



SCHOOL OF ANTHROPOLOGY & MUSEUM ETHNOGRAPHY (SAME)

MSc in Cognitive & Evolutionary Anthropology

Course Handbook 2022-23



Chimpanzee in Kibale National Park (Caroline Phillips); Model human cranium (JO/Unsplash); A ritual in Italy (Adam Kenny)

This handbook applies to students starting the MSc in Cognitive and Evolutionary Anthropology in Michaelmas Term 2022 (the first term of the academic year). The information in this handbook may be different for students starting in other years. If you need to refer to information found in this handbook, please specify the version you read (this is version 1.0 (1st October 2022)).

Disclaimer

The Examination Regulations relating to this course is available:

[MSc Cognitive and Evolutionary Anthropology](#)

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Course Director.

The information in this handbook is accurate as at 1st October 2022 however, it may be necessary for changes to be made in certain circumstances, as explained [here](#). If such changes are made, the department will publish a new version of this handbook together with a list of the changes and students will be informed.

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Welcome

A very warm welcome to you!

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

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

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

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

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

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

This document contains an overview of the course, with suggestions for where to seek further information. Important information that applies equally to all members of the School can be

found in the [SAME Graduate Handbook](#) and in the [Examination Conventions](#) for this degree, which should be read in conjunction with this course handbook.

Information for all students

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

Please consider whether you need to visit the office in person or whether your query can be resolved by email, phone, or via MS Teams.

Quick links and reference

[Your academic year](#)

Canvas - <https://canvas.ox.ac.uk/>

SAME website - <https://www.anthro.ox.ac.uk/>

Oxford Glossary - <https://www.ox.ac.uk/about/organisation/history/oxford-glossary>

Key Contacts

Title	Name	Email
Head of School	Dr David Pratten	hod@anthro.ox.ac.uk
CEA Course Director	Dr Caroline Phillips	caroline.phillips@anthro.ox.ac.uk
Graduate Courses Administrator	Mel Goodchild	mel.goodchild@anthro.ox.ac.uk
Director of Graduate Studies (DGS)	Prof David Gellner (MT) Dr Elizabeth Ewart (HT/TT)	dgs@anthro.ox.ac.uk
Academic Administrator	Vicky Dean	vicky.dean@anthro.ox.ac.uk
Subject Librarian	Helen Worrell	helen.worrell@bodleian.ox.ac.uk
Fieldwork & CUREC queries	Kate Atherton	kate.atherton@anthro.ox.ac.uk

Core Teaching Staff

[Prof Susana Carvalho](#)

[Prof Emma Cohen](#)

[Dr Laura Fortunato](#)

[Dr Adam Kenny](#)

[Dr Caroline Phillips](#)

[Dr Paula Sheppard](#)

If you need to see your tutor or any other member of staff for whatever reason, just email them.

Course overview

The MSc in Cognitive and Evolutionary Anthropology is a 12-month course. You take four examined papers and complete a 15,000-word dissertation over the summer.

Paper 1 is examined by coursework submitted at the start of Hilary Term. Papers 2 - 4 are examined by a one week timed essay taken in Trinity Term. The dissertation is submitted for examination at the end of August.

MSc CEA Course Aim and Learning Outcomes

Course aim

To provide a multidisciplinary platform at the interface of biology and the evolutionary social sciences, enabling us to explore and understand human and primate behaviour, cognition, culture, evolution, and sociality.

Learning outcomes

1. **Explain** major transitions in human evolution and **describe** how they interrelate with each other and with those observed in other taxa.
2. Explore human cognition and behaviour in evolutionary, developmental, social and cultural context.
3. **Identify** and understand the different approaches within evolutionary and cognitive anthropology and **make connections** across topics covered in the course.
4. **Demonstrate your broadened knowledge with specific examples** relating to the complexity and interplay between evolution, behaviour, culture and cognition.
5. **Critique, analyse** and **question** interpretations, views, concepts presented on the course
6. **Construct your own thoughts** in identifying future directions and actions to further understand human behaviour, sociality, culture and cognition.
7. **Develop key skills in quantitative methods and research design**

Structure of teaching for Cognitive and Evolutionary Anthropology course

The academic year in Oxford is divided into three 8-week terms, Michaelmas Term (MT), Hilary Term (HT) and Trinity Term (TT). Teaching at the university is delivered primarily through lectures, seminars, practicals and tutorials/supervision. At the start of each term, a [lecture list](#) for teaching across SAME is published with details of times and venues of lectures.

Canvas – Virtual Learning Environment

If you are new to using Canvas, you may find the [Canvas Guide for Students](#) useful.

Canvas is our virtual learning environment where you will find course materials including recordings of lectures, course outlines, reading lists, and slides from lectures. You will be receiving an email notification, indicating that you have been added to the relevant Canvas site for your programme.

Where possible, we will aim to provide in-person and online hybrid teaching for the benefit of students who are not able to attend in person for medical reasons. Lecture recording will be clearly indicated during the Teams session and a copy will be deposited on Canvas.

You are strongly advised to download the desktop version of Microsoft Teams by the start of term.

Course papers: The learning process

Each paper is composed of a series of weekly seminars on a variety of topics exclusively designed for MSc in CEA. Attendance of these seminars is compulsory, and students are expected to actively participate.

Weekly seminars

For Practical Quantitative methods, students work through various statistical tests, explore examples of relevant anthropological data and apply R programming. Students will draw on both recommended readings and publicly available databases and discuss multiple aspects of data collection and analyses across disciplines. For Principles of Evolution and Behaviour, Evolution and Human Behaviour, and Mind and Culture papers, students complete preparation work and tasks set by the paper conveners, drawing on the core recommended and further readings and their own reading of the literature. Normally, students will take turns across the sessions to present or lead the discussion on a particular topic. Staff will act as umpires and guides, but how much you get out of the seminar will depend on how much you put into it and on how willing the rest of the group is to discuss issues raised by the readings and by the presenter(s). Don't treat these simply as lectures by your colleagues; the detailed exploration of intellectual material in a tutorial/seminar context, as opposed to prescriptive lectures, is a key feature of Oxford learning.

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

One of the guiding principles behind this approach is that you learn most quickly and effectively if you have to explain something to someone else. If nothing else, it helps focus your attention on what you haven't understood the first time you read through an article in a journal. In addition, having to make so many presentations over the course of the year will

help you get used to performing in public. Increasingly - and in all walks of life from science to business to the civil service - making presentations is becoming central. Everyone finds it hard to do initially - but the more often you do it, the easier it becomes.

Your responsibilities:

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

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

In general, you should be able to answer the questions that your fellow students have about the topic and the readings. Lecturers will help you, both by filling in some details and by ensuring that you don't stray too far from the key issues.

(b) If you are NOT presenting: you should read at least the core recommended readings for each topic plus some of the remaining readings, so that you can contribute in an informed way to the discussion. Remember that you will be examined on this material in the summer and the more work that you put in on a weekly basis to lay the foundations of knowledge, the easier and more successful those examinations will be. More specific guidance and 'homework' requirements are provided at the start of paper by the paper convener.

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

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

Supervision

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

Note that, although your allocated supervisor is your first point of contact with regard to developing your dissertation project, other members of CEA staff may also be approached with regard to specific questions, especially when aspects of your dissertation topic area fall outside your advisor's particular area of expertise. Good practice is to discuss this in advance with your supervisor, and to use the staff member's office hours to arrange any such meetings.

Departmental Seminar (Friday Seminar)

Departmental seminars, where a researcher (either from this University or from another one) is invited to present their current research, are a quintessential part of most university systems of learning. In most universities today, each Department has its own "Departmental Seminar", and we are not different, though in our case we have nicknamed ours the "Friday seminar". Attending Friday seminars and being curious about the research done by our colleagues, nationally and internationally is expected from anybody joining our School.

In our seminar our guest talks for 50-55 minutes, followed by some 30 minutes of general discussion, when members of the audience ask questions. Graduate students are warmly encouraged to join in the conversation and collaborate in making it a lively discussion. Participating in our Friday seminar is an essential part of your training as a social scientist. Seminars will offer you the unique opportunity to see how anthropology is applied today by the leading figures in the field, and they may even offer you very fresh data to invoke in your tutorial or class discussion, or even to back your point in an essay (perhaps even in an exam!).

Throughout the year, you will be notified by email of a range of CEA-based seminars, lectures, and social events. Students are also encouraged to check the departmental seminar listings as well as the full range of public lectures, debates, and events on offer around the university, such as the Evolution, Medicine and Public Health (EMPH) seminar series in Hilary term (time TBC), and events organised by Reproducible Research Oxford (RROx; <https://ox.ukrn.org/events/>). Listings can be consulted on departmental and university websites and in the University's official journal, the Gazette.

Very often in our University the logic of time management forces members of the community to miss very interesting research seminars. Part of your training is time management too. Do not attempt to follow everything that this unique University tantalizes you with. If you think that any particular week you would be learning more by attending a seminar different than our Friday seminar (at our School or, why not, beyond it), please discuss it with your supervisor before trying to spread yourself too thin.

Attending Other Lectures

The weekly seminars for the four taught papers listed below are designed to provide a solid foundation for CEA students, whatever their background might be. Beyond that, lectures listed as such on our lecture list are in principle open to any member of the University and you are free to attend any lectures of your choice (it is suggested that you contact lecturers to seek further clarification prior to attending). As before though, please make sure you allocate sufficient time each week for independent study, reading and writing for your degree course.

Research Activities

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

For more information on labs and research groups within Cognitive and Evolutionary Anthropology, go to <https://www.anthro.ox.ac.uk/cognitive-evolutionary-anthropology>.

Expectation of Study

Students are responsible for their own academic progress. During term time, the programme requires a substantial amount of reading and writing, which may sometimes be difficult to combine with other activities or duties. Try to concentrate on the essentials and follow the guidance of your supervisor.

The School, like the University as a whole, takes the view that full-time courses require full-time study and that studying at Oxford does not allow sufficient time to earn one's living from paid employment simultaneously. The School's Teaching Committee has therefore drawn up guidelines for students wishing to take paid employment during term time (see [Section 6.14 of the Graduate Handbook](#) and [Paid Work Guidelines for Oxford Graduate Students](#)). Note that it is not possible to study for any Master's degree within the School on a part-time basis in order to facilitate working while studying.

Oxford workloads can be demanding. If you encounter difficulties keeping the pace, please discuss them with your supervisor or College adviser, or both. Please reach out as soon as you start to feel you are struggling. The sooner you raise such concerns the more likely it is that we can support you in managing your workload!

A common reason leading students to feel they cannot cope is because they make the mistake of trying to read too much and/or too quickly. In a typical CEA course outline, the paper convener gives a substantial reading list for each weekly seminar which usually consists of core recommended readings for you to complete tasks set, to prepare for any seminar discussion and for any presentations; further readings are also suggested for you to navigate. For seminar-discussions, do not try to read everything superficially and quickly to prepare; initially, select some of the core recommended readings and try to make connections between them and the seminar topic to be discussed. Then, continue through the recommended readings and build upon connections made.

Any further queries on expectations should be addressed to your supervisor or to the course director.

Reading Lists – ORLO

We will be using Oxford Reading Lists Online (ORLO) which you will find on the Canvas site. For each lecture course you will find a reading list with clickable links to any material available online.

The structure of the CEA taught papers

In the following you will find information on all four taught papers for the CEA course, as well as the six dissertation workshops that you are expected to follow, term by term.

Seminars, lectures, further sessions

The degree consists of four core examined papers, two of which are taken in Michaelmas Term (Principles of Evolution and Behaviour, Practical Quantitative Methods) and two of which are taken in Hilary Term (Evolution and Human Behaviour, Mind and Culture). In addition, there may be further sessions dealing with research methods, scientific writing and preparing for future career opportunities.

MICHAELMAS TERM

Principles of Evolution and Behaviour (PEB)

Convener: Prof Susana Carvalho & Dr Caroline Phillips

Week	Theme of seminar*
0	Pre-recorded mini lectures will be available
1 st	Meet the ancestors: Hominin evolution
<i>Weeks 2-8 focus on core topics in Primate Behaviour and Evolution:</i>	
2 nd	Landscapes of fear
3 rd	Diet
4 th	Language
5 th	Origins of technology
6 th	Brain evolution
7 th	Miocene apes and hominin locomotion
8 th	Natural history and self-medication

Practical Quantitative Methods (QM)

Convener: Dr Paula Sheppard

Week	Theme of seminar*
1 st	Introducing R, describing data with ggplot
2 nd	Inference, sampling, registered reports, and the General Linear Model
3 rd	Control variables, interactions and more advanced plotting, AIC
4 th	The Generalised Linear Model
5 th	Data wrangling with R, pipes
6 th	Research design: from idea to results, piloting, surveys
7 th	Causality, confounding, and experiments, ANOVA
8 th	Responsible research: reproducibility, version control, R markdown, exploiting resources

HILARY TERM

Evolution and Human Behaviour (EHB)

Convener: Dr Adam Kenny

Week	Theme of seminar*
1 st	Prospect
2 nd	Historical context
3 rd	Human behavioural ecology
4 th	Evolutionary psychology
5 th	Cultural evolution
6 th	Applications
7 th	Is human behaviour unique?
8 th	Retrospect

Mind and Culture (M&C)

Convener: Prof Emma Cohen

Week	Theme of seminar*
<i>Mind, Brain and Body</i>	
1st	Intuitive and scientific dualism
2nd	Putting brain and body together again
<i>The Social and Cultural Niche</i>	
3rd	The social niche
4th	The cultural niche
5th	The WEIRD problem (still)
<i>Evolution, Ontogeny and Culture</i>	
6th	Evolution and variation
7th	Ontogenetic adaptation
8th	Applications: education, crime

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

ACROSS TERMS

Dissertation Workshops

Convener: Dr Caroline Phillips

The course also features a series of six 2-3hr workshops to help with the process of preparing your research dissertation. Workshops are intended to guide you through the processes of selecting a topic for your project, together with some core aspects of project design. These are spaced through the year in such a way that they allow you to develop your ideas according to set milestones and submission deadlines. Workshops are highly interactive and collaborative.

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

Times and Location: Wednesday 10:00-12:30 (Weeks 3,5,7) during MT and HT at 64 Banbury Road

Dissertation (MSc)

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

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

Research Ethics

Please note that if you intend to interview or observe any human participants outside the School, you will need to obtain ethical clearance, via our departmental research ethics committee. Details of procedures can be found on our website [here](#). For any questions in relation to ethical clearance procedures, please contact [Kate Atherton](#).

A Code of Conduct for Ethical Fieldwork by the University can be found [here](#).

NB For your CEA dissertation, you may submit proposed research that aims to involve human participants. In this instance, you will not be required to submit documents to the School to obtain ethical clearance, however, it is strongly advised to complete any relevant forms that would be required for ethical clearance and include this in the Appendices section of your dissertation. Please speak to your supervisor for further advice.

Important dates

MICHAELMAS TERM

Friday week 8: Paper 1: Practical Quantitative Methods examination released

HILARY TERM

Thurs week 0: Submit Paper 1

TRINITY TERM

Monday week 3: Paper 2: Principles of Evolution and Behaviour examination released

Monday week 4: Submit Paper 2

Thursday week 4: Paper 3: Evolution and Human Behaviour examination released

Thursday week 5: Submit Paper 3
Monday week 6: Paper 4: Mind and Culture examination released
Monday week 7: Submit Paper 4

Results for the 4 papers are normally available by the last week of June, via Student Self-Service Gateway.

Last Wednesday in August: submit Dissertation

Results for the MSc are normally available through the Student Self-Service Gateway by the very end of September.

Assessment

Information on Oxford University assessment and examination process can be found [here](#). Full details of the structure of assessment of the MSc in Cognitive and Evolutionary Anthropology, including marking criteria for each assessed component, are detailed in the [Examination Conventions](#) for the degrees.

Submitted work

All assessments will be submitted online via [Inspera](#). Ensure you are familiar with the online submission process in advance of any deadline. Full information is provided on the [Oxford students' website](#).

Paper 1: Practical Quantitative Methods

Take-home coursework to be released on Friday 2nd December 2022 to be submitted by noon on Thursday 12th January 2023.

Paper 2: Principles of Evolution and Behaviour

Two essays of no more than 2,500 words each, released on Monday 8th May to be submitted by noon on Monday 15 May 2023.

Paper 3: Evolution and Human Behaviour

Two essays of no more than 2,500 words each, released on Thursday 18th May to be submitted by noon on Thursday 25th May 2023.

Paper 4: Mind and Culture

Two essays of no more than 2,500 words each, released on Monday 29th May to be submitted by noon on Monday 5th June 2023.

Dissertation

A research thesis of up to 15,000 words, to be submitted by noon on 30 August 2023.

Marking criteria

Details of the marking criteria used by examiners in assessing coursework and examinations can be found as the Appendices of the [Examination Conventions](#). These guidelines are definitive, however in the event that any alterations become necessary, details of these changes will be circulated to all students well in advance of the examinations.

Problems completing your assessment

There are a number of University processes in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online exam or submission. Full information is available on the [Oxford students' website](#).

Examination Adjustments

You should apply for exam adjustments after matriculation and no later than Friday of Week 4 of the term before the exam is due to take place. It is your responsibility to request exam adjustments and provide any supporting evidence required. Requests may, for urgent reasons, be considered nearer to the date of your exam.

Past papers

Information on past examination papers can be found on Canvas or by searching for 'OXAM' in the Bodleian catalogue, [SOLO](#) and then selecting the relevant programme and paper.

Any candidate who anticipates problems with meeting submission deadlines should contact their college at the earliest opportunity, not the examiners or anyone else in the School.

Prizes

SAME awards the following annual MSc, MPhil and DPhil prizes:

The **Dr Nicola Knight Dissertation Prize** for the best use of quantitative methods

The **Professor Marcus Banks Dissertation Prize** for the best use of visual methods

The **Professor David Parkin Dissertation Prize** for the best use of ethnographic methods

Examination Conventions

The [Examination conventions](#) for MSc in Cognitive and Evolutionary Anthropology are an essential complement for this handbook, and should be read in detail.

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

Progression

Any student wishing to continue to the DPhil may apply for readmission and successful candidates (normally) need to achieve a minimum Merit mark of 67 to meet the condition of offer.

Opportunities to provide evaluation and feedback

We ask students to fill in termly course evaluation surveys, either online or on paper (anonymously) for each core teaching session. Please make use of this feedback mechanism. We use this to improve future sessions. Good and bad feedback is welcomed! Anyone who has concerns relating to teaching matters can also consult with the Director of Graduate Studies or the Academic Administrator.

Students on full-time courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public [here](#).

Feedback and Learning

You will receive feedback continuously throughout your degree, in the form of verbal and written feedback from either the paper convenors, lecturers or your supervisor.

Learning is not downloading information from a book or from a wise person's mind to your own or to typing hands. It is rather a dialogic experience. You read, you listen to someone (a lecturer, a tutor, a seminar speaker, a classmate etc.) and then you speak or write something. This is an essential part, as outlined further for the learning process during the CEA course on p8, but if you are then not told whether what you said or wrote was interesting or innovating, whether it made sense or a good point, etc., you will not be moving ahead in the improvement of your reasoning skills. Therefore, providing you with "feedback" is a fundamental part of our way of training. During a weekly seminar, a supervision, or the dissertation workshops you will receive verbal or written feedback to help you move on in your writing and thinking. However, please note that, precisely because we want to stress the effect of feedback on your ability to improve your reasoning strategies, research design and critical thinking, a mark for any non-examined work is not provided, rather the focus is on providing engaging comments.

The School of Anthropology and Museum Ethnography does not offer formal feedback on summative assignments with 5000 words or less. Any summative work **over** 5000 words will receive feedback. All students will receive written feedback on any dissertation submitted in the final term of the course, normally by email after completion of marking.

Entering for the University examinations

Details of how to enter for the exam as well as other useful exam-related advice and information can be found on the [University Examinations and Assessments](#) site.

Results are normally available by the last week of June, via Student Self-Service Gateway. Final MSc results normally become available in the last week of September, via Student Self-Service Gateway.

Advice on essay writing

For Principles of Evolution and Behaviour, Evolution and Human Behaviour, and Mind and Culture papers you will be asked to complete at least one essay assignment. Essay assignments usually consist of answering a question on the basis of either some suggested readings plus your own readings. If possible, consult every text that is suggested, but be selective in choosing the most appropriate material with which to answer the question. Do not be afraid to bring in additional material, whether something you have learned from a lecture or seminar, something you have read in a different context (perhaps for a previous essay, or by independent study), or information from an ethnographic film.

Details on the expected format of these essays will be provided by the paper convener. Every essay should be accompanied by a bibliography listing all the works cited in your essay. Advice on formatting your bibliography can be found in the [SAME Graduate Handbook](#).

Essays are above all teaching tools. They allow you to try out arguments, juxtapose different authors, explore ethnographic case studies and explore specific topics in some detail. The essay assignments are not formally assessed, though you will receive feedback, which should allow you to understand what aspects of your essay were successful and where you may need to work on improving.

You will be expected to submit your essays to a clear deadline, and you will need to manage your time carefully, dividing it up into reading time, thinking time and writing time.

Like most skills, essay writing requires practice and you should treat essays as opportunities to learn, rather than expecting your essay to be a work of perfection. Your supervisor, lecturer or paper convener will be happy to discuss your progress and any specific issues arising from your essay assignment(s).

The University offers a range of [study skills training](#) including guidance on academic good practice, definitions of plagiarism, as well as skills such as time management, note-taking, referencing, research and library skills, and information literacy. You are strongly encouraged to make use of these resources.

Good academic practice and avoiding plagiarism

Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. Take a look at the guidance [here](#).

Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. For guidance on correct citation formatting please see the [SAME Graduate Handbook](#).

The best way of avoiding plagiarism is to learn and employ the principles of good academic practice from the beginning of your university career. Avoiding plagiarism is not simply a matter of making sure your references are all correct, or changing enough words so the examiner will not notice your paraphrase; it is about deploying your academic skills to make your work as good as it can be.

There is clear information and advice on [how to avoid plagiarism](#) in the Study Skills section of the University website.

The University offers two [online self-study courses](#) that will help you in understanding what constitutes plagiarism and how to avoid it.

You are *strongly advised* to take these courses early in your time here.

The Bodleian library also subscribes to an online resource that gives guidance on citation and referencing.

[Cite Them Right](#) online shows how to reference a variety of different sources, including many less common ones, using different styles including Harvard, Vancouver & MLA amongst others. It can either be browsed by categories listed in the toolbars at the top of the Cite Them Right webpage or searched by keyword e.g. "EU Directive". It then provides examples of the in text and full citations and a box with the reference format which then can be overtyped and copied and pasted into a document. It also has a Basics section that provides information and tutorials about why to reference, avoiding plagiarism, setting out citations and creating bibliographies.

Use of Third Party Proof-Readers

Students have authorial responsibility for the written work they produce. Proof-reading represents the final stage of producing a piece of academic writing. Students are strongly encouraged to proof-read their own work, as this is an essential skill in the academic writing process. However, for longer pieces of work it is considered acceptable for students to seek the help of a third party for proof-reading. Such third parties can be professional proof-readers, fellow students, friends or family members.

Note: The use of third party proof-readers is not permitted for work where the word limit is fewer than 10,000 words.

The University has produced [detailed guidance on the use of third party proof-readers](#) and you are strongly advised to consult this.

Fieldwork Safety and Training

Fieldwork

Students within SAME may, as part of their course, undertake fieldwork providing it is safe and practical to do so. However it is not expected or compulsory and does not always fit in the MSc and MPQ timeframe.

Fieldwork is considered as any research activity contributing to your academic studies which is carried out away from university premises, and must be approved by your department. This can be overseas or within the UK. The safety and welfare of its students is of paramount importance to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork.

Further information on fieldwork can be found here:

<https://www.anthro.ox.ac.uk/safety-fieldwork-and-ethics#collapse389441>

Preparation

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is an expectation that you will take out suitable travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities. The following website contains some fieldwork experiences which might be useful to refer to:

<https://socsci.web.ox.ac.uk/fieldworker-experiences>

Training

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Social Sciences Division Researcher Development Fieldwork Training (termly)

<https://socsci.web.ox.ac.uk/welcome-to-researcher-development>

- **Safety in Fieldwork.** A half day course for those carrying out social science research in rural and urban contexts
- **Vicarious trauma workshops.** For research on traumatic or distressing topic areas or contexts.

Safety Office courses <https://safety.admin.ox.ac.uk/training> (termly)

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A full day course geared to expedition based fieldwork.
- Fieldwork and overseas travel risk assessment for fieldworkers and travellers: A pre-recorded online training presentation

Useful Links

- More information on fieldwork and a number of useful links can be found on the Social Sciences divisional website: <https://socsci.web.ox.ac.uk/research-fieldwork>

Facilities

The School of Anthropology and Museum Ethnography has numerous facilities for students, full details are below:

51-53 Banbury Road

- A general study space (ground floor)
- Hot desk computers and printer
- Common room (ground floor)
- Silent study space (basement)
- Lockers (ground floor)
- Kitchen (first floor)

43 Banbury Road (access via car park)

- Seminar room (15-20 people max)
- Kitchen (ground floor)
- Lockers (ground floor)
- Methods Room (ground floor)
- DPhil study room (first floor)

61 Banbury Road

- Seminar room (40 people max)

64 Banbury Road

- Seminar room (60 people max)
- Common room
- Kitchen

Libraries and Museums

All students have access to the [Pitt Rivers Museum](#) (PRM), and will receive a tour in their induction week.

All students have access to the Social Sciences Library (SSL) at the Manor Road Building. Students may also use other departmental libraries and their own college library. The Pitt Rivers Museum and centre has its own library (the [Balfour Library](#)). All registered students of the university and some other categories may use the main Bodleian Library and its dependent libraries.

Student representation

There are numerous opportunities to become involved with the administration of the School as each SAME committee has at least two elected student members. The student representatives should report to the JCC.

Joint Consultative Committee (JCC)

The Graduate Joint Consultative Committee (JCC) meets once a term, and consists of student representatives from each of the graduate degrees and volunteer members from the staff body. It provides a forum for discussion and negotiation between the students and staff concerning a range of matters that arise throughout the year. Points for the agenda are suggested by students and staff, but the JCC is always chaired by a student.

Recent issues that have been raised include student involvement with the School Seminar, the structure of various lectures, the ground floor space in 51-53 Banbury Road, the re-writing of the Handbooks, and the fostering of links between the various degrees. The JCC is closely linked to the OUAS, and it is hoped that through these forums, any issue may be appropriately considered.

Current Chair of the JCC is [Yinglei Chen](#).

Oxford University Anthropological Society (OUAS)

Founded in 1909, the Anthropological Society works to promote an interest in anthropology and to support students and researchers in anthropology at Oxford University. It is run by and for both students and staff of the School of Anthropology and Museum Ethnography.

Every year, the Society holds a variety of events to promote the social and intellectual life of the School and those interested in anthropology. If you have any suggestions for events, please get in touch with the committee. Further information [here](#).

The current President is [Niklas Hartmann](#).

Division and University representation

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (Oxford SU).

Details can be found on the [Oxford SU website](#) along with information about student representation at the University level.

Student societies

There are over 400 clubs and societies at the University of Oxford which cover a wide variety of interests that you may wish to join. Further information available [here](#).

Equality and Diversity at Oxford

The University of Oxford's Equality & Diversity policy states that it is committed to fostering an inclusive culture 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. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish. University of Oxford [Equality Policy](#)

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: <https://edu.web.ox.ac.uk> or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more

information on the University’s Harassment and Bullying policy and the support available for students visit:

edu.web.ox.ac.uk/harassment-advice

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit:

edu.admin.ox.ac.uk/religion-and-belief-0

Student Welfare and Support Services

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit:

www.ox.ac.uk/students/shw/das

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit:

www.ox.ac.uk/students/shw/counselling

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU’s Student Advice Service and Nightline. For more information visit:

www.ox.ac.uk/students/shw/peer

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit:

www.oxfordsu.org/communities/campaigns/

There is a wide range of student clubs and societies to get involved in - for more details visit:

www.ox.ac.uk/students/life/clubs

Oxford Against Sexual Violence

Sexual harassment and violence of any form is never acceptable. Our campaign with Oxford SU focuses on the range of support available for our students, including our Support Service. #OxfordAgainstSexualViolence ox.ac.uk/supportservice

Sexual harassment and violence is never acceptable at Oxford. If you have been affected by sexual harassment or violence in any form, our Support Service is here to help as a safe place for you to be heard. #OxfordAgainstSexualViolence ox.ac.uk/supportservice

Oxford's Support Service is a safe place for all students to be heard, regardless of age or gender, who have been affected by sexual harassment or violence at any time. You can contact the service by emailing supportservice@admin.ox.ac.uk or refer yourself or others via ox.ac.uk/supportservice #OxfordAgainstSexualViolence

Our Sexual Harassment and Violence Support Service has a team of highly trained Specialist Advisors and an Independent Sexual Violence Advisor who provide free and confidential support and advice to our students, independent of your college or department. #OxfordAgainstSexualViolence ox.ac.uk/supportservice

Our Sexual Harassment and Violence Support Service can help support you at your own pace. From practical support to keep you safe and feeling safe, help with managing the impact on your studies, and emotional support, we are here to support you, whatever you choose to do. #OxfordAgainstSexualViolence ox.ac.uk/supportservice

Sexual harassment and violence is any unwanted sexual behaviour which takes place without consent, whether you know the person or not. It can happen regardless of your gender, sexual orientation, race, religion or age. It can happen online or in person. Oxford is against sexual violence. It is never acceptable. #OxfordAgainstSexualViolence ox.ac.uk/againstsexualviolence

We are committed to preventing and responding to incidents of sexual harassment and violence at Oxford. We have made disciplinary processes more transparent and the online Consent Matters programme is available to all students as we review consent provision across the collegiate University. #OxfordAgainstSexualViolence ox.ac.uk/consent-matters

We all have a responsibility to act against sexual harassment and violence. If you have experienced sexual harassment or violence in any form, our Support Service is here for you— whoever you are, whatever has happened, and whenever it was. We're here to support you. #OxfordAgainstSexualViolence ox.ac.uk/supportservice

We all have a personal responsibility to understand what sexual violence and harassment are, and what consent is, and to make sure that we always act appropriately. #OxfordAgainstSexualViolence ox.ac.uk/supportservice

If you haven't taken our online Consent Matters course yet, make sure to complete it before term gets too busy. It doesn't take long to complete and covers important topics to help you understand consent, communication and looking out for others. #OxfordAgainstSexualViolence ox.ac.uk/consent-matters

Academic progress

Graduate Supervision Reporting (GSR) is used by graduate students, supervisors, college advisors, and Course Directors/DGSs to review students' academic progress. Students access GSR in [Student Self Service](#).

Students, their supervisors, Course Directors and DGSs can all view each other's reports and comments, can flag a concern about the students' academic progress, and mark their concern as resolved. DGSs can also submit an overall comment on concerns raised. ***This is not the place to raise any complaints.***

Each term, students use GSR to complete a self-assessment report on their academic progress, and raise any concerns or issues regarding their academic progress. PGT students are also asked to identify skills developed and training undertaken or required. Depending on the programme of study PGT students may also be asked to report.

Students are encouraged to use the opportunity to:

- Review and comment on their academic progress during the reporting period
- Measure their progress against the timetable and requirements of their programme of study
- Identify skills developed and training undertaken or required
- List their engagement with the academic community
- Raise concerns or issues regarding their academic progress to their supervisor
- Outline their plans for the next term (where applicable)

Reporting is strongly recommended for students. When your reporting window opens, you will receive an automated email notification with everything that you need to get started in GSR.

Feedback on learning and assessment

[Feedback on formative assessment and other informal feedback](#)

Formative assessment does not contribute to the overall outcome of your degree and has a developmental purpose designed to help you learn more effectively.

In addition to informal feedback provided during classes and other interactions with teaching staff, all students on taught Masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment during their first term or very early in their second term. The purpose of this feedback is to:

- provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment;
- indicate areas of strength and weakness in relation to the assessment task;
- provide students with an indication of the expectations and standards towards which they are working.

Feedback on summative assessment

Summative assessment contributes to your degree result and is used to evaluate formally the extent to which you have succeeded in meeting the published assessment criteria for your programme of study.

The purpose of feedback on summative assessment e.g. dissertations, is to provide a review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate.

The School of Anthropology and Museum Ethnography do not offer formal feedback on summative assignments with 5000 words or less. Any summative work **over** 5000 words will receive feedback.

Opportunities for skills training and development

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the [Oxford Students website](#).

University awards framework (UAF)

The [UAF](#) is an overarching description of the qualifications and awards which the University offers. It positions those qualifications at the appropriate level of the FHEQ and takes into account the qualification characteristics which form part of the Quality Code.

Whilst the majority of awards of the University also reflect the titling conventions specified in the FHEQ, a small number of awards still retain their historic title.

Detailed regulations for particular qualifications are contained with the Examination Regulations for that award.

Master of Science (by coursework) (MSc)

FHEQ Level 7, 180 credits

Policies and regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the [Oxford Students website](#).

Recording of lectures

The University recognises that there are a number of reasons why students might wish to record lectures or other formal teaching sessions (such as seminars and classes) in order to support their learning. The University also recognises that in most cases copyright in lectures resides with the University or with the academic responsible for the lecture or formal teaching session, and that academics and students may have concerns about privacy and data protection. This policy sets out the circumstances in which such recordings may take place;

the respective roles and responsibilities of those involved in such recordings; and the implications of breaches of this policy.

<https://academic.admin.ox.ac.uk/policies/recording-lectures-other-teaching-sessions>

Freedom of speech

Free speech is the lifeblood of a university.

It enables the pursuit of knowledge. It helps us approach truth. It allows students, teachers and researchers to become better acquainted with the variety of beliefs, theories and opinions in the world. Recognising the vital importance of free expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful.

Inevitably, this will mean that members of the University are confronted with views that some find unsettling, extreme or offensive. The University must therefore foster freedom of expression within a framework of robust civility. Not all theories deserve equal respect. A university values expertise and intellectual achievement as well as openness. But, within the bounds set by law, all voices or views which any member of our community considers relevant should be given the chance of a hearing. Wherever possible, they should also be exposed to evidence, questioning and argument. As an integral part of this commitment to freedom of expression, we will take steps to ensure that all such exchanges happen peacefully. With appropriate regulation of the time, place and manner of events, neither speakers nor listeners should have any reasonable grounds to feel intimidated or censored.

It is this understanding of the central importance and specific roles of free speech in a university that underlies the detailed procedures of the University of Oxford.

<https://compliance.admin.ox.ac.uk/prevent/freedom-of-speech>

Complaints and appeals

Complaints and academic appeals within the School of Anthropology and Museum Ethnography

The University, the Social Sciences Division (SSD) and the School of Anthropology and Museum Ethnography hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

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

Complaints

If your concern or complaint relates to teaching or other provision made by the School, then you should raise it with the Director of Graduate Studies, Prof David Gellner, as appropriate. If your concern relates to the course as a whole, rather than to teaching or other provision made by one of the School, you should raise it with the Student representative of the Graduate Joint Consultative Committee (JCC) for the course. Complaints about school facilities should be made to the Departmental administrator, Vicky Dean. If you feel unable to approach one of those individuals, you may contact the Head of School, Dr David Pratten. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure:

<https://www.ox.ac.uk/students/academic/complaints>.

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

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure:

<https://www.ox.ac.uk/students/academic/complaints>