MASTER OF PHILOSOPHY HANDBOOK

APPLIED BIOLOGICAL ANTHROPOLOGY
BIOLOGICAL ANTHROPOLOGICAL SCIENCE
HUMAN EVOLUTIONARY STUDIES

2016-2017
Biological Anthropology

MASTER OF PHILOSOPHY IN APPLIED BIOLOGICAL ANTHROPOLOGY
MASTER OF PHILOSOPHY IN HUMAN EVOLUTIONARY STUDIES
MASTER OF PHILOSOPHY IN BIOLOGICAL ANTHROPOLOGICAL SCIENCE

N.B. Please note this handbook is for guidance only. In cases where there are differences between what is written in this handbook and official University regulations or announcements, the latter should be considered authoritative.

Prepared in September-October 2016. The content is subject to revision.

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graduate-secretary@bioanth.cam.ac.uk
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Introduction

Biological Anthropology is a thriving, highly interdisciplinary institution, whose staff are dedicated to the understanding of human and great ape biological and cultural evolution. Its members carry out research in a wide range of areas, from primate and human behavioural ecology to genetics, human population biology and palaeoanthropology. Evolutionary principles and perspectives form the overarching framework that links all areas of study.

Biological Anthropology is part of the Department of Archaeology & Anthropology, recognised internationally as comprising centres of excellence in both teaching and research. The Department of Archaeology & Anthropology also houses the Duckworth Collection in the Henry Wellcome Building. As part of the Department of Archaeology & Anthropology, Biological Anthropology enjoys the wonders of the Haddon Library, one of the world’s most comprehensive teaching and research libraries in archaeology and anthropology. All students also have access to the University Library and their own College libraries.
General Information for all Graduate students

This handbook should be read in conjunction with the University’s regulations for the degree of Masters of Philosophy:

http://www.admin.cam.ac.uk/univ/so/2016/chapter07-section13.html

Students taking the MPhil in Biological Anthropological Science should also refer to the Code of Practice for graduate students, which can be found here:

http://www.cambridgestudents.cam.ac.uk/new-students/manage-your-student-information/graduate-students/code

The Graduate Handbook is sometimes updated during the course of the academic year to address errors or omissions. When consulting it, students are advised to check the latest version online:

https://www.vle.cam.ac.uk/course/view.php?id=119701
Administration & Organization

Academic Staff

The Head of the Department of Archaeology and Anthropology is Prof Martin Jones mkj12@cam.ac.uk

The Graduate Officer is Dr Robert Attenborough ra478@cam.ac.uk

The Director of MPhil Programmes is Dr Robert Attenborough ra478@cam.ac.uk

The academics involved in teaching, and their areas of research:

Professor Nicholas Mascie-Taylor Emeritus Professor

Human Population Biology and Health  nmt1@cam.ac.uk

Professor Robert Foley

Human Evolution  raf10@cam.ac.uk

Dr Toomas Kivisild
On Sabbatical leave (Michaelmas & Lent Term)

Human Evolutionary Genetics  tk331@cam.ac.uk

Professor William McGrew Emeritus Professor

Primate Behaviour and Culture  wcm21@cam.ac.uk

Dr Marta Mirazón Lahr

Human Evolutionary Biology  mbml1@cam.ac.uk

Dr Piers Mitchell

Health and Disease throughout Human  pdm39@cam.ac.uk
### Support Staff

The **Graduate Administrator**, Katie Teague ([graduate-secretary@bioanth.cam.ac.uk](mailto:graduate-secretary@bioanth.cam.ac.uk)), is responsible for all Graduate business and is your key point of reference for any queries not covered in this handbook. Katie is based in the Archaeology Office in the North Building, Downing Site. Tel: 01223 333520

*It is important to register for and check your Cambridge email account daily as this is the preferred route for departmental communications.*

The **Undergraduate Administrator**, Anna O’Mahony ([undergraduate-secretary@arch.cam.ac.uk](mailto:undergraduate-secretary@arch.cam.ac.uk)), is responsible for all Part II (second and third year undergraduate) business. Anna is based in the Archaeology Office in the North Building, Downing Site. Tel: 01223 339288

The **Assistant Administrator**, Erica Pramauro ([enquiries@bioanth.cam.ac.uk](mailto:enquiries@bioanth.cam.ac.uk)), supports all aspects of teaching in Biological Anthropology. Erica is based in the Biological Anthropology Office in the Pembroke Street Building. Tel: 01223 761097

<table>
<thead>
<tr>
<th><strong>Dr Jay Stock</strong></th>
<th>Evolution</th>
<th>Human Evolution and Skeletal Biology</th>
<th><a href="mailto:jts34@cam.ac.uk">jts34@cam.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr Peter Walsh</strong></td>
<td>Ape Quantitative Ecology and Conservation</td>
<td><a href="mailto:pdw36@cam.ac.uk">pdw36@cam.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td><strong>Dr Robert Attenborough</strong></td>
<td>Human population biology and health, evolutionary anthropology</td>
<td><a href="mailto:ra478@cam.ac.uk">ra478@cam.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td><strong>Dr Charlotte Houldcroft</strong></td>
<td>Human genetic adaptations to infectious disease</td>
<td><a href="mailto:ch504@cam.ac.uk">ch504@cam.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td><strong>Prof Adam Kendon</strong></td>
<td>Gesture studies and theories of language origins</td>
<td><a href="mailto:adamk@dca.net">adamk@dca.net</a></td>
<td></td>
</tr>
</tbody>
</table>

*Visiting Scholar*
Science IT and 3D Imaging Officer, Fabio Lahr (ferl3@cam.ac.uk) deals with the IT needs of researchers and students, 3D imaging, and web design. He is based in the Henry Wellcome Building (LCHES), Fitzwilliam Street. Tel: 01223 764708
For further IT support please contact the HSPS IT Helpdesk (helpdesk@hsps.cam.ac.uk)

Senior Chief Technician & Facilities Manager, Emma Devereux (ejd58@cam.ac.uk) is the safety officer in the Henry Wellcome Building (LCHES), Fitzwilliam Street. She is responsible for Lab work Training and safety aspects related to Fieldwork and she manages the Duckworth Collection (curatorial responsibility and management). Tel: 01223 764714

Chief Lab Technician & Laboratory Supervisor Joanna Osborn (jo219@cam.ac.uk) is the safety officer in the Pembroke St building and deals with Lab work Training and safety aspects related to Fieldwork. She is based in the Biological Anthropology Building in Pembroke Street. Tel: 01223 335554

University Services

Careers Service
Offers career advice and support to students, including advice about CVs, covering letters and application forms. Also organises careers events and skills and briefing sessions.
Email: enquiries@careers.cam.ac.uk
Website: www.careers.cam.ac.uk/index.asp

Counselling Service
The first port of call for any student requiring pastoral support will usually be his or her college tutor. However, there is also a University Counselling Service, which is free and available to all graduate students. The Service is staffed by a team of trained and accredited counsellors and therapists. The counsellors are all experienced in helping people from many different backgrounds and cultures, and with a wide range of personal and work issues.
Email: reception@counselling.cam.ac.uk
Website: www.counselling.cam.ac.uk
Disability Resource Centre
The Disability Resource Centre offers information and advice on disability issues (including Specific Learning Difficulties), and can offer individual advice and support to disabled students and those staff supporting them.
Email: disability@admin.cam.ac.uk
Website: www.admin.cam.ac.uk/univ/disability

Graduate Union
The Graduate Union (GU) is the University-wide representative body for graduate students in the University of Cambridge. It is a source of advice, support and representation for graduates. They can also provide rooms for meeting, thesis binding and computing services etc.
Email: enquiries@gradunion.cam.ac.uk
Website: www.gradunion.cam.ac.uk

International Student Office
The International Student Team provide specialist support both to students who come from outside the United Kingdom to study at Cambridge, and to Cambridge students who study overseas as part of their course.
Email: internationalstudents@admin.cam.ac.uk
Website: www.internationalstudents.cam.ac.uk

Language Centre
The Language Centre offers assistance in modern language learning. The services include taught courses in 12 languages from beginner to advanced level, self-study tools in over 150 languages, and multi-media resources, video booths and computer workstations. They also run courses and support programmes in English for international students.
Email: enquiries@langcen.cam.ac.uk
Website: www.langcen.cam.ac.uk

Student Registry
The Student Registry provides administrative support for student records, fees, examinations and assessment, loans and some funding.
Email: student.registry@admin.cam.ac.uk
Website: www.admin.cam.ac.uk/students/studentregistry

Students Union Advice Service
The Students' Unions' Advice Service provides confidential, impartial and
independent advice to all students at Cambridge, undergraduate and graduate from any College. The Advice Service can help students on a whole range of issues, from making friends to exams, from intermission to bullying, and from welfare concerns to finance. The advisers in the team are warm and welcoming, and you can discuss anything with them. Drop in, email or call.

Email: advice@studentadvice.cam.ac.uk
Website: www.studentadvice.cam.ac.uk
Plagiarism

The Department follows the Board of Examinations and the Board of Graduate Studies guidance on plagiarism, and it is important that every student is aware of the seriousness of submitting plagiarised work. Please familiarise yourself with the following guidelines:

Plagiarism is submitting as one’s own work that which is derived in part or in entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

Examples of plagiarism include copying (using another person’s language and/or ideas as if they were a candidate’s own), by:

- **quoting verbatim** another person’s work without due acknowledgement of the source;
- **paraphrasing** another person’s work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- **using ideas** taken from someone else without reference to the originator;
- **cutting and pasting** from web sources to make a pastiche;
- **submitting someone else’s work** as part of a candidate’s own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as ‘essay banks’ or ‘paper mills’, or not attributing research contributed by others to a joint project.

Plagiarism might also arise from colluding with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

Plagiarism can occur in respect to all types of sources and media:

- text, illustrations, musical quotations, mathematical derivations, computer code, etc.;
- material downloaded from websites or drawn from manuscripts or other media;
- published and unpublished material, including lecture handouts and other students’ work.
Acceptable means of acknowledging the work of others (by referencing, in footnotes, or otherwise) vary according to subject matter and mode of assessment. Students are advised to follow the referencing format used by the journal *Antiquity*, the *Cambridge Archaeological Journal* or a similar journal (see guide to writing dissertations in Sections 2 and 3 of this handbook). If you are unfamiliar with this journal, copies can be found in the Haddon Library and online from most @cam IP addresses. Candidates are required to familiarise themselves with this guidance and to follow it in all work submitted for assessment. If a candidate has any queries, clarification should be sought from a supervisor or course coordinator.

Failure to conform to the expected standards of scholarship (e.g. by not referencing sources) in examinations and/or assessed work may affect the mark given to the candidate’s work. In addition, suspected cases of the use of unfair means (including plagiarism) will be investigated and may be brought to the University Courts. The Courts have wide powers to discipline those found guilty of using unfair means in an examination, including depriving such persons of membership of the University.

The Faculty of HSPS uses Turnitin UK to screen student work under some circumstances. Information on the use of Turnitin will be made available to students from the Examination pages of the MPhil Moodle site:

https://www.vle.cam.ac.uk/course/view.php?id=119701&sectionid=1312121

Full details about Turnitin UK and your rights and responsibilities can be found on the University’s website, [www.cam.ac.uk/plagiarism](http://www.cam.ac.uk/plagiarism).
Courses: General Information

There are three MPhil programmes in Biological Anthropology in the University of Cambridge. Programmes are either ‘taught’ MPhils, meaning students are expected to attend lectures and produce assessed work throughout the course of these year, or a ‘research’ programme. The MPhil in Applied Biological Anthropology and the MPhil in Human Evolutionary Studies are taught MPhils. The MPhil in Biological Anthropological Science is a research MPhil which means students are not required to attend lectures (although they may request to sit in on some lectures related to their research) and are assessed through the submission of a dissertation and a viva voce (oral) examination at the end of their course.

MPhil in Applied Biological Anthropology

The MPhil in Applied Biological Anthropology (ABA) is a one-year interdisciplinary course, with core teaching which covers a range of topics in human nutritional ecology, growth and development, epidemiology and disease, reproductive ecology and molecular genetics depending in any given year on staff expertise and research areas. There are biostatistical and laboratory elements to the course as well as a focus on field studies. This taught MPhil recruits students who are prepared for graduate work and wish to receive interdisciplinary training, and who may have an interest in going on to undertake doctoral research. This is a demanding course that enables students to obtain specialist training and knowledge over a relatively short time frame. Subject to performance in the assessment, the course prepares students to undertake an advanced degree. The course includes taught modules and a dissertation of not more than 20,000 words.

The aims of the course are to:

i. provide students with the opportunity to study to an advanced level substantive issues and debates in Applied Biological Anthropology, through lectures, seminars, and discussion sessions;

ii. provide students with knowledge of current research in Applied Biological Anthropology through lectures, seminars and discussions provided by staff who have research expertise and strengths in these areas;
iii. enable students to acquire critical thinking and intellectual skills necessary for undertaking independent research in some aspect of Applied Biological Anthropology;

iv. take advantage of the varied knowledge and experience that is characteristic of the MPhil class and to encourage students to learn from each other, particularly in seminar discussions;

v. prepare students for research at doctoral level and to equip students to be future leaders in Applied Biological Anthropology and allied fields around the world.

MPhil in Human Evolutionary Studies

The MPhil in Human Evolutionary Studies (HES) is a one year interdisciplinary course that gives students the opportunity to work in depth within a particular area of interest in this field, while acquiring advanced knowledge across the breadth of the discipline - evolutionary theory, human evolution and prehistory, human evolutionary anatomy, human evolutionary genetics and primate behaviour. This unique combination is achieved through a demanding programme of courses on two major academic topics, training in quantitative methods, enhancement of communication skills, and research training, including the writing of a dissertation. The course welcomes students from a range of disciplines who want to acquire a strong knowledge-base in human evolution, as well as analytical, communication and research skills. The course includes taught modules and a dissertation of not more than 20,000 words.

The aims of the MPhil in Human Evolutionary Studies are:

i. to give students the chance to learn, at an advanced level, about the major topics in human evolution and related fields;

ii. to provide students with the opportunity to review and discuss major research questions in human evolution;
iii. to provide students with intellectual skills that will allow them to undertake independent research in human evolution;

iv. to give students the appropriate intellectual and mentoring context for the development of an independent research project;

v. prepare students for research at doctoral level and to equip students to be future leaders in Human Evolutionary Studies and allied fields around the world.

MPhil in Biological Anthropological Science

The MPhil Biological Anthropological Science (BAS) is a one year Master's degree by research, in which the sole requirement is a dissertation. It is suitable for those who have a strong background in this field, or who have research experience. It is expected that the topic of research will fall within one of the many areas in which academic staff in Archaeology and Anthropology specialize. An MPhil in Biological Anthropological Science may be obtained after one year of research on an approved subject within the field of Biological Anthropology, and includes an oral examination of the thesis and the general field of knowledge in which it falls. The dissertation topics are decided between the student and the supervisor, and assistance is provided on elements of methodology and analysis, as well as with the written presentation. This course aims to:

i. give students with relevant research experience at first-degree level the opportunity to carry out focussed research in the discipline under close supervision;

ii. give students the opportunity to acquire or develop skills and expertise relevant to their research interests;

iii. prepare students for research at doctoral level and equip students to be future leaders in Biological Anthropology and allied fields around the world.
All students will write a thesis of not more than 35,000 words in length, exclusive of tables, footnotes, bibliography, and appendices, on a subject approved by the Degree Committee for the Faculty of Human, Social, and Political Science. The examination shall include an oral examination on the thesis and on the general field of knowledge within which it falls. The thesis shall provide evidence to satisfy the Examiners that a candidate can design and carry out investigations, assess and interpret the results obtained, and place the work in the wider perspectives of the subject. The thesis and examination form the sole assessment for the degree.
Course Management

The MPhil programmes in Applied Biological Anthropology (ABA) and Human Evolutionary Studies (HES) are taught Master’s degrees run by Biological Anthropology, in the Department of Archaeology and Anthropology. They are one-year courses that are taught through a combination of lectures, seminars and individual supervision. Through these, students will interact with and be taught by many different academic staff. Each student is appointed a supervisor whose responsibility it is to advise on the choice of topic for the dissertation, its subsequent development and provide feedback on a draft of the thesis. Supervisors are appointed during the Michaelmas term with a view to matching, as far as possible, the interest of the students and the expertise of academic staff. However, the final decision also takes into account overall numbers of students in the year, as well as staff availability.

The MPhil in Biological Anthropological Studies is a research Master’s run by Biological Anthropology, in the Department of Archaeology and Anthropology. Students doing the MPhil in Biological Anthropological Science are not required to attend lectures (although they may do so with the permission of the relevant lecturer) and are assessed exclusively through the submission of a thesis and an oral (viva voce) examination on the thesis and on the general field of knowledge within which it falls. Students on this programme will be expected to work independently for much of the year and will be required to plan their own timetable of work (in discussion with their supervisor) and carry it out.

The MPhil courses have a designated Director, who is responsible for general academic advice to students, advice on the planning of the year’s work, and overseeing the organisation and assessment of the course. The Director of MPhil programmes for the current year is Dr Robert Attenborough.

The Director of MPhil holds ‘surgery hours’ from 2-4pm on Thursdays during term, in the Library of the Henry Wellcome Building, Fitzwilliam Street.

These will be used to communicate important information about elements of the course or thesis and will be an opportunity for students to ask questions or raise issues about their studies or research. In some weeks there will be formal
sessions scheduled in this time slot, as announced in due course; in other
weeks, this will simply be an opportunity to meet, discuss and ask questions.

Each student will also be assigned a Supervisor who will offer guidance and
provide advice and supervision on the dissertation usually undertaken in Lent
and Easter Terms.

In the taught MPhil programmes, dissertation supervisors are assigned on a
provisional basis only in the first instance. Students in the taught MPhil
programmes are encouraged to use their first weeks actively to develop their
thinking as to possible dissertation topics while also getting to know the staff
here and the topics in which they have expertise. As students define and refine
the topics on which they propose to write their dissertations, that may bring
implications as to the likeliest supervisor on a given topic. For this reason it is
not uncommon that the eventual dissertation supervisor may be different from
the one originally allocated provisionally. Subject to approval, such changes
are not a problem. Of course, there needs to be a balance: take some time, in
the early weeks, to consider your interests and options, and develop dissertations proposals accordingly; but late changes of topic and supervisor
can bring problems, hence there is a time line.
Course Structure

There are two main components to each of the taught degree programmes, both of which contribute to the educational aims: taught modules, and a dissertation. The research degree consists only of a dissertation. The ABA and HES MPhil programmes differ somewhat in the content of the taught components, but both involve the same guidelines for the thesis.

Taught Component

List of Module Titles:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
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<tbody>
<tr>
<td>BAN2</td>
<td>Behavioural ecology and adaptation</td>
</tr>
<tr>
<td>BAN3</td>
<td>Human evolution and palaeolithic archaeology</td>
</tr>
<tr>
<td>BAN4/5</td>
<td>Theory and practice in biological anthropology</td>
</tr>
<tr>
<td>BAN6</td>
<td>Evolution within our species</td>
</tr>
<tr>
<td>BAN7</td>
<td>Culture and behaviour</td>
</tr>
<tr>
<td>BAN8</td>
<td>Health and disease</td>
</tr>
<tr>
<td>BAN9</td>
<td>Special Topics in palaeolithic archaeology and human evolution</td>
</tr>
</tbody>
</table>

Applied Biological Anthropology (ABA):

The taught component of the ABA programme is based around 3 taught modules. Students are expected to attend all lectures and practical sessions related to their course of study.

1) BAN4/5 *Theory and practice in biological anthropology*
2) BAN2 *Behavioural Ecology and Adaptation*
3) BAN8 *Health and Disease*

Students wishing to substitute another course from the list above for either modules BAN2 or BAN8 should contact the module co-ordinator for permission and obtain the approval of their supervisor and the Director of MPhil Programmes.

Assessment of the MPhil in Applied Biological Anthropology is based on the student’s performance in five course-related assessed elements and their dissertation. These assessments contribute differentially towards the overall mark and the weighting of each is given below.
1) Performance in *Theory and practice in biological anthropology* is assessed through the submission of a quantitative exercise on statistical analysis and interpretation at the end of Lent Term. Students will be given guidance in producing the quantitative exercise through lectures and practicals given as part of BAN4/5. This assessment counts towards 10% of the final MPhil mark.

2) Performance in *the taught courses* is assessed through the submission of two essays on the topics covered in taught modules, and two further coursework elements which may take the form of an essay, a laboratory report or a written article. Essays should be of no more than 2500 words in length and the report or article should not exceed 1500 words. Each of these elements will count towards 10% of the final MPhil mark, contributing a total of 40% all together. The exact form the assessment will take will be communicated to students by the course coordinators. Students will be given guidance on completion of the coursework for this module during lectures.

In addition to the other taught modules all students are required to give 3 short Research Presentations using PowerPoint. One presentation is given at the end of each term and should be on the topic of the student’s dissertation. The presentations are not assessed, but play an important role in the development of dissertation research and transferable skills. Academic staff, in addition to other graduate students, will be invited to attend these presentation seminars and provide feedback on the student’s work.

**Human Evolutionary Studies (HES):**
The taught component of the HES programme is based around 3 taught modules. Students are expected to attend all lectures and practical sessions for these modules:

1) BAN4/5 *Theory and practice in biological anthropology*
2) BAN3 *Human Evolution and Palaeolithic Archaeology*
3) BAN6 *Evolution within our species*

Students wishing to substitute another course from the list above for either module BAN3 or BAN6 should contact the module co-ordinator for permission and obtain the approval of their supervisor and the Director of MPhil Programmes.
Assessment of the MPhil in Applied Biological Anthropology is based on the student’s performance in the three taught modules and their dissertation. These assessments contribute differentially towards the overall mark and the weighting of each is given below.

1) Performance in *Theory and practice in biological anthropology* is assessed through the submission of a quantitative exercise on statistical analysis and interpretation at the end of Lent Term. Students will be given guidance in producing the quantitative exercise through lectures and practicals given as part of BAN4/5. This assessment counts towards 10% of the final MPhil mark.

2) Performance in the *taught courses* is assessed through the submission of two essays on the topics covered in taught modules, and two further coursework elements which may take the form of an essay, a laboratory report or a written article. Essays should be of no more than 2500 words in length and the report or article should not exceed 1500 words. Each of these elements will count towards 10% of the final MPhil mark, contributing a total of 40% all together. The exact form the assessment will take will be communicated to students by the course coordinators. Students will be given guidance on completion of the coursework for this module during lectures.

In addition to the other taught modules all students are required to give 3 short Research Presentations using PowerPoint. One presentations is given at the end of each term and should be on the topic of the student’s dissertation. The presentations are not assessed, but play an important role in the development of dissertation research and transferable skills. Academic staff, in addition to other graduate students, will be invited to attend these presentation seminars and provide feedback on the student’s work.
Performance in Research in both the MPhil in Applied Biological Anthropology and MPhil Human Evolutionary Studies programmes is assessed through a written dissertation which counts for 50% of the final MPhil mark. Each student completes a thesis, of up to 20,000 words in length (excluding front matter, tables, figures, appendices and references). In coordination with their Supervisor, students choose a topic within a branch of Biological Anthropology that can be written up in the form of a thesis in the course of the year. Students are encouraged to focus on a topic early in the year. The thesis title and topic must be formally approved by the Supervisor, the Graduate Education Committee and the Degree Committee.

The MPhil in Biological Anthropological Science is assessed through a written dissertation of no more than 35,000 words in length, excluding tables, footnotes, bibliography, and appendices, on a subject approved by the Graduate Education Committee and Degree Committee for the Faculty of Human, Social and Political Sciences. This counts for 100% of the final MPhil mark.

The deadline for the submission of dissertation titles to the Graduate Administrator is 10 February 2017.

The dissertation title must be approved by the student’s supervisor before communicating it to the Graduate Administrator. Any changes to the dissertation title after this date must also have the approval of the supervisor and should be sent to the Graduate Administrator as soon as possible.

Students taking either Applied Biological Anthropology or Human Evolutionary Studies are required to submit their dissertation by no later than 12 noon on 21st July 2017.

Students taking Biological Anthropological Science are required to submit their dissertation by no later than 12 noon on 31st August 2017.
Finalization of Essay/Assignment Topics

Essay and other coursework assignments in ABA and HES are generally linked to specific lecture courses as described above. In most/all cases, the initiative to propose specific essay/assignment topics is yours; but the topic and question must be discussed with and agreed by the relevant course co-ordinator (or another teacher in the course where the co-ordinator delegates accordingly). The MPhil Director should then be informed in writing (email is acceptable) of the topic/question and name of the approving teacher at least two weeks before the relevant deadline.

Submission of Assessed Coursework Assignments

Assignments should be submitted to the Graduate Administrator in the archaeology Office no later than 4pm on the submission date. Students should submit two printed copies of all essays, reports and dissertations, accompanied by one copy of the MPhil assessed work declaration form (coversheet). By the same deadline, students must also submit an electronic copy of the work in Word format. This can either be emailed to the Graduate Administrator or delivered to the Archaeology Office on a portable USB stick. The electronic copy should be identical to the printed copy submitted by the student.

Including a DVD or CD
You may, in certain circumstances, include a DVD or CD with your dissertation. Students wishing to submit a DVD or CD with their dissertation should request permission to do so from the Senior Examiner, copying in the Graduate Administrator, and should have written support from their supervisor.

Applications for permission to include a DVD or CD should be made no later than two week before the MPhil dissertation submission deadline.

A copy of the DVD or CD should be firmly attached to the back cover of each bound copy. A DVD or CD will be treated as an Appendix and so not count towards the word limit; however, your examiners are not compelled to read it in part or in whole, and you should ensure that your argument is not dependent on access to the DVD or CD, but is self-contained within the body of the dissertation. It is recommended that DVD and CDs be used only for presentation of large database or spreadsheet files or extensive descriptive
catalogues that would be unwieldy to print out. Any files on a DVD or CD should be in an easily read format—you cannot assume that any examiner will have access to specialist software.

It is also recommended that you print the first page or a sample page of any file on your DVD or CD, to show to examiners how you collected and/or arranged your data. This sample page may be inserted as an Appendix or included as a Figure within your dissertation.

### Penalties for Late Submission of Coursework

Unless prior arrangements for an extension have been made, the Senior Examiner will penalise late submission of all coursework (including essays, reports, articles, and dissertations). Five points will normally be deducted for the first day a piece of assessed work is late, and an additional one point will be deducted for each day thereafter.

Students must be aware that this penalty can drastically change a mark for assessed work and may even result in a fail. For instance, an essay marked as a 65 (a good Pass) will be reduced to a 60 (barely a Pass) if submitted one day late, and will fail (59) if it is two days late. Failing marks for work that comprises, for example, 10% of the overall MPhil mark will have a significant effect on the class of degree a student receives.

### Extension Requests

If students cannot hand in their coursework on time, through circumstances beyond their control, a short extension of up to two weeks may be permitted. The problem preventing submission must be documented, and the arrangement for an extension must be made as far in advance of the deadline as possible, and at minimum two days prior to the deadline. Extensions must be requested from the Senior Examiner, copying in your Supervisor, the relevant Module Coordinator and the Graduate Administrator.

Requests for extensions of over two weeks (e.g. for serious illness) should be made by your College Tutor (not by you) to the same staff members (as above).
Again, these arrangements must, whenever possible, be made well in advance of any deadline, and be accompanied by medical evidence or similar documentation (which you should send to your Tutor along with the request). If there is good reason that work cannot be submitted in time for assessment and consideration towards the degree, an allowance towards the degree may be made (http://www.cambridgestudents.cam.ac.uk/your-course/examinations/graduate-exam-information/after-examination/examination-allowances-graduate).

We cannot grant extensions for English language editing, nor if a student is simply out of the UK on the date a piece of work is due. Any student who will be out of the country must make arrangements for someone to hand in work on their behalf or must post/courier work so that it arriva$\text{ls}$ in the department by the due date (not postmarked on the due date).

**Evaluation**

To PASS either the ABA or HES MPhil students are required to achieve an average mark of at least 60% in both the Taught and Research components of the course. Students who achieve a final mark equalling 68% or above receive a HIGH PASS, which is the normal benchmark to allow a student to apply to continue as a graduate student at the PhD level. Students who achieve a final average mark equalling 75% or above receive a DISTINCTION.

Candidates are required to pass in each part separately, except in the following circumstances:

a. a candidate whose failure in the taught course component is marginal is allowed to submit a thesis, and a high performance in the thesis may be taken into account by the Degree Committee in determining their recommendation to the Board of Graduate Studies;

b. where a candidate’s failure in the thesis is marginal, a high performance in the course component may be taken into consideration by the Degree Committee in determining their recommendation to the Board.

Candidates whose failure in the course component is more than marginal will not normally be recommended to proceed further with the examination. The
MPhil is a pass or fail degree. In the case of those wishing to continue to the PhD, however, the Department uses the MPhil results as a guide to research potential. The band High Pass is not a distinction currently recognised by the Board of Graduate Studies and will therefore not appear on the student’s final transcript which will only indicate whether an MPhil programme was passed or passed with distinction. The Graduate Administrator can, on request, supply confirmation by way of a letter indicating the class of degree achieved.

Recording of Lectures

Recording of lectures is sometimes permitted, but only if a student has followed the procedure laid out below. *No student should record seminars, classes or supervisions involving other students or without prior permission.*

Procedures to be followed before recording lectures:

A) A student with a disability or specific learning difficulty should follow the procedure set out by the Disability Resource Centre (DRC):  
www.admin.cam.ac.uk/univ/disability/students/recording.html
He or she will be asked to inform the DRC of his or her needs and sign an agreement regarding the use and storage of the recordings made. Acting on information provided by the DRC, the Department of Archaeology and Anthropology will inform lecturers on the courses taken by the student that their lectures will be recorded.

B) A student who wishes to record lectures for reasons other than disability or specific learning difficulties must comply with the following procedure before recording:

1) Discuss the issue of recording and other study skills with his or her Supervisor.

2) Sign an agreement with the Department of Archaeology and Anthropology regarding use and storage of recorded lectures. Recordings made are for the personal use of the student only. Copies of the agreement can be obtained from the Archaeology Office.

3) Seek permission from each lecturer individually to record his or her lectures. Please note that lecturers may not agree. No student may record a lecture without the permission of the lecturer, and recordings
of lectures which have been made without permission must be deleted or destroyed.

**MPhil Thesis**

For **ABA** and **HES** each student will complete a 20,000 word thesis excluding tables, appendices, and references, which represents a significant research undertaking. The thesis is driven by a research question that is independently investigated by the student. The examination may include an oral examination on the thesis, the general field of knowledge within which it falls, and on the other work submitted as part of the examination.

For **BAS** each student will complete a thesis of not more than 35,000 words in length, exclusive of tables, footnotes, bibliography, and appendices, on a subject approved by the Degree Committee for the Faculty of Human, Social, and Political Science. The examination shall include an oral examination on the thesis and on the general field of knowledge within which it falls. The thesis shall provide evidence to satisfy the Examiners that a candidate can design and carry out investigations, assess and interpret the results obtained, and place the work in the wider perspectives of the subject.

Given that most students have little experience with formalising independent research in a written format, guidance is provided that may be useful for planning and writing up the thesis. The following information is guidance only, as there are no strict rules of format nor content of theses. Every thesis will vary somewhat depending on the research topic. Hence, consider the following information as general advice and not as a precise blueprint for conducting and writing up your thesis. Should the student wish to consult other MPhil theses, past ones are available in the Haddon Library or from the Graduate Administrator; otherwise, your Supervisor may be able to provide you with an example thesis which they consider to be of good organisation and quality.

**General Content:**

The thesis reports on a piece of research. The starting point is to identify a problem or question which is of general scholarly interest. It is important to consider practical issues and the resources available, especially the overall
schedule for conducting research. It is extremely important to think ahead about your thesis topic, and to establish whether a topic is feasible or not. Hence, you need to identify the problem, determine data sources, make necessary contacts, etc., so that you have planned your research in advance. It is necessary to think of the thesis as an interactive process in which the problem you wish to investigate is tested using data that exists or can be generated; this may cause the research problem to be modified. The following framework should be kept in mind: a) the general area of investigation, b) the specific problem or issue that you wish to investigate, c) the data or information that will be needed, and d) the appropriate methods to employ (e.g., graphics; statistical tests or relationships between variables; comparison of data). It is important to consider the overall logistics, such as travel and subsistence, if necessary, laboratory requirements (equipment, space, time) and data processing.

Presentation:

The thesis will be judged by the examiners primarily on its content. However, it is also important to have a professional looking presentation as well. The student should make the thesis scholarly, interesting and easy to read. Short words and simple sentences often times help to convey ideas with clarity. The overall length of the thesis must not exceed the word limit, excluding tables, references and appendices.

Typically, an arrangement for the thesis starts as follows:

- Title page (title, candidate’s name, department, date)
- An abstract (usually one to two paragraphs)
- Acknowledgements
- Contents pages (list of chapters and chapter sections, figures and tables, with page numbers)

The body of the thesis varies according to the topic and the methods to be employed, thus there is no prescriptive outline. Typically, however, theses often are divided into the following main parts or chapters:

- Introduction (states the object and purpose of the investigation, the area examined and the nature of the material studied)
- Literature review
• Substantive content (subdivision into chapters and sections is desirable. Scientific paper format is a common model but other formats may be as good or better in a particular case. Don’t forget materials and methods. Attention should be paid to argument, and a clear distinction should be made between the evidence and deductions made from it)

• Conclusion/discussion (a concise interpretation of the results and a brief discussion of their special and general significance)

• References

Illustrations:

Tables and figures should be clearly titled to give their content and source, and should be numbered consecutively (e.g., Figure 1, Figure 2) for reference in the written text.

Footnotes:

Footnotes are normally limited. If a footnote is necessary, consider carefully whether the information could be inserted in the text with some recasting of the sentence. If necessary, footnotes should normally be placed at the bottom of the page.

References:

The objective of providing references is to inform the reader of the sources used. The references also show familiarity with the relevant literature. No one style reference has been adopted by the Department, but the formal style guidelines employed by leading journals, such as the American Journal of Physical Anthropology or Annals of Human Biology are typical. It is important to be accurate in presenting references, and to use the same consistent format throughout. It is also important to cross-check your text with your references to ensure that all citations are in the bibliography and vice versa.

Submission:

Two hard copies and one electronic copy (in Word or PDF format) of the MPhil Thesis should be submitted to the Bio Anthropology Graduate Administrator, Archaeology Office, Ground Floor, North Building, Downing Site by 4pm, Friday 21st July 2017 for taught courses and by 4pm, Thurs 31st August 2017 for the research course.
As part of the thesis component of the taught MPhil programmes, students are also required to:

i. attend a meeting with the MPhil programme director, to be scheduled close to the Division of Michaelmas Term (provisionally 3\textsuperscript{rd} November, to be confirmed), to which they will bring their ideas concerning their dissertation topic and project and its supervision;

ii. submit a \textit{Feasibility Report} by the end of Michaelmas Term;

\textbf{Feasibility Report}: 500 word text describing their proposed programme of research. This will include a statement that the necessary facilities to carry out the proposed research are available. Such facilities would include, for instance, funds, laboratories, animals, equipment, and/or field facilities. The Feasibility Report should be submitted to the Biological Anthropology Graduate Administrator, Archaeology Office, Ground Floor, North Building, Downing Site by 4pm, \textbf{Friday 2\textsuperscript{nd} December 2016}.

iii. give a 10 minute PowerPoint presentation to the MPhil group near the end of each term (to be scheduled).

PowerPoint presentations will be based on the materials and methods defined to tackle the problem of their dissertation, as well as any analysis by then undertaken.
# Marking criteria for dissertation and essays

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<td>75 +</td>
<td>Distinction</td>
<td>The minimum here would be ‘Evidence of having read and understood most relevant material. Excellent analysis, synthesis and evaluation of material. Showing originality and synthesis in approach and thinking.’, but with the expectation that there is a clear indication of “Imaginative and original, synthetic and exceeds expectations. Challenges existing views of subject.”</td>
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<tr>
<td>68 – 74</td>
<td>High Pass</td>
<td>The minimum here would be ‘Evidence of having read and understood much of the relevant material, and the ability to integrate this information in an answer that shows some originality. Broad-based and well-argued.’ The quality of understanding, integration and argument very good, a very high 2.1, or a low first. Some originality in thought and expression is essential.</td>
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<tr>
<td>60 – 67</td>
<td>Pass</td>
<td>Evidence of having read and understood much of the relevant material, and the ability to integrate this information in an answer that shows some originality. Broad-based and well-argued. Here there is an expectation of evidence of reading, understanding and integration of available evidence, but there is less emphasis on originality.</td>
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<tr>
<td>0 – 59</td>
<td>Fail</td>
<td>Marks in this range are awarded for work which demonstrates evidence for the student having read and understood a reasonable amount of material which is provided in adequately coherent answer. In this context, the demonstration of a general knowledge of the subject matter would not be sufficient to pass the MPhil.</td>
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Theoretical Topics in Applied Biological Anthropology and Human Evolutionary Studies

This part of both the ABA and HES programmes addresses theoretical aspects of the study of humans and primates. The content of this component depends upon the stream in which a student is registered. Core papers in the HES MPhil are Human Evolution and Palaeolithic Archaeology (BAN3) and Evolution Within Our Species (BAN6), while core papers in the ABA MPhil are Behavioural Ecology and Adaptation (BAN2) and Health and Disease (BAN8). Requests to substitute alternative paper/s should be addressed to the MPhil co-ordinator as early as possible. The lectures, which take place during both Michaelmas and Lent Terms (except for BAN2), are complemented by discussion seminars and/or practicals arranged for each paper by the lecturer.

BAN2 Behavioural Ecology and Adaptation - Convenor: Dr Peter Walsh

This paper examines the structure and functioning of social networks. We start with an examination of how characteristic social network structures appear repeatedly in human affairs, resulting in equally characteristic patterns in the transmission of disease, attitudes, culture and other quantities. We then examine how the structure and dynamics of social networks are influenced by the cognitive mechanisms that individuals apply in making social decisions. We focus particularly on the way that social influence affects decision making, using examples from both internet social networks such as Facebook and contemporary “real world” social networks. We then compare and contrast these contemporary examples with examples from traditional foraging societies, non-human primates, and other animals.

BAN3 Human Evolution and Palaeolithic Archaeology - Convenor: Dr Philip Nigst

This course provides a foundation in Human Evolution and Palaeolithic Archaeology. The paper looks at human evolution from ca. 10 million years ago to 10,000 years ago. We will be exploring the origins of the hominins and
their relationship to the apes, the emergence of bipedalism in an ecological framework, and the adaptive radiation of hominins between 4 and 2 million years ago. We examine the first tool use of hominins more than 2.5 Mio years ago, and the factors shaping the evolution of early Homo and their technology within Africa. From shortly after 2 million years ago, hominins dispersed beyond Africa, and we will look at the fossil and archaeological record for these dispersals and adaptations, and the world of the iconic hand-axes and their makers. We examine in detail the emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their technology and adaptations in different parts of the world, and their relationship to both the climate in which they evolved and the archaic competitors such as Neanderthals whom they out-survived. We will explore the modern human dispersal(s) into nearly all parts of the world during the Late Pleistocene. How did modern humans respond to the environmental changes that occurred during the last glacial maximum about 22,000 years ago? We will finish with exploring the variability and diversity of human adaptations and responses to the climatic changes towards the end of the last ice age around 11,500 years ago.

**BAN6 Evolution Within Our Species - Convenor: Dr Jay Stock**

This paper investigates the mechanisms which have driven the genetic and phenotypic variation within our species. We investigate models which explain the origin and maintenance of variation, the role of dispersals and major cultural transitions in shaping human diversity, and the interaction between cultural change, natural environments and the biology of our species. This includes consideration of the roles of plasticity, developmental biology, life history, natural selection and neutral mechanisms in shaping human diversity and its variation in time and space. The paper also considers the role of 'discordance' between culture and biology in the origins of human disease and 'maladaptation'.

**BAN7 Culture and behaviour - Convenor: Dr Robert Attenborough**

This paper looks at human behaviour from ecological and evolutionary perspectives. Special emphases are placed on how behaviour can reflect adaptive response to ecological drivers and the way that individual behaviours have emergent influence on the structure and function of social networks. The approach is comparative, putting the behaviour of modern urban humans into
context through analysis of behaviour in both traditional human societies and non-human primates. The paper also includes a project-based module designed to teach students both research skills and transferable professional skills.

**BAN8 Health and disease - Convenor: Charlotte Houldcroft**

This paper explores how disease has shaped the way humans have evolved, and how diseases have evolved to exploit humans. From conception to death, humans undergo a process of development that is shaped by both genes and environment. The patterns of such development can be framed in terms of life history theory, the role of nutrition, and the interactions between demography and threats to life such as disease, and the way in which reproduction is integrated into the lifespan. The paper also addresses the questions: why do we share so many diseases with gorillas and chimpanzees? How do demography, social behaviour, economics, development policy and globalization influence disease transmission within and between ape species?

**BAN9 Special Topics in Palaeolithic Archaeology and Human Evolution: Convenor - Dr Philip Nigst**

This course introduces students to selected topics in Palaeolithic archaeology and human evolution. It is aimed at undergraduate students who have either completed or are taking concurrently Paper ARC10/BAN3, as well as at MPhil students. The course is organised in four modules. Each module includes four seminars. The modules cover the following topics: (1) Palaeolithic “burial” and “bodies”, (2) Palaeolithic nutrition and food, (3) Neanderthal – Modern Human replacement and (4) Transitions in human evolution. Students will be expected to acquire a good knowledge of these topics. This includes a sound understanding of concepts, theoretical frameworks, and fossil as well as archaeological evidence.

Students will be expected to equip themselves with the experience of reconciling conflicting works of synthesis as presented in standard textbooks, of developing bibliographic skills to facilitate reference to primary materials, including citations in periodicals, and of using their developing expertise of the methods and techniques of the multidisciplinary study of human evolution to evaluate such materials according to their own developing standards and criteria. They should be able to give an account in writing not only in the form
of a narrative of the topics, but more analytically, to relate them to ongoing debates over general theoretical approaches and developing methodologies.

Performance in *Theoretical Topics in Applied Biological Anthropology and Human Evolutionary Studies* will be assessed through two essays of up to 2500 words based on the content of the core (or other selected) papers and should be decided through discussion with the relevant lecturer.

(2) Research Design & Quantitative Analysis

This part of both programmes focuses on issues surrounding the choice of research projects, the identification of answerable questions and testable hypotheses, the development of research strategies, and quantification. The course takes the form of discussion seminars throughout Michaelmas and Lent Terms, during which each student’s dissertation topic is discussed, as well as basic quantitative methods necessary to implement research projects. All MPhil students take BAN4/5 which involves both lectures and practical sessions and is assessed through the submission on a project book in Lent Term.

*BAN4/5 Theory and practice in biological anthropology - Convenor: Dr Enrico Crema*

This paper will give students foundational skills for handling and analysing quantitative data in biological anthropology. It will provide theoretical and methodological knowledge for research design, including the selection of appropriate statistical techniques and the identification of relevant dataset that are required to address specific research questions. The course involves both lectures and practical sessions. Lectures will cover the principles of statistical reasoning through worked examples drawn from biological anthropology, key topics will include: basics of scientific reasoning, data handling and visualisation, hypothesis testing and statistical inference using parametric and non-parametric methods, spatial analysis, and multivariate statistical modelling. While some discussion on the derivation of statistical theorems will be presented, the primary focus will be the development of necessary skillsets for modern applied statistics. Practical sessions and supervisions will thus provide students hand-on experience in conducting many of the analysis presented in the lecture through the use of R statistical computing language.
(3) Scientific Report & Communication

This component of the MPhil Programmes aims at training students in the acquisition of scientific communication skills for both an academic and a general public audience. The details of this will be advised in due course.

Performance in *Scientific Report & Communication* is assessed through two pieces of work. These may take the form of a further essay, a laboratory report or a written article. These assignments should not exceed 1500 words, and each will count towards 10% of the final MPhil mark.

(4) PowerPoint presentation

Each student will present a PowerPoint Presentation at the end of each term on the topic of their dissertation. While this is not assessed, it fulfils an important role in the development of the dissertation research project, and allows feedback and discussion with other staff and students within the division.

Biological Anthropology Lecture Timetable

The timetable for Applied Biological Anthropology is available online: 
https://2016-17.timetable.cam.ac.uk/?tripos=13557&part=14926

The timetable for Human Evolutionary Studies is available online: 
https://2016-17.timetable.cam.ac.uk/?tripos=13504&part=13815
Research Skills and Professional Development Seminars

The Thursday afternoon MPhil meetings may include, Research Skills and Professional Development Seminars given by the academic staff of the Division of Biological Anthropology. The primary purpose of these seminars is to help the MPhil Students develop skills that will be useful both for the completion of their dissertation and for their future careers. Topics will be decided depending on the availability of academic staff each year, and the interests of the MPhil Students but could include: Research Design, How to Write a Dissertation, Scientific Report and Communication, Giving a PowerPoint Presentations or Bayesian Statistics. These meetings may also include academic presentations by biological anthropology staff.

Resources

Students are encouraged to attend any other papers, talks seminars and research group sessions offered in Biological Anthropology and the University that may be relevant to their specific area of interest.

List of talks and events going on at Cambridge or advertised at http://talks.cam.ac.uk/ and http://www.admin.cam.ac.uk/whatson/

Human Evolutionary Studies Discussion Group (HESDG): Prof. Rob Foley and Dr. Marta Mirazon Lahr’s research group. Meetings are on Tuesday during Term 1:00 in the LCHES Seminar Room.

BioAnth Seminar Series: Wednesdays 4:30 – 5:30pm in the Pembroke Lecture room. Invited speakers from various fields. These seminars conclude with informal drinks in the pub, when students have the opportunity of informal discussions with the invited speakers. Watch for details of the start of the series.

BioAnth Happy Hour: Usually the last Friday of every month, this social gathering is open to all of Archaeology and Anthropology. Held in the Library of the Henry Wellcome Building.
Graduate Study Progression

MPhil students often apply to do a PhD following their Master’s Degree. Biological Anthropology has an international PhD student community - some 40 students from several different countries. The diversity of backgrounds and research interests makes graduate studies an extremely fertile inter-disciplinary social and academic experience.

Applications to continue as a Graduate Student of the University as a PhD candidate are open from September, although any decisions made remain conditional until the MPhil programme is completed. Information on application procedures may be found at the Graduate Admissions website (http://www.graduate.study.cam.ac.uk/how-do-i-apply). The latter also contain useful information regarding potential sources of funding (http://www.graduate.study.cam.ac.uk/finance/funding).
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<td>6 October &amp; subsequent Thursdays</td>
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