

Honour School of Human Sciences

Course handbook published in 2014

For students due to graduate in 2016

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Format of the Handbook

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

Ordinary print is used for descriptive and explanatory matter.

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

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1. Introduction

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

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

We hope you will find this booklet useful.

About the lectures

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

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

About Tutorials

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

2. Compulsory courses

Paper 1 Behaviour and its Evolution

Course coordinator: Dr Dora Biro, Department of Zoology

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

Aims and scope:

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

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

Organization:

The lectures contributing to Paper 1 are drawn from four courses offered under the Final Honour School in Biological Sciences. These are: *I. Animal Behaviour*; *II. Animal Cognition*; *III. Behavioural Ecology*; *IV. Communication, Culture, and Collective Behaviour*. Human Sciences students are welcome to attend any of the lectures offered on these courses, but attendance at the starred lectures is considered mandatory, in the sense that understanding of the material that they cover will be assumed when setting Paper 1. Biological Sciences students taking Lecture Courses *II-IV* would do so in their 3rd year, and would typically have taken Lecture Course *I* in their 2nd year. This is not a necessity, however, and since Lecture Courses *II-IV* are designed as standalone courses, Human Sciences students should have no problem in attending all of these courses in their 2nd year.

WebLearn:

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

General Reading list:

Course Texts:

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

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

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

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

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

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

Additional sources:

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

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

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

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

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

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

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

Lecture Courses

I. Animal Behaviour

Course Organiser: Professor Marian Dawkins, Department of Zoology

Timetable: MT and HT

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

*1.	Introduction. The 4 Question. Part 1	MD
*2.	Introduction The 4 Questions. Part 2	MD
*3.	Optimality and Evolutionarily Stable Strategies	AK
*4.	Kin selection	TG
*5.	Altruism, cooperation, and conflict	MD
*6.	Parental care	BS
*7.	Innate behaviour	MD
*8.	Signals	TG

*9.	Sexual selection	TP
*10.	Group living	DM
*12.	Basic Principles of Learning	AK
*11.	Tool Use and Culture	DB
*13.	Collective Behaviour	DB
*14.	Animal Welfare	MD
*15.	Neuronal control of behaviour 1	TB
*16.	Neuronal control of behaviour 2	TB

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

II. Animal Cognition

Course Organiser: Professor Tim Guilford, Department of Zoology

Timetable: MT

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

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

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

III. Behavioural Ecology

Course Organiser: Professor Alex Kacelnik, Department of Zoology

Timetable: HT

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

1.	Optimal foraging: Classical models	AK
2.	Risk sensitivity	AK
3.	Optimal frequency dependence	AK
4.	Brood parasitism	AK
*5.	Human behavioural ecology and behavioural economics	AK
*6.	Human ethology and evolutionary psychology	AK
*7.	Sexual selection I	TP
*8.	Sexual selection II	TP
*9.	Sexual selection III	TP
*10.	Sexual selection IV	TP
*11.	Sexual selection V	TP
12.	Sexual selection VI	TP
13.	Sex allocation I	BS
14.	Sex allocation II	BS
*15.	Parental off-spring and family conflicts	BS
*16.	Social networks in behavioural ecology	BS

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

IV. Communication, Culture, and Collective Behaviour

Course Organiser: Dr Dora Biro, Department of Zoology

Timetable: MT

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

1.	Signals I: information and manipulation	TG
2.	Signals II: honesty and exaggeration	TG
3.	Signals III: conventions	TG

4.	Signals IV: content and design	TG
*5.	Dominance and contests	TG
*6.	Social learning	LA
*7.	Social networks	LA
*8.	Cumulative culture	DB
*9.	Language	DB
*10.	Self-organization	DB
*11.	Collective motion	DB
*12.	Leadership	DB
*13.	Swarm intelligence	TS
*14.	Collective construction	DB
*15.	Human collective behaviour	DB
*16.	Swarm robotics	DB

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

Tutorial arrangements

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

Paper 2 Human Genetics and Evolution

Course coordinator: Dr Iain Morley, Institute of Human Sciences

This course builds directly upon material covered in Prelims Paper 2, and is concerned with both human evolution and palaeoanthropology, and the increasing role of the study of genetics in human affairs and in our understanding of human evolution. The aim of these lectures is to help you develop a perspective about the scientific and societal implications of these rapidly advancing disciplines, including the relationships between genetic change and other mechanisms in understanding the evolution of our species. The first part of the course examines evidence for the evolution of aspects of behaviour and culture in human ancestors, and the increasing role of genetic studies in understanding aspects of hominin species. The genetics lectures of the second part of the course combine basic concepts and principles that underlie many aspects of human genetics, plus an emphasis on the “newer genetics”. The insights derived from the molecular organisation of the human genome are reviewed along with an evaluation of the causes and consequences of genetic variation in human populations, and how those changes interact with other processes of change, in an evolutionary context. The impact of genetic variation for phenotypic variability is then considered with special reference to human disease. To provide coherence, the basic concepts and newer findings are embedded within an evolutionary framework – the only way to understand the relevance of contemporary genetics for the human condition.

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

Michaelmas Term

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

Michaelmas and Hilary Term

- II. **Human Evolutionary Genetics (16 lectures)**

Trinity Term

- III **Genomics (4 lectures, 1 Discussion Class)**
- IV. **Cells, Genes and Genetic Testing: Topics in Molecular Genetics (6 lectures)**
- V. **Genes and Phenotypes: Topics in Medical Genetics (6 lectures)**
- VI. **Revision Discussion Classes (2 or 3 classes)**
- VII: **Practical Class**

Tutorial arrangements:

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

I. Human Evolution: Behaviour, Genes and Cultural Processes

Timetable: 2nd Year MT (8 lectures)

Lecturer: Dr Iain Morley (Institute of Human Sciences)

- | | | |
|----|-----------------------------------------------------------------|----|
| 1. | The Upstanding Ape: Australopithecine Adaptations and Behaviour | IM |
| 2. | Stone Tools – So What? (Tools, Cognition and Culture) | IM |
| 3. | Say It or Sing It: The Evolution of Vocalisation | IM |
| 4. | How Did Our Ancestors Think? Models of the Pre-Modern Mind | IM |
| 5. | Neanderthals and Modern Humans: What is Behavioural Modernity? | IM |
| 6. | Your Inner Red-Headed Neanderthal: Ancient Human Genetics | IM |
| 7. | Genes, Culture and Cultural Evolution | IM |
| 8. | Gene-Culture Co-evolution and Cultural Niche Modification | IM |

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

Lecture 1 examines the physiological and behavioural adaptations of australopithecines, the predecessors of our own genus, Homo, relative to our last common ancestor with chimpanzees. Were they bipedal apes, or ape-men (and women)?

Lecture 2 looks at the significance of the earliest archaeological evidence for our understanding of cognition and culture. How and why is tool-use significant? Is stone tool making particularly so?

Lecture 3 looks in detail at the physiological evidence for the evolution of complex vocal capabilities. When and how did we develop our ability to use vocalisations in the ways that we do? Did these abilities appear all at once, or in different hominin species at different times?

Lecture 4 goes on to review three major theories of human behavioural evolution. How can we seek to understand how human behaviour has changed over our evolutionary past? Are these ideas compatible? Why are language and other forms of communication often considered especially significant?

Lecture 5 tackles the issue of behavioural differences between Neanderthals and modern humans, and what we mean by 'behavioural modernity'. Do these apparent differences in behaviour genuinely reflect differences in cognitive ability, and if so, are these rooted in biological differences, or do they simply represent differences in circumstances and the behaviours appropriate to those circumstances?

Lecture 6 examines recent research reconstructing the genetic sequences of long-extinct human species. What can Neanderthal DNA tell us about when our species diverged? What can it tell us about specific Neanderthal traits? Did Neanderthals and modern humans interbreed? And how have genetic studies allowed us to discover previously unknown species?

Lectures 7 and 8 look at the relationships between genetic evolution and cultural change. They examine how culture is defined (and whether it is unique to humans), whether cultural traits can be considered to evolve in the same ways as genetic traits, the influence of culture and genes on each other, and niche modification (in which activities directly alter the selective environment). To what extent have these processes had a role in human evolution? Are they still doing so?

II. Human Evolutionary Genetics

Timetable: 2nd year MT (4 lectures) and HT (12 lectures)

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

Michaelmas Term

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

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

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

Lecture 4 Fossils and archaeology: out of Africa again and again and again RH
Why, when and how did *Homo* sp. evolve?

Hilary Term

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

Lecture 6 Peopling of Africa RH
What are the implications of African diversity?

Lecture 7 Out of Africa: an overview of our migration history CC
What were the big events in this story?

Lecture 8 The global distribution of genetic diversity RH
What are the implications of racial variation?

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

Lecture 10 Understanding genetic ancestry RH
How do genealogies differ from phylogenies?

The genetic basis of modern human phenotypes RH
What is the genetic basis of human phenotypes and the characteristic variants found in different human populations?

Lecture 11 Modern humans settling down CC
As cultural norms affect mate choice, what is the impact on the distributions of genetic diversity in human populations?

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

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

Lecture 14 Modern humans adapting RH
From Pleistocene to Holocene, modern human populations needed to adapt to diverse physical environments. What can we learn about selective sweeps from genomics?

Lecture 15 Identity and identification

CC

What can 'forensic' analysis tell us about the identity of the donor of an anonymous DNA sample?

Lecture 16 Inheritance and heritability?

RH

Is there more to evolution than genetic heritability?

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

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

III. Genomics

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

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

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

- | | | |
|----|----------------------------------------------------------|----|
| 1. | Lecture 1: overview of the human genome | TS |
| 2. | Lecture 2: Technologies for studying genome diversity | TS |
| 3. | Lecture 3: We have the human genome: what don't we know? | TS |
| 4. | Lecture 4: comparative genomics | TS |
| 5. | <u>Discussion class</u> : Technologies | TS |

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

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

Lecture 3 describes, in general terms, the International HapMap project, genome-wide association studies, transcriptomes, proteomes, epigenomics, functional genomics (Cancer, Medical Genetics). Technical glitches with the genome, from

the obvious (holes in the sequence; annotation problems) to the insidious (copy number variation; epigenetic modification).

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

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

Timetable: 2nd year TT (6 Lectures)

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

- | | |
|-------------------------------------------------------------------------------|----|
| 1. Molecular genetics of cancer | EJ |
| 2. Aetiology of cancer | EJ |
| 3. Immunology I: the basics of innate and adaptive immune responses | SK |
| 4. Immunology II: exploring the ‘arms race’ between pathogens and their hosts | SK |
| 5. Assisted human reproduction | RG |
| 6. Stem cells and therapeutic clones | RG |

Lecture 1 gives an introduction to genetic principles needed to understand how cancers arise, and several well-known molecular pathways will be described. The utility of genetics for investigating cancer susceptibility, screening patients and development of treatments will be discussed, with examples from three common cancers – colorectal, breast and lung cancer.

Lecture 2 will compare the incidence, mortality, progression and treatment of the three common cancers, introduced in lecture 1. Genetic and environmental risk factors will be considered, whilst the multi-stage pathway of progression and some of the genes involved will be discussed.

Lecture 3 How does the immune system know what is foreign and what is self? This lecture gives a very brief overview of the basic nuts and bolts of the mammalian immune system. The progression of immune responses to various pathogens will be compared, illustrating the relative roles of different immune cell types.

Lecture 4 Many pathogens can change their ‘immunological’ appearance rapidly, in order to avoid a host immune response. This lecture will briefly cover what is known about such appearance-changes in several pathogens of global health

concern, and then describe the mechanisms behind adaptation of the host immune response to such change.

Lecture 5 reviews the history and recent progress in assisted human reproduction, and discusses the resulting possibilities (and problems) associated with the application of stem cells to therapeutic use. Early mammalian development is reviewed, describing the developmental potential of various cell types in the embryo.

Lecture 6 provides a guide to the developmental potential of embryonic versus adult stem cells, and gives examples of their vast therapeutic potential.

V. Genes and Phenotypes: Topics in Medical Genetics

Timetable: 2nd year TT (6 Lectures,)

Lecturers: Dr Chris Spencer (CS), Dr Julian Knight (JK), Dr Kirk Rockett (KR), Professor Martin Farrall (MF), Dr Alex Woods (AW)

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

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

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

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

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

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

VI. Revision Discussion Classes

Timetable: 2nd year + 3rd year Weeks TT (3 classes)

Lecturers: Dr Rosalind Harding (RMH) (Dept. of Zoology), Dr Iain Morley (IHS)

These classes focus on topics relating to Course I and Course IV.

1. Discussion class 1: Population genetics RMH
2. Discussion class 2: Themes in human evolution IM

VII. Practical Class

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

Paper 3 Human Ecology

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

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

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

WebLearn:

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

I. Introductory Lecture

Timetable: 2nd Year MT (1 lecture)

Lecturer: Professor Stanley Ulijaszek (ISCA) and Dr Andrew Gosler (IHS)

II. The Ecology of Human Reproduction

Timetable: 2nd year MT (4 lectures)

Lecturer: Professor Stanley Ulijaszek (SU) (ISCA)

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

Reading List:

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

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

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

III. Ecology of Disease

Timetable: 2nd Year MT (8 lectures)

Lecturer: Professor Stanley Ulijaszek (SU) (ISCA), Dr Emma Coleman-Jones (ECJ) (ISCA), and Dr Miranda Armstrong (MA) (Cancer Epidemiology Unit)

- | | |
|-------------------------------------------|-----|
| 1. Theories and models in disease ecology | SU |
| 2. HIV/AIDS | ECJ |
| 3. Tuberculosis | SU |
| 4. Malaria | ECJ |
| 5. Nutrition-infection interactions | SU |
| 6. Obesity | SU |
| 7. Diabetes | SU |
| 8. Cancer | MA |

Reading list:

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

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

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

IV. Nutritional Anthropology

Timetable: 2nd year HT (8 lectures)

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

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

Reading list:

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

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

V. Biological Conservation

Timetable: 2nd year MT and HT (14 lectures)

Lecturer: Dr Andrew Gosler (AG) (Human Sciences)

Lectures in Michaelmas Term focus chiefly on the evidence base in conservation, asking how we know what we know. Lectures may include a period of group discussion.

1. The historical impact of humans on biodiversity
2. Humans and domestication: the impact of introduced plants and animals
3. Humans and resource use
4. The present extinction crisis i): comparison with previous extinctions
5. The present extinction crisis ii): the scale of biodiversity loss
6. Carbon-capture, climate-change and the conservation of complex communities
7. The conservation challenge of rising atmospheric CO₂.

Lectures in Hilary Term focus on the means to achieve effective and sustainable conservation. As in Michaelmas, these may include a discussion period with a general focus on Global Policy and Conservation Strategy.

8. Environmental Stewardship and the significance of Traditional Ecological Knowledges (TEK).
9. Practical Conservation 1: Grass-roots approaches – conservation and faith communities
10. Practical Conservation 2: Perceptions of nature i: Subjects and Objects in a landscape.
11. Practical Conservation 3: Perceptions of nature ii: wildlife in the home
12. Valuing Nature: Ecosystem Services and TEEB (The Economics of Ecosystems and Biodiversity) - opportunities and challenges of the new consensus in conservation strategic policy
13. Broadening the consensus for conservation: considering the history of conservation action to ask 'Can we get where we need to go given where we've come from
14. The place of humanity in the world: Towards an integrated sustainable development

Reading List :

- Adams, William M. 2004. *Against Extinction: The Story of Conservation*. Earthscan.
- Chivian, E. & Bernstein, A. 2008. *Sustaining Life: How Human Health Depends on Biodiversity*. OUP USA.
- Crumley, Carole, L. (ed.) 2001. *New Directions in Anthropology and Environment: Intersections*. Alta Mira Press.
- Herzog, H. 2010. *Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals*. Harper.
- Honey, Martha. 1999. *Ecotourism and Sustainable Development: Who Owns Paradise?* Island Press.
- Kennedy, Donald (ed.) 2008. *'Science Magazine' State of the Planet 2008-2009: With a Special Section on Energy and Sustainability*. Island Press.
- Lovejoy, Thomas, E. and Hannah, Lee (eds.) 2006. *Climate Change and Biodiversity*. Yale University Press.
- Louv R. 2006. *Last Child in the Woods: Saving Our Children from Nature-deficit Disorder*. Algonquin Books of Chapel Hill, New York.
- MacDonald, David and Service, Katrina (ed.) 2006. *Key Topics in Conservation Biology*. Blackwell Publishing.
- MacDonald, D. & Willis, K. 2013 (eds), *Key Topics in Conservation Biology II*. Wiley-Blackwell.
- Maffi, L. & Woodley, E. 2010. *Biocultural Diversity Conservation: A Global Sourcebook*. Earthscan.
- Malhi, Yadvinder and Phillips, Oliver (eds.) 2005. *Tropical Forests and Global Atmospheric Change*. Oxford University Press. (320 pages)
- Pilgrim, S. & Pretty, J. 2013. *Nature and Culture: Rebuilding Lost Connections*. Routledge (Earthscan).
- Sternberg, E.M. 2009. *Healing Spaces: The Science of Place and Well-being*. Belknap, Harvard.
- Tidemann, S. & Gosler, A. 2011. *Ethno-ornithology: Birds, Indigenous Peoples, Culture and Society*. Earthscan.

Tutorial arrangements:

Students should have EIGHT tutorials for paper 3.

It is recommended that students have 1 tutorial in each of the following: nutrition, disease, reproduction and cultural ecology and 4 tutorials in biological conservation, comprising one in each of the following themes: 1) causes and consequences of climate change, 2) causes and consequences of biodiversity loss, 3) human stewardship, culture and conservation action, 4) human welfare, sustainability and ecosystems. While students might chose to take one tutorial from each theme, the tutorial scheme allows for a deeper study of certain areas that interest the student (the examination will include a question within each theme). A recommended course would include two tutorials from each of two themes.

Paper 4 Demography and Population

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

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

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

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

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

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

WebLearn:

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

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

Michaelmas Term – The Methods of Demographic Analysis

- Week 1. Introduction to the course: the scope of demography
The state of the planet in 2013: the great demographic transformations
- Week 2. Demographic methods and concepts: an overview
Demographic data
- Week 3. Mortality analysis: rates and standardisation
The life table
- Week 4. Fertility analysis
- Week 5. Population dynamics
Population ageing and age structure
- Week 6. Population projections
- Week 7. Migration
Dynamics incorporating migration
- Week 8. Heterogeneity, reification and demographic analysis

Hilary Term – Population trends and theories

- Week 1. Demographic transitions and the making of the modern world
Demographic regimes, past, present and future
- Week 2. Grand theories of population: Malthus and Boserup
Long-run trends and homeostasis
- Week 3. Low fertility – a global phenomenon
Fertility decline: family planning or socio-economic change
- Week 4. Health transition: good health at low cost?
Health progress: exceptions and expectations
- Week 5. International migration
Urbanisation and demographic transition
- Week 6. Population ageing and age-structure
Migration, fertility, population growth and ageing

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

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

Readings – Michaelmas Term

Core reading list and software

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

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

Rowland, Donald T. 2003. *Demographic Methods and Concepts*. Oxford: Oxford University Press.

This is a very practical introduction to demographic analysis, with many exercises and examples. The book also comes with a CD (available from the Human Sciences Office) with Excel programs for demographic analysis. You can download these programs from the CD and use them to get a clear understanding of the basic methods.

Preston, Samuel H.; Heuveline, Patrick and Guilot, Michel. 2001. *Demography: Measuring and Modelling Population Processes*. Oxford: Blackwell Publishers.

This book is somewhat more advanced than the Rowland volume, and uses more mathematical notation (including calculus). However, if you are prepared to take the maths on trust, you can skip over the equations and read the text.

Another good general source is:

Pressat, Roland (Christopher Wilson ed.) 1985. *The Dictionary of Demography*. Oxford: Blackwell Publishers.

Not a text book, but provides succinct introductions to topics and measures.

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

Most readings are available online.

For *Demographic Research*, see: www.demographic-research.org

For *Population Bulletin*, go to www.prb.org.

Population and Societies is to be found at: www.ined.fr

Readings

For Week 1 in both terms, see the following:

- Bongaarts, John. 2009. 'Human population growth and the demographic transition', *Philosophical Transactions of the Royal Society B*, 364, 2985-2990.
- Kent, Mary M. and Haub, Carl. 2005. 'Global demographic divide', *Population Bulletin*, 60.4, 1-24.
- Pison, Gilles. 2011. 'World population: Seven billion today, how many tomorrow?' *Population and Societies*, 482, 1-4.
- Population Reference Bureau Staff. 2004. 'Transitions in world population', *Population Bulletin*, 59.1, 1-40.
- Wilson, Chris. 2001. 'On the scale of global demographic convergence', *Population and Development Review*, 27, 155-171.
- Wilson, Chris. 2011. 'Understanding global demographic convergence since 1950', *Population and Development Review*, 37, 375-388.

Readings – Hilary Term

Week 1

In addition to the readings given above, see the following:

- Demeny, Paul and McNicoll, Geoff (eds). 2006. 'The Political Economy of Global Change 1950-2050', Supplement to volume 32, *Population and Development Review*.
- Dyson, Tim. 2010. *Population and Development*, chapters 1, 2, and 3.
- Lee, Ronald D. and Reher, David S. (eds.). 2011. 'The Landscape of Demographic Transition and its Aftermath', Supplement to volume 37, *Population and Development Review*.
- Livi-Bacci, Massimo. 2007. *A Concise History of World Population*, chapters 1, 2, 3 and 5.
- Lee, Ronald D. 2003. 'The demographic transition: three centuries of fundamental change', *Journal of Economic Perspectives*, 17:4, 167-190.
- Lesthaeghe, Ron. 1980 'On the social control of human reproduction', *Population and Development Review*, 6, 527-548.
- Wilson, Chris. 2001. 'Understanding the nature and importance of low-growth demographic regimes'. In Ts'ui-jung Liu et al. (eds). *Asian Historical Demography*, Oxford, Oxford University Press.
- Wilson, Chris. 2013. 'Thinking about post-transitional demographic regimes: a reflection', *Demographic Research*, 28, 46, 1373-1388.

Week 2

- Boserup, Ester, 1976. 'Environment, population and technology in primitive societies', *PDR*, 2, 21-36.
- Cohen, Joel E. 1995. 'Population growth and the Earth's carrying capacity', *Science*, 269, 341-348.
- Gould, W.T.S. 2009. *Population and Development*, Introduction and chapter 2.
- Lee, Ronald D. 1986. 'Malthus and Boserup: a dynamic synthesis'. In Coleman, David and Schofield, Roger (eds.) *The State of Population Theory: forward from Malthus*. Oxford: Blackwell.
- Livi-Bacci, Massimo. 2007. *A Concise History of World Population*, chapter 3.
- Sayre, Nathan F. 2008. 'The genesis, history and limits of carrying capacity', *Annals of the Association of American Geographers*, 98:1, 120-134.
- Coleman, David 1986. 'Population regulation: a long-range view'. In Coleman, David and Schofield, Roger (eds.) *The State of Population Theory: forward from Malthus*. Oxford: Blackwell.
- Lee, Ronald D. 1987. 'Population dynamics of humans and other animals', *Demography*, 24, 443-465.
- Wilson, Chris and Airey, Pauline 1999. 'How can a homeostatic perspective enhance demographic transition theory?' *Population Studies*, 53:2, 117-128.
- Wrigley, E.A. 1978. 'Fertility strategy for the individual and the group', In Tilly, Charles (ed) *Historical studies of changing fertility*. Princeton: Princeton University Press. Also reproduced as Chapter 8 in Wrigley, E.A. 1987. *People, Cities and Wealth*. Oxford: Blackwell.

Week 3

- Balter, Michael. 2006. 'The baby deficit', *Science*, 30 June, 1894-1897.
- Goldstein, Joshua R. Tomás Sobotka, Aiva Jasilioniene. 2009. 'The end of lowest-low fertility', *Population and Development Review*, 35, 663-699.
- Luci, Angela and Thévenon, Olivier. 2011. 'Does economic development explain the fertility rebound in OECD countries?' *Population and Societies*, 481, 1-4.
- Myrskylä, Mikko; Kohler, Hans-Peter; and Billari, Francesco. 2009. 'Advances in development reverse fertility declines', *Nature*, 460, 6 August 2009, 741-743.
- Morgan, S. Philip. 2003. 'Is low fertility a twenty-first century crisis?', *Demography*, 40, 589-603.
- The Economist. 2009. 'Go forth and multiply a lot less', *The Economist*, October 31, 2009, 35-38.
- Wilson, Chris. 2004. 'Fertility below replacement level', *Science*, 9 April, 207-209.

- Bongaarts, John. 2003. 'Completing the fertility transition in the developing world: the role of educational differences and preferences', *Population Studies*, 57:3, 321-336.
- Bongaarts, John. 2006. 'The causes of stalling fertility transitions', *Studies in Family Planning*, 37:1, 1-16.
- Bongaarts, John. and Sinding, Steve. 2009. 'Response to criticisms of family planning programs', *International Perspectives on Sexual and Reproductive Health*, 35:1, 39-44.
- Bulatao, Rodolfo and Casterline, John. 2001. 'Global Fertility Transition'. Supplement to volume 27, *Population and Development Review*.
- Bryant, John. 2007. 'Theories of fertility decline and the evidence from development indicators', *Population and Development Review*, 33:1, 101-127.
- Cai, Yong 2010. 'China's below replacement fertility: government policy or socioeconomic development?', *Population and Development Review*, 36:3, 419-440.
- Pritchett, Lant. 1994. 'Desired fertility and the impact of population policies', *Population and Development Review*, 20:1-55.

Week 4

- Caldwell, John C. 1986. 'The routes to low mortality in poor countries', *Population and Development Review*, 12, 171-219.
- Christensen, Kaare et al. 2009. 'Ageing populations: the challenges ahead', *The Lancet*, 374, 1196-1208, 3 October 2009.
- Kent, Mary M. and Yin, Sandra 'Controlling infectious diseases, *Population Bulletin*, 61, 2, 1-20.
- Kuhn, Randall 2010. 'Routes to low mortality in poor countries revisited', *Population and Development Review*, 36:4, 655-692.
- Oeppen, Jim and Vaupel, James W. 2002. 'Broken limits to life expectancy', *Science*, 296, 5570, 1029 - 1031
- Ratzan, Scott C., Filerman, Gary L. and LeSar, John W. 2000. 'Attaining global health: challenges and opportunities', *Population Bulletin*, 55, 1, 1-48.
- Riley, James C. 2005. 'Estimates of regional and global life expectancy, 1800-2001', *Population and Development Review*, 31, 3, 537-543.
- Soares, Rodrigo R. 2007. 'On the determinants of mortality reductions in the Developing World', *Population and Development Review*, 32, 2, 247-287.
- Wilson, Chris 2011. 'Understanding global demographic convergence 1950-2010', *Population and Development Review*, 37, 375-388.
- Bongaarts, John et al. 2008. 'Has the HIV epidemic peaked?', *Population and Development Review*, 34, 2, 199-224.

- Dyson, Tim 2003. 'HIV/AIDS and urbanization', *Population and Development Review*, 29, 3, 427-442.
- Goesling, Brian and Firebaugh, Glenn 2004. 'The trend in international health inequality', *Population and Development Review*, 30, 1, 131-146.
- Lamprey, Peter R. et al. 2006. 'The global challenge of AIDS', *Population Bulletin*, 61, 1, 1-24.
- McMichael, Anthony McKee, Martin, Shkolnikov, Vladimir and Valkonen, Tapani 2004. 'Mortality trends and setbacks: global convergence or divergence?' *The Lancet*, 363, 1155-1159.
- Moser, Kath Shkolnikov, Vladimir and Leon, David A. 2005. 'World mortality 1950-2000: divergence replaces convergence from the late 1980s', *Bulletin of the World Health Organization*, 83, 3, 202-209.
- Neumayer, Eric. 2004. 'HIV/AIDS and cross-national convergence in life expectancy', *Population and Development Review*, 30, 4, 727-742.
- Shkolnikov, Vladimir (ed.) 2004. 'Determinants of Diverging Trends in Mortality'. *Demographic Research*, Special Collection 2.

Week 5

- Coleman, David 2006 'Immigration and ethnic change in low-fertility countries: a third demographic transition', *Population and Development Review*, 32, 401-446.
- Martin, Philip and Zuercher, Gottfried. 2008. 'Managing migration', *Population Bulletin*, 63, 1, 1-20.
- Massey, Douglas S. et al. 1993. 'Theories of international migration a review and appraisal', *Population and Development Review*, 19, 431-466.
- Samers, Michael. 2010. 'Introduction', Chapter 1 of *Migration*. London: Routledge.
- Sobotka, Tomas. 2009. 'Migration continent Europe', *Vienna Yearbook of Population Research*, 2009, 217-233. (Available at www.oeaw.at.ac/vid/yearbook)
- Brockerhoff, Martin P 2000. 'An urbanizing world', *Population Bulletin*, 55, 3, 1-44.
- Brockerhoff, M. and E. Brennan E. 1998. 'The poverty of cities in developing regions', *Population and Development Review*, 24:1, 75-114.
- Cohen, Barney. 2004. 'Urban growth in developing countries: a review of current trends and a caution regarding forecasts', *World Development*, 32, 23-51.
- Dyson, Tim. 2010. *Population and Development*, chapter 5.
- Hugo, Graeme et al. 2003. 'Toward a new conceptualization of settlements for demography', *Population and Development Review*, 29, 2, 277-297.
- Véron, Jacques. 2007. 'Half the world is urban', *Population and Societies*, 435

Week 6

- Birdsall, Nancy; Kelley, Allan C. and Sinding, Steve (eds.) *Population Matters: Demographic Change, Economic Growth and Poverty in the Developing World*. Oxford: Oxford University Press
- Bloom, David E. and D Canning, D. 2001. 'Cumulative causality, economic growth, and the demographic transition'. In Birdsall, N.; Kelley, A.C.; and Sinding, S. (eds.) *Population Matters: Demographic Change, Economic Growth and Poverty in the Developing World*. Oxford: Oxford University Press, 165-200.
- Dyson, Tim. 2010. Tim Dyson. 2010. *Population and Development*, chapter 7.
- Ediev, Dalkhat; Coleman, David and Scherbov, Sergei. 2013. 'New measures of population replacement for an era of high migration', *Population, Space and Place*, 19, 5.
- Gould, W.T.S. 2009. *Population and Development*, chapter 7, 191-216.
- International Monetary Fund. 2009. 'The IMF on the fiscal impact of population aging', *Population and Development Review*, 35, 2, 437-442.
- Kinsella, Kevin and Phillips, David R.. 2005. 'Global Aging: the challenge of success', *Population Bulletin*, 60.1, 1-42.
- Pison, Gilles. 2009. 'Population ageing will be faster in the South than in the North, *Population and Societies*', 457, 1-4.
- Wilson, Chris, et al. 2013. 'Migration and inter-generational replacement in: Europe' *Population and Development Review*, 37, 1.
- Wilson, Chris. 2006. *The century ahead, Daedalus*, 135, 5-8.

Week 7

- Attané, Isabelle 2006. 'The demographic impact of a female deficit in China, 2000-2050', *Population and Development Review*, 32: 4, 755-770.
- Arnold, Fred et al. 2002. 'Sex-selective abortions in India', *Population and Development Review*, 28:4, 759-785.
- Das Gupta, Moica et al. 2009. 'Evidence for an incipient decline in number of missing girls in China and India', *Population and Development Review*, 35:2, 401-416.
- Dyson, Tim and Moore, Mick. 1983. 'On kinship structure, female autonomy and demographic behaviour in India', *Population and Development Review*, 9:1, 35-75.
- Morgan, S. Philip. 2009. 'China's below-replacement fertility: recent trends and future prospects', *Population and Development Review*, 35:3, 605-629.
- The Economist*. 2010. 'Gendercide' and 'The worldwide war on baby girls', 6th March 2010, 11 and 72-75.
- Cincotta, R.P. 2008. 'How democracies grow up', *Foreign Policy*, 165, 80-82.
- Cincotta, R.P. et al. 2003. *The Security Demographic – Population and Civil Conflict after the Cold War*. Washington DC: Population Action International. Available at: www.populationaction.org

- Davis, Kinglsey and van den Oever, Pietronella 1982. 'Demographic foundations of new sex roles', *Population and Development Review*, 8:3, 495-511.
- Dyson, Tim 2010. *Population and Development*, London: Zed books, chaps. 6-7.
- Dyson, Tim 2013. 'On demographic and democratic transitions', *Population and Development Review*, 37, Supplement 1, 83-102.
- McDonald, Peter. 2000. 'Gender equity in theories of fertility transition', *Population and Development Review*, 26:3, 427-439.

Week 8

- Dyson, Tim. 2010. *Population and Development*, chapters 6 and 7.
- Gould, W.T.S. 2009. *Population and Development*, chapter 8.
- Lutz, Wolfgang and Goujon, Anne. 2001. 'The world's changing human capital stock: multi-state population projections by educational attainment', *Population and Development Review*, 27, 2, 323-339.
- Lutz, Wolfgang et al. 2008. 'The demography of educational attainment and economic growth', *Science*, 319, 1047-1048.
- Lutz, Wolfgang and K.C., Samir 2011. 'Global human capital: integrating education and population', *Science*, 333, 6042, 587-592.
- Booth, H. (2006). 'Review: Demographic forecasting: 1980 to 2005 in review'. *International Journal of Forecasting*. Vol.22, pp547-581.
- National Research Council. 2000. *Beyond Six Billion: Forecasting the World's Population Panel on Population Projections, Committee on Population, National Academy of Sciences*. www.nap.edu/openbook.php?isbn=0309069904
- O'Neill, B.C, Balk, D., Brickman, M. and Ezra, M (2001) *A Guide to Global Population Projections. Demographic Research*. Vol4(8), pp203-288.
- Population Reference Bureau 2001. *Understanding and Using Population Projections*. http://www.prb.org/pdf/UnderStndPopProj_Eng.pdf

Examples of questions for the examination

Section A: Methods (answer one question from three)

1. Giving appropriate examples, discuss the strengths and weaknesses of cohort and period approaches in demographic analysis.
2. Giving appropriate examples, discuss the importance of taking into account both tempo and quantum in the study of fertility.
3. What is meant by the term "heterogeneity" in demographic analysis? How does an awareness of this concept help us interpret demographic measures?

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

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

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

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

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

3. Can any public policy increase fertility once the latter has fallen below replacement level?
4. Do demographic considerations indicate that immigration is good for the United Kingdom and other developed countries?
5. 'Population ageing is the unavoidable future for all societies.' Evaluate this assertion and discuss the likely consequences of ageing for both developed and developing nations.
6. Does the rise in the sex ratio at birth in some Asian and European countries in recent decades indicate that tradition is more powerful than modernization?
7. Why did the timing of the fertility transition differ in the various countries of Europe?
8. Is 'carrying capacity' a useful concept when applied to human populations?
9. Does regional variation in nuptiality and in household patterns in Europe before the demographic transition help us understand current marriage and family patterns?

EITHER:

Paper 5(a) Anthropological Analysis and Interpretation

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

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

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

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

I. Key Themes in Social Anthropology

Timetable: 2nd year MT (8 lectures)

Lecturer: Dr Zuzanna Olszewska (ZO), Dr Javier Lezaun (JL), Dr Neil Carrier (NC), Dr Robert Parkin (RP), Dr Steph Leonard (ISCA)

- | | |
|------------------------------------|----|
| 1. Individual, society and culture | ZO |
| 2. Gender | ZO |
| 3. Politics and governance | JL |

4.	Economic activity and exchange	NC
5.	Ritual	RP
6.	Language	SL
7.	Literacy	ZO
8.	Myth and History	ZO

Reading lists:

Lecture 1: Individual, society and culture

Geertz, Clifford. *Interpretations of Culture*.

Lambek, Michael. 1990. 'Exchange, time and person in Mayotte: the structure and deconstructing of a cultural system', *American Anthropologist*, 647–661.

Mines, Mattison. 1988. 'Conceptualizing the person: hierarchical society and individual autonomy in India', *American Anthropologist*, 568–579.

Radcliffe-Brown, A.R. 1965. *Structure and Function in Primitive Society* (chapter on Social Structure).

Lecture 2: Gender (Readings to be provided)

Lecture 3: Politics and Governance

Gledhill, John, *Power and its Disguises*.

Rabinow, Paul, *The Foucault Reader*

Lecture 4: Economic activity and exchange

Gudeman, S. 2008. *Economy's Tension: the Dialectics of Market and Economy*.

Hann, C. and Hart, K. 2011. *Economic Anthropology*.

Ho, K. 2009. *Liquidated: an Ethnology of Wall Street*.

Lecture 5: Ritual (Readings to be provided)

Lecture 6: Language

Douglas, Mary, *Purity and Danger*. chapter 3, 'The abominations of Leviticus'.

Durkheim, Emile and Mauss, Marcel. *Primitive Classification*

Witowski, Stanley and Brown, Cecil. 1978. 'Lexical universals', *Annual Review of Anthropology*, 427–451.

Lecture 7: Literacy

Evans-Pritchard, E.E., *Witchcraft, Oracles and Magic among the Azande*.

Goody, Jack, *The Domestication of the Savage Man*.

Parry, Jonathan, 'The Brahmanical tradition and technology of the intellect', in Overing, Joanna (ed.), *Reason and Morality*.

Lecture 8: Myth and history (Readings to be provided)

II. Theories and Approaches in Social Anthropology

Timetable: 2nd year MT (8 Lectures)

Lecturers: Dr Robert Parkin (RP) (ISCA) and Dr David Pratten (DP) (ISCA)

1.	Evolutionism and Diffusionism	RP
2.	Functionalism	RP
3.	Structuralism	RP
4.	Unsettling orthodoxy	RP
5.	History	DP
6.	Practice	DP
7.	Power	DP
8.	Theory	DP

Reading lists:

General

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

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

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

Lecture 1: Evolutionism and Diffusionism

Durkheim, E. 1912. *The Elementary Forms of Religious Life*. Dover Publications.

Macfarlane, A. 1978. *The Origins of English Individualism: The Family, Property and Social Transition*. Blackwell.

Marx, K. and Engels, F. 2002. *The Communist Manifesto*. Penguin.

Lecture 2: Functionalism

Kuper, A. (ed.). 1977. *The Social Anthropology of Radcliffe-Brown*. London: Routledge & Kegan Paul.

Malinowski, B. 1922. *Argonauts of the Western Pacific*.

Malinowski, B. 1942. *A Scientific Theory of Culture*. University of North Carolina Press.

Merton, R. 1957. 'Manifest and Latent Functions' in his *Social Theory and Social Structure*. The Free Press 19-84.

Radcliffe-Brown, A.R. 1940. *Structure and Function in Primitive Society*.

Lecture 3: Structuralism

Douglas, M. 1966. *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. Routledge.

Leach, E. 1976. *Culture and Communication: The Logic by which Symbols are Connected*. CUP.

- Lévi-Strauss, C. 1964 [1947]. 'Structural Analysis in Linguistics and Anthropology'.
in *Structural Anthropology*.
- Needham, R. (ed.). 1973. *Right and Left: Essays on Dual Symbolic Classification*.
University of Chicago Press.

Lecture 4: Unsettling Orthodoxy

- Barth, Frederik, *Ethnic groups and boundaries*
- Cohen, Abner, *Two-dimensional man*
- Evans-Pritchard, E.E. *The Nuer*
- Evans-Pritchard, 'Social anthropology: past and present', in his *Essays in social anthropology*
- Leach, Edmund. *Political systems of Highland Burma*
- MacCormack, Carol P. and Strathern, M. (eds.), *Nature, culture and gender*
- Moore, Henrietta, *Feminism and anthropology*
- Rosaldo, Michelle and Lamphere, Louise (eds.) *Women, culture and society*
- Werbner, Richard, 'The Manchester school in south-central Africa', *Annual Review of Anthropology* 13: 1984, pp. 157–85

Lecture 5: History

- Borofsky, R. 'CA Star Forum on Theory in Anthropology - Cook, Lono, Obeyesekere, and Sahlins', *Current Anthropology* 38(2), 1997, pp. 255-82.
- Cohn, B.S. *An anthropologist among the historians and other essays*, Delhi ; Oxford: Oxford University Press, 1987.
- Collingwood, R.G. 1946. *The Idea of History*. Oxford: Clarendon Press.
(epilegomena)
- Comaroff, J.L. & J. Comaroff *Ethnography and the historical imagination*, Boulder, 1992.
- Peel, J.D.Y. 'Making history: The past in the Ilesha present', *Man* 19(1), 1984, pp. 111-132.
- Sahlins, M. D. 'Other Times, Other Customs - the Anthropology of History',
American Anthropologist 85(3), 1983, pp. 517-44.
— *Islands of history*, Chicago, 1985.
— 'Goodbye to Tristes Tropes: Ethnography in the Context of Modern World History', *The Journal of Modern History* 65(1), 1993, pp. 1-25.
- Turner, T. 'Representing, Resisting, Rethinking: Historical Transformations among of Kayapo Culture and Anthropological Consciousness', in *Colonial situations: essays on the contextualization of ethnographic situations*, Stocking, G.W. (ed.), Madison, Wisc. ; London: University of Wisconsin Press, 1991, pp. 285-313.
- Wolf, E.R. *Europe and the people without history*, Berkeley ; London, 1982.

Lecture 6: Practice

- Bourdieu, P. 'The Berber House', *Rules and Meanings*, 1971, pp. 98–110.
- Bourdieu, P. *Outline of a theory of practice*, Cambridge ; New York, 1977. (Chapter 2)
- . 2008 [1962-1989]. *The Bachelors' Ball. The crisis of peasant society in the Béarn*. Chicago: University Press.
- De Certeau, M. *The Practice of Everyday Life*, Berkeley, 1984.
- Free, A. 'The Anthropology of Pierre Bourdieu: A reconsideration', *Critique of Anthropology* 16(4), 1996, pp. 395-416.
- Jenkins, R. 1984 'Pierre Bourdieu and the reproduction of determinism' *Sociology* 16: 270 - 281

Lecture 7: Power

- Cheater, A.P. *The Anthropology of Power: empowerment and disempowerment in changing structures*, London ; New York: Routledge, 1999.
- Crehan, K.A.F. *Gramsci, culture, and anthropology*, Berkeley, 2002.
- Gledhill, J. *Power and its Disguises*, London: Pluto, 1994.
- Foucault, M. *Power/Knowledge: Selected interviews and other writings 1972-1977*, Hemel Hempstead: Harvester Wheatsheaf, 1980.
- Foucault, M. 1977 [1975]. *Discipline and punish: the birth of the prison*. London: Allen Lane.
- Lukes, S. (ed.) *Power*, New York, 1986.
- Moore, Henrietta L., and Todd Sanders. "Anthropology and Epistemology." In *Anthropology in theory: a reader*, edited by Henrietta L. Moore and Todd Sanders, 1-21. Oxford: Blackwell, 2006.
- Moore, H.L. (ed.) *Anthropological theory today*, Malden, MA, 1999.
- Scott, J. 1985. *Weapons of the weak: everyday forms of peasant resistance*. New Haven: Yale University Press.
- Wolf, E.R. 'Facing Power: Old Insights, New Questions', *American Anthropologist* 92(3), 1990, pp. 586-96.

Lecture 8: Theory

- Appadurai, A. 'Theory in Anthropology - Center and Periphery', *Comparative Studies in Society and History* 28(2), 1986, pp. 356-361.
- Dresch, P. and W. James. 2000. Fieldwork and the passage of time. In *Anthropologists in a wider world* (eds) P. Dresch, W. James and D. Parkin, 1-26. Oxford: Berghahn.
- D'Andrade, R. 'Moral Models in Anthropology', *Current Anthropology* 36(3), 1995, pp. 399-408.
- Latour, B. 2005. *Reassembling the Social. An introduction to actor-network-theory*. Oxford: University Press.
- Poole, D. 'An excess of description: Ethnography, race, and visual technologies', *Annual Review of Anthropology* 34, 2005, pp. 159-79.

- Reyna, S.P. 'Literary Anthropology and the Case Against Science', *Man* 29(3), 1994, pp. 555-81.
- Sahlins, M. 'What is anthropological enlightenment? Some lessons of the twentieth century', *Annual Review of Anthropology* 28, 1999, pp. i-xxiii.
- Strathern, M. 1996. Cutting the network. *Journal of the Royal Anthropological Institute* (n.s.) 2, 517-35.
- Sutton, R.I. & B.M. Staw 'What Theory is Not', *Administrative Science Quarterly* 40(3), 1995, pp. 371-84.

III. Persons, Kinship and Social Reproduction

Timetable: 2nd year HT (8 Lectures)

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

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

Reading Lists:

Lecture 1 Introduction: descent & filiation

Barnard, A. & Good, A., 1984, *Research Practices in the Study of Kinship*, London: Academic Press

Bohannon, Paul and Middleton, John (eds.), *Kinship and Social Organization*.

Dumont, Louis. *An Introduction to Two Theories of Social Anthropology*, pt 2 (Chs. D, E, F)

Holy, Ladislav. *Anthropological Perspectives on Kinship*.

Kuper, Adam. 1982 'Lineage theory: a brief retrospect', *Annual Review of Anthropol.* 71-95.

Parkin, Robert. *Kinship: An Introduction to Basic Concepts*.

Stone, Linda. *Kinship and Gender*.

Lecture 2: Marriage

Barnard, A. & Good, A., 1984, *Research Practices in the Study of Kinship*, London: Academic Press, Ch. 6 (pp. 89-95, 106-123)

Holy, Ladislav. *Anthropological Perspectives on Kinship*, Ch. 6

Leach, Edmund. *Rethinking Anthropology*, Chs. 4, 5.

Parkin, Robert. *Kinship: An Introduction to Basic Concepts*. Ch 4.

Riviere, P.G. 'Marriage: a reassessment' in Needham, R. (ed.). *Rethinking Kinship and Marriage*.

Stone, Linda. *Kinship and Gender*. Ch. 6

Lecture 3: Affinal Alliance and Kinship Terminology

Barnard, A. & Good, A., 1984, *Research Practices in the Study of Kinship*, London: Academic Press. Chs 3, 4, 6.

Bohannon, Paul and Middleton, John (eds.) *Kinship and Social Organization*. Chs 1, 2, 3.

Dumont, Louis. 1953. 'The Dravidian Kinship Terminology as an Expression of Marriage' *Man*, 34–39

Dumont, Louis. *Introduction to Two Theories of Social Anthropology*, Ch. G.

Maybury-Lewis, David. 1965. 'Prescriptive Marriage Systems.' *Southwest J. of Anthropology*. 205-230

Parkin, Robert. *Kinship: An Introduction to Basic Concepts*. Chs 5-9.

Lecture 4: Descent Theory, Alliance Theory and Cultural Approaches to Kinship

Dumont, Louis. *An Introduction to Two Theories of Social Anthropology*. Chs. F, G.

Barnard, A. & Good, A., 1984, *Research Practices in the Study of Kinship*, London: Academic Press. Chs 5, 6, 7.

Holy, Ladislav. *Anthropological Perspectives on Kinship*. Chs. 4 & 6, 7.

Parkin, Robert. *Kinship: An Introduction to Basic Concepts*. Chs. 10, 12, 13.

Stone, Linda. *Kinship and gender*. Chs. 7, 8.

Lecture 5: Kinship and Gender

MacCormack, C. P. and Strathern, M. 1980. *Nature, Culture and Gender*. Cambridge, Cambridge University Press.

McCallum, C. 2001. *Gender and sociality in Amazonia: how real people are made*. Berg.

Ortner, S. 1996. 'Is Female to Male as Nature is to Culture?' in S. Ortner *Making Gender: the Politics and Erotics of Culture*. Boston: Beacon Press

Overing, J. 1986. 'Men Control Women? The "Catch 22" in the Analysis of Gender' in *International Journal of Moral and Social Studies* Vol. 1, No.2: 135–56.

There are some great films that deal with gender relations, available for viewing in the Visual Anthropology Resource Room at the Pitt Rivers' Museum. Among them, Jean Lydall's films on the Hamar of southern Ethiopia, *Duka's Dilemma*, *The women who smile*, are highly recommended.

Lecture 6: Bodies, Persons and Selves

Carsten, J. 1995. 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood and Relatedness among Malays in Pulau Langkawi.' *American Ethnologist* 22: 223-41 [also reprinted in Parkin, R. and Stone, L. (eds.). 2004. *Kinship and Family*. Oxford: Blackwell].

- Conklin, B. & Morgan, L. 1996. 'Babies, Bodies and the Production of Personhood in North America and a Native Amazonian Society'. *Ethos* 24 (4): 657–94.
- Lambek, M. & Strathern, A. *Bodies and Persons: Comparative Perspectives from African and Melanesia*. Cambridge: CUP.
- Sahlins, M. 2011. What kinship is (part one). *Journal of the Royal Anthropological Institute*, 17 (1). 2–19

Lecture 7: New kinship and the new reproductive technologies

- Carsten, J. 2004. *After Kinship*.
- Franklin, S. 1997. *Embodied Progress: A Cultural Account of Assisted Conception*.
- Strathern, M. 1992. *After Nature: English Kinship in the Late Twentieth Century*. Cambridge: CUP.
- Thompson, C. 2005. *Making Parents: the Ontological Choreography of Reproductive Technologies*.

Lecture 8: Beyond 'new kinship'

- Borneman, J. 1992. *Belonging in the Two Berlins: Kin, State, Nation*.
- Faier, L. 2007. 'Filipina Migrants in Rural Japan and their Professions of Love.' *American Ethnologist* 34 (1): 148–162.
- Mody, P. 2008. *The Intimate State: Love-Marriage and the Law in Delhi*.
- Patterson, M. 2005. 'Introduction: Reclaiming Paradigms Lost.' *Australian Journal of Anthropology*. 16: 1–17.

IV. Ethnicity

Timetable: 2nd year, TT (4 lectures)

Lecturer: Professor Marcus Banks (ISCA)

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

Reading lists:

Lecture 1: Introduction to Theories of Ethnicity

- Banks, M. 1996. *Ethnicity: Anthropological Constructions*. London: Routledge.
- Barth, F. (ed.). 1969. *Ethnic Groups and Boundaries*. Oslo: Universitetsforlaget.
- Baumann, G. 1996. *Contesting Culture: Discourses of Identity in Multi-ethnic London*. CUP.
- Eriksen, T.H. 2003. *Ethnicity and Nationalism: Anthropological Perspectives*. London: Pluto.

- Fardon, R. 1987. '“African Ethnogenesis”: Limits to the Comparability of Ethnic Phenomena' in Holy, L. (ed.) *Comparative Anthropology*. Oxford: Blackwell.
- Just, R. 1989. 'Triumph of the ethnos' in E. Tonkin, M. McDonald, and M. Chapman (eds). *History and Ethnicity*. London: Routledge.
- Southall, A. 1970. 'The Illusion of Tribe' *Journal of Asian and African Studies* 5: 28–50 (available on TDNet).

Lecture 2: Nationalism and NeoNationalism

- Anderson, B. 1991, 1983. *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (2nd ed), London: Verso.
- Gellner, E. 1983. *Nations and Nationalism*, Oxford: Blackwell.
- Hann, C. (ed.) 1993. *Socialism: Ideas, Ideologies and Local Practice*. London: Routledge.
- Hobsbawm, E.J. 1990. *Nations and Nationalism since 1780: Programme, Myth, Reality*, CUP.
- Modood, T. and Werbner, P. (eds). 1997. *The Politics of Multiculturalism in the New Europe: Racism, Identity, and Community*. London: Zed Books.
- Nairn, T. 1977. *The Break-up of Britain: Crisis and Neo-nationalism*. London: New Left.
- Van der Veer, P. 1994. *Religious Nationalism: Hindus and Muslims in India*, Berkeley: University of California Press.

Lecture 4: 'Race' and Racism

- Alexander, C. 1996. *The Art of 'Being Black': the Creation of Black British Youth Identities*, Oxford: Clarendon Press
- Banton, M. 1987. *Racial Theories*, Cambridge: CUP.
- Frankenberg, R. 1993. *White Women, Race Matters: the Social Construction of Whiteness*. London: Routledge.
- Hall, S. 1997 'Race, the floating signifier' Lecture at <http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=407>
- Rex, J. and Mason, D. (eds.). 1986. *Theories of Race and Ethnic Relations*, Cambridge: CUP.
- Sanjek, R. 1971. 'Brazilian Racial Terms: Some Aspects of Meaning and Learning. *American Anthropologist* 73: 1126-44.
- Stocking, G.W. 1968. *Race, Culture and Evolution: Essays in the History of Anthropology*. New York: Free Press.
- Wade, P. 1997. *Race and Ethnicity in Latin America*. London: Pluto.
- Wade, P. 2002. *Race, Nature and Culture: An Anthropological Perspective*. London: Pluto.
- Westwood, S. and Bhachu, P. (eds). 1988. *Enterprising Women: Ethnicity, Economy, and Gender Relations*, London: Routledge

Lecture 4: Migration, Ethnicity and 'Superdiversity'

- Banks, Marcus. 1996. *Ethnicity: anthropological constructions*. [Chapter 6.2 'The school above the pub']. Routledge.

- Foner, Nancy (ed). 2013. *One out of three: immigrant New York in the twenty-first century*. Columbia University Press
- Gullestad, Marianne. 2002. 'Invisible fences: egalitarianism, nationalism and racism'. *JRAI* 8.1: 45-63
- Modood, Tariq and Pnina Werbner (eds) 1997. *The politics of multiculturalism in the new Europe: racism, identity and community*. London: Zed Books
- Moore, Henrietta 1994. *A passion for difference*. Cambridge: Polity Press
- Sassen, Saskia 1991. *The global city: New York, Tokyo, London*. Princeton University Press
- Turner, Terence. 1993. 'Anthropology and multiculturalism: what is anthropology that multiculturalists should be mindful of it?' *Cultural Anthropology* 8.4: 411-429
- Vertovec, Steven. 2009. *Transnationalism*. London: Taylor and Frances
- Vertovec, Steven et. al. 2011 ff. Globaldiversities – migration and new diversities in global cities www.mmg.mpg.de/subsites/globaldivercities/about/

Tutorials (suggested topics):

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

OR

Paper 5(b) Sociological Theory

Course coordinator: Professor Federico Varese, Department of Sociology

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

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

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

Introductory Reading

- Barnes, Barry. 1995. *The Elements of Social Theory*.
- Bearman, Peter & Hedström, Peter (eds). 2009. *The Oxford Handbook of Analytical Sociology*.
- Collins, Randall. 1994. *Four Sociological Traditions*.
- Elster, Jon. 2007. *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*.
- Hedström, Peter & Swedberg, Richard (eds). 1998 *Social Mechanisms: An Analytical Approach to Social Theory*.
- May, Tim. 1996. *Situating Social Theory*.
- Runciman, W.G. 1999. *The Social Animal*.
- Taylor, Charles. 2004. *Modern Social Imaginaries*.

I. Sociological Perspectives

Timetable: 2nd year MT (8 lectures)

Lecturer: Dr Michael Biggs (Dept of Sociology)

1. Rational choice
2. Evolutionary psychology
3. Values and meaning
4. Interpersonal interaction
5. Social integration
6. Social networks
7. Structural logics
8. Functionalism and Cultural Evolution

Reading Lists

Lecture 1: Rational choice

- 'All social action is rational when viewed from the standpoint of the actor.' Discuss.
- Have the assumptions of rational choice theory been vindicated or falsified by controlled experiments using real monetary payoffs?

Ainslie, George. 2001. Breakdown of Will.

Goldthorpe, John. 1998. 'Rational Action Theory for Sociologists', *British Journal of Sociology* 49.

Goldthorpe, John. 2000. *On Sociology*.

Green, Donald P. & Shapiro, Ian. 1996. *Pathologies of Rational Choice Theory*.

Hedström, Peter. 2005. *Dissecting the Social: On the Principles of Analytical Sociology*.

Homans, George C. 1958. 'Social Behavior as Exchange.' *American Journal of Sociology* 63.

Mansbridge, Jane. (ed.), 1990. *Beyond Self-Interest*.

Pettit, Philip. 1995. 'The Virtual Reality of *Homo economicus*', *Monist* 78.

Popper, Karl R. 1994. 'Models, Instruments, and Truth: The Status of the Rationality Principle in the Social Sciences', *The Myth of the Framework: In Defence of Science and Rationality*.

Simon, Herbert A. 1978. 'Rationality as Process and as Product of Thought', *American Economic Review* 68.

Weber, Max. 1920. *Economy and Society: An Outline of Interpretive Sociology*. ed. Roth, Guenther & Wittich, Claus. part I, ch. 1.

Lecture 2: Evolutionary psychology

- *From a biological perspective, social hierarchy is grounded on reproductive competition. In modern societies, however, people with great wealth and high status do not have more offspring than average. Does this refute sociobiology?*
- *Does evolutionary psychology challenge or complement feminist theories of patriarchy?*

Barkow, Jerome H.; Cosmides, Leda & Tooby, John (eds). 1992. *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*.

Buller, David J. 2005. *Adapting Minds: Evolutionary Psychology and the Persistent Quest for Human Nature*.

Daly, Martin & Wilson, Margo. 1988. 'Evolutionary Social Psychology and Family Homicide', *Science* 242.

de Waal, Frans. 1982. *Chimpanzee Politics*

Dunbar, R.I.M. 2003. 'The Social Brain: Mind, Language and Society in Evolutionary Perspective', *Annual Review of Anthropology* 32.

Freese, Jeremy; Allen, Li, Jui-Chung Allen and Wade. Lisa D. 2003 'The Potential Relevance of Biology to Social Inquiry', *American Review of Sociology* 29.

Hamilton, Laura; Cheng, Simon & Powell, Brian. 2007 'Adoptive Parents, Adoptive Parents: Evaluating the Importance of Biological Ties for Parental Investment', *American Sociological Review* 72.

Hopcroft, Rosemary L. 2009. 'The Evolved Actor in Sociology'. *Sociological Theory* 27.

Trivers, Robert. 1985. *Social Evolution*.

Lecture 3: Values and meaning

- *'Sociology should be a science like biology or geology, and therefore must eschew the interpretation of meaning.' Do you agree?*
- *'Self-interest is not a basic human motivation; it is a norm peculiar to modern Western societies.' Discuss.*

Boudon, Raymond. 2003. 'Beyond Rational Choice Theory', *American Review of Sociology* 29.

Ginges, Jeremy, et al. 2007. 'Sacred Bounds on Rational Resolution of Violent Political Conflict', *Proceedings of the National Academy of Sciences* 104.

Guthrie, Stewart Elliott. 1993. *Faces In The Clouds: A New Theory of Religion*.

Hernes, Gudmund. 1989. 'The Logic of the Protestant Ethic', *Rationality and Society* 1.

Marshall, Gordon. 1982. *In Search of the Spirit of Capitalism*.

Taylor, Charles 1985. 'What is Human Agency?' and 'Self-Interpreting Animals', *Philosophical Papers*, vol. 1: *Human Agency and Language*.

Taylor, Charles. 1989. *Sources of the Self: The Making of the Modern Identity*.

Weber, Max, 1904/5. *The Protestant Ethic and the Spirit of Capitalism*

Weber, Max. 1915. 'The Economic Ethic of the World Religions' and 'Intermediate Considerations: Theory of Stages and Directions of Religious Rejections of the World' *From Max Weber*, ed. Gerth, H.H. & Wright Mills, C.

Winch, Peter. 1958. *The Idea of a Social Science*.

Lecture 4: Interpersonal interaction

- 'Society is neither an aggregate of individuals nor a macro-level structure; it is a series of face-to-face encounters.' Discuss.
- How are larger patterns of social stratification manifested in face-to-face interactions?

Blumer, Herbert. 1969. Symbolic Interactionism: Perspective and Method.

Collins, Randall. 2004. *Interaction Ritual Chains*.

Eliasoph, Nina & Lichertman, Paul. 2003. 'Culture in Interaction', *American Journal of Sociology*.

Goffman, Erving. 1956. 'The Nature of Deference and Demeanor', *American Anthropologist* 58.

Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*.

Goffman, Erving. 1967. *Interaction Ritual: Essays on Face-to-Face Behaviour*.

Goffman, Erving. 1983. 'The Interaction Order', *American Sociological Review* 48.

Katz, Jack. 1999. *How Emotions Work*.

Mead, George H. 1913. 'The Social Self', *Journal of Philosophy, Psychology and Scientific Methods* 10.

Lecture 5: Social integration

- Can "social capital" explain anything?
- What is "social structure"?

Coleman, James S. 1988. 'Social Capital in the Creation of Human Capital', *American Journal of Sociology* 94.

Durkheim, Emile. 1895/1901. *The Rules of the Sociological Method*.

Durkheim, Emile. 1897. *Suicide: Study in Sociology*.

Gambetta, Diego. 2000. 'Can We Trust Trust?', Gambetta (ed.), *Trust: Making and Breaking Cooperative Relations*.

Jacobs, Jane. 1961. *The Death and Life of Great American Cities*.

Portes, Alessandro. 1998. 'Social Capital: Its Origins and Applications in Modern Sociology', *American Review of Sociology* 24.

Putnam, Robert D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*.

Putnam, Robert D. 2000. *Bowling Alone: The Collapse and Revival of American Community*.

- Sampson, Robert J. & Raudenbush, Steve. 1999. 'Systematic Social Observation of Public Spaces: A New Look at Disorder in Urban Neighborhoods', *American Journal of Sociology* 105.
- van Tubergen, Frank, te Grotenhuis, Manfred & Ultee, Wout. 2005. 'Denomination, Religious Context, and Suicide: Neo-Durkheimian Multilevel Explanations Tested with Individual and Contextual Data', *American Journal of Sociology* 111.

Lecture 6: Social networks

- *Can social networks explain how individuals can overcome the problem of collective action?*
- *Why are "weak ties" so important in social networks?*

- Breiger, Ronald L. 1974. 'The Duality of Persons and Groups', *Social Forces* 53.
- Burt, Ronald. 2005. *Brokerage and Closure: An Introduction to Social Capital*.
- Christakis, Nicholas A. & Fowler, James H. 2008 'The Collective Dynamics of Smoking in a Large Social Network', *New England Journal of Medicine* 358.
- Grannis, Rick, 2010. 'Six Degrees of Who Cares?' *American Journal of Sociology* 115.
- Granovetter, Mark. 1973. 'The Strength of Weak Ties', *American Journal of Sociology* 78.
- Granovetter, Mark. 1982. 'The Strength of Weak Ties: A Network Theory Revisited', *Sociological Theory* 1.
- Moody, James & White, Douglas R. 2003. 'Structural Cohesion and Embeddedness: A Hierarchical Concept of Social Groups. *American Sociological Review* 68.
- Padgett, John F. & Ansell, Christopher K. 1993. 'Robust Action and the Rise of the Medici, 1400-1434', *American Journal of Sociology* 98.
- Simmel, Georg. 1908. 'The Web of Group Affiliations' in .1955. *Conflict and the Web of Group-Affiliations*.
- Watts, Duncan J. 2004. 'The "New" Science of Networks', *American Review of Sociology*

Lecture 7: Structural logics

- *Are sociological explanations possible that do not refer to actors' subjective beliefs?*
 - *Does the analysis of language provide insights for sociological theory?*
- Bourdieu, Pierre. 1980. *The Logic of Practice*.
- Bourdieu, Pierre. 1979. *Distinction: A Social Critique of the Judgment of Taste*.

- Douglas, Mary. 1966. *Purity and Danger: An Analysis of the Concepts of Pollution and Taboo*.
- Douglas, Mary. 1986. *How Institutions Think*.
- Durkheim, Emile. 1912. *The Elementary Forms of Religious Life*.
- Foucault, Michel. 1975. *Discipline and Punish: Birth of the Prison*.
- Foucault, Michel. 1976. 'Two Lectures'. 1980. *Power/Knowledge*.
- Foucault, Michel. 1984. *History of Sexuality*, vol. 2: *The Use of Pleasure*.
- Hebdige, Dick. 1979. *Subculture: The Meaning of Style*.
- Leach, Edmund. 1976. *Culture and Communication: The Logic by which Symbols are Connected: An Introduction to the Use of Structuralist Analysis in Social Anthropology*.
- Searle, John. 2010. *Making the Social World: The Structure of Human Civilization*
- Turner, Victor. 1969. *The Ritual Process: Structure and Anti-Structure*.

Lecture 8: Functionalism and cultural evolution

- *Can functionalist theories explain why societies change?*
- *Are analogies to Darwinian natural selection useful in explaining how human culture changes over time?*

- Aunger, Robert (ed.). 2000. *Darwinizing Culture: The Status of Memetics as a Science*
- Block, Fred L. 1977 'The Ruling Class Does Not Rule: Notes on the Marxist Theory of the State' in Block (ed.), *Revising State Theory: Essays in Politics and Postindustrialism*
- Dawkins, Richard. 1993. 'Viruses of the Mind' in Dahlbohm, Bo (ed.). *Dennett and His Critics: Demystifying Mind*.
- Durham, William H. 1991. *Coevolution: Genes, Culture, and Human Diversity*.
- Hull, David L. 1988. *Science as a Process: An Evolutionary Account of the Social and Conceptual Development of Science*.
- Hull, David L. 1997. 'What's Wrong with Invisible-Hand Explanations?', *Philosophy of Science* 64.
- Merton, Robert K. 1957. 'Manifest and Latent Functions', *Social Theory and Social Structure*.
- Mesoudi, Alex; Whiten, Andrew & Laland, Kevin L: 2006 'Towards a Unified Science of Cultural Evolution', *Behavioral and Brain Sciences* 29.
- Nelson, Richard R. 1995. 'Recent Evolutionary Theorizing about Economic Change', *Journal of Economic Literature* 33
- Richerson, Peter J. and Boyd, Robert. 1999. 'Complex Societies: The Evolutionary Origins of a Crude Superorganism', *Human Nature* 10
- Richerson, Peter J. and Boyd, Robert. 2000. *Not By Genes Alone: How Culture Transformed Human Evolution*.

II. Sociological Problems

Timetable: 2nd year HT (8 Lectures)

Lecturer: Professor Federico Varese (Dept of Sociology)

1. Micro and Macro
2. Gender
3. Stratification
4. Collective groups: ethnicity, nationality and race
5. Collective action
6. Norms
7. Conflict violence and protection
8. Ideology and the social construction of reality

Lecture 1: Micro and macro

- 'Society is not something external to the individual; it is internalized through social emotions such as shame and anger.' Discuss.
- Must accounts of social order always be able to provide micro-foundations for their claims?

Boudon, Raymond. 1982. 'Social Determinisms and Individual Freedom', *The Unintended Consequences of Social Action*.

Coleman, James S. 1994. *Foundations of Social Theory*. chapter 1.

Granovetter, Mark. 1978. 'Threshold Models of Collective Behavior', *AJS* 83.

Hedström, Peter and Bearman, Peter 2011 'What is Analytical Sociology all about? An Introductory Essay' In *Oxford Handbook of Analytical Sociology*, Edited by Peter Hedström and Peter Bearman, pp. 3-24.

Merton, Robert. 1936. 'The Unanticipated Consequences of Social Action', *American Sociological Review* 1.

Schelling, Thomas. 1978. *Micromotives and Macrobehavior*.

Lecture 2: Gender

- How can the persistence of patriarchy be explained?
- Do the differences in the social positions of men and women reflect gender inequalities or gender differences?

Blossfeld & Huinink. 1991. 'Human Capital Investments or Norms of Role Transition? How Women's Schooling Affects the Process of Family Formation'. *American Journal of Sociology*, 97:143-168.

- Browne, Irene and Misra, Joya. 2003. The Intersection of Gender and Race in the Labor Market, *Annual Review of Sociology* Vol. 29: 487-513.
- Davis, Shannon N. and Greenstein, Theodore N. 2009. 'Gender Ideology: Components, Predictors, and Consequences', *Annual Review of Sociology*, Vol. 35: 87-105.
- Hakim, Catherine . 2010. 'Erotic capital', *European Sociological Review*, 49.
- Lakoff, R.1975. *Language and Woman's place*, NY: Harper & Row.
- Lévi-Strauss, C. 1969. *The Elementary Structures of Kinship*, London: Eyre and Spottis-woode.
- Mead, M. 1949: *Male and female: a study of the sexes in a changing world*, London: Victor Gollancz.
- Pateman, C. 1988. *The sexual contract*, Cambridge: Polity Press.
- Petersen, A. 1998. *Unmasking the Masculine. Men and Identity in a Sceptical Age*, Sage, London & NY.
- Wollstonecraft , M. 1792. *A Vindication of the Rights of Women*. London.

Lecture 3: Stratification

- *What, if anything, does the concept of social class add to the idea that actors' behaviour is best explained by their economic interests?*
- *In modern societies, a small number of wealthy people control a vastly disproportionate share of material resources. Which sociological theory is most helpful in explaining this fact?*

- Bell, Daniel. 1965. Crime as an American Way of Life: A Queer Ladder of Social Mobility, in Daniel Bell, *The End of Ideology*. New York. 127-150.
- Berman, Michael. 1988. 'Introduction—Modernity, Yesterday, Today and Tomorrow' in *All That is Solid Melts Into Air: The Experience of Modernity*, pp. 15-36.
- Goldthorpe, John H. 2000. 'Towards the Reorientation of Class Theory: Explaining Class Differentials in Educational Attainment', *British Journal of Sociology* (1996); also in *On Sociology*.
- Goldthorpe, John H. 2000 'Outline of a Theory of Social Mobility', *On Sociology*.
- Marmot, Michael. 2004. *The Status Syndrome: How Your Social Standing Directly Affects Your Health and Longevity*.
- Marx, Karl & Engels, Friedrich. 1848. *The Manifesto of the Communist Party*.
- Parkin, Frank. 1979. *Marxism and Class Theory: A Bourgeois Critique*.
- Sorensen, Aage B. 2000. 'Toward a Sounder Basis for Class Analysis', *American Journal of Sociology* 105.
- Weber, Max. 1920. *Economy and Society: An Outline of Interpretive Sociology*. Part 2, ch. 9, part 6 (class and status).
- Wilkinson, Richard G. 1996. *Unhealthy Societies: The Afflictions of Inequality*.
- Willis, Paul. 1977. *Learning to Labour*.

Lecture 4: Collective groups: ethnicity, nationality, and race

- *Why does ethnic violence emerge?*
- *To what extent does ethnicity reflect modern or ancient identities?*

Anderson, Benedict. 1991. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*.

Barth, Fredrik. 1969. 'Introduction', *Ethnic Groups and Boundaries: The Social Organization of Cultural Difference*.

Gellner, Ernest. 1983. *Nations and Nationalism*.

Hechter, Michael. 2000. *Containing Nationalism*.

Laitin, David. 2007. *Nations, States and Violence*.

Renan, Ernest. 1882. *What is a Nation?* at:

<http://ig.cs.tu-berlin.de/oldstatic/w2001/eu1/dokumente/Basistexte/Renan1882EN-Nation.pdf>

Lecture 5: Collective action

- *Can social networks explain how individuals can overcome the problem of collective action?*
- *Under what conditions can cooperation emerge from repeated interactions?*

Axelrod, Robert. 1984. *The Evolution of Cooperation*.

Baldassarri, Delia. 2011. 'Collective Action'. In *Oxford Handbook of Analytical Sociology*, Edited by Peter Hedström and Peter Bearman, pp. 391-419.

Bowles, Samuel & Gintis, Herbert. 2011. *A Cooperative Species: Human Reciprocity and Its Evolution*.

Boyd, Robert & Richerson, Peter J/ 1992. 'Punishment Allows the Evolution of Cooperation (or Anything Else) in Sizable Groups', *Ethology and Sociobiology* 13.

Fehr, Ernst & Gintis, Herbert. 2007. 'Human Motivation and Social Cooperation: Analytical and Experimental Foundations', *American Review of Sociology* 33.

Elster, Jon. 1989. *The Cement of Society*.

Olson, Mancur. 1971. *The Logic of Collective Action: Public Goods and the Theory of Groups*. 2nd edn.

Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*.

Lecture 6: Norms

- *Are social norms consistent with rational behaviour?*
- *'Any norm that endures within a social group must be functional for that social group.' Do you agree?*

- Ellickson, Robert. 1991. *Order Without Law: How Neighbors Settle Disputes*.
- Elster, Jon. 2011. Norms. In *Oxford Handbook of Analytical Sociology*, Edited by Hedström, Peter and Bearman, Peter. pp. 195-217.
- Mackie, Gerry. 1996. 'Ending Footbinding and Infibulation: A Convention Account', *American Sociological Review* 61.
- Posner, Eric A. 2002. *Law and Social Norms*.
- Sober, Elliot & Wilson, David Sloane. 1998. *Unto Others: The Evolution and Psychology of Unselfish Behaviour*.

Lecture 7: Conflict, violence and protection

- *What is the nature of protection? Is protection a commodity? In what ways is protection a natural monopoly?*
- *How does the state differ from the mafia?*
- *Why property rights are relevant to the emergence of the modern state?*
- *Explore the connection between reputation for violence, protection and mafia.*

- Dixit, Avinash K. 2008. Economic governance. In Steven N. Durlauf and Lawrence E. Blume (eds), *The New Palgrave Dictionary of Economics*. London: Palgrave Macmillan. Accessed online 16 September 2009.
- Gambetta, Diego. 1993. *The Sicilian Mafia*. London: Harvard University Press.
- Kiser, Edgar and Yoram Barzel. 1991. The Origins of Democracy in England. *Rationality and Society* 3(4): 396-422.
- Lane, Fredric C. [1942]1966. The Economic Meaning of War and Protection. In: *Venice and History: The Collected Papers of Frederic C. Lane*, Baltimore: The Johns Hopkins University Press, pp. 383-98.
- Lane, Frederic C. 1958. Economic Consequences of Organized Violence. Reprinted in Federico Varese (ed.). 2010. *Organized Crime. Critical Concepts in Criminology*. London and New York: Routledge. 2010. Vol. I, pp. 300-314.
- Nozick, Robert. 1974. The State of nature. In Federico Varese (ed.), *Organized Crime. Critical Concepts in Criminology*. London and New York: Routledge. 2010. Vol. I, pp. 320-333.
- Thomas Schelling, *The Strategy of Conflict*.
- Tilly, Charles. 1985. War Making and State making as organized crime. In Federico Varese (ed.), *Organized Crime. Critical Concepts in Criminology*. London and New York: Routledge. 2010. Vol. I, pp. 334-352.
- Varese, F. 'What is Organized Crime?', 2010 Introduction to F.V. (ed.), *Organized Crime* (series: Critical Concepts in Criminology), 4 vols., Routledge, pp. 1-35.

Lecture 8: Ideology and the social construction of reality

- *Is power most effective when it is least visible?*
- *How does the mind perceive reality?*

Ariely, Dan. 2008. *Predictably Irrational. The Hidden forces that shape our decisions.*

Berger, Peter L. & Luckmann, Thomas. 1966. *The Social Construction of Reality: A Treatise on the Sociology of Knowledge.*

Hacking, Ian. 1999. *The Social Construction of What?*

MacKenzie, Donald A. 2006. *An Engine, Not a Camera: How Financial Models Shape Markets.*

Marx, Karl. 1845-6 *The German Ideology.*

Merton, Robert K. 1848. 'The Self-Fulfilling Prophecy'. in 1968. *Social Theory and Social Structure.* 2nd edn.

Nietzsche, Friedrich Wilhelm. 1887. *On the Genealogy of Morals.*

Osborne, Thomas & Rose, Nikolas. 1999. 'Do the Social Sciences Create Phenomena? The Example of Public Opinion Research', *British Journal of Sociology.*

Sunstein, Cass. 2000. Introduction. In *Behavioral Law & Economics*, edited by Sunstein, Cass. Cambridge: Cambridge University Press. pp. 1-10.

3. Option Papers

The details of options currently being taken by 3rd year students are available on Weblearn:

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/socanth/humsci/fhs/options>

List of Current Options

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

PLEASE NOTE:

For students in the 2nd year the list of options above is for guidance only, as there is no guarantee that the same options will be given in 2014 – 2015, although many of them will be offered.

A list of options for 3rd year 2015 – 2016 will be available at the beginning of Hilary Term 2015, and details of arrangements published on the 2nd year Weblearn as this information becomes available.

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

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

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

Dissertation Regulations

(a) Subject:

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

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

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

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

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

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

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

(b) *Authorship and Origin:*

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

(c) *Length and Format:*

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

(d) *Submission of Dissertation:*

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

(e) *Resubmission of Dissertation:*

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

Guidelines and Recommendations from the Teaching Committee for Human Sciences

Synopsis:

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

How to Choose a Topic:

Decide whether your dissertation will be based on:

- A. Reading only OR
- B. Reading and individual research

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

The Topic:

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

Supervision and Advice:

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

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

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

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

Dissertations Involving Research with Human Participants and/or Travel

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

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

Timetable for Dissertation:

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

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

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

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

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

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

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

Order of Contents:

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

After the title page there should normally be:

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

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

PLEASE NOTE:

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

Your attention is drawn to the university's guidelines on plagiarism at

<http://www.ox.ac.uk/students/academic/goodpractice/about/>

Further advice on academic good practice and referencing can be found at

<http://www.ox.ac.uk/students/academic/goodpractice/develop/>

Footnotes:

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

Appendices:

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

References or Bibliography:

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

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

Books:

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

Contributions to books:

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

Journal articles:

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

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

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

Delivery of your Dissertation to the Examination Schools:

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

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

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

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

Packaging: Two copies of your dissertation, maximum length 10,000 words, should be submitted enclosed in the envelope which you will receive from the Human Sciences office.

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

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

5. Examination Regulations 2014

The Honour School is divided into two sections. All candidates will be required to offer papers: 1, 2, 3, 4, 5(a) or 5(b), and a dissertation (paper 6)

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

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

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

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

- (6) Dissertation

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

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

Schedule of Subjects

1. Behaviour and its Evolution: Animal and Human

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

2. *Human Genetics and Evolution*

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

3. *Human Ecology*

Human ecology of disease, emphasising diseases that significantly contribute to the global burden of mortality and cultural change. Diet and nutrition anthropology of human societies. Socio-cultural systems in their environmental context, including philosophical and religious values, differences in ecological perception, and the development of viable conservation strategies, including the impact of humans on other species, the biosphere and climate. Ecology of human reproduction, including cultural differences in reproductive strategies.

4. *Demography and Population*

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

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

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

quantitative results and methods of demographic analysis. Candidates will be required to answer three questions, two from Section 1 and one from Section 2.

5(a). Anthropological Analysis and Interpretation

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

5(b). Sociological Theory

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

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

Marking Procedure

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

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

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

Marking Scale

> 70	Class I	Work displaying (1) excellent and independent analytical skill and power of argument; and/or (2) comprehensive and thorough command of a wide and imaginative range of relevant facts and arguments and/or (3) an ability to organize the answer with clarity, insight and efficiency.
60-69	Class Iii	Work showing some analysis and powers of argument or the quality associated with a first, but with less comprehensive command of evidence; thorough work but showing less analytical skill or clarity in organisation.

50-59	Class III	Competent, routine, unexciting work with no major defects but giving only a partial account of the question, and marred by inaccuracies or omissions. Not devoid of skills in analysis or argument but showing lapses.
40-49	Class III	Weak, muddled work but with some evidence of knowledge of facts and skill in analysis. Routine standardised prepared answers which do not address the specifics of the question but only some of its subject matter and which therefore contain much irrelevant material.
< 40	Fail	Work so poor that it cannot be given a pass mark, but which may not prevent the candidate from being awarded a degree if other papers show higher ability. The lowest marks, however, could prevent the candidate being awarded a degree, irrespective of performance in other papers.

Guidelines for assignment to overall degree class

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

6. What do Human Scientists do after their Degree?

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

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

The Oxford Graduate Prospectus is also available online.

Website: http://www.ox.ac.uk/admissions/postgraduate_courses/index.html

Appendices

Appendix 1 – University of Oxford: Integrated Equality Policy

The University of Oxford aims to provide an inclusive environment which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected to assist them in reaching their full potential. The University will work to remove any barriers which might deter people of the highest potential and ability from applying to Oxford, either as staff or students.

You can view the full Integrated Equality Policy at:

<http://www.admin.ox.ac.uk/eop/missionstatement/integratedequalitypolicy/>

Appendix 2 – University of Oxford: Rules Governing IT Use

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

Appendix 3 – University of Oxford Information Security Policy

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