



SCHOOL OF ANTHROPOLOGY & MUSEUM ETHNOGRAPHY

Course Handbook 2022-23

MPhil Social Anthropology
MSc Social Anthropology



Cover Photo: A house in northern Angola. Photo: Ramon Sarró, August 2015.

This handbook applies to students starting the MSc and MPhil in Social 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 Social Anthropology](#)

[MPhil Social 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

Dear incoming students in Social Anthropology,

A very warm welcome to you!

We are delighted that you have chosen to join the Institute of Social & Cultural Anthropology (ISCA), within the School of Anthropology & Museum Ethnography (SAME), and we look forward to working with you.

Social anthropology considers people, through and through, as social beings. Everything that all of us do, in whatever society or culture at whatever period of history, rests on assumptions, which usually are not stated but which are largely shared with our particular neighbours, kin, friends, or colleagues. Everything social is open to question, including solidly held beliefs and attitudes and ideas about causality, the self in society, and nature and culture. Learning to relate different versions of the world to each other is learning to be a Social Anthropologist and is what we hope you will learn over the course of your degree.

ISCA (and SAME) is located in a number of buildings along the Banbury Road, a few minutes' walk north of Oxford city centre. 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).

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 Social 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.

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 find this handbook useful; suggestions for improvements may be sent to the Course Director, [Ina Zharkevich](#).

Information for all students on Social Anthropology degrees

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>

Key Contacts

Title	Name	Email
Head of School	Dr David Pratten	hod@anthro.ox.ac.uk
Social Anthropology Course Director	Dr Ina Zharkevich	ina.zharkevich@anthro.ox.ac.uk
Graduate Courses Administrator	Mel Goodchild	Mel.goodchild@anthro.ox.ac.uk
Director of Graduate Studies	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	Ms Helen Worrell	helen.worrell@bodleian.ox.ac.uk
Fieldwork & CUREC queries	Kate Atherton	kate.atherton@anthro.ox.ac.uk

Core Teaching Staff

[Dr Ina Zharkevich](#)

[Dr Thomas Cousins](#) (sab. HT23)

[Prof. Morgan Clarke](#)

[Prof. Inge Daniels](#)

[Dr Elizabeth Ewart](#) (sab. MT22)

[Prof. David Gellner](#)

[Dr Zuzanna Olszewska](#)

[Dr David Pratten](#)

[Dr Rosalie Allain](#)

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

Anthropologists in the Field



Rosalie Allain: Gbaya artisanal miners gathering and processing mine tailings that were left-behind by excavators during mechanized extraction (East Region, Cameroon)



Thomas Cousins, From Urban Animals Project: Sheep on the way to a feast in Cape Town.



Inge Daniels' fieldwork on the roof of a 'disobedient building' in Central London in June 2022. Research participants having a party, while watching the Jubilee fly-over.



Elizabeth Ewart: Sharing coffee, wine and research findings with participants in Chencha, southern Ethiopian highlands, 2018.



David Gellner doing an interview with Tirtha, key research participant, Kathmandu Valley, 1989.



Zuzanna Olszewska with young Afghan refugee poets in Iran, appreciating spring blossoms in a mountain orchard.



David Pratten with left to right Tonye Agala, Theophilis Akujobi, Tonye Agala jr, David Akeodi, Jackson Jack and Elder Tamuno Amboy Amabeoku at the carving of an agaba mask for the Pitt Rivers Museum. For the exhibition 'Changing Faces'.



Ina Zharkevich: Kham Magar women returning home from the jungle, mid-Western Himalayas, Nepal, 2011.

Course overview

MSc overview

The MSc in Social Anthropology is a 12-month course. You take four examined papers: two core papers and two option papers, and you complete a 10,000 word dissertation over the summer.

Paper 1 is examined by a coursework essay submitted at the start of Hilary Term (with the mark released in the course of HT). Papers 2 and 3 (option papers) are each examined by either an essay submitted early in Trinity Term or by a one-week timed essay in Trinity Term. Paper 4 is examined by a one-week timed essay taken in Trinity Term. The dissertation is submitted for examination at the end of August.

MSc Learning Outcomes

After completing the MSc in Social Anthropology, you should be able to:

- recognize characteristically anthropological ways of understanding social processes;
- appreciate how particular theories or views about the world (what some call cosmologies or ontologies) and particular ways of being in and knowing the world have emerged and relate to each other;
- appreciate the extent of human cultural unity and diversity;
- think critically about the relationship of anthropological methods to theory and vice versa, in historical context, especially ethnographic methods;
- apply anthropological ideas in different contexts and to diverse contemporary problems.
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In addition, your skills in analytical reading, conceptual thinking, oral communication of ideas, and clear writing should be enhanced.

MPhil overview

First year (MPQ)

The MPhil in Social Anthropology is a 2-year course. In the first year, known as the MPhil Qualifying (or MPQ) year, you take four examined papers: two core papers and two option papers. 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.

Paper 1 is examined by a coursework essay submitted at the start of Hilary Term (with the mark released in the course of HT). Papers 2 and 3 (option papers) are each examined by

either an essay submitted early in Trinity Term or by a one week timed-essay in Trinity Term. Paper 4 is examined by a one week timed essay taken in Trinity Term.

Second year (MPhil)

In the second year, you will spend most of the year researching and writing your 30,000-word MPhil thesis, which is submitted in Trinity Term. You will also take one more assessed option paper and towards the middle of Trinity Term you will submit an assessed essay on a topic from within the field of social anthropology. A list of essay topics will be produced by the examiners for you to choose from.

MPhil Learning Outcomes

After completing the MSc in Social Anthropology, you should be able to:

- recognise characteristically anthropological ways of understanding social processes;
- appreciate how particular theories or views about the world (what some call cosmologies or ontologies) and particular ways of being in and knowing the world have emerged and relate to each other;
- appreciate the extent of human cultural unity and diversity;
- think critically about the relationship of anthropological methods to theory and vice versa, in historical context, especially ethnographic methods;
- apply anthropological ideas in different contexts and to diverse contemporary problems;
- pursue in depth a particular anthropological research project to completion over the course of nearly a year.

In addition, your skills in analytical reading, conceptual thinking, oral communication of ideas, and clear writing should be enhanced.

Structure of teaching for Social 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.

Canvas – Virtual Learning Environment

We plan to deliver most teaching in-person, supported by virtual learning resources and online teaching via MS Teams where necessary.

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 receive an email notification, indicating that you have been added to the relevant Canvas site for your programme.

Canvas site for the MSc/MPhil in Social Anthropology

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

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.

Courses (Lecture Series)

Every year several courses (each composed of a series of lectures) on a variety of topics are available for students. Some of these courses are exclusively designed for MSc and MPhil students, while others are open to both undergraduates and postgraduate students. Options (of which you have to choose 2) take place in Hilary Term. Lecture attendance is not compulsory, but it is very strongly recommended. Some courses consist not only of lectures, but of a combination of lectures and discussion classes, and students are expected to participate actively in the latter.

Classes

Classes are discussion groups usually associated with lectures in which students critically discuss, in small groups, the key texts relevant to the understanding of the lecture or of the general theme of the course. Attendance at these classes is expected of all MSc and MPhil students.

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.

Tutorials

Tutorials are an important feature of the way we teach Social Anthropology at ISCA. They are usually taught in groups of two to four students with individually allocated tutors referred to as supervisor. For most, if not all, of your tutorials you will be working with your supervisor.

For most tutorials, you will be given an essay question and a reading list, and you will be expected to write an essay, which you will submit to your tutor in advance of the tutorial. 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, get feedback on your essay, 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, keeping questions to the very end, tutorials are designed to be highly interactive throughout. 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.

Either at or before the tutorial, your tutor will return your essay to you, normally accompanied by some written feedback to complement the verbal feedback during the tutorial. Note that attendance at tutorials and submission of the required work for tutorials is a compulsory part of the degree. If you are having difficulty, or know that you will have difficulty, attending or submitting work for a tutorial, please contact your tutor immediately, or at least in advance of the tutorial.

Supervision

Aspect of provision	Provision
Frequency and timing of meetings	<p>Your tutor will propose times for tutorials at your initial meeting in 0th or First Week of Michaelmas Term (MT). You can expect at least four tutorials over the course of MT and three in Hilary Term (HT) and Trinity Term (TT).</p> <p>Your tutor will expect you to submit the essay in advance of tutorials and to keep them informed about any problems you may have in keeping to the timetable.</p> <p>You may request an individual meeting with your supervisor at any time; you can expect to have at least one such meeting per term.</p>
Essay tutorials in the MSc or first year of the MPhil	<p>Your tutor will provide feedback on your essays and suggest ways of strengthening them. You should participate in discussion with your tutorial partners and be open to alternative approaches to answering the question.</p>
Dissertations: framing the research topic/question	<p>Your supervisor will provide feedback, will suggest alternative angles to consider, as well as readings to consider.</p> <p>The student should have both a topic and, eventually, a clear question that their proposed research and writing will address and attempt to answer.</p>

	<p>The supervisor is there to help you formulate the research question and to provide guidance in answering it.</p> <p>For MSc students, this supervision lasts up to the end of June, but cannot be provided in July and August. Therefore, it is essential to start thinking about the dissertation early on in the academic year.</p>
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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 no 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. The convention is that in MT and TT the Friday seminars focus on ISCA-related (i.e. social anthropology) themes; in HT, they are intended to appeal to the entire School.

In seminars the invited speaker usually talks for between 50 minutes and an hour, followed by some 30 to 60 minutes of general discussion, when members of the audience ask questions. Graduate students are warmly encouraged to join in the conversation and to be part of 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 fresh material to invoke in your tutorial or class discussion, or even to back up your argument in an essay (perhaps even in an exam!).

Our Friday seminar is not the only research seminar around Oxford. There are hundreds of research seminars every week all over the University, which constitutes a true embarrassment of riches.

[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 offers. If you think that any particular week you would be learning more by attending a seminar different than our Friday seminar (within SAME or even 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 social anthropology for MSc and MPQ students, whatever their background might be. In addition, all students are strongly encouraged to attend the *Cultural Representations* lecture series (8 lectures in MT and 8 lectures in HT). 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 already mentioned, please make sure you allocate sufficient time each week for independent study, reading, and writing for your degree course.

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 vacation, when there are no lectures or seminars to attend (though nowadays there is an embarrassment of riches available online), is the time to catch up with 'deep reading', absorbing entire ethnographic monographs, and mature reflection.

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 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; very often, the lecturer will indicate a small number of core or essential readings, which you should make sure to read, if you have not already done so. Long reading lists are provided in order to orient you for further and future reading, should you want to pursue the topic on your own at a later stage, or if you find yourself writing an essay on that very topic. If the lecture is accompanied by a class discussion, do not try to read everything superficially and quickly to prepare for the class. Start with the core readings, try to make the connection between them and the lecture, prepare some questions or points to be discussed in the class, and then tackle a selection of the further readings. You are expected to arrive at a class having read with intelligence rather than with speed. You will learn collaboratively with your tutorial and class partners.

For tutorial reading, please make sure that you ask your supervisor how many of the readings in the reading list they think you ought to read in order to answer the question of the essay (as an average, they will be in the region of 7 or 8 articles or chapters). Supervisors normally make this very clear in their individual instructions. In some of the classes (for instance in the classes for "Theory and Approaches" in Michaelmas Term) the convenor leading the class will give very specific orientation on what and when to read (approximately four articles or book chapters per session).

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. The majority of the readings will be available online.

The structure of the courses

In the following you will find information on lectures and classes that you are expected to follow, term by term.

Lectures, Classes, Tutorials

Theories, Approaches and Themes in Social Anthropology

This is a core paper for the MSc and 1st year MPhil (MPQ) in Social Anthropology. It focuses on a wide range of topics in social anthropology addressing both the history and development of the discipline as well as key theoretical and thematic issues.

Teaching is delivered primarily through lecture series, classes, and tutorials and it is examined by a 5,000-word essay submitted in 1st week of Hilary Term on topics covered in Michaelmas Term in 'Theories and Approaches in Social Anthropology'.

Comparing Cultures

This is a core paper for the MSc and 1st year MPhil (MPQ) in Social Anthropology. All the teaching that you have received in social anthropology will be relevant for this paper, which provides a topic-based (as opposed to history-of-theory) approach to the subject. The primary focus is on the topics covered in the 'Comparing Cultures' and 'Anthropology in the World' lecture series. Teaching is delivered primarily through those lectures, combined with tutorials. Comparing Cultures is examined by an exam paper consisting of two 2,500-word essays, written over one week, submitted in 6th week of Trinity Term.

MICHAELMAS TERM

Theories and Approaches in Social Anthropology Lectures

Convenors: Prof Morgan Clarke & Dr David Pratten

1. Theories and Approaches (DP)
2. Deep History and 'the Primitive' (MC)
3. Structure, Function and Fieldwork (MC)
4. From Function to Meaning (MC)
5. Interpretive Anthropology and Postmodernity (MC)
6. The Past in the Present (DP)

7. The Practice of Everyday Life (DP)
8. Power and ‘dark anthropology’ (DP)

Classes

The Michaelmas Term classes accompany the **Theories and Approaches** lectures. These take place every week (from week 1 through week 8) and last for one hour and a half. These classes build on the lecture series and provide students with the opportunity to read, present, and discuss themes covered in the lectures. You will be allocated to a group for this class and will be given details of the time and venue.

Classes will be led by Dr Ina Zharkevich, Dr Rosalie Allain, Dr Antonio Montanes, Dr Konstantina Isidoros, and others.

Comparing Cultures

(8 lectures in MT; 8 lectures in HT)

Convenor: Dr Zuzanna Olszewska

Lecturers: Prof Morgan Clarke, Dr Thomas Cousins, Dr David Pratten, Prof David Gellner, and Prof. Inge Daniels.

This is a two-term core course running across 16 weeks in Michaelmas and Hilary Terms. In Michaelmas term, we provide introductions to a number of key themes and issues in social anthropology. In Hilary term the lectures expand on some of the issues covered during MT, building and advancing students’ understandings of key areas within social anthropology.

1. Comparing Cultures (ZO)
2. Kinship (MC)
3. Gender & Personhood (ZO)
4. Ethnicity & Nationalism (DG)
5. Colonialism & Post-colonialism (DP)
6. Exchange (ID)
7. Religion & Ritual (DG)
8. Anthropological Approaches to the Environment (TDC)

Tutorials

The Michaelmas Term tutorials develop topics covered in particular in the **Comparing Cultures** lecture series, and you will draw upon your increasing knowledge of **Theories and Approaches** too. Your tutor will supply you with details of essay questions and reading lists for tutorials. You will receive four tutorials in Michaelmas Term, covering the following topics:

Weeks 1-2	Reading ethnography / What is anthropology?
Weeks 3-4	Kinship/Gender OR Kinship/Personhood;
Weeks 5-6	Talking with the ancestors – Decanonising the classics
Weeks 7-8	Exchange

Cultural Representations

8 lectures

Convenor: Chihab El Khachab (CEK)

Lecturers: Inge Daniels (ID), Chihab El Khachab (CEK), Liz Hallam (LH), Charlotte Linton (CL), Emily Stevenson (ES)

Attendance at these lectures is highly recommended to students in Social Anthropology, since they engage with a number of key issues in the discipline.

Week 1	Histories of Visual Anthropology (CEK)
Week 2	Social Lives of Things (LH)
Week 3	Anthropology, Film, and Cinema (CEK)
Week 4	Consumption (ID)
Week 5	Photography and Anthropology (ES)
Week 6	Anthropology, Museums, and Extraction (CL)
Week 7	Sound and Mediation (CEK)
Week 8	Digital Anthropology (CEK)

Fieldwork - Theories & Methods

Convenors: Dr Thomas Cousins & Dr Ina Zharkevich

The aim of this course is to examine the relationship between anthropological theory and anthropological practice, with specific reference to field ethnography. It is aimed at all new graduate students in ISCA.

Each session will include a lecture on a key aspect of ethnographic fieldwork. It can be viewed as a stand-alone lecture series preparing you for ethnographic fieldwork and as an accompaniment to the lectures and classes on Theory and Approaches.

Lecture

Lecturers: Dr Thomas D. Cousins, Dr Zuzanna Olszewska, Prof. Inge Daniels, Dr David Pratten, Prof. David Zeitlyn, Dr Ina Zharkevich, Dr Chihab El Khachab, Dr Charlotte Linton

1. Participant observation (ZO)
2. Ethics in fieldwork (IZ)
3. Multi-sited fieldwork (ID)
4. Audio-visual Methods (CEK)
5. Interviews (DP)
6. Digital Ethnography (DZ)
7. Writing (TDC)
8. Working and Researching Material Culture (CL)

HILARY TERM

Option Courses

In Michaelmas Term you will be asked to select two option papers 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.

Lectures

Comparing Cultures (cont.)

Convenor: Dr Zuzanna Olszewska

Lecturers: Prof Morgan Clarke, Prof David Gellner, Prof Harvey Whitehouse, Dr Inge Daniels

During Hilary Term, Comparing Cultures lectures will build on material covered at a more introductory level during Michaelmas term:

Anthropology of Religion

1. Fieldwork and Religious Experience (ID)
2. Cognitive approaches to ritual (HW)

Kinship and Social Reproduction

3. New Kinship and the New Reproductive Technologies (MC)
4. Kinship, Globalisation and the Nation State (MC)

Ethnicity and Identity

5. Nationalism and Identity (DG)
6. 'Race', Indigeneity, Transnationalism, Cosmopolitanism (DG)

Economic Anthropology

7. Money, Markets and Finance (ID)
8. Ethical Consumption (ID)

Cultural Representations

(8 Lectures in HT – *strongly recommended*)

Lecturers: Inge Daniels (ID), Liz Hallam (LH), Charlotte Linton (CL), Emily Stevenson (ES), David Zeitlyn (DZ)

1. Text and Materiality (LH)
2. Bodies in Anthropology (LH)
3. Materials: Anthropological Debates (LH)
4. Material Environments and Spatial Phenomena (ID)
5. Colonialism, Collecting and Contemporary Debates (TBC)
6. Anthropology and Archives (DZ)
7. Anthropology, Art, and Aesthetics (ES)
8. Anthropology and Design (CL)

Anthropology in the World

8 lectures in HT

Convenor: Dr David Pratten

Lecturers: Dr Rosalie Allain, Dr Gwen Burnyeat, Dr Morgan Clarke, Dr Eben Kirksey, Prof David Gellner, Dr Zuzanna Olszewska, and Dr Ina Zharkevich

This lecture series explores recent themes and debates in social anthropology. The aim will be to raise questions, explore the merit of divergent explanations, and examine the ethnographic basis on which current debates rest. This is an advanced graduate course of research-led teaching based on topics in which ISCA faculty are currently engaged.

1. Uncertainty (DP)
2. Ethics and Morality (MC)
3. Emotion and Affect (ZO)
4. Politics and the Political (GB)
5. Multispecies Ethnography, Disaster, and Hope (EK)
6. Social Suffering and Dark Anthropology (IZ)
7. Modernity (DG)
8. Technology (RA)

Tutorials

The Hilary term tutorials focus on selected topics from the Comparing Cultures series, as well as starting to lay the ground for your dissertations.

Please note that the tutorial in weeks 1-2 will take the form of a whole class session in which we will discuss expectations in relation to the dissertation, talk about how to design a viable dissertation project and explore what makes a successful dissertation.

Weeks 1-2	Whole-cohort class on dissertation preparation (date TBC)
Weeks 3-4	Religion & Ritual
Weeks 5-6	Ethnicity and Nationalism
Weeks 6-8	Whole-cohort class on CUREC forms

Weeks 7-8	Tutorial topic of your choice, based on tutorial prompts connected to the Anthropology in the World lectures
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Departmental seminar

Convenors: Eben Kirksey and Javier Lezaun

TRINITY TERM

Research Design Dialogues (RDD)

Convenors: Dr Thomas Cousins and Dr Ina Zharkevich

Class leaders: Dr Bill Kelly and Dr Neil Armstrong

RDDs are envisioned as an opportunity for you to present your work in a small-group setting and get additional feedback on your projects. RDDs will be run in small groups (up to five or six people) and will be facilitated by researchers from within the School. All of you will be asked to make a ten-minute presentation on your prospective research (power-points are welcome), which will be followed by feedback and discussion for up to 15 minutes. You are encouraged to attend all the sessions – not only the one where you will be presenting – even though it is not obligatory.

RDDs will take place on Tuesday and Wednesday of week 8, after your exams are finished.

Tutorials

The Trinity Term tutorials focus on supporting dissertation projects as well as providing an opportunity to prepare for the Trinity term examination.

Weeks 1-2	Dissertation tutorial
Weeks 3-4	Revision Tutorial
Weeks 5-6	Dissertation tutorial

Dissertation (MSc) and Thesis (MPQ/MPhil)

Your dissertation and thesis ideas, preparation and writing will be developed over the course of the academic year. In the case of MPQ students, you may undertake fieldwork or other research over the summer of your MPQ year, in which case you will need to retain regular contact with your supervisor; in the second year of the MPhil your supervisor will provide ongoing supervision as you progress your thesis.

In the case of MSc students, your supervisor will be able to provide feedback on your work up to the end of June. Thereafter, completion of the dissertation is a piece of independent research with no further input from your supervisor.

MPhil Social Anthropology – Second Year

In the second 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. There will be fewer lectures and classes to attend, but you will select one assessed option paper to be taken in Hilary term. After submitting your thesis you will be expected to write one assessed essay on a topic in the field of social anthropology, chosen from a list of questions issued by the examiners.

Methods Modules and Practical Training

Convenor: Dr Zuzanna Olszewska

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 Fieldwork Essentials 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) and/or submit a 2,500 word long essay, following the instructions of the methods module convenor. This writing will be assessed but not marked.

Research Ethics

Please note that if, as part of your methods module, 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](#)

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.

MICHAELMAS TERM

Critical Readings MPhil Class

8 sessions

Convenors: Dr Zuzanna Olszewska and Dr Ina Zharkevich

In this class students critically engage with ethnographic theory and writing, with presentations and debates around selected texts.

Departmental Seminar

8 seminars

Convenors: Dr Chihab El Khachab & Dr Ina Zharkevich

Fieldwork Essentials

Convenors: Prof David Gellner & Prof David Zeitlyn

Weeks 1-5

Week 1: Eleanor Pritchard on Divisional methods; Ina Zharkevich on methods training options

Week 2: Neil Carveth on safety in the field

Week 3: data management: Helen Worrell and John Southall

Week 4: 'What did no one ever tell me?' DPhil candidates Priya Sajjad and Rose Stevens

Week 5: CUREC forms: why and how to fill them out

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.

Departmental Seminar

8 seminars

Convenors: Eben Kirksey and Javier Lezaun

Option Paper

8 sessions

In week 2 of Michaelmas Term you will be asked to select one option paper, which must be different to the two options you followed in your 1st year. The option 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 Friday of week 2 of Michaelmas Term, 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.

TRINITY TERM

Departmental Seminar

5 sessions

Note that the first departmental seminar of Trinity term is replaced by the Marett Lecture hosted by Exeter College.

MSc/MPQ teaching table

TERM	LECTURES	CLASSES	TUTORIALS
Michaelmas Term	Theories & Approaches to Social Anthropology	Theories & Approaches to Social Anthropology	
	Fieldwork Theories & Methods	Research Design Dialogues	<ul style="list-style-type: none"> • Dissertation I • Revision Session • Dissertation II
	Comparing Cultures		<ul style="list-style-type: none"> • What is anthropology • Kinship/Gender/Personhood • Decanonising the classics • Exchange
	Cultural Representations		
Hilary Term	Comparing Cultures		<ul style="list-style-type: none"> • Research Ethics and Dissertation Workshop • Religion & Ritual tutorial • Anthropology in the World tutorial • Ethnicity and Nationalism tutorial
	Anthropology in the World		
	Cultural Representations		
		Option 1 & Option 2	

Important dates

MSc & MPQ Social 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: Essay titles released for Paper 1: Theories and Approaches in Social Anthropology

HILARY TERM

- Thurs week 1: Submit Paper 1 essay.
- Week 7: Receive mark and brief feedback on Paper 1 essay
- Friday week 7: Option paper essay titles released (where appropriate)

TRINITY TERM

- Thurs week 0: Submit Option paper essays (where appropriate)
- Thurs week 5: Return dissertation title form and synopsis to Mel Goodchild
- Thurs week 5: Essay titles released for Paper 4: Comparing Cultures
- Thurs week 6: Submit Paper 4: Comparing Cultures

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

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

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

MPhil 2nd Year important dates

MICHAELMAS TERM

- Monday week 2: Submit *final* thesis title and synopsis to Mel Goodchild.
- Friday week 3: Submit option choices via the online form (details circulated in advance)

HILARY TERM

- Friday week 7: Option paper titles released (where appropriate)

TRINITY TERM

- Thursday week 0: Submit Option paper essay (where appropriate)
Thursday week 2: Submit **Thesis**
Thursday week 5: Submit **Assessed Essay**

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 Social 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: Theories and Approaches in Social Anthropology

One essay of no more than 5,000 words, released on Friday 25 November 2022 to be submitted by noon on Thursday 19 January 2023.

Paper 2 and 3: Option Papers

Either one essay of no more than 5,000 words (or one essay of no more than 4,000 words and a book review of no more than 1,000 words), released on Friday 3 March to be submitted by noon on Thursday 27 April 2023, or by two essays of no more than 2,500 words each, to be assessed in mid Trinity Term.

Paper 4: Comparing Cultures

Two essays of no more than 2,500 words each, released on 23 May to be submitted by noon on Monday 30 May 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 **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 Social 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

MPQ students must obtain an average of 60 in the first year exams in order to proceed to the second year of the MPhil. 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. Good and bad feedback is welcomed! Please make use of this feedback mechanism. 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 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 innovative, 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 Social 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 supervisor 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 during independent study), or information from an ethnographic film.

Your supervisor 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 improvements.

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 supervisors are working on different topics or are asked to read different material. All supervisors 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, information literacy, and English for academic purposes (aimed at international students). 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 and about developing confidence in your own distinctive voice.

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 provide 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, how to avoid plagiarism, how to set out citations, and how to create 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

Many students will, as part of their course, undertake fieldwork, providing it is safe and practical to do so. However it is not 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. This applies also when all or part of the fieldwork is carried out online, as is increasingly the case.

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, you must 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 in case something goes wrong. There is an expectation that you will take out suitable travel insurance. If you have safety approval for your fieldwork, you may then apply to be covered by the university's insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away (these details will be included in the safety-in-fieldwork form). 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. Training for

fieldwork is covered by lectures on ethics and the CUREC workshop (see above), as well as by many of the Methods modules.

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)
- 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 Joint Consultative Committee.

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. It is an important forum for students to provide feedback on their experiences of the degrees.

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.

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. Be aware that demand for Counselling Services tends to be high. 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.

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.

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 in MT, Dr Elizabeth Ewart in HT and TT, as appropriate. If your concern relates to the course as a whole, rather than to teaching or other provision made by 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 consulting your college and, eventually, if necessary, 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 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>