



## SCHOOL OF ANTHROPOLOGY & MUSEUM ETHNOGRAPHY

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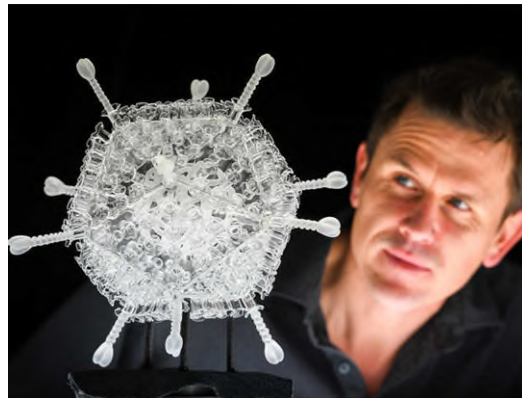
### Course Handbook 2022-23

MSc Medical Anthropology

MPhil Medical Anthropology



*Chinese pulse diagnosis, China 2009 (photo: Elisabeth Hsu)*



*A nanoparticle of the Oxford AstraZeneca vaccine. Glass sculpture by Luke Jerram on display at Oxford's History of Science Museum*



*Statistics - The Big Picture (Google Commons)*



*Sin Esperanza (Without Hope), 1945 Frida Kahlo (image CC BY 2.0)*

This handbook applies to students starting the MSc and MPhil in Medical 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 these courses are available:

[MSc Medical Anthropology](#)

[MPhil Medical 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 1<sup>st</sup> 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

We are delighted that you have chosen to join us and our team is very much looking forward to teaching and learning with you, and we hope this coming year will bring many exciting opportunities for stimulating exchanges on issues we all feel passionate about.

Wherever you are coming from, you may feel disoriented at first with the Oxford system. Do not worry! This handbook provides information on the content and organisation of your course, and on matters relating to exams and assessment. The information provided here is meant to supplement the [SAME Graduate Handbook](#), and the [Examination Conventions](#) for the Medical Anthropology degrees. Please do take the time to familiarise yourself with these documents. You can also refer to them at any time during the year.

ISCA (and SAME) is located in a number of buildings along the Banbury Road, a few minutes' walk north of Oxford city centre. We have four core teaching staff in the Medical Anthropology programme: **Professor Elisabeth Hsu and Dr Paola Esposito have offices in 51 Banbury Road, while you can find Dr Paula Sheppard and Associate Professor Eben Kirksey in 43 Banbury Road.** Some staff also work from the Pitt Rivers Museum's main building on South Parks Road, behind the University Museum of Natural History. ISCA is the largest graduate anthropology department in the UK, with around 80 to 100 students registered for taught course graduate degrees at any one time, and more than 90 doctoral projects currently underway. [Staff research interests](#) are wide ranging and ISCA is also home to a large group of postdoctoral researchers and research affiliates. Do take the time to browse their [research profiles](#) (and seek contact with researchers whose work interests you).

Every college has their own systems of support for students, please refer to your College Handbook or website for more information on who to contact and what support is available through your college.

We hope you will thrive, and wish you the very best with your studies.

On behalf of the Medical Anthropology Teaching Team,

Paula Sheppard  
Course Director

## Information for all Medical Anthropology students

ISCA 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>

#### Core Teaching Staff

[Dr Paula Sheppard](#)

[Prof Elisabeth Hsu](#)

[Dr Paola Esposito](#)

[Dr Eben Kirksey](#)

#### Assistant Teaching Staff

[Gaia Ardizzone](#)

[Chloe Curtis](#)

[Raffi Ippolito](#)

[Yuxin Peng](#)

[Theo Stanley](#)

[Angela Wu](#)

[Zihan Xu](#)

If you need to see your teacher or another staff member, for any reason, just email them.

#### Other Key Contacts

Head of School	Dr David Pratten	<a href="mailto:hod@anthro.ox.ac.uk">hod@anthro.ox.ac.uk</a>
Medical Anthropology Course Director	Dr Paula Sheppard	<a href="mailto:paula.sheppard@anthro.ox.ac.uk">paula.sheppard@anthro.ox.ac.uk</a>
Graduate Courses Administrator	Mel Goodchild	<a href="mailto:Mel.goodchild@anthro.ox.ac.uk">Mel.goodchild@anthro.ox.ac.uk</a>
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Subject Librarian	Helen Worrell	<a href="mailto:helen.worrell@bodleian.ox.ac.uk">helen.worrell@bodleian.ox.ac.uk</a>
Fieldwork & CUREC queries	Kate Atherton	<a href="mailto:kate.atherton@anthro.ox.ac.uk">kate.atherton@anthro.ox.ac.uk</a>

## Course overview

### MSc overview

The MSc in Medical Anthropology is a 12-month course. You take four examined papers: three core papers and one option paper and you complete an independent 10,000-word dissertation over the summer.

Papers 1 and 3 are each examined by a one-week timed assessment taken in Trinity Term. Paper 2 is examined by way of a take-home assessment to be taken over the winter break. Paper 4 (option paper) assessments vary depending on the paper. Please note the details for your option at the options fair. The dissertation is submitted for examination at the end of August.

### MSc MA Learning Outcomes

The programme in Medical Anthropology aims: (1) to provide an advanced knowledge of the theory and methodology of Medical Anthropology, and an ability to apply this knowledge to particular research objectives, (2) to prepare high quality students further research in the discipline and for employment in fields where sensitivity to and critical awareness of cross-cultural variability is required; (3) to teach all aspects of the course taking into account the recent significant advances in techniques, information and ideas in its component parts and provide students with the ability to evaluate critically a general anthropological perspective.

Students will develop a knowledge and understanding of:

- a. Skills specific to Medical Anthropology arising from the comparative study of small and large-scale societies in different regions of the world;
- b. Research methods of Medical Anthropology, including qualitative and quantitative aspects; fundamental concepts, techniques, principles and theories relevant to the student's chosen areas of specialisation;
- c. The application of different theoretical principles within the subject in order to enable the students to analyse a topic of their own choice in the form of a dissertation making use of biological and sociological/anthropological principles;
- d. The role of Medical Anthropologists in society.

### MPhil overview

#### First year

The MPhil in Medical Anthropology is a 2-year course. In the first year, known as the MPhil Qualifying (or MPQ) year, you take four examined papers: three core papers and one option paper. These must be passed with an average mark of 60 or more in order to proceed to the second year of your degree. The marks achieved at the end of your first year do not count towards your final MPhil degree result.

The MPQ year is identical to the MSc year with the exception that MPQ students do not complete a 10,000-word dissertation over the summer, instead carrying out preparatory work for their second year thesis.



## Second year (MPhil)

The second year of the MPhil degree culminates in the submission of a 30,000 word MPhil dissertation and a dossier of written coursework. The MPhil dissertation makes up 70% of the final mark, and the graded coursework 30%. Students do not sit a final examination.

The coursework includes the attendance of three classes: (a) two classes on methods modules in Michaelmas, Hilary and (exceptionally) Trinity Terms and (b) one critical-reading class in Michaelmas Term. Attendance of these three classes results in written coursework that is graded at the end of the year. In addition, students are *requested to regularly attend* the various Anthropology Seminars listed on the events page.

Students work on their MPhil dissertation throughout the second year of the MPhil course, with assistance from their Supervisor during regular supervisions throughout the year. In addition to supervisions in connection with the dissertation, students will attend the MPhil writing-up class that is held throughout Hilary Term. In the MPhil writing-up class each week, one student will present an outline of her or his dissertation project to the other MPhil students and selected members of staff for discussion and feedback. Regardless of the prolonged assistance from supervisors, tutors and peers, the 30,000-word MPhil dissertation remains a piece of independent research.

## MPhil Learning Outcomes

The programme in Medical Anthropology aims: (1) to provide an advanced knowledge of the theory and methodology of Medical Anthropology, and an ability to apply this knowledge to particular research objectives, (2) to prepare high quality students from the UK, EU and overseas for further research in the discipline and for employment in fields where sensitivity to and critical awareness of cross-cultural variability is required; (3) to teach all aspects of the course taking into account the recent significant advances in techniques, information and ideas in its component parts and provide students with the ability to evaluate critically a general anthropological perspective and (4) to provide research skills training that meet ESRC's postgraduate training guidelines.

Students will develop a knowledge and understanding of: (a) Skills specific to Medical Anthropology arising from the comparative study of small and large-scale societies in different regions of the world; (b) Research methods of Medical Anthropology, including qualitative and quantitative aspects; fundamental concepts, techniques, principles and theories relevant to the student's chosen areas of specialisation; (c) The application of different theoretical principles within the subject in order to enable the students to analyse a topic of their own choice in the form of a dissertation making use of biological and sociological/anthropological principles; (d) The role of Medical Anthropologists in society.

## Structure of teaching for Medical Anthropology

The academic year in Oxford is divided into three 8-week terms, Michaelmas Term (MT), Hilary Term (HT) and Trinity Term (TT). Teaching is delivered primarily through lectures,

classes and tutorials. At the start of each term, a [lecture list](#) is published with details of times and venues of lectures.

### Courses (Lecture Series)

At the core of all taught master's courses are the lectures. While lectures are not formally compulsory, their attendance provides the framework for the proper study of the degree. Main venues for lectures are the lecture rooms in 61 Banbury Road and 64 Banbury Road, the Pitt Rivers Museum Research Centre, and the Institute for Human Sciences (behind the main COMPAS building in 58 Banbury Road). In general lectures are open to all students.

### Classes

Classes are designed to facilitate group discussions, and can take varied formats. Students may be asked to give a short presentation on readings assigned previously, followed by a class discussion, guided by the lecturers organizing the class. All the students attending the class are expected to have done assigned readings so that they can contribute to the discussion.

If you cannot attend your class in person, please notify your class convenor so that suitable arrangements can be made for remote participation via Teams.

### 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.

### Tutorials

Tutorials are an important feature of the way we teach Medical Anthropology at ISCA. They are usually taught to students in groups of two or three with the course convener or a teaching assistant (where applicable).

For most tutorials, you will be given an essay question, a reading list, and be expected to write an essay, based on 5-10 of the readings on the reading list, and some additional readings you will find relevant to the topic, which you will submit in advance to your tutor. You should

come to your tutorial prepared to discuss the topic and your essay. Please be aware that tutorial topics, essay questions and reading lists may vary depending on your tutor. Therefore do not be alarmed if your friends with other tutors are covering different material to you. All the tutors are teaching within the syllabus and one of the strengths of the 'Oxford system' is that tutors can design tutorials to reflect their research interests and the needs of specific student groups.

You will be expected to submit your tutorial essay before the tutorial and individual tutors will let you know the deadline for your essay.

At the tutorial you should, among other things, expect to discuss the general topic, explore readings in greater depth, clear up misunderstandings, examine possible critiques, and link the topic to wider knowledge and/or to topics covered during lectures. Importantly, tutorials are opportunities for you to discuss your own understandings of the specific topic with your fellow student(s) and with the tutor.

In this way, tutorials are opportunities to learn collaboratively with your peers and tutors. Whilst lectures are learning events during which you are expected to absorb and take notes, tutorials are designed to be highly interactive. Their success depends in large measure on your ability to contribute, listen and engage with your peers. This may be a little daunting at first, but it is very important that you remember that tutorials are not formally assessed and you are not in competition with your peers. You will receive formative feedback on your essay orally and in writing.

In a supervision or tutorial a student gets individual attention from their teacher and peers. For first year MSc and MPhil students a tutorial usually comprises three students and the tutor, and usually takes place for one hour. For each tutorial, the tutor will assign several essay questions or prompts, one week in advance of the submission deadline (on Monday at 4pm except week 1 (Wednesdays at 9 am)), and the student will write an essay or other piece of work of approximately 2,500 words in length, unless otherwise stated, to cover the assignment. These essays form the basis for the discussions during the supervision. These essays are not normally graded, and should invite the student to be inventive and bounce off ideas. The contents and standard of the essay will normally enter into the group discussion at some point. Students are not expected to read all the readings on the reading lists, but rather to choose the ones that are most germane to their interests for each tutorial. They are invited to refer to works that are not on the reading list and to interweave them with the recommended readings. Tutorials are grounded in a commitment to long term personalized learning, and they are tailored to the student's intellectual interests and capacities. Historically, they were the principal means of knowledge transmission at this University.

## Supervision

Supervisor: at the beginning of the academic year, each student is assigned a supervisor. This person will remain the supervisor throughout the academic year, giving overall support and academic mentorship. Students often stay with their supervisor for writing their dissertation but some may become interested in topics that are outside the remit of the supervisor's expertise. In this case, students can seek an additional Dissertation Advisor:

normally one of the team members from the MA programme who provides feedback and advice on dissertation projects.

Aspect of provision	Provision
Touch-base meetings	<p>In the beginning and at the end of term your supervisor will invite you to a ‘touch base’ meeting, where you will have the opportunity to discuss your personal research interests and academic progress.</p> <p>Throughout the term you may request an individual meeting with your supervisor at any time, and ideally in the supervisor’s office times. At key junctures of planning your dissertation—selecting a general topic, settling on a title for the project, and beginning your research—you may want to be in more regular contact with your supervisor.</p>
Essay tutorials in the MSc or first year of the MPhil	<p>You can expect eight tutorials over the course of Michaelmas Term and two times two relating to the MA core courses in Hilary Term (HT). Essays should be submitted by 4pm Monday of each week, ahead of the tutorial.</p> <p>Your different teachers will provide feedback on your essays and suggest ways of strengthening them orally and in writing. You should participate in discussion with your tutorial partners and be open to alternative approaches to answering a question.</p>
Dissertations: framing the research topic/question	<p>Your project advisor will provide feedback, will suggest alternative angles as well as readings to consider.</p> <p>The student should develop a topic and, eventually, clear questions that their proposed research and writing will address. The supervisor is there to help you formulate research questions and to provide guidance.</p> <p>For MSc students, dissertation supervision lasts through the end of full term in Trinity Term, and is not provided in July and August. Therefore, it is essential to start thinking about the dissertation before Trinity Term.</p>

## Seminars, Lectures, Classes, and Special Events

There are number of different medical anthropology seminars and special events on offer, some of which are organised through post-doctoral research activity: the Anthropology Research Group at Oxford on Eastern Medicines and Religions (ArgO-EMR), the Fertility and Reproduction Study Group (FRSG), the Green Templeton College Medical Anthropology Film and Discussion Group, and the Unit for Biocultural Variation and Obesity (UBVO).

- Viral Theory Reading Group, Launch event: Friday, 21 October, 5:30pm (for a 5:45 start). Lecture Room, 64 Banbury Road, Oxford, OX2 6PN (Google [maps](#)). Future events TBC.
- [ArgO-EMR seminars](#) (fortnightly, in MT, HT and TT, generally in weeks 1,3,5,7), generally on Wednesdays 5-6:30 pm, Pauling Centre and on Teams.
- [GTC Medical Anthropology Film seminars](#) (fortnightly, generally on Tuesdays 3.30-5pm, in weeks 2, 4, 6, 8, in MT, HT and TT) at Green Templeton College and on Teams.
- [FRSG seminars](#) (weekly in HT).
- [Evolutionary Medicine and Public Health seminars](#) (4 pm Wednesdays in Hilary)
- In MT22 there will be a seminar series on [Reproductive Migrations](#) convened by Prof. Madeleine Reeves, Thursdays 3.30-4.45pm
- [UBVO seminars](#) (weekly in MT, HT and TT), generally on Thursdays
- Departmental Seminar in MT 2022: 8 seminars, generally on Fridays 3.15  
*Conveners in MT22: Dr I Zharkevich & Dr C El Khachab*

### 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!).

[Oxford Talks](#) is a good source of information regarding events in the University. You are also advised to browse the events pages of individual departments.

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 tantalises you with. If you think that on 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 core lecture courses listed below are designed to provide a solid foundation in Medical anthropology for MSc and MPQ students, whatever their background might be. In addition all students may also attend the *Theories and Approaches in Social Anthropology* lecture series (8 lectures in MT) and *Fieldwork Theory and Methods* (8 lectures in MT). 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. As before though, please make sure you allocate sufficient time each week for independent study, reading and writing for your degree course.

## The structure of the Medical Anthropology MSc course 2022-23

The course comprises of three Papers, one Option paper, and one dissertation of 10,000 words. Papers 1 and 2 are taught in Michaelmas Term, Paper 3 and the Option course are taught in Hilary Term. The core papers in medical anthropology comprise 16 lectures, and request the student to write a weekly essay. In Trinity term teaching focuses on dissertation writing. We offer 4 weekly dissertation classes and 2 individual supervisions. The dissertation is written after the exams over the summer period, and rated as an independent piece of work.

### MICHAELMAS TERM

Paper 1: Critical Medical Anthropology (Tuesdays)

Paper 1.1 Interactive Lectures (Tuesdays 10-11.30am)

Paper1.2 Classes (Tuesdays 2-3.30pm)

This course provides an overview of the major debates in medical anthropology since its beginnings (interactive lecture, 90 minutes in the morning), and presents how these discussions have developed in more recent years (student presentations and class, 90 minutes in the afternoon). Paper 1 is core to medical anthropology, and together with Paper 2 on *Disease ecologies*, lays the foundations for Paper 3.1, *Anthropological approaches to the phenomenology of the body*, Paper 3.2 on post-humanism and for the Option paper *Sensory experience in therapeutics*, which all will be taught in Hilary Term. It is open to all members of SAME and the University of Oxford.

**Week 1**

10am – 11.30am: Illness, disease, sickness - the beginnings, and beyond (Elisabeth Hsu)  
2pm – 3.30pm: Organ transplants, the gift of life and the redefinition of death (Paola Esposito)

**Week 2**

10am – 11:30am: Medical pluralism, medical diversity, medicoscapes, medical landscapes (EH)  
2pm – 3:30pm: Global assemblages, assisted reproduction, reproductive inequality (PE)

**Week 3**

10am – 11:30am: Narrative theory and the cultural construction of truth (EH)  
2pm – 3:30pm: Lived realities in therapeutic practice (PE)

**Week 4**

10am – 11:30am: Pain and the problem of the body (EH)  
2pm – 3:30pm: Biosociality and biological citizenship (PE)

**Week 5**

10am – 11:30am: Multiple efficacies (EH)  
2pm – 3:30pm: Self-care (PE)

**Week 6**

10am – 11:30am: Colonialism and its legacy for contemporary medicine (EH)  
2pm – 3:30pm: Biopower and biopolitics

**Week 7**

10am – 11:30am: Medicalisation and the political economy of health (EH)  
2pm – 3:30pm: Endemic Disease, Epidemics, and Pandemics (PE)

**Week 8**

10am – 11:30am: Nationalism and traditional medicines in South and East Asia (EH)  
2pm – 3:30pm: The Globalisation of Asian Medicines (PE)

[Paper 2: Biocultural Approaches to Medicine \(Fridays\)](#)

*Lecturers: Dr Eben Kirksey (EK), Dr Javier Lezaun (JL), Dr. Beth Greenhough (BG), Dr Sarah Myers (SM), Dr Paula Sheppard (PS)*

This paper draws on biocultural anthropology to propose a broad and inclusive perspective for understanding the contexts in which diseases appear, manifest and evolve. By combining theories and evidence from a variety of sub-disciplines including social anthropology, political ecology, epidemiology and evolutionary medicine, the course aims to develop an analytical understanding of the complex ways in which biology and culture are intertwined, thereby shedding new light on public health policies and biomedical practices.

Paper 2.1 Ecology of Disease (Fridays at 10-11am, Pauling Centre)

Convener: Dr Eben Kirksey

This paper will consider how human diseases are entangled in ecological dynamics using approaches from medical anthropology, cultural theory, and the biological sciences. Human health and well-being is shaped by multiple species of viruses, bacteria, and protozoa—agential beings that live with us in shared worlds. Together we will study the conditions that enable symbiotic arrangements between parasites and their hosts. Symbiogenesis can be a more-than-biological phenomena with technological innovations, social practices, political advocacy, and forms of capital accumulation all influencing host/parasite dynamics. The medical sciences are transforming conditions of contemporary life. Industrial chemistry has expanded the possibilities of human flourishing, but it has also contributed to epidemics of cancer, metabolic disease, and mass-extinction in multispecies communities. It is time to grapple with the forces that are generating diseases in people, while thinking creatively about the work that is needed to repair shared biocultural worlds. Taught by: Associate Professor Eben Kirksey (EK); Associate Professor Javier Lezaun (JL); Associate Professor Beth Greenhough (BG).

Week 1	Ecology of Disease (EK)
Week 2	Malaria (EK & JL)
Week 3	COVID-19: Ecology and Pandemic Emergence (EK)
Week 4	COVID-19: Living with the Virus (EK)
Week 5	HIV: Activism, Antagonism, and Symbiosis (EK)
Week 6	Cancer (EK)
Week 7	The Ecology of Industrial infrastructures (EK)
Week 8	One health and beyond (EK & BG)

Paper 2.2 Evolutionary medicine and public health (Fridays at 2 pm)

Week 1	Introduction to evolutionary medicine and public health (PS)
Week 2	Defence mechanisms (PS)
Week 3	Life History Theory and health (PS)
Week 4	Evolutionary public health (PS)
Week 5	Malnutrition (PS)
Week 6	An evolutionary approach to human reproduction (PS)
Week 7	Evolutionary psychiatry and mental health (SM)
Week 8	'Western' diseases (PS)



## HILARY TERM

### Paper 3: Anthropologies of the Body

Convenors: Prof Elisabeth Hsu, Dr Katherine Morris, Dr Eben Kirksey

#### *Paper 3.1: The Anthropological Approaches to the Phenomenology of the Body and Gender*

Convenors: Prof Elisabeth Hsu, Dr Katherine Morris

Week 1	Body and mind: Descartes in trans-cultural perspective
Week 2	Body techniques, and the cosmogonic self: Mauss
Week 3	Habit, habitus, and practice: Merleau-Ponty and Bourdieu
Week 4	Embodiment: from Merleau-Ponty to Csordas
Week 5	The Problem of the Other and Mental Health
Week 6	Sex and Gender
Week 7	Cis-, Trans- and Intersex Bodies
Week 8	Emotion, Affect and Atmospheres

#### *Paper 3.2: Posthuman Bodies*

Dr Eben Kirksey

The creature at the centre of anthropological inquiry, *Homo sapiens*, has lately been unmade and remade by the sciences of biology, engineering, robotics, capitalism, chemistry, and cryogenics. As human bodies are transformed by scientific enterprises, new posthuman futures are being imagined by artists, technologists, and cultural theorists. Interdisciplinary perspectives from science studies, feminism, queer theory, disability studies, critical race theory, multispecies studies, more-than-human geography, speculative fiction, and contemporary art will speak back to a core question in anthropology: what is the human becoming? Taught by: Associate Professor Eben Kirksey (EK) and Professor Jamie Lorimer (JL)

Week 1	What is Posthumanism? (EK)
Week 2	When species meet: The microbiome (EK & JL)
Week 3	When species meet: The virome (EK)
Week 4	Cyborg bodies (EK)
Week 5	Becoming Animal, Becoming Human (EK)
Week 6	Race and technology (EK)
Week 7	Disabled futures (EK)
Week 8	Transbiology (EK)

#### Option Paper (Paper 4) 8 sessions

In Michaelmas Term you will be asked to select one option paper which will be taught in Hilary term. The form of teaching for the option courses varies according to the preferences of the Course Convenor, but typically takes the form of a combination of lectures and discussion classes that span Hilary Term. In order to help you decide what options to take, there will be an Options Fair on the Friday of week 2 of Michaelmas Term, (the exact date and time to be confirmed), at which option coordinators introduce their options and are available to answer any questions you might have. You may also wish to discuss your option choices with your supervisor. You will find details of available options on Canvas and information will also be circulated by email in the first part of Michaelmas Term.

## TRINITY TERM

**Dissertation supervision classes** in preparation for the MSc dissertation or MPhil thesis are held in weeks 1-4 of Trinity Term. For the first class (in Week 1 of Trinity Term), each student is expected to present a provisional dissertation title. By Thursday of the second week of Trinity Term, the student should confirm their chosen title with their dissertation advisor and send their titles to the course director, Dr Paula Sheppard, copying your supervisor in as well as Mel Goodchild the graduate courses administrator. Mel will send these on to the Director of Graduate Studies.

**Fieldwork Methods Clinic for MPhil students.** In Trinity Term, week 8, Wednesday-Friday, first year MPhil students who plan to do fieldwork over the summer are encouraged to attend a three-day fieldwork methods clinic. This is to gain hands-on practice of ethnographic skills, such as interviewing, participant observation and note-taking, in a local setting and on a small scale. It also includes discussion of the specific ethical and logistical challenges. It follows on from the Fieldwork Theory and Methods lectures in HT, reprising some of the themes raised in it and giving the students a chance to discuss some of the recommended readings (especially in the introductory plenary session and the small-group work). Students will be expected to complete some of this reading before the Clinic.

## Dissertation (MSc) and Thesis (MPhil)

Your MSc dissertation and MPhil thesis ideas, preparation and writing will be developed over the course of the academic year.

In the case of MSc students, you get 2 supervisions for the completion of the dissertation, as it is marked as a piece of independent research with no further input from your supervisor after the end of full term in Trinity Term.

Where the MSc course is a conversion course into any field of anthropology, the MPhil foregrounds research methods and design. The MPhil is often taken a preparation to a doctoral degree in Anthropology (2+2 formula for a DPhil degree), if the topic of the doctoral thesis is methodologically and thematically close to the MPhil thesis and builds on its findings.

In the case of students who intend to complete the MPhil, you may undertake fieldwork or other research over the summer. 1<sup>st</sup> year MPhils who decide to do fieldwork over the Summer should have it completed by Michaelmas Term 0<sup>th</sup> week of the following academic year. If a student intends to do fieldwork they should have their CUREC approved before they can go onto the field. It takes about six weeks to get approval. During the MPhil (2<sup>nd</sup> year) your supervisor will provide ongoing, sometimes fortnightly, supervision as you progress with your thesis writing.

## Readings and Expectations

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 [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. Please note that most of the time students are NOT expected to read all the readings on a reading list. In a typical course outline, the lecturer gives a very substantial reading list for each lecture or for the general course. This is because the outline will hopefully give you orientations for further and future reading, should you want to pursue the topic on your own at a later stage. But if the lecture is accompanied by a class discussion, do not try to read everything superficially and quickly to prepare for the class. You are expected to arrive at a class having read with intelligence rather than with speed.

### Reading Lists – ORLO

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

## Fieldwork Safety and Training

### Fieldwork

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.

### Research Ethics

Please note that if, as part of your methods module, you intend to interview or observe any human participants you will need to obtain ethical clearance, via our departmental research ethics committee. Details of procedures can be found on our website [here](#). After consulting with your supervisor about your fieldwork plans, you can begin an application for research ethics approval by e-mailing [Kate Atherton](#). Before any student can begin field research, it is **essential that they obtain ethics clearance**, a process which can take many months.

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

#### **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>

## MPhil Medical Anthropology – Second Year

In the 2<sup>nd</sup> year of the MPhil degree you will be expected to devote the bulk of your time to researching and writing a 30,000 word MPhil thesis.

### MICHAELMAS TERM

Fieldwork essentials class

Weeks 1-5 only

*Convenors: Prof David Zeitlyn and Prof David Gellner*

During Michaelmas Term the first five weeks feature essential introductions to a range of procedural and skill acquisition matters that will form a foundation for engagement with fieldwork and/or other forms of data collection. Sessions include topics such as: doctoral training approaches and resources; fieldwork and data collection; library and research resources; ethical research practice in the field; and fieldwork health and safety.

### HILARY TERM

MPhil Thesis writing Class

8 sessions

*Convenors: Dr Zuzanna Olszewska & Dr Elizabeth Ewart*

In this class students take it in turns to present excerpts from their MPhil thesis to the rest of the class who offer comments and constructive feedback. Two members of teaching staff normally chair the sessions.

### TRINITY TERM

Methods Modules and Practical Training

*Convener: Various*

Each student is required to attend a minimum of two methods modules, totalling no less than 12 classes. The majority of modules are held in MT and HT, though some may also be offered in TT. Most methods modules classes are 90 mins long and held throughout six weeks.

All methods modules will be presented in the dissertation class in Michaelmas Term, week 1. Some methods modules convenors may have to cap the numbers of participants they can accept, hence students are requested to sign up for and rank three modules they wish to attend in the order of their preference.

At the end of each methods module, each participant is asked to write up a practical task (minimum length: one A4 page) or submit a 2,500 word long essay, following the instructions of each methods module convener. An exception is Practical Quantitative Methods which has a take-home exam. These materials are submitted as part of your methods portfolio in Trinity term.

Anyone wishing to take, as one of their two methods courses, another course from within the university that is appropriate to their needs, in place of one offered in SAME, should first seek endorsement from their supervisor and then approach the Research Methods Training Convenor to seek approval.

## Important dates

### MSc & MPhil in Medical Anthropology important dates

#### MICHAELMAS TERM

- Friday week 2: Options Fair
- Friday week 3: Submit option choices via the online form (details circulated in advance)
- Friday week 7: Paper 2 exam released

#### HILARY TERM

- Friday week 0: Paper 2 exam submission deadline
- Week 7: Receive mark Paper 2 essay
- Friday week 7: Option paper titles released (where appropriate)

#### TRINITY TERM

- Thurs week 1: Submit Option paper essay (where appropriate)
- Mon week 3: Paper 1: Critical Medical Anthropology examination released
- Mon week 4: Submit Paper 1: Critical Medical Anthropology
- Mon week 5: Paper 3: Anthropologies of the Body examination released
- Thurs week 5: Return dissertation title form and synopsis to Paula Sheppard.
- Mon week 6: Submit Paper 3: Anthropologies of the Body

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

**MSc Medical Anthropology only:** Last Wednesday in August, noon: submit Dissertation

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

### MPhil 2<sup>nd</sup> Year important dates

#### MICHAELMAS TERM

- Monday week 2: Submit *final* thesis title and synopsis to Paula Sheppard.

TRINITY TERM

Thursday week 5: Submit Thesis, Research Proposal, Method Module assignments

Results for the MPhil Medical Anthropology are normally available through the Student Self-Service Gateway by the end of June.

## Assessment

Information on Oxford University assessment and examination process can be found [here](#). Full details of the structure of assessment of the MSc and MPhil in Medical 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: Critical Medical Anthropology

Two essays of no more than 2,500 words each, released on Monday 8 May 2023.

#### Paper 2: Biocultural Approaches to Medicine

Two essays of no more than 2,500 words each, released on Friday 25 November 2022.

#### Paper 3: Anthropologies of the Body

Two essays of no more than 2,500 words each, released on Monday 22 May 2023.

#### Paper 4: Option paper

Choose one option paper from those on offer and to be assessed in Trinity Term.

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

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

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

## Examination Conventions

The [Examination conventions](#) for MSc and MPhil in Medical 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

MPhil students must obtain an average of 60 in the first year exams in order to proceed to the second year of the degree. Any candidate failing to reach 60 will be expected to transfer to the MSc.

Any student wishing to continue to the DPhil, may apply for readmission and successful candidates will 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. We use this to improve future sessions. Please make use of this feedback mechanism. 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](#).

Please also remember to fill in the termly Graduate Supervision Reporting progress report which you will be prompted for by email from Student Services.

## Feedback and Learning

You will receive feedback continuously throughout your degree, in the form of verbal and written feedback from your tutors and supervisor.

Learning is not downloading information from a book or from a wise person's brain to your own head 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, 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 and of our tutorial system. During a tutorial, a supervisor discusses what you have written and provides oral and 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, the supervisor does not provide a mark for the essay, but rather engaging comments, either on why they think the essay is not well argued, or on why they think it is a brilliant piece of work (or somewhere in the middle).

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 Medical Anthropology results normally become available in the last week of September, via Student Self-Service Gateway.

## Advice on tutorial essay writing

Tutorial assignments usually consist of answering a question on the basis of some suggested readings, given to you by your lecturer or tutor at least one week in advance. 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.

Your tutor will advise you on the expected length of your tutorial essays. 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](#).

Tutorial 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. Remember that tutorial essays are not formally assessed, though you will receive feedback, normally both written as well as verbal during the tutorial 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, tutorial 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 will be happy to discuss your progress and any specific issues arising from your essays.

Do not worry if your friends working with other tutors are working on different topics or are asked to read different material. All tutors are teaching to the syllabus for the core paper, but they may vary their readings in line with their own areas of expertise and research interests as well as those of the cohort of students they happen to be working with.

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.

## Facilities

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

### 51-53 Banbury Road

- Offices of Elisabeth Hsu and Paola Esposito
- 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)

- Offices of Eben Kirksey and Paula Sheppard
- Seminar room (15-20 people max)
- Kitchen (ground floor)
- Lockers (ground floor)
- Study 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 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](mailto: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](https://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](https://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](http://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](http://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](http://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/](http://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](http://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](http://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](http://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](mailto:supportservice@admin.ox.ac.uk) or refer yourself or others via [ox.ac.uk/supportservice](http://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](https://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](https://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](https://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](https://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](https://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](https://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](https://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. theses and 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 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.

## 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

### **Master of Philosophy (MPhil)**

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 however, 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 the students body, 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 in MT and Dr Elizabeth Ewart after that, 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 Academic 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>