4<sup>th</sup> ed.).
- \*Field, A. & Hole, G. (2003) *How to Design and Report Experiments*. Sage.
- Harris, E. E. (2015) *Ancestors in Our Genome: The New Science of Human Evolution*. Oxford University Press.
- Henke, W., Tattersall, I., Editors (2015) *Handbook of Paleoanthropology*, 2nd ed. Springer, Heidelberg, p. 2623.
- \*Henrich, J. (2015) *The Secret of Our Success: How culture is driving human evolution, domesticating our species, and making us smart*. Princeton, NJ, Princeton University Press.
- Hrdy, S. (1999) *Mother Nature*. Harvard University Press.
- Imai, K. (2017) *Quantitative Social Science: An Introduction*.
- Klein, R.G. (2009) *The Human Career: Human Biological and Cultural Origins*. (3<sup>rd</sup> ed.). Chicago: Chicago University Press.
- \*Laland, K, & Brown, G. (2011) *Sense and Nonsense: Evolutionary Perspectives on Human Behaviour* (2<sup>nd</sup> ed.). Oxford University Press, Oxford.
- Laland, K.N. & Galef, B.G. (Eds.) (2009) *The Question of Animal Culture*. Harvard University Press.
- Lewin, R. & Foley, R.A. (2004) *Principles of Human Evolution*. (2<sup>nd</sup> ed.). Oxford: Blackwell Publishing.
- 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*. University of Chicago Press.

- Muller, M.N., Wrangham, R.W. & Pilbeam, D.R. (2017) *Chimpanzees and Human Evolution*. Harvard University Press.
- Nettle, D. (2009) *Evolution and Genetics for Psychologists*. Oxford University Press.
- Pinker, S. (2002) *The Blank Slate: The modern denial of human nature*. London: Allen Lane.
- Richerson, P. J. & Boyd, R. (2005) *Not by Genes Alone: How Culture Transformed Human Evolution*. University of Chicago Press.
- Ridley, M. (2004) *Evolution*. (3<sup>rd</sup> ed.). Boston: Blackwell Scientific Publications.
- Reader, J. (2011) *Missing Links: In Search of Human Origins*. Oxford University 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.
- Sponheimer, M., Lee-Thorp, J.A., Reed, K.E. & Ungar, P. (2013) *Early Hominin Paleoecology*. University Press of Colorado.
- Tattersal, I. (2009) *The Fossil Trail: How We Know What We Think We Know about Human Evolution*. Oxford, Oxford University Press.
- | Tomasello, M. (2019) *Becoming Human: A Theory of Ontogeny*. Belknap: Cambridge, MA.

## 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.

### American Anthropological Association (AAA)

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

### Association for Psychological Science

<https://www.psychologicalscience.org>

### Association for the Study of Animal Behaviour (ASAB)

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

### Cognitive Science Society

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

### Cultural Evolution Society (CES)

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

### European Federation for Primatology

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

The European Federation of Primatology organises a bi-annual meeting.

### European Human Behaviour and Evolution Association (EHBEA)

<http://www.ehbea.com>

### European Society for the Study of Human Evolution

<http://www.eshe.eu>

### Human Behaviour and Evolution Society (HBES)

<http://www.hbes.com>

### International Primatological Society

<http://www.internationalprimatologalsociety.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. The next meeting will happen in Ecuador, Quito, in 2020.

## 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).

## Society for Anthropological Sciences (SASci)

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

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

## Society for Research in Child Development (SRCD)

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

## The Prehistoric Society

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

## 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>

## 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/>