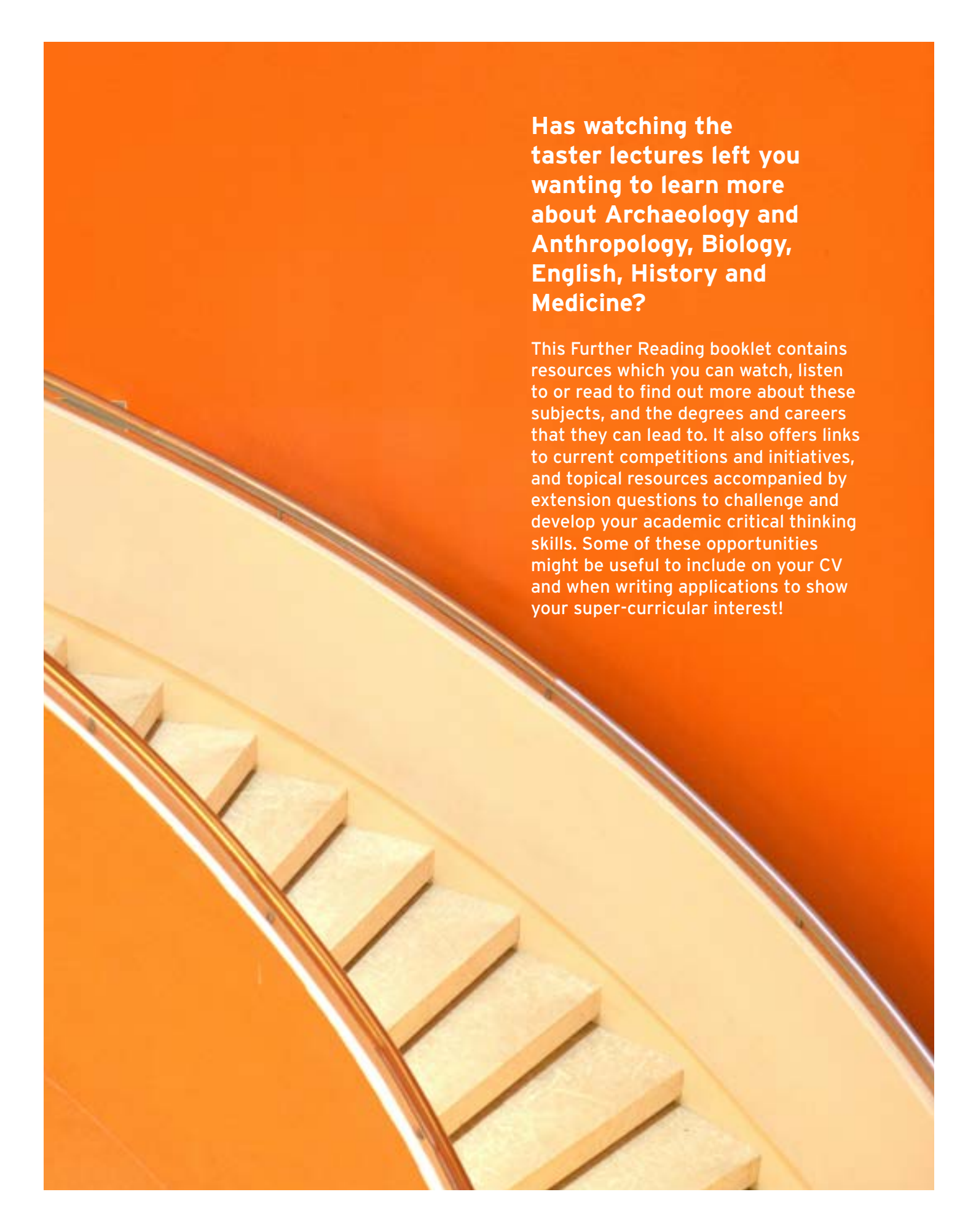


Further Reading Materials

Archaeology and Anthropology, Biology,
English, History, Medicine





Has watching the taster lectures left you wanting to learn more about Archaeology and Anthropology, Biology, English, History and Medicine?

This Further Reading booklet contains resources which you can watch, listen to or read to find out more about these subjects, and the degrees and careers that they can lead to. It also offers links to current competitions and initiatives, and topical resources accompanied by extension questions to challenge and develop your academic critical thinking skills. Some of these opportunities might be useful to include on your CV and when writing applications to show your super-curricular interest!

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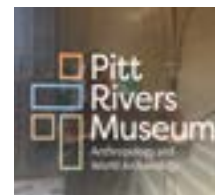
TASTER LECTURES

The future of the museum

Melanie begins her talk by discussing the impact of colonialism on the history and future of museums. The Pitt Rivers is one of the leading and best-known museums of anthropology, ethnography and archaeology in the world and its collection of more than 500,000 items, acquired over more than 130 years, reflects an incredible breadth of culture. Objects range from musical instruments, weapons, masks, textiles, jewellery and tools, and cover all periods of human existence.

However, the history of the Museum and many of its objects is closely tied to British Imperial expansion and the colonial mandate to collect and classify objects from the world over. The processes of colonial collecting were often violent and inequitable towards those peoples being colonised. In her talk, Melanie asks us to reflect on how colonialism has led to the collections of museums today. As one example, she introduces Haida Gwaii, in Canada; one of the largest items in the Pitt Rivers Museum is the Star House Pole, from Masset in Haida Gwaii. The Star House Pole was acquired by the Museum in 1901, after a token amount was paid.

This difficult history has led the Museum to engage more closely with its past practices and the nature of its collections, display and interpretation and the effects these continue to have today. Melanie reflects on how the Pitt Rivers are considering the future of the Star House Pole, and other items in their collections.



Melanie Rowntree, Education Officer for Secondary Schools and Further Education, Pitt Rivers Museum, Oxford

[Link to lecture](#)



Follow these links to find out about degrees and careers related to this lecture

[Archaeology and Anthropology](#)

The Origins of Sleep

Christian's lecture explores the 'mystery of sleep' – sleep is costly as animals cannot find food, and are more vulnerable during this time, so why do we do it? He outlines the criteria for 'what is sleep?', and includes some examples of when animals can break these rules – such as sleep walking. Christian explains that homeostatic regulation encourages us to want to sleep more based on how long we have been awake, and that this interacts with our circadian clock (which is stimulated by daylight) to make us tired. He asks us to consider which animals sleep, and why this might be. Christian goes on to discuss how we can record and analyse sleep.



Christian Harding, DPhil Candidate
in Neurophysiology

[Link to lecture](#)



Follow these links to find out about degrees and careers related to this lecture

Biological Sciences

Research Scientist, Dr Heather Jeffery

The Dystopian Order: How Imagining the Worst is Norm and Normal

Miguel's lecture explores how the power of film can be used to examine dystopian literature. He explains how people have a bleak tendency to believe we are living a dystopian reality, leading to the dystopian fiction genre becoming increasingly popular. Miguel offers examples from film which depict dystopias; narratives set in a world worse than our own. He asks us to consider how dystopias criticise current values, and encourage us to reflect on contemporary concerns. By engaging with this genre of literature and film, Miguel explains that we can find a message of hope; understanding what is wrong with our world and resolving to change this.



Miguel Sebastián-Martín, PhD Candidate
in English and Film Studies

[Link to lecture](#)



**Follow these links to find out about
degrees and careers related to this
lecture**

English

Author, Educator & Tech Philosopher,
Dr Tom Chatfield

Ordering Tudor England

Dr Flannigan's lecture gives an insight into Tudor England, explaining that throughout the Tudor 'long' Century (1485-1603) there were five rulers who governed 2-4 million people over their cumulative territories. Dr Flannigan introduces that the secular order of Tudor England existed alongside the parallel Church system, and the implications of this. Essential to any order, Dr Flannigan explains, is the ability to communicate – a challenge when not all subjects could read. However, Tudor monarchs were able to develop their 'image culture' through royal progresses and court ceremony, which projected the grandeur and magnificence of the monarchy, and proclamations which reinforced the order of the day. Dr Flannigan also introduces some subjects' responses to the ceremony they experienced, indicating an element of collaboration between subjects and sovereignty.



Dr Laura Flannigan, Junior
Research Fellow in History

[Link to lecture](#)



Follow this link to find out about degrees and careers related to this lecture

[History](#)

Using Statistics to Predict Outcomes in Psychiatric Disorders

Aida's lecture explores how decision making is limited by a human's capacity to process information: statistical tools can be used to incorporate more data into decision making, to support clinicians. She introduces clinical prediction models, which use a range of information to estimate the probability that a patient has a particular disease (diagnostic model), or may develop a particular health condition (prognostic model). Aida explains how to create a prediction model, using a group of patients and identifying multiple factors (predictors) to document about each patient, before observing the disease progression outcome. She discusses the example of QRISK 3, which predicts an individual's risk of cardiovascular disease over the next 10 years, and how this can support GPs in prescribing medication.



Aida Seyedsalehi, DPhil
Candidate in Psychiatry

[Link to lecture](#)



Follow these links to find out about degrees and careers related to this lecture

[Biomedical Sciences](#)

[Medicine](#)

[Psychology](#)

[Clinical Psychology, Dr Reena Vohora & Alka Hui](#)



Related Opportunities

Are you looking for exciting opportunities, specific to your chosen subject, which could help develop your skills and enhance your university application?

Then take a look at these fantastic competitions and initiatives...

Science: The Libra Essay Prize

An excellent way for 6th form students to demonstrate that they have the makings of a scholar, the Libra Essay Prize offers a chance to prepare for the academic rigour required by university assignments and provides a great accomplishment to discuss on a personal statement or at an interview. Students are required to write an essay responding to one of the single-word essay titles: Manipulation, Conflict, Catalyst, Trajectory and Temporary.

Pupils are asked to write an essay of 1500-2000 words (with Harvard style referencing, not included in word count).

Prizes available include: 1st place, £50; 2nd place, £30, 3rd place, £25.

Submission deadline: 17:00 on 14th April 2024.

[Click here for more details.](#)

Biology: The RSB Photography Competition

The Royal Society of Biology annual photography competition invites amateurs to submit photographs on a particular theme. The theme for the 2024 competition is 'Transforming Life'. We invite submissions that explore the profound changes occurring across our planet, highlighting the resilience and adaptability of life in response to environmental changes, human intervention, and scientific innovation. The Young Photographer of the Year (under 18) category has a £500 top prize.

[Click here for more details.](#)

Related Opportunities Continued...

Anthropology: Goldsmith's Young Anthropologist Essay Competition

The Young Anthropologist competition is for people aged 16 to 18. Applicants should be currently studying at a school or college in the UK. The title for the Young Anthropologist changes each year. In a previous year, the question was “What do you hold dear”? Pupils were asked to write about an object or photograph that meant something important to them. The title for this year’s competition will be revealed upon registration. All shortlisted entries will win a small prize. Two runners-up will receive £50 each. The winner of the Young Anthropologist will receive £1,000 and an invitation to an event at Goldsmiths to receive their trophy.

Submission deadline: 19th April 2024

[Click here for more details.](#)

English: Gould Prize for Essays in English Literature

Trinity College, Cambridge, launched the Gould Prize for Essays in English Literature in 2013. This is an annual competition for Year 12 or Lower 6th students. The Prize has been established from a bequest made by Dr Dennis Gould in 2004 for the furtherance of education in English Literature.

Candidates are invited each year to submit an essay of between 1,500 and 2,500 words on a topic to be chosen from the list of questions provided. Your essay should represent your most ambitious, original, and imaginative critical work. The competition carries a First Prize of £600, to be split equally between the candidate and his or her school or college, and a Second Prize of £400, which again is to be shared equally between the candidate and his or her school or college.

Submission deadline: 12 noon on 1st August 2024

[Click here for more details.](#)

Psychology, History & More: John Locke Institute 2024 Global Essay Competition

The John Locke Institute encourages young people to cultivate the characteristics that turn good students into great writers: independent thought, depth of knowledge, clear reasoning, critical analysis and persuasive style. Our Essay Competition invites students to explore a wide range of challenging and interesting questions beyond the confines of the school curriculum.

Entry is open to students from any country. Candidates must be eighteen years old, or younger, on the date of the submission deadline.

Registration Closes: 31st May 2024

Submission deadline: 30th June 2024

[Click here for more details.](#)

History: Julia Wood (History) Essay Competition 2024

Hosted annually since 1971, this essay competition celebrates the work and life of former St Hughes historian Julia Wood. As part of the competition, sixth form and college students are invited to submit an essay on a topic of their choice. The winning 2022 titles included a submission from one of our Inspire 12 Pupils:

“Never Quite Roman” – The Rise, Fall, and Revival of Russian Imperial Thought and Roman Inheritance

The paradox of the Model Operas: to what extent was there a ‘cultural’ revolution in China between 1966-1976?

Whilst students can write about any historical event, essays must be between 2000-4000 words long. Essays must be submitted as a Microsoft Word document via the St Hughes website together with a completed cover sheet, with the winning entry receiving a prize worth up to £500.

Submission deadline: 5pm on 26th July 2024.

[Click here for more details.](#)



Explore More

Neurophysiology: iTech Explorers Citizen Science Sleep Project

Citizen science is the active involvement and engagement of the public in scientific research. Any person, from anywhere in society can join citizen science projects and share their knowledge, insights and expertise. This project asks the question: *“Does bedtime technology have an affect on the body’s circadian rhythm?”*

You can help in this project by completing a 6-10 minute online questionnaire. Alternatively, go a step further by printing out the questionnaire provided and conducting a street survey to open the project up to your local area. In this way you will be contributing to ongoing research – and you will instantly see the impact from your results as you upload them!

How Can You Help - iTechExplorers - Citizen Science Project

Medicine: Medical Work Experience

Super-curricular activities are things that are related to academic work, which are beyond the scope of your current studies or curriculum. Super-curricular activities might include things which are directly related to your subject, such as work experience or watching a [TED Talk](#), or things which promote academic skills relevant to your studies, such as critical thinking.

In addition, when applying for medical related degrees, it is often a requirement to show some examples of work experience. This is to demonstrate that you understand what a career in medicine looks like. Visit the links below to learn good places to find work experience or volunteering opportunities:

[Work experience | Medical Schools Council \(medschools.ac.uk\)](#)

[Medical Work Experience - The Medic Portal](#)

Explore More Continued...

English and Film: The Power of Film

Watch at least three videos from this TED Talk playlist, where 12 visionary creators and curators from Hollywood, Bollywood and Nollywood talk about how to make movie magic. After watching your videos, try to answer the questions below:

The power of film | TED Talks

- How important is representation in film?
- What elements create a great story?
- How are the aims of a film and a documentary different?
- What impact can film have on our world views?

History: Sgaawaay K'uuna

Helen Haig-Brown is a co-director (alongside Gwaai Edenshaw) of Sgaawaay K'uuna (Edge of the Knife). The film is recorded in Haida, which is an endangered language that neither Helen, nor half of the starring cast, spoke fluently.

Watch this video of Helen discussing her experience of filming in an endangered language, and if you would also like to watch Sgaawaay K'uuna (Edge of the Knife), it can be found on Amazon Prime.

Archaeology: Festival of Archaeology

The Council for British Archaeology's Festival of Archaeology incorporates hundreds of in-person and virtual events delivered by community groups, heritage organisations, universities, commercial units, and more. Each year the Festival has a dynamic and engaging theme. The theme for 2023 is Archaeology and Creativity, and it will run from the 15th-30th July 2023.

[Click here to find out more about the festival, and activities you can try.](#)

Royal College of Science Union: Science Challenge

Each year, the Royal College of Science Union runs a science communication competition. This gives young scientists the opportunity to develop the skills to talk about science in a way that is engaging and fun to people who don't necessarily have a science background. The competition involves producing a short piece of science communication, in either written or video format in answer to one of four questions set by guest judges. The theme of this year's competition is Hidden Depths. We want you to explore various areas of science in ways you maybe haven't considered before. Choose from five questions, presented to you by this years judges.

Submission deadline: 26th April, 2024 at 17.00.

[Click here to find out more](#)

Independent study

There are a great number of resources available that can aid your independent study and further your knowledge around your chosen subject.

Here are a few ideas to get you started, but this is by no means a definitive list!

TED Talks: 'discover ideas worth spreading'. TED talks are a great way to hear new ideas surrounding a vast range of topics.

Regularly check your local museums and exhibition spaces for new exhibits. You could also see what may be further afield and plan a day out.

Apply for work experience within the field you are interested in to get first hand experience of the industry.

Visit your local library to gain access to more reading material - they can likely order in books for any topic you're interested in.

Check the British Library and other institutions for online exhibitions and resources.



Oxplore

Oxplore is an innovative digital outreach portal from the University of Oxford. As the 'Home of Big Questions' it aims to engage those from 11 to 18 years with debates and ideas that go beyond what is covered in the classroom. Big questions tackle complex ideas across a wide range of subjects and draw on the latest research undertaken at Oxford. Click these links to start exploring some Big Questions...

[Do we need a royal family?](#)

[Could we live without laws?](#)

[Should you believe the history books?](#)

[Is sleeping more important than studying?](#)

[Are we getting unhappier?](#)

Further Reading Booklet

Archaeology and Anthropology, Biology,
English, History, Medicine

Did you enjoy these taster lectures
and Further Reading resources?
You might be interested in attending one of our
Study Days or Subject Exploration days

• St John's •
inspire
programme

