

# HUMAN, SOCIAL, AND POLITICAL SCIENCES TRIPOS

## Part I Handbook 2014-15

Students must register paper choices with the  
Part I Administrator by  
**Thursday 16 October**

Faculty of Human, Social, and Political Science  
E-mail: [enquiries@hsps.cam.ac.uk](mailto:enquiries@hsps.cam.ac.uk)

<http://www.hsps.cam.ac.uk/>

*This handbook is available as a pdf document with live links at:  
<http://www.hsps.cam.ac.uk/current-students/course-materials>*

*The information contained in this Handbook is correct at the time of going to print, but all matters covered are subject to change with notice.*



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# Introduction

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## Background to the Tripos

The Human, Social, and Political Sciences Tripos was run for the first time in October 2013. The Tripos brings together the best of two Triposes offered in previous years; the Archaeological & Anthropological Tripos, and the Politics, Psychology, and Sociology Tripos. This allows us to offer a unique range of related disciplines that can be studied separately or combined, and tailored to your own interests.

The core subjects are:

- **Politics and International Relations:** The study of national and international politics and political thought. Students will study democracy, the causes and outcomes of war, human rights, elections, economic crises and political thinkers.
- **Sociology:** The study of modern societies and how they are changing today. It explores the multiple forms of power and inequality in the world today and how they affect the lives of all of us. By joining together the social, cultural, political and economic dimensions of social life, Sociology gives you the tools you need to understand the key events of our time and how they are linked to the main forces and institutions that shape the modern world.
- **Social Anthropology** addresses the really big question – what does it mean to be human? – by taking as its subject matter the full range of human social and cultural diversity: the amazingly varied ways that people live, think and relate to each other in every part of the world. Anthropologists study these questions by living with and participating in the lives of the peoples they study and writing in-depth accounts of their ways of life.
- **Biological Anthropology:** The study of the place that humans occupy in nature, and the origin and pattern of human diversity. With an emphasis on the interaction between biology and culture, it sits firmly between the social and biological sciences. The course provides an understanding of our evolutionary history, adaptations, genetics, behaviour, and human health and disease, with a particular emphasis on how these factors relate to social and behavioural change.
- **Archaeology:** The study of social and cultural diversity in the human past. Archaeologists investigate material remains, reconstructing past patterns of adaptation and food production, socio-political institutions, economic interaction, and technology. From the evolution of the human species to the emergence of archaic states and empires, archaeology emphasises long-term trajectories of change, highlighting questions of *how* and *why* societies change through time. The **Ancient Near East** (Mesopotamia and ancient Egypt) are the world's first literate complex cultures. Both the Akkadian and Egyptian options combine intensive language learning with the history, material culture, sites, literatures and landscapes of these regions to reach a deep and multi-disciplinary understanding of these two cultures.

## Structure of the Tripos

Throughout the Tripos, you will learn from a combination of lectures, seminars and classes, supervisions, fieldwork and laboratory practicals. Students take four papers (the Cambridge term for a course of study leading to an examination) in each year, and some papers will rely more heavily on one particular method of study than others. Most of these papers will be taught throughout the year in intensive eight-week terms, and will culminate in a three-hour exam in May or June.

### Lectures and supervisions

The majority of teaching will be by a combination of scheduled lectures and supervisions. Lectures are held once or twice per week, depending on the paper. Lectures are organised by the Faculty; supervisions are the responsibility of Colleges, and therefore will be organised by your Director of Studies.

Supervisions are a series of small-group meetings between you, other students on the paper, and a member of academic staff or a graduate student. You will have on average six to eight supervisions per paper, spread throughout the year; this will generally mean between three and four supervisions per fortnight. It is generally the case that it would be unusual to receive more than two supervisions per week for the Tripos overall: However, you should note that the details of how these are spread across the week may vary by College and by subject.

Between these supervisions, you will read independently and write essays for your supervisor, who will read them before the supervision and give you feedback. These supervision essays are the main method of preparation for the examinations each year (see the section of this handbook on *Writing Essays* for more guidance).

Your Director of Studies will organise you into a supervision group and your supervisor should arrange your supervisions well in advance. You should expect to be contacted by your supervisor during the first week of term, or notified about when you will be contacted. ***If you have not been contacted by Friday, 17 October, please notify your Director of Studies immediately.*** If you have any concerns over your supervisions, or your supervisor, you should contact your Director of Studies right away; s/he will be able to help you address the concerns as quickly as possible, so that you don't lose any study time. If you are unable to address this problem with your DoS, you are encouraged to contact your College Tutor/Senior Tutor and, failing that, the paper co-ordinator (listed in the *Part I: The Papers* section of this handbook). There are more sources of support for you in the section of this handbook for *Complaints and Problems*.

Supervisions will also be an opportunity for group discussion, where you and your classmates will debate topics discussed in the lectures. In the first year, your reading will focus on a limited number of books and articles read by most students, whereas in the second and third years you will have more varied reading as you exercise increasing discretion in choosing what to study.

### Laboratory and Practical work

Some papers will offer practical courses, as either optional sessions or as a required part of your final mark. These are usually held in small groups and you will be asked to produce a log of your activities. For some sessions you will need to sign up to a group, so you will need to check the paper guide for your course to make sure you are aware of the times and dates for practical sessions and how to register for a group.

### *The first year*

In the first year, you will choose four papers from:

- ARC1: Introduction to Archaeology
- ARC2: Archaeology in Action
- ARC3: Introduction to the Cultures of Egypt & Mesopotamia
- ARC4: Akkadian Language I
- ARC5: Egyptian Language I
- BAN1: Humans in Biological Perspective
- POL1: Analysis of Politics I
- POL2: International Relations I
- SAN1: Social Anthropology: The Comparative Perspective
- SOC1: Modern Societies I: Introduction to Sociology
- PBS1: Introduction to Psychology (borrowed from the Psychological & Behavioural Sciences Tripos)

Although there are no restrictions on the combinations that you can take, you may find that some papers will particularly lend themselves to combined study. This is a matter which your Director of Studies will discuss with you as you consider your paper choice. We have timetabled the lectures in order to avoid clashes wherever we can; however, some practical groups, seminars, or small group sessions may clash. Where this has happened you usually have a choice of groups to attend, or the sessions may be optional. If you have concerns about clashes, please speak to your Director of Studies to ensure you are aware of the options available to you.

### *The second and third years*

In the second and third years, you will choose to follow a disciplinary track, where you will specialise in more depth in your chosen subject(s). The track you choose at the start of the second year can be either a single subject track, studying one of our core subjects, or a joint subject track in which you study two of the core subjects together.

There are no papers you are required to take in the first year that are a prerequisite for studying any subject in the second and third years. However, if you think you know now what you are likely to study in the second and third years, it is obviously sensible to take at least one paper in that subject in Part I. In some subjects you may find that if you have not taken a paper in the first year it will be required in your second, and this can limit the optional papers available to you later in the Tripos. There is more information on the tracks available to you later in this handbook, in the section *Moving on to Part II*.

We will hold an Options Day early in the Easter term of your first year, in order to outline more fully the options available to you on each track. In order to assist with planning the timetables, supervisions, and lectures for the following year, all first year students will be asked to give an indication of their current thinking on their chosen track and the papers within it by the **end of May**. This choice is not binding. The formal decision is made at the start of the following Michaelmas term, but having the information early will help us to make sure that the start of the year runs as smoothly as possible.

## Important Dates and Events

Wednesday 8 October 2014 0900 - 1100 <i>Arts School Room A, New Museums site</i>	Induction for all Part I students
Wednesday 8 October 2014 1400 - 1500 <i>North Lecture Room, Downing Site</i>	Induction for Assyriology & Egyptology language students
Thursday 9 October 2014	Teaching begins (not all papers will have lectures on this date)
Thursday 16 October 2014	You should aim to have agreed your paper choices for Part I with your DoS by this date, and returned your registration form
Friday 17 October 2014	All students should have been contacted about supervisions for each of your papers by this date; if you have any concerns, please contact your DoS
Wednesday 3 December 2014	Teaching ends for the Michaelmas term
Thursday, 15 January 2015	Teaching begins for the Lent term
Wednesday 11 March 2015	Teaching ends for the Lent term
mid-April 2015 ( <i>tentative</i> )	Examination dates released; this is done by the central University so the date can vary, but we will release them to you as soon as possible
Saturday 2 – Sunday 3 May 2015	Registration for the Wessex fieldtrip in the Easter term (ARC1 and ARC2 students). Registration is <b>first come, first served</b> ; More details will be provided in the Lent term.
Tuesday 5 May 2015 <i>Date and Venue TBC</i>	Options Day
Friday 29 May 2015 ( <i>tentative</i> )	Indicative Part IIA track choices due – <i>date to be confirmed at Options Day</i>
late May/early June 2015	Examinations begin
Friday 27 June 2015	Class List to be published

## Facilities and Resources

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### Part I Student Website

The Tripos has developed a central web page for all current students, where you can find lecture timetables, paper guides, past examination papers, policies and procedures, information on whom to contact, and reports from examiners. This site is located at: <http://www.hsps.cam.ac.uk/current-students> and will be updated throughout the year.

### CamTools

There is a Tripos CamTools site for all Part I students, located at: <https://camtools.cam.ac.uk/site.html?siteid=4acb207f-fc22-44ac-b794-62c96e2782e0> which you can use to find supplementary material for lectures (e.g., handouts), past examination papers and other resources for the papers that you are taking. You will automatically become a member of this site and will receive a welcome email; if you have not received this by the start of the Michaelmas term teaching, please notify the Part I Administrator (see the section of this handbook on *Communication and Information* for contact details).

In addition, both the Haddon Library and the SPS Library operate independent CamTools sites, which hold scanned versions of copyrighted articles and book chapters that you may find useful to supplement your reading. You will have to register separately for these sites; contact the relevant Library for more details (see below).

### Faculty Sites and Teaching Locations

The Faculty is spread across three separate sites: the Downing Site, the New Museums Site, and the Sidgwick Site. Teaching in Part I takes place across all sites and in the Lecture Room building on Mill Lane. All venues will be shown on the Lecture List and timetable, and students can access the University map at: [map.cam.ac.uk](http://map.cam.ac.uk) to search for directions. In the *Part I: The Papers* section of this handbook you will find links to the map references for each of the venues. At the end of this handbook (Appendix 1) you will find a map of all sites and teaching locations.

You will need to pay close attention to the Lecture List, as some papers can have lectures in two or more different venues each week depending on the day of teaching.

### Libraries

Cambridge is exceptionally well provided with libraries and maintains a tripartite system of library provision: *College* libraries, the *University* Library, and specialist libraries of *Faculties and Departments*. The Faculty of HSPS has two specialist Libraries within it, the Haddon Library of Archaeology & Anthropology, and the Social & Political Sciences (SPS) Library. These two Libraries have separate holdings and you must register separately to become a member of either. Other specialist libraries that may be of interest to HSPS students are the Libraries of the Faculties of Classics and Asian & Middle Eastern Studies, the Seeley Library in the Faculty of History, and the Marshall Library of the Faculty of Economics. You should ensure that you utilise all opportunities for accessing material from your reading lists.

The new Libraries Gateway is a centralised portal for all libraries within the University of Cambridge. Through the Libraries Gateway you are able to: search for electronic and print material; access your account information; renew your loans and place requests on sought-



after material; view websites, Twitter feeds, blogs, and Facebook pages of individual libraries; seek advice and tips to conduct your research effectively. See: <http://www.lib.cam.ac.uk/libraries/> for more details.

The eresources@cambridge portal pulls together all available online resources that the University Library subscribes to including: ebooks, ejournals, databases, and academic content captured and preserved by DSpace@Cambridge, the institutional repository of the University of Cambridge. See: <http://www.lib.cam.ac.uk/eresources/index.php>.

### **The Haddon Library**

<http://haddon.archanth.cam.ac.uk/>,

Email: [haddon-library@lists.cam.ac.uk](mailto:haddon-library@lists.cam.ac.uk)

Phone: 01223-339374

University map reference: <http://map.cam.ac.uk/Haddon+Library>

Follow on Twitter: @HaddonLibrary or Facebook: <http://on.fb.me/11BEbnV>

The Haddon Library, the dedicated Archaeology & Anthropology library, holds over 50,000 books and around 30,000 journal volumes, housed in two sites. The Library is located on the Downing Site, on the first floor of the Division of Archaeology. Borrowing requires the use of a current Cambridge University card and students should register with the Librarian at their first visit. The Library holds induction sessions at the start of the year. Loan times vary according to the access rights of the book, but undergraduate students on the Tripos may borrow up to six books of any access type at a time. There is also an extensive collection of archaeological books in the Classics Library. The Haddon Library is developing a CamTools site of scanned articles and chapters that may help to supplement your reading; you must register with the Library to become a member of this site. Contact the Librarians for details.

### **The SPS Library**

<http://www.hsps.cam.ac.uk/sps-library/>

Email: [sps-library@hsps.cam.ac.uk](mailto:sps-library@hsps.cam.ac.uk)

Phone: 01223-334522

University map reference: <http://map.cam.ac.uk/Social+and+Political+Sciences+Library>

Follow on Twitter: @Kennifleur or Facebook: [www.facebook.com/PPSISLibrary](http://www.facebook.com/PPSISLibrary)

The SPS Library has a collection of 48,000 books and 85 core print periodicals which are accompanied by University wide access to a spectrum of ejournals. The Library is located on the New Museums Site, just off of Free School Lane between the Division of Social Anthropology and the Department of Sociology. The collection caters primarily to undergraduate students, but also contains considerable amount of material for graduate students. Induction tours for new students at the beginning of the academic year are mostly organised in College groups and library staff are always on hand to help you find the material and information you seek. Video clips about the main services are at <http://www.youtube.com/user/TheSPSLibrary/videos> . Loan times vary depending on the loan type, but undergraduates may borrow a maximum of 5 items at a time. This is supplemented by a rich collection of ebooks. The SPS Library maintains a CamTools site of scanned articles and chapters to enhance your reading. You will automatically become a member of this site and will receive a welcome email; if you have not received this by the start of the Michaelmas term teaching, please notify the SPS Library. The Librarians will be happy to help with any of your inquiries.

## **The Museum of Archaeology & Anthropology**

<http://maa.cam.ac.uk/maa/>

Email: [admin@maa.cam.ac.uk](mailto:admin@maa.cam.ac.uk)

Phone: 01223-333516

University map reference:

<http://map.cam.ac.uk/Museum+of+Archaeology+and+Anthropology>

The Museum is a part of the Department of Archaeology & Anthropology, and is located on the Downing site, adjacent to the Division of Archaeology. The Museum was established in 1884 and is still housed in its 1916 building, with three floors displaying renowned archaeological and anthropological collections from around the world. The collections have recently been Designated of National Importance and the Museum was a finalist in the ArtFund 2013 Museum of the Year competition.

## **Laboratories & Computing Facilities**

There are several laboratories across the Faculty, which undergraduates often use to undertake research in their fields of study. Part I students will access laboratory facilities within their chosen papers, so the paper guides contain more information about this. Many practical sessions will take place in laboratories or using samples or data provided by one of the laboratory groups. More information on the laboratories housed within the Faculty can be found at: <http://www.hsps.cam.ac.uk/hsps/facilities>.

Students reading HSPS have access to public workstation facilities within each of the Libraries and most Departments/Divisions. You may also purchase print credits and access personal file space, web publishing facilities (via the Student-Run Computing Facility), and file transfer facilities. For more information see <http://www.hsps.cam.ac.uk/hsps/facilities>.

## **Recording of Lectures**

No student may record lectures without the permission of the lecturer. Disabled students needing to record lectures to assist them with their study should contact the University Disability Resource Centre (DRC), <http://www.admin.cam.ac.uk/univ/disability/>. The DRC will ask you to sign a usage agreement for recording of lectures. It is the University's policy that disabled students are permitted to record lectures, but you should register with the DRC to ensure that we can relay this permission to lecturers. You still need to notify the lecturer that you will be recording their session. If you are not registered with a disability then the lecturer has every right to deny permission.

A student wishing to record the lectures of a whole paper (which may be given by a range of lecturers), needs to seek permission from each of the lecturers individually.

Handouts for teaching sessions may be uploaded to the Part I CamTools site, but this will not always be the case and you should not assume they will be available. In particular, never assume that access to handouts is a substitute for attending the lecture. You should consult your Director of Studies if you feel you need to improve your note-taking skills.

# Communication and Information

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## Important Contacts

Your Director of Studies is usually the best first point of contact for any Part I queries, but you can also contact:

**Part I Administrator** Ms Angela North, email: [part1-administrator@hsps.cam.ac.uk](mailto:part1-administrator@hsps.cam.ac.uk); telephone 01223-335454

**Student Representatives** Email: [hsps-tripos-rep@hsps.cam.ac.uk](mailto:hsps-tripos-rep@hsps.cam.ac.uk).

**Teaching Administrator** Email: [facultyteachingadmin@hsps.cam.ac.uk](mailto:facultyteachingadmin@hsps.cam.ac.uk)

## Key Committees

There are several decision-making bodies for the Tripos; the key ones are:

**Faculty Board** The Faculty Board is the governing body of the Faculty and members are drawn from senior academic staff within HSPS and cognate Faculties. Student representatives also attend.

**Director of Studies Committee** The DoS Committee is made up of Directors of Studies across the Faculty and meets once per term to discuss teaching issues. No students attend the meeting but the minutes are sent to the Faculty Board and are seen by Student Representatives.

**HSPS Part I Committee** This Committee looks specifically at Part I issues and is made up of course organisers from each of the five subjects, the Part I Administrator, and student representatives. The Committee meets once per term.

**HSPS Tripos Management Committee** This Committee is the governing body for the Tripos as a whole and is made up of representatives for each of the subjects, and an External Chair from the Senior Tutors Committee.

**Student Forum** The Student Forum consists of undergraduate and graduate students from each subject within the Faculty and is wholly student-led. The Forum is Chaired by the Faculty Board Student Representatives.

## Student Representation

The Faculty has created a tiered system of representation to ensure that students from its various disciplines have a clear voice. Students are represented by both a Faculty Board representative for the Tripos overall, and by a local, departmental representative (in years 2 and 3) for their chosen subjects. There are two key Committees with student representation: the Faculty Board and the Student Forum. Part I HSPS students will be given the opportunity to run for election as *either* a **Faculty Board** representative, *or* a **Student Forum** representative, *or both*. The same student may hold both positions. Elections are held in both October and November.

In October, Part I students will be invited to run for election to the Student Forum, which meets once each term and is made up only of graduate and undergraduate students across the Faculty. Representatives to the Forum are elected to serve for the academic year (October-June). If there are no candidates for this position then the position remains vacant. The Part I Forum representative will be invited to attend the HSPS Part I Committee meetings.

In November, Part I students will be invited to run for election to the Faculty Board, which is the formal governing body of the Faculty. The Board meets twice per term and Student Representatives to the Board are elected to serve for the calendar year (January-December). If there are no candidates for this position then the Faculty may choose to appoint a student from within the Part I cohort to serve for the calendar year.

## Email

Your Cambridge email address will be automatically added to our Part I student mailing list, and you will receive a test message at the start of term. If you have not received this message by the time teaching has begun, contact the Part I Administrator.

We will use this list to send all students details of any changes to your lecture timetable, updates to the CamTools or websites, election information, and details about examinations when available.

# Part I: The Papers

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## Overview

There is no restriction on the combination of four papers that you choose in Part I; most are planned to give you an appropriate foundation for the subject tracks in Part II. You should spend some time discussing possible options with your Director of Studies.

Below we have provided a very brief overview of the papers on offer, in order to assist you in making your choices. Each paper has produced a Paper Guide, which will give you much more detailed information about the paper's aims/objectives, lecture structure and topics covered, methods of assessment, and detailed reading. Paper Guides are accessible on the Part I CamTools site; *you should download the Guides for the papers you choose and read them carefully.*

There will be an Induction Session for all Part I students held on Wednesday 8 October from 9am-11am, in the Arts School Room A on the New Museums Site. All of the subjects in the Tripos will have representatives who will talk to you about the content of the papers on offer, and helpful combinations. There is an additional induction for students taking the language papers from 2pm-3pm in the North Lecture Room, Downing Site.

At the start of the year you will receive a registration form, asking about your paper choices. You should discuss this with your Director of Studies; if you wish you may attend some of the initial lectures for any paper at the start of term before making your decision. Please return your registration form with choices by **Thursday 16 October 2014**. This deadline is so that your DoS can organise your supervisions, so that you can ensure you are able to attend relevant introductory lectures for all papers, and so that you may be assigned to a practical group (where appropriate). This choice is not binding and you may change your mind up until the Division (the middle) of the Michaelmas term; however, keep in mind that if you do change, you will have missed lectures and supervisions on the new paper, and the later you leave it the more you will have missed.

### **ARC1: Introduction to Archaeology**

Course Organiser: Dr Elizabeth DeMarrais, [ed226@cam.ac.uk](mailto:ed226@cam.ac.uk)

First lecture: Tuesday 14 October, 12.00pm, Mill Lane Lecture Room 1; Silver Street/Mill Lane site

University map reference: <http://map.cam.ac.uk/Mill+Lane+Lecture+Rooms>

Archaeology is the study of social and cultural diversity in the human past. Archaeologists investigate material remains to reconstruct social organization, political activities, and economic interaction (such as trade) in the past. The strength of archaeology is its emphasis on long-term change, highlighting questions of HOW and WHY societies change. This introductory paper focuses on key thresholds: the origins of the human species, the emergence of culture and use of symbols, domestication of plants and animals, and the development of social inequalities and leadership. Further themes include the analysis of archaic states and early empires, in addition to the impact of writing systems and the appearance of cities. Students will gain an understanding of the relationship between archaeological data (sites and artefacts) and the diverse theories that help to explain long-term societal change. Archaeologists employ ecological and evolutionary models, current social theory, and the post-colonial critique to inform our research. The place of archaeological heritage in the modern world is also discussed. This paper is taught through lectures and hands-on practical sessions using artefacts from the Museum of Archaeology and Anthropology

### **ARC2: Archaeology in Action**

Course Organiser: Dr Cameron Petrie, [cap59@cam.ac.uk](mailto:cap59@cam.ac.uk)

First lecture: Monday 13 October, 12.00pm, South Lecture Room, Downing Site

University map reference: <http://map.cam.ac.uk/West+Building>

This is an undergraduate course that gives Part I students a comprehensive introduction to the methods and practices involved in archaeological field and lab research. This course is made up of a combination of taught lectures, practicals and fieldtrips, which have been arranged to introduce archaeological field research on the ground (and from the air), including approaches to surveying and mapping landscapes, the reconstruction of the environment in the past, and the investigation of human life-ways in settlements. The course also introduces the work that takes place after excavation, particularly the investigation of time and dating, and also looking at the analysis of different types of artefacts, including material culture of various types, plant remains, animal remains and human remains.

### **ARC3: Introduction to the Cultures of Egypt & Mesopotamia**

Course Organiser: Dr Kate Spence, [kes1004@cam.ac.uk](mailto:kes1004@cam.ac.uk)

First lecture: Thursday 9 October, 2.00pm, South Lecture Room, Archaeology; Downing Site

University map reference: <http://map.cam.ac.uk/Division+of+Archaeology>

This paper provides a broad survey of the archaeology and history of ancient Egypt and Mesopotamia and introduces students to key themes and approaches in the study of these two regions. The paper provides outline histories of the regions and introduces the geography, archaeology, society, literature, art, belief systems and mortuary practices of these areas. The integration of archaeological, textual and artistic evidence as complementary sources for interpreting historical cultures is stressed throughout. There will be two lectures per week, one on ancient Egypt and one on Mesopotamia, plus four seminars in which the two regions are compared.

### **ARC4: Akkadian Language I**

Course Organiser: Dr Martin Worthington, [mjw65@cam.ac.uk](mailto:mjw65@cam.ac.uk)

First lecture: Monday 13 October, 9.00am, North Lecture Room, Archaeology; Downing site

University map reference: <http://map.cam.ac.uk/Division+of+Archaeology>

This paper aims to give you a working knowledge of the Akkadian language ('Akkadian' being a cover term for Babylonian and Assyrian). In particular, it will give you a thorough grounding in Old Babylonian (c. 2000-1500 BC), and some familiarity with 'Standard Babylonian', particularly as used in the inscriptions of Sennacherib (704-681 BC). In addition to learning the language itself, and some of the script, you will become proficient in the conventions used by modern editors to convert Akkadian into Roman characters (transliteration and normalisation). In the first six weeks or so we will cover the rudiments of Old Babylonian grammar, and you will be set exercises in translation between Old Babylonian and English, in both directions. We will then move on to read 'set texts' (specified on a yearly basis in the Reporter), which you will prepare in advance of each session. Some will be in transliteration, some in the original cuneiform. You will also be expected to prepare ahead and revise during the Christmas and Easter holidays

### **ARC5: Egyptian Language I**

Course Organiser: Dr Hratch Papazian, [hp363@cam.ac.uk](mailto:hp363@cam.ac.uk)

First lecture: Thursday 9 October, 4.00pm, North Lecture Room, Archaeology; Downing site

University map reference: <http://map.cam.ac.uk/Division+of+Archaeology>

This paper offers a first-year introduction to Egyptian hieroglyphs. The aim is to acquire knowledge of the fundamentals of the script and grammar of Middle Egyptian, the classical phase of the language that gradually came into use at around 2000 B.C. and which the Egyptians themselves considered canonical; additionally, the course is intended to provide a



foundation for future advanced training in Egyptian language. The approach to the study of a dead language such as Egyptian, which belongs to a very different linguistic family than that of most European languages, remains quite different from the one adopted for the learning of a modern one. Emphasis will be placed on reading, comprehension and translation techniques, without neglecting the cultural framework within which the texts were composed. Given that approaches to the study of ancient Egyptian and certain aspects of its grammar continue to evolve, the course will make use of a combination of resources and tools, ranging from seminal works to more recent publications. At the end of the year the student should be in a position to read straightforward texts in Middle Egyptian, such as many of the ones in museum collections or found on the walls of most Egyptian temples.

### **BANI: Humans in Biological Perspective**

Course Organiser: Dr Jacob Dunn, [jcd54@cam.ac.uk](mailto:jcd54@cam.ac.uk)

First lecture: Tuesday 14 October, 9.00am, Mill Lane Room 4, Silver Street/Mill Lane Site

University map reference: <http://map.cam.ac.uk/Mill+Lane+Lecture+Rooms>

This paper provides a broad introduction to biological anthropology and covers major subject areas such as primate biology and behaviour, human evolution, adaptation to different environments and life history theory. Through studying this course, students will gain a strong foundation in the field of biological anthropology and an understanding of how different approaches can be used to address specific questions about human origins and diversity. The paper begins with an introduction to non-human primates, highlighting the importance of the comparative approach for understanding evolutionary processes. We then go on to discuss human evolution, diversity and adaptation, including introductory lectures on human genetics and health. The paper concludes with a module on human growth and ecology.

### **POLI: Analysis of Politics**

Course Organiser: Dr Helen Thompson, [het20@cam.ac.uk](mailto:het20@cam.ac.uk)

First lecture: Thursday 9 October, 10.00am, Mill Lane Room 9, Silver Street/Mill Lane Site

University map reference: <http://map.cam.ac.uk/Mill+Lane+Lecture+Rooms>

The modern state is the predominant basis on which political authority and power are constructed across the world today. Where there is no modern state, there tends to be civil war or occupation by other states. Where modern states are ineffective, politics is unstable and sometimes violent, and governments struggle to manage the economy. The first section of this paper looks at the origins of the modern state, the arguments that were first used to justify it, and the dangers and dilemmas that the power of the modern state created in politics. Within modern states, representative democracy has become the predominant form of government in the world. It excites because it appears to offer equality, liberty and self-rule, but it also frequently disappoints in practice as it rarely does realise these values and the goods it promises frequently clash with each other. The second section of the paper looks at the origins of representative democracy in the United States, the paradoxes of representative democracy as a form of government that rhetorically invokes the 'rule of the people', the apparent historical success of representative democracy, and its relationship to the conditions of material prosperity and the distribution of wealth.

The final section of the paper examines the coherence and persuasiveness of critiques of the modern state and representative democracy and the nature of disagreement in politics. It considers the critique made by Marx of the democratic modern state as the capitalist state, Gandhi's rejection of violence and alienated sovereignty, and Nietzsche's assault on the moral civilization that had produced democratic ideas and the subjugation of the individual reach for greatness. It concludes by contemplating the nature of political disagreement itself in relation to human psychology.

### **POL2: International Relations I**

Course Organiser: Professor Aaron Rapport, [ar727@cam.ac.uk](mailto:ar727@cam.ac.uk)

First lecture: Friday 10 October, 10.00am, Mill Lane Lecture Room 9; Silver Street/Mill Lane Site

University map reference: <http://map.cam.ac.uk/Mill+Lane+Lecture+Rooms>

The course aims to introduce students to the subject of International Relations (IR), whose main focus is the nature of politics at the international level. This includes issues as varied as international trade, military crises, human rights, and international law, to name a few— matters in which states, international institutions, and transnational nongovernmental organizations play a major role. Students will acquire the empirical and conceptual foundations needed to understand an international political system which cannot be accurately described as either pure anarchy or a coherent form of ‘global governance’. International politics can be analysed from numerous analytical frameworks which compete and complement each other to a certain extent. Some of these frameworks assume IR is best understood as an ‘international society’ with a shared set of institutions and common procedures that allow states to co-exist. Others presume IR is best characterized by an endless competition for power and prestige; still others contend that international politics is best studied with an eye on transcending the most violent, hierarchical, and oppressive practices of the past. Students will not be expected to learn IR theory as an end in itself, but rather as an analytic guide by which they will be able to have informed, critical discussions about: the historical origins of the present international system; what is distinctive about international politics as opposed to politics inside the state; and the main challenges which confront humanity in the twenty-first century.

### **SANI: Social Anthropology: The Comparative Perspective**

Course Organiser: Dr James Laidlaw, [jal6@cam.ac.uk](mailto:jal6@cam.ac.uk)

First lecture: Tuesday 14 October, 11.00am, Mill Lane Lecture Room 9; Silver Street/Mill Lane Site

University map reference: <http://map.cam.ac.uk/Mill+Lane+Lecture+Rooms>

Social Anthropology addresses the really big question – what does it mean to be human? – by taking as its subject matter the full range of human social and cultural diversity. What does this diversity tell us about the fundamental bases and possibilities of human social and political life, and how contemporary global changes manifest themselves in people’s lives across the world? In this paper you will learn how such taken-for-granted categories as gender, ethnicity, sexuality, economy, politics, and the state are subject to radical cultural variation, and how everyday matters such as food, clothing, work, and trade may be bound up with religious and other symbolic meanings that vary between societies. You will also learn about the main kinds of social theory developed by anthropologists in response to the challenge of understanding this diversity, and about the distinctive forms of ethnographic field research anthropologists use in order to gain first-hand knowledge of the societies they study. To this end we look closely at two very different core ethnographic texts: a study of a girls’ initiation ceremony from central Africa, and an account of conversion to Christianity in highland Papua New Guinea.

### **SOC1: Modern Societies I: Introduction to Sociology**

Course Organiser: Dr Patrick Baert, [pjnb100@cam.ac.uk](mailto:pjnb100@cam.ac.uk)

First lecture: Thursday 9 October, 11.00-1.00, Mill Lane Lecture Room 9; Silver Street/ Mill Lane site

University map reference: <http://map.cam.ac.uk/Mill+Lane+Lecture+Rooms>

The course introduces students to the discipline of sociology in two parts. In the Michaelmas term students are thoroughly acquainted with core sociological concepts and concerns (e.g. class, bureaucracy, social solidarity, social change). We do this through a critical



engagement with the ideas of three central figures in the history of modern sociological thought: Karl Marx, Max Weber, and Emile Durkheim. Towards the end of Michaelmas and throughout Lent, we build on the foundations laid by the classical theorists and develop a systematic analysis of key institutions and aspects of modern societies including: the modern state and the rise of nationalism; citizenship and the welfare state; the media and public life; class and inequality; gender and the family. We conclude with a broader reflection on the changing nature of modern societies in our contemporary global age.

**PBS1: Introduction to Psychology**

Course Organiser: Dr Jason Rentfrow, [pjr39@cam.ac.uk](mailto:pjr39@cam.ac.uk) (Michaelmas Term)

First lecture: Friday 10 October, 2.00pm, Mill Lane Lecture Room 9; Silver Street/ Mill Lane site

University map reference: <http://map.cam.ac.uk/Mill+Lane+Lecture+Rooms>

This course aims to introduce a variety of theoretical and methodological approaches to the study of psychology. Through studying this course, students will develop their understanding of how the different approaches address specific topics within psychology. Topics are selected such that students without prior training in psychology will not be disadvantaged. After a brief introduction to the history of psychology, and its various sub-disciplines, a series of five broad topics will be explored. Each topic will be covered over three weeks, with research and ideas from different theoretical viewpoints being discussed and compared.

## Timetable

The University has created a system to provide students with personalised timetables just for the papers you are taking. All lecture information will be uploaded to the site at: <http://www.timetable.cam.ac.uk>. By selecting the papers you are taking, lecture details will be uploaded to a calendar-style or a list-style timetable. This calendar may be used within the system or synced to an electronic device or software of your choice, such as a smartphone or Google calendar. Should any lecture details change this will be automatically updated to the system, and synced to your calendar.

You will also be able to access a regularly updated, but static, version of the Lecture List on the Part I Current Students pages, at:

<http://www.hsps.cam.ac.uk/current-students/course-materials>. This list will show you more details about the lectures and is useful to plan preparatory reading.

We hope you will find this useful and welcome your feedback; please contact the Teaching Administrator if you have queries.

## Supplementary teaching

In addition to the scheduled teaching, Part I students have the option to participate in several other activities:

### *The Wessex Fieldtrip*

In the Easter term each year, Part I students taking archaeology papers have the opportunity to go on a weekend field trip to Wessex, to see great and famous sites first-hand with an expert guide. Students stay overnight in Salisbury Youth Hostel and pay for their bed and breakfast (approx. £29), but other costs are paid for by the Division. A pre-trip mini-briefing will be held approximately one week before the trip. To take part, students will need to register by paying online a few weeks prior to the trip; details of registration, payment and itinerary will be released early in the Lent term.

### *Ethnographic Films*

Presented as part of the teaching on paper SAN1, these films are shown in weeks 4 and 6 and will help in incorporating themes from your lecture courses. See the SAN1 entry in the lecture list for more information on the dates/times of these films.

### *Special Seminars*

Several subjects offer special seminars throughout the year as a regular course of events, which may be of interest to Part I students. You can find schedules of events at:

Archaeology	<a href="http://www.mcdonald.cam.ac.uk/events/other-events/">http://www.mcdonald.cam.ac.uk/events/other-events/</a>
Biological Anthropology	<a href="http://www.bioanth.cam.ac.uk/index.html">http://www.bioanth.cam.ac.uk/index.html</a>
Politics & International Studies	<a href="http://www.polis.cam.ac.uk/dept/seminars/">http://www.polis.cam.ac.uk/dept/seminars/</a>
Social Anthropology	<a href="http://www.socanth.cam.ac.uk/category/whats-on/">http://www.socanth.cam.ac.uk/category/whats-on/</a> <a href="http://cambridgesocialanthropology.blogspot.co.uk/p/events.html">http://cambridgesocialanthropology.blogspot.co.uk/p/events.html</a>
Sociology	<a href="http://www.sociology.cam.ac.uk/dept/seminars/index.html">http://www.sociology.cam.ac.uk/dept/seminars/index.html</a>

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## Writing Essays

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Essay writing is one of the main means of study as well as a form of preparation for the exams, in which students are expected to draw on lecture material, supervision work, and independent reading. Over the course of the three years, you will be increasingly encouraged to supplement supervisors' suggested readings with the sources you have encountered using your growing research skills.

It is hard to overstate the importance of a good essay-writing style, but there is no single way of writing a good essay. Different subjects will prompt you to write in different ways, and different styles are equally acceptable when well executed. Your supervisors and Director of Studies will help you to choose what style best suits your topic, but below is a general guide to how to write a good essay in each of our subjects.

Regardless of the subject, you should remember the following key points:

1. *Answer the question*: an essay that fails to address the question will always be marked down.
2. *Structure is key*: you do not always have to write an essay plan, but excellent essays will always excite and maintain the reader's attention. Ordering your thoughts and planning what you want to say will help in comprehension and engagement.
3. *Learn to reference*: in most essays you will cite other authors, and you will need to know how and when to use references appropriately. See the section of this handbook on *Plagiarism* for more guidance, or speak to your DoS and supervisors. The University also offers free training on how to reference, and courses in the use of some types of software to help. See <http://www.lib.cam.ac.uk/courses/> for more details of courses available. You can also access a wide library of study skills at: <http://www.cam.ac.uk/current-students/academic-resources>.

### *Archaeology*

You should organise your thoughts into a logical structure that responds directly to the question. Undertake your reading, and write your essay, with a careful combination of ideas/theories and supporting data. Since Time and Space are important components of archaeology, chronology and geography should be clearly expressed. You are advised to include relevant detail of sites, artefacts and other data rather than to offer mere generalisations. Aim to structure your answer into a sequence of interlinked paragraphs that contain clearly defined components of your argument. It will often be useful to make an essay plan to guide your thoughts. The precise structure of an essay can vary (e.g., sequential, hierarchical, thesis/antithesis), but you should aim to reformulate the information discovered in lectures, reading and discussion, in response to the issue discussed. Diagrams and drawings may also be used to support your argument since the visual is very important in archaeological debate. The introductory paragraph should define and situate your approach to the question and the conclusion give a synthesis of your argument. Each essay is an experiment with the ideas and data that you are encountering, so, particularly after the first few weeks, you can use it as an opportunity to be adventurous.

### *Biological Anthropology*

In Biological Anthropology, you typically will be asked to write essays for supervisions in order to enhance your understanding of a topic and to explore a broader perspective than can be gained simply from lectures. Therefore, you should aim to convey an adequate knowledge base of the key concepts of a topic and include relevant factual details when possible. Since you will be expected to show evidence in your essay of having read widely, you should seek information from more than just lecture notes. Your essays should also demonstrate that you

can think critically and synthesise material into a logical argument. Essay writing in biological anthropology is intended to promote your capacity to reason clearly, to think independently, and to present an argument logically and lucidly. It is important to remember that in discussing ideas or evidence, there may not be a single correct answer.

### *Politics & International Relations*

Good essays in Politics & International Relations require you to have command of the texts or sources recommended, and an understanding of the facts or theories in them. You have to consider the issues that arise from these texts, and the debates about them. For most topics, there is no formula for writing good essays; often the approach you take to structuring a particular essay follows from the nature of the topic, the sort of evidence you are able to marshal, and the conclusion you aspire to reach. Essays are usually answers to questions, and answers to all but the most flatly factual questions are arguments. A good essay will indicate what is at issue in the question that it is addressing, the important positions that have been taken on it by others, and contain a defence of the writer's own. Some will be more conceptual or theoretical, some more empirical, many will be a mixture of the two. All, however, will develop arguments and in these, once you make your starting point clear, you are free to pursue whatever line you find persuasive. Essays are your own expression, and for this reason alone the active voice, "I argue..." is much to be preferred to the passive, "It is argued that...". The passive is invariably ponderous; it can also make the reader wonder whether you are expressing your own view, or someone else's, or indeed the view of what you take to be everyone in general and no-one in particular.

### *Social Anthropology*

Essay styles in Social Anthropology vary depending on the question asked and the approach you choose to take in answering it. Some essays will be more conceptual, or theoretical, some more ethnographic, but most will be a mixture of the two. At any event, in Social Anthropology, the answer to a question is an *argument*. A good essay will almost always be a defence of your own position or positions, while indicating those that have been taken by others and the range of considerations at issue. It will make clear what you think is at stake in the question, and may give your reasons for answering it in one way rather than another. It works towards a definite conclusion, even if that conclusion identifies an area of still unresolved debate. Along the way, you should seek to demonstrate a command of relevant ideas, texts, and sources: identify the kinds of arguments you are discussing and/or advancing in terms of theoretical school or style; make reference to specific authors and works; give ethnographic examples of specific peoples and places. A supervision essay is not the final word on a subject and you should feel free to argue for an unorthodox or controversial position (making clear that you know it to be so) if you think you can make a good case that it is warranted by evidence and argument. You should regard it as an exercise in the process of thinking and arguing, and as a work in progress, to be revised or extended during supervision discussion as well as in your further work.

### *Sociology*

A Sociology essay is an exercise in the critical assessment of a different set of theoretical, empirical or data led positions on a particular area of Sociology. Key to writing a good Sociology essay is a careful reading of the material that is relevant to the question. In the first instance this will be the authors, books and articles that the paper organiser has indicated you should read in the paper guide. Good note taking and an attempt to read a piece without bringing your own perspective to bear on the work may help in trying to enable you to understand how a particular author has developed his/her work. Pay careful attention to the language that a particular author uses and attempt to situate the work in the period of its writing and the social context of the time. An essay will need an introduction that explains

your interpretation of the question and how you intend to answer it. Then you will outline the different positions that there are on the topic of the question e.g. a question on Class may discuss Marx, Weber and Durkheim's differing understanding of the structural organisation of class and/or the subjective experience of class. You will then be expected to give a critical evaluation of the different positions on the question. This may require you to refer to empirical examples or examples of events, studies, or statistical data that have been used to justify a particular theoretical position or argument. You may also, at this point, use more contemporary examples that you think will critically back-up *or* refute the argument. Here you can show further knowledge by referring to material beyond the reading list as long as it is seen to be directly relevant. The essay would then conclude summarising what you have done throughout the essay and how you justify the position you have taken. Sociology essays are not an exercise in personal opinion but they are an exercise in your critically informed voice. They need a theoretical position to be backed up with reference to studies and research that supports the position taken. Always try and justify your arguments by reference to concrete examples, studies, research or new work. Referencing all your sources throughout a Sociology essay is key and the use of a consistent referencing system is a necessity. Each question may require all or some of the elements listed above so you must be clear about what the question is asking you to do. Finally give yourself time to re-read, edit and re-edit your essay. Often the process of re-reading and editing will improve an essay immensely. The process and craft of essay writing can be checked and discussed with your supervisor.

### *Assyriology & Egyptology*

Learning ancient languages is very different from learning modern languages. Sentence structure, which is commonly not taught in modern language learning, is a key to reading and translating ancient texts and gaining a good command of the language. Regular attendance of both lectures and supervisions is of utmost importance to succeed in language courses. When texts are read in class it is expected that you will have prepared them in advance in your own time, which will enable you to take full advantage of the teaching.

# Plagiarism

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*What follows is important guidance on plagiarism for all students in the Faculty of Human, Social, and Political Science.*

Plagiarism is presenting as your own work words and thoughts that are not your own. It is a form of cheating and treated as such by the University's ordinances. At the beginning of each academic year you are asked to sign a form saying that you have read this guidance and understand what plagiarism is. If you are in any doubt about what constitutes plagiarism, ask your graduate supervisor or Director of Studies to talk you through the issue. You should also ensure that you are familiar with the University's formal Statement on Plagiarism, [www.admin.cam.ac.uk/univ/plagiarism](http://www.admin.cam.ac.uk/univ/plagiarism).

## What Constitutes Plagiarism?

### *Plagiarism from published literature*

Plagiarism is copying out, or paraphrasing someone else's work (whether published or not), without acknowledgement in quotation marks (where directly copied) or a reference or citation. Avoiding plagiarism means getting into the habit of careful referencing. Citation styles and preferences can vary by subject within the Faculty; make sure you check with your supervisor or course organiser about what style best suits the type of work you are producing. Whatever the style, though, appropriate referencing is essential.

Take the following passage, from Fritz Stern's book, *The failure of illiberalism* (1974):

“Some of them, unwittingly, hastened the coming of the disaster, for they became exuberant imperialists, justifying Germany's headlong rush into world politics by a kind of cultural Darwinism. Once more, brute force was gilded by idealistic invocations, by reference to Hegel and Fichte and the German Idealist tradition. Similar rationalizations had been propagated in Western countries; the difference, as Ludwig Dehio points out, was that the ideals of the Western powers, of Spain during the Counter-Reformation, of revolutionary France or liberal England, possessed a universal appeal, whereas the “German mission” was parochial and unpersuasive. The Germans were searching for the identity of their mission, in a sense for their own identity; the Kaiser's theatrics were a pathetic insistence of this search.”  
(Fritz Stern, *The failure of illiberalism: essays on the political culture of modern Germany*, pp. 16-17.)

Any part you directly quote should be attributed to Stern in the main body of your text, identified by quotation marks.

It is plagiarism to write without a reference to Stern:

A few Germans inadvertently speeded up the impending disaster, for they became enthusiastic imperialists, justifying Germany's dizzy charge into world power politics by a form of cultural Darwinism. Again, violence was covered by idealistic rhetoric, through the words of Hegel and Fichte, and the German Idealist tradition.

This is because the source of the information is not made clear.

To write what follows is also plagiarism:

Some Germans unwittingly hastened the coming of the disaster, for they became exuberant imperialists, justifying Germany's headlong rush into world politics by a kind of cultural Darwinism. Once more, brute force was gilded by idealistic invocations (Stern, 1974: 16-17).

Even though there is a reference to Stern here, this is plagiarism because substantially the same sequences of words are used as in Stern's text: those words should be in quotation marks.

In both of the passages above, it is not possible to distinguish between your words or thoughts and those of Stern, and therefore this counts as plagiarism.

Your objective should be to show your reader where and how you have supported or defended your work with that of others, or where you have carried someone else's work to a new level. This is done by including references and quotation marks as appropriate:

Stern (1974) felt that some Germans "... unwittingly hastened the coming of the disaster, for they became exuberant imperialists, justifying Germany's headlong rush into world politics by a kind of cultural Darwinism". This legitimisation can be clearly seen in speeches given by German orators throughout 1930-39.

It is also plagiarism to pass off an author's discussion of another author as your own. For example, you must acknowledge Stern in taking his comment on Ludwig Dehio. Here, if you want to use Stern's words you should write something like:

Stern (1974: 16-17) emphasises Ludwig Dehio's argument that "the ideals of the Western powers, of Spain during the Counter-Reformation, of revolutionary France or liberal England, possessed a universal appeal, whereas the 'German mission' was parochial and unpersuasive".

It is plagiarism to write the following without acknowledging Stern:

Ludwig Dehio argued that the difference Germany and Western countries was that the ideals of the Western powers, of Spain during the Counter-Reformation, of revolutionary France or liberal England, possessed a universal appeal, whereas the "German mission" was parochial and unpersuasive.

### ***Plagiarism from the Internet***

Buying essays from Internet sites and passing them off as your own is plagiarism. There are no grey lines with this kind of plagiarism. It always constitutes a deliberate attempt to deceive and shows a wilful disregard for the point of a university education.

Downloading material from the Internet and incorporating it into essays without acknowledgement also constitutes plagiarism. Internet material should be treated like published sources and referenced accordingly.

### ***Plagiarism from other students' essays***

Submitting an essay written by another student is plagiarism and will always be treated as a deliberate attempt to deceive. This is the case whether the other student is at this University or another, whether the student is still studying or not, and whether he or she has given consent to you doing so or not. Taking passages from another student's essay is also plagiarism.

In most courses, it is also plagiarism to submit for examination any work or part of any work which you have already had examined elsewhere, even if this was in another University or for another degree.

### ***Collusion***

Submitting parts of an essay, dissertation, or project work completed jointly with another student, without acknowledgement or if joint work has not been permitted, is collusion and is considered a form of plagiarism. When submitting assessed work, each student will be asked to declare whether or not s/he has received substantial help from another student or supervisor. This will include, but is not limited to, rewriting or rephrasing large sections of the work. Each piece of work is expected to be the original, independent work of the student, and so if this is not the case it must be declared at the beginning of the assessment process.

Proofreading, reading drafts, and suggesting general improvements are not collusion and students are encouraged to obtain a third party's view on their essay(s). However, as an example, if a supervisor or another student carried out detailed redrafting of the entire conclusion section of an essay, this would be considered collusion.

Some projects may benefit from joint working. In this case, however, the final project carried out by each student should be original and should not overlap significantly with one another. Students considering working together should always discuss the matter with their Supervisors and/or Directors of Studies ***before*** beginning the project. This type of joint work must always be declared by both students when the work is submitted.

### ***Authenticity of data***

Some dissertations or project work may focus on analysing and drawing conclusions from a set of data. The integrity of data collection is paramount and students of any level are expected to uphold good research practice. Falsifying, or attempting to falsify, data will be treated as fraud (a form of plagiarism) and will be investigated (see *The consequences of plagiarism* below).

Supervisors of dissertations or projects are encouraged to carry out spot-checks on data gathered online and via traditional methods, and to seek assistance from computing staff in interpreting the results of these spot checks. Supervisors who have concerns regarding anomalous results should in the first instance discuss these with the student. If they are unsatisfied, they should contact the Chair or Senior Examiner to discuss. In this instance, supervisors have the right to stop the collection of data or to suspend the student's access to a shared dataset, until the concerns can be reviewed more fully with both student and supervisor. This will be done in as timely a manner as possible so as not to impede the progress of the project or dissertation.



## The Consequences of Plagiarism

All students are asked to sign a form at the start of the year stating that they have read this guidance and the University's statement, that they understand what plagiarism is, and that they consent for any work they submit throughout the year to be submitted to software that checks for originality (see *Use of originality checking software* below).

### *Assessed work*

A supervisor or examiner with concerns about potential plagiarism in work for formal assessment, whether or not the work has yet been submitted, will contact the Chair or Senior Examiner, who will liaise with the University Proctors. This will lead to an investigative meeting with the student. If the Proctor believes that there is a case to answer, s/he will then inform the University Advocate who can take the student before the University's Court of Discipline. The Court of Discipline has the power to deprive any student found guilty of plagiarism of membership of the University, and to strip them of any degrees awarded by it. A case may be made irrespective of the student's intent to deceive.

### *Supervision essays*

Any supervisor who finds evidence of plagiarism in a supervision essay will contact the student's Director of Studies. The College then has the discretion to take disciplinary action. Supervisors can refuse to supervise any student whom they have found plagiarising in an essay.

## Use of originality checking software

The University subscribes to a service named 'Turnitin' that provides an electronic means of checking student work against a very large database of material from the internet, published sources and other student essays. This service also helps to protect the work submitted by students from future plagiarism and thereby maintain the integrity of any qualifications you are awarded by the University.

This software will only be used when there are unresolved queries about the originality of student work; such queries may be raised by supervisors, by examiners, or by other students. In such circumstances, the work will be submitted to Turnitin, where it will be stored electronically in a database. Turnitin will produce an originality report showing whether any strings of words not in quotation marks are contained in other items in its database. The originality report will then be used to inform judgements about whether or not plagiarism has occurred. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

In order to use the originality checking software, students must grant their authority for their work to be submitted in electronic form to Turnitin. Students are asked to sign a declaration at the start of the academic year granting this authority, and any assessed work must be submitted electronically as well as in hard copy form. Students have the right to refuse this permission; however, where permission has been withheld the Faculty reserves the right to use alternative means to investigate the concerns.

## Guidance on Assyriology Code of Practice

Where in assessed coursework and examinations candidates are asked to give English translations of Akkadian or Sumerian texts this should be **in their own words**. The reproduction, from memory or otherwise, of translations by other parties, published or unpublished, attributed or unattributed, is unacceptable.

# Examinations

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## General Information

All of the Part I papers are assessed by one three-hour examination at the end of the year (note that some archaeology papers will also take practical sessions into account in your final mark; each paper guide will outline clearly how you will be assessed for that paper). When you register your paper choices on your CamSIS self-service in the Michaelmas term, you will be registering for your examinations. You will be supplied in the middle of the Lent Term with an entry verification form showing your exams, which you must sign as correct or amend. When the final list of candidates is published, you will receive a confirmation form showing your entry, the time and place of each examination, and any identification number allocated to you. If your name is omitted, or printed inaccurately, or the details of the papers for which you are marked as being a candidate are incorrect, you should at once inform your Tutor, but you are not permitted to change the choice of papers signed as correct at the end of the Lent Term.

The University timetables all examinations and will release a timetable generally around the middle to end of April. The timetable will be emailed to all students and will be published on the website and the CamTools site.

If you have an illness or disability you may require some form of adjustment to the conditions under which you take your examinations. Any adjustment will depend on the nature and severity of your illness or disability. For example, you may be granted additional time if you have a disability or medical condition that could prevent you from completing your examination within the specified time. Similarly, if you have a visual impairment, your question papers can be produced in an alternative format such as Braille or copied in large type. Colleges are responsible for submitting applications for special examinations arrangements on behalf of their students. You should be aware that the deadline for Colleges to submit applications for examination arrangements is **31 January** for the Main examination period in June. You should therefore discuss your requirements with your Tutor as early as possible and in any case well before this deadline.

It is very important that any examination candidate who:

1. *finds that his or her preparation for the examination is seriously hindered*
2. *withdraws from the examination or is absent from part of the examination*
3. *completes it under a disability*

informs his or her Tutor of the fact and of the full circumstances whatever the cause, at the earliest possible moment.

The University publishes guidance for candidates, which is updated every year; you can find this at: <http://www.admin.cam.ac.uk/students/studentregistry/exams/undergraduate/>.

## Criteria for assessment

### **MARKING CRITERIA FOR EXAMINATION QUESTIONS**

#### **Papers ARC1, ARC2, ARC3, BAN1, POL1, POL2, and SOC1 only**

Markers will award one mark per question.

Mark	Quality of Answer
80+	An answer showing outstanding understanding that displays a very high degree of accuracy, insight, and style, and originality in responding to the question, and is well-structured. To fall into this range, an answer has to display all of these qualities.
70-79	An answer showing very clear understanding and a high degree of accuracy, which provides a cogent and well-structured argument focused on the question with a significant level of insight and a degree of originality.
60-69	An answer showing clear understanding and a good level of accuracy that provides a coherent, sustained, and well-structured argument focused on the question. To fall into this range, an answer has to display all of these qualities, and should not decisively show any of the negative qualities listed under the criteria for a 50-59. Answers where there is some evidence of the negative qualities listed under the criteria for a 50-59 will receive a mark between 60 and 64.
50-59	An answer that concentrates on the subject matter of the question, that displays relevant knowledge and is generally accurate, but which either shows limited understanding, or presents a discussion that is not focused on the question, or is partially unstructured, or where the discussion is not sustained through the course of the essay. To fall into this range, an answer has to display these positive qualities, and should not show any of the negative qualities listed under the criteria for a 40-49.
40-49	An answer generally relevant to the subject matter of the question, but one that contains a large number of inaccuracies, or shows significantly inadequate knowledge, or presents an unstructured and disjointed discussion. To fall into this range, an answer should not show any of the negative qualities listed under the criteria for a 21-39.
21-39	An answer that either displays a lack of crucial knowledge, or has no structure, or is radically incomplete, or is almost entirely irrelevant to the question, or contains an extremely high number of inaccuracies.
1-20	A single paragraph of conventional paragraph length, or an answer that is entirely irrelevant, should receive a mark not higher than 20.
0	No answer provided for a question

## **MARKING CRITERIA FOR EXAMINATION QUESTIONS, paper SAN1 only**

Markers will award one mark for the script overall.

<b>Mark</b>	<b>Quality of Answer</b>
80+	A script showing outstanding understanding that displays a very high degree of accuracy, insight, style, and originality in responding to each of the questions, and is well-structured. To fall into this range, all three answers have to display all of these qualities and there should be considerable use of varied types of ethnography.
70-79	A script showing very clear understanding and a high degree of accuracy across all answers, which provides a cogent and well-structured argument focused on the question with a significant level of insight and a degree of originality. There should be varied use of different types of ethnography.
60-69	A script showing clear understanding and a good level of accuracy that provides a coherent, sustained, and well-structured argument for each question. To fall into this range, the script overall has to display all of these qualities, and should not decisively show any of the negative qualities listed under the criteria for a 50-59. There should be good use of ethnography.
50-59	A script that concentrates on the subject matter of each question, that displays relevant knowledge and is generally accurate, but which either shows limited understanding, or presents discussions not focused on the question, or answers that are partially unstructured, or where the discussion is not sustained through the course of the essays. To fall into this range, a script has to display these positive qualities, and should not show any of the negative qualities listed under the criteria for a 40-49. The script will show use of ethnography, but not varied or substantial.
40-49	A script generally relevant to the subject matter of each question, but one that contains a large number of inaccuracies, or shows significantly inadequate knowledge, or presents unstructured and disjointed discussions. To fall into this range, a script should not show any of the negative qualities listed under the criteria for a 21-39. The script will show little to no use of ethnography.
21-39	A script that either displays a lack of crucial knowledge, or has no structure, or is radically incomplete, or contains answers almost entirely irrelevant to the questions asked, or contains an extremely high number of inaccuracies. The script will show little to no use of ethnography.
1-20	Scripts with answers of a single paragraph of conventional paragraph length, or with answers that are entirely irrelevant.
0	No answers to the questions.

**MARKING CRITERIA FOR EXAMINATION QUESTIONS, paper ARC4 only:**

Markers will award one mark per question.

<b>Mark</b>	<b>Quality of Answer</b>
80+	Outstanding knowledge of the cuneiform script. Very high degree of accuracy and consistency in the application of Assyriological conventions for transliteration and normalised transcription. Full knowledge of all areas of grammar of the language, and complete mastery of vocabulary within the text genres encountered. Outstandingly fluent and accurate translations in the candidate's own words, reflecting full understanding of the Akkadian. Fulsome, pertinent and correct philological notes. To fall into this range, an answer has to display all of the above qualities which are germane to the relevant question.
70-79	Excellent knowledge of the cuneiform script, with ability to produce correct transliterations and transcriptions in accordance with the conventions. Familiarity with all areas of grammar of the language. A very good range of vocabulary within the text genres encountered. Competent translations in the candidate's own words, reflecting good understanding of the Akkadian. Accurate sentence construction in Akkadian.
60-69	Good knowledge of the cuneiform script, and good understanding and application of the conventions for transliteration and transcription. Familiarity with all areas of grammar of the language. A good range of vocabulary within the text genres encountered. Competent translation in the candidate's own words, reflecting reasonably accurate understanding of the Akkadian. Reasonably accurate sentence construction in Akkadian.
50-59	Fair knowledge of the cuneiform script and Akkadian grammar and limited understanding of conventions for transliteration and transcription. Restricted range of vocabulary. Translations which have significant gaps and/or inaccuracies, but nonetheless reflect understanding of the Akkadian. Serious and/or frequent errors in the construction of sentences in Akkadian.
40-49	Poor grasp of the cuneiform script and Akkadian grammar, and inadequate understanding of conventions for transliteration and transcription. Very limited vocabulary, leading to many gaps and/or inaccuracies in translations, and/or translations which are not founded on understanding of the Akkadian. Very serious and/or frequent errors in the construction of sentences in Akkadian.
21-39	Very poor grasp of the cuneiform script and Akkadian grammar, little understanding of conventions for transliteration and transcription. Severely limited vocabulary leading to inability to offer a translation or to produce one which is not in the candidate's own words and/or not founded on understanding of the Akkadian. Near-inability to construct sentences in Akkadian.
1-20	Extremely poor grasp of the cuneiform script, and Akkadian grammar and vocabulary. No, or almost no, understanding of conventions for transliteration and transcription. Limited or no vocabulary, and/or inability to translate Akkadian into English. Inability to construct sentences in Akkadian.
0	No answer provided for a question.

**MARKING CRITERIA FOR EXAMINATION QUESTIONS, paper ARC5 only**

Markers will award one mark per question.

<b>Mark</b>	<b>Quality of Answer</b>
80+	Outstanding knowledge of the hieroglyphic script, displaying a very high degree of accuracy in transliteration and transcription in accordance with the conventions. Excellent knowledge of all areas of grammar of the language, and outstanding vocabulary within the text genres encountered. Outstanding translations in the candidate's own words reflecting a firm command of Middle Egyptian morphology and syntax. To fall into this range, an answer has to display all of these qualities.
70-79	Good knowledge of the hieroglyphic script, with ability to produce correct transliterations and transcriptions in accordance with the conventions. Familiarity with all areas of grammar of the language. A good range of vocabulary within the text genres encountered. Competent translations and accurate sentence comprehension in Middle Egyptian.
60-69	Fair knowledge of the hieroglyphic script, and understanding of the conventions for transliteration and transcription. Familiarity with all areas of grammar of the language. A fair range of vocabulary within the text genres encountered. Competent translation and reasonably accurate sentence comprehension in Middle Egyptian.
50-59	Some knowledge of the hieroglyphic script and Middle Egyptian grammar and limited understanding of conventions for transliteration and transcription. Only restricted knowledge of vocabulary, translations with significant gaps and/or inaccuracies. Some errors in the comprehension of sentences in Middle Egyptian.
40-49	Poor grasp of the hieroglyphic script and Middle Egyptian grammar, and inadequate understanding of conventions for transliteration and transcription. Very limited vocabulary leading to many gaps and/or inaccuracies in translations. Frequent errors in the comprehension of sentences in Middle Egyptian.
21-39	Very poor grasp of the hieroglyphic script and Middle Egyptian grammar, little understanding of conventions for transliteration and transcription. Severely limited vocabulary leading to inability to offer a translation. Inability to comprehend sentences in Middle Egyptian.
1-20	Inability to demonstrate any grasp of the hieroglyphic script and Middle Egyptian grammar, no understanding of conventions for transliteration and transcription. Limited or no vocabulary or an inability to offer a translation. Inability to comprehend sentences in Middle Egyptian.
0	No answer provided for a question.

## **Classing Criteria (All Subjects)**

Part I candidates take 4 papers for which there are 4 marks. Paper marks will be rounded to whole numbers. The overall mean mark for each candidate will be rounded to one decimal place for the purposes of classing.

I*	A mean mark of at least 75.0  <b>OR</b>  At least two marks of 80 and above <b>AND</b> no mark lower than a 60 <b>AND</b> no more than one mark of 60-69
I	A mean mark of at least 67.0 <b>AND</b> at least two marks of 70 and above <b>AND</b> no mark lower than 60
2.i	A mean mark of at least 59.0 <b>AND</b> at least two marks of 60 and above <b>AND</b> no more than one mark of 40-49, which must be compensated by a mark of 70 and above <b>AND</b> no mark lower than a 40
2.ii	A mean mark of at least 49.0 <b>AND</b> no mark lower than a 40 <b>AND</b> at least two marks of 50 and above
III	A mean mark of at least 40.0 <b>AND</b> at least three marks of 40 or above
Fail	Two marks of 39 or below  <b>OR</b>  A mean mark of less than 40.0

A Part I Candidate who takes ARC4 must normally receive a pass mark on this paper in order to proceed to the Part IIA Assyriology track.

A Part I Candidate who takes ARC5 must normally receive a pass mark on this paper in order to proceed to the Part IIA Egyptology track.

A Part I Candidate who takes ARC4 and ARC5 must normally receive a pass mark on both papers in order to proceed to the Part IIA Joint Assyriology and Egyptology track.

Externals must ratify all marks of 40 and below.

Externals must be asked to look at any script where the Internal marker and moderator have an unresolved disagreement.

Externals must confirm the mark for any paper that is not less than 40 but by itself reduces the class of a candidate.

The Externals should see a sample of papers from each class, including work on either side of each borderline.

## Prizes

The Tripos awards the following prizes for Part I students:

The **Archaeology Prize** for the best performance in Archaeology, a prize of £100.00. The prizewinner will be the candidate with the highest mark on paper ARC1, ARC2, or ARC3.

The **Ancient & Near East Languages Prize** for the best performance in the language papers, a prize of £100.00. The prizewinner will be the candidate with the highest mark in either papers ARC4 or ARC5.

The **Biological Anthropology Prize** for the best performance in Biological Anthropology, a prize of £100.00. The prizewinner will be the candidate with the highest mark on paper BAN1.

The **Geoffrey Hawthorn** prize for the best performance in Politics & International Relations, a prize of £100.00. The prizewinner will be the candidate with the highest average on papers POL1 and POL2; a candidate must be taking *both* papers to be eligible.

The **Social Anthropology Prize** (The Audrey Richard Prize) for the best performance in Social Anthropology, a prize of £100.00. The prizewinner will be the candidate with the highest mark on paper SAN1.

The **Polity Prize** for the best performance in Sociology, a prize of £100.00 worth of books from Polity Press. The prizewinner will be the candidate with the highest mark on paper SOC1.



## Complaints and problems

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We hope that your time on the Tripos will be enjoyable, but if you have any queries or concerns, here are some people who can help you:

<b>For any problems concerning:</b>	<b>contact:</b>
Supervisions	Your <b>Director of Studies</b> or your College Tutor or Senior Tutor. It is important that any queries or problems about supervisions be resolved as quickly as possible; please don't wait to get in touch.
Teaching/Structure of Papers	The <b>Course Organiser</b> for that paper (details in the paper guides)
General Issues	<b>Student Representatives</b> <a href="mailto:hsps-tripos-rep@hsps.cam.ac.uk">hsps-tripos-rep@hsps.cam.ac.uk</a>  <b>Student Advice Service</b> <a href="http://www.studentadvice.cam.ac.uk/">http://www.studentadvice.cam.ac.uk/</a> The Student Advice Service offers free, confidential, and independent support to all Cambridge University students. They can assist with all aspects of your studies, whether you need academic or pastoral support, assistance with a disability, accommodation or visa problems, childcare, or careers information.
Timetabling	<b>Part I Administrator</b> Angela North, <a href="mailto:part1-administrator@cam.ac.uk">part1-administrator@cam.ac.uk</a>  <b>Teaching Administrator</b> <a href="mailto:facultyteachingadmin@hsps.cam.ac.uk">facultyteachingadmin@hsps.cam.ac.uk</a>
Part I overall	The <b>Part I Administrator</b> will forward queries or concerns to the HSPS Tripos Part I Committee for discussion. Angela North, <a href="mailto:part1-administrator@cam.ac.uk">part1-administrator@cam.ac.uk</a>

## Moving on to Part II

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At the start of the second year, you will choose to study one of any of the single or joint subject tracks below:

### *Single subject tracks:*

Archaeology  
Archaeology – Egyptology option  
Archaeology – Assyriology option  
Biological Anthropology  
Politics & International Relations  
Social Anthropology  
Sociology

### *Joint subject tracks:*

Archaeology and Social Anthropology  
Assyriology and Egyptology  
Biological Anthropology and Archaeology  
Politics and Sociology  
Social Anthropology and Biological Anthropology  
Social Anthropology and Politics  
Sociology and Social Anthropology

It is not possible to change your track between the second and third years of study, unless you change from one of the joint subject tracks to one of the single tracks within it (e.g., changing from the joint Archaeology and Social Anthropology track to either Archaeology or Social Anthropology single subject tracks).

You are not required to have taken any of the first year papers in a particular subject in order to choose that track in Part II; however, we **strongly** recommend that you do so as this will give you the best foundation for starting Part II. If you want to specialise in Archaeology, or in any of the joint tracks involving Archaeology, then paper ARC2 is required in Part II if you have not already taken it. The same is true for the language papers, ARC4 and ARC5, for those choosing to specialise in the language tracks. This means that your choice of papers in Part II will be restricted if you have not taken these papers in Part I. It is also worth noting that, in the other tracks, the Part I papers are not permissible options for Part II students, so if you do not take the paper in your first year then you may find yourself at a disadvantage starting Part II. Students not having taken the first year paper are encouraged to consider carefully whether moving into that subject in Part II is the right choice. Your DoS can help you discuss your options.

If you wish to study any of the language tracks in your second year and have taken the language in your first year, you should note that you will normally be expected to have received a mark higher than 40 on the first year paper to be permitted to continue. On the other tracks, you are not required to have a mark over 40 in that subject in the first year in order to progress to Part II. However, all subjects very strongly recommend that students who have received a mark below 40 on the first year paper(s) reconsider specialising in that subject in Part II; if you have struggled with the subject in your first year then the increased demands and more rigorous study in Part II may be difficult to manage.

Your Director of Studies will be able to give you more information about any of the subject tracks, and our website also provides more detail. However, you can also contact any of the Departments or Divisions:

Archaeology

Natasha Martindale, [ncm21@cam.ac.uk](mailto:ncm21@cam.ac.uk)

Biological  
Anthropology

Barbora Sajfrtova, [enquiries@bioanth.cam.ac.uk](mailto:enquiries@bioanth.cam.ac.uk)

Politics & International  
Relations

Rebecca Burtenshaw, [enquiries@polis.cam.ac.uk](mailto:enquiries@polis.cam.ac.uk)

Social Anthropology

Catherine Morris, [socanth-admin@lists.cam.ac.uk](mailto:socanth-admin@lists.cam.ac.uk)

Sociology

Odette Rogers, [enquiries@sociology.cam.ac.uk](mailto:enquiries@sociology.cam.ac.uk)

# Appendix 1: Maps of Faculty Locations

Dept of Sociology  
 Arts School Bldg  
 Division of Social Anthropology  
 SPS Library

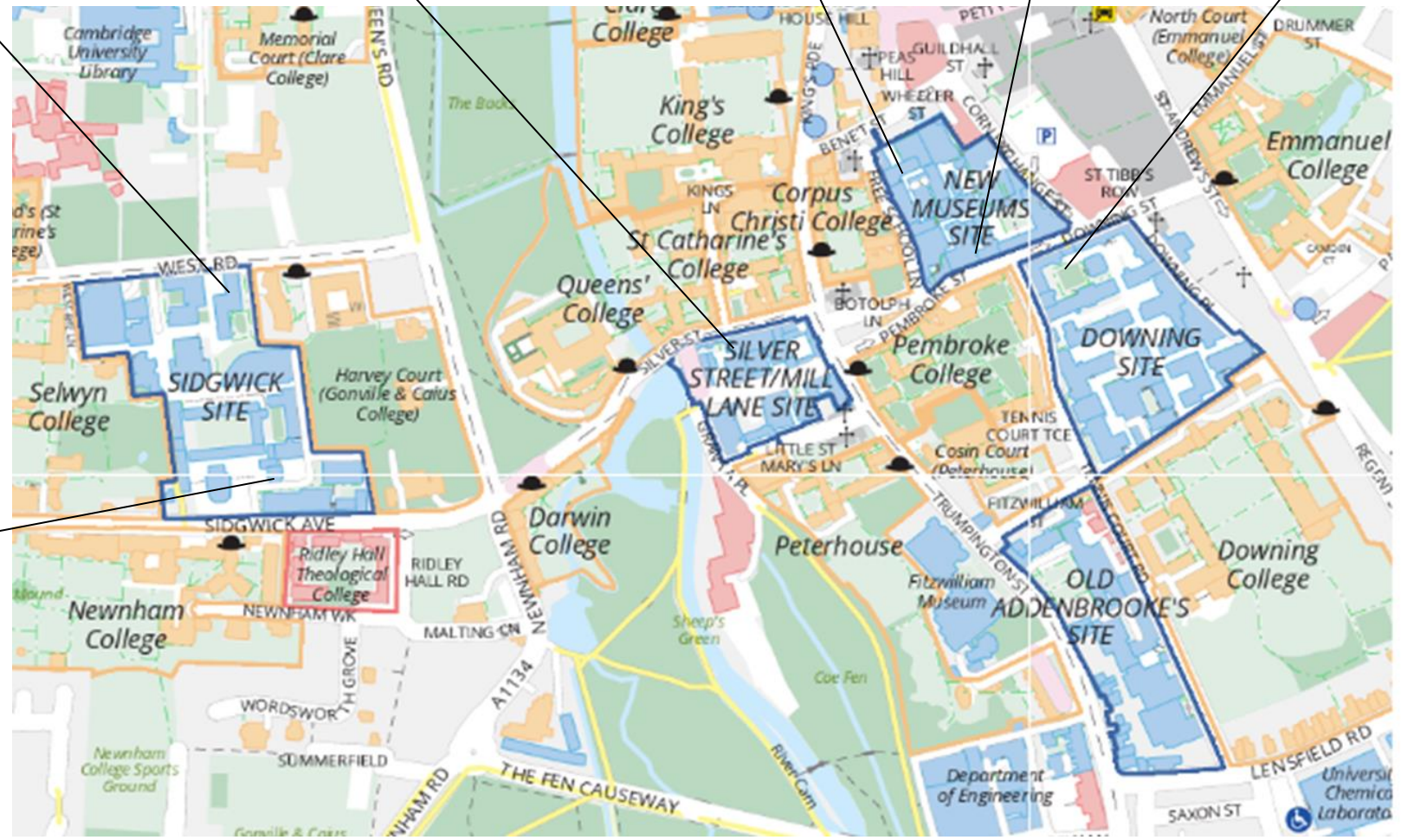
Division of Biological  
 Anthropology  
 Pembroke St Theatre

Division of Archaeology  
 Haddon Library  
 West Building  
 Museum of Arch&Anth

Mill Lane Lecture Rooms

Dept of POLIS  
 Alison Richard Bldg.

Sidgwick Lecture Block  
 Little Hall





Arts School Building  
Entrance

Entrance for North Lecture  
Room, South Lecture Room

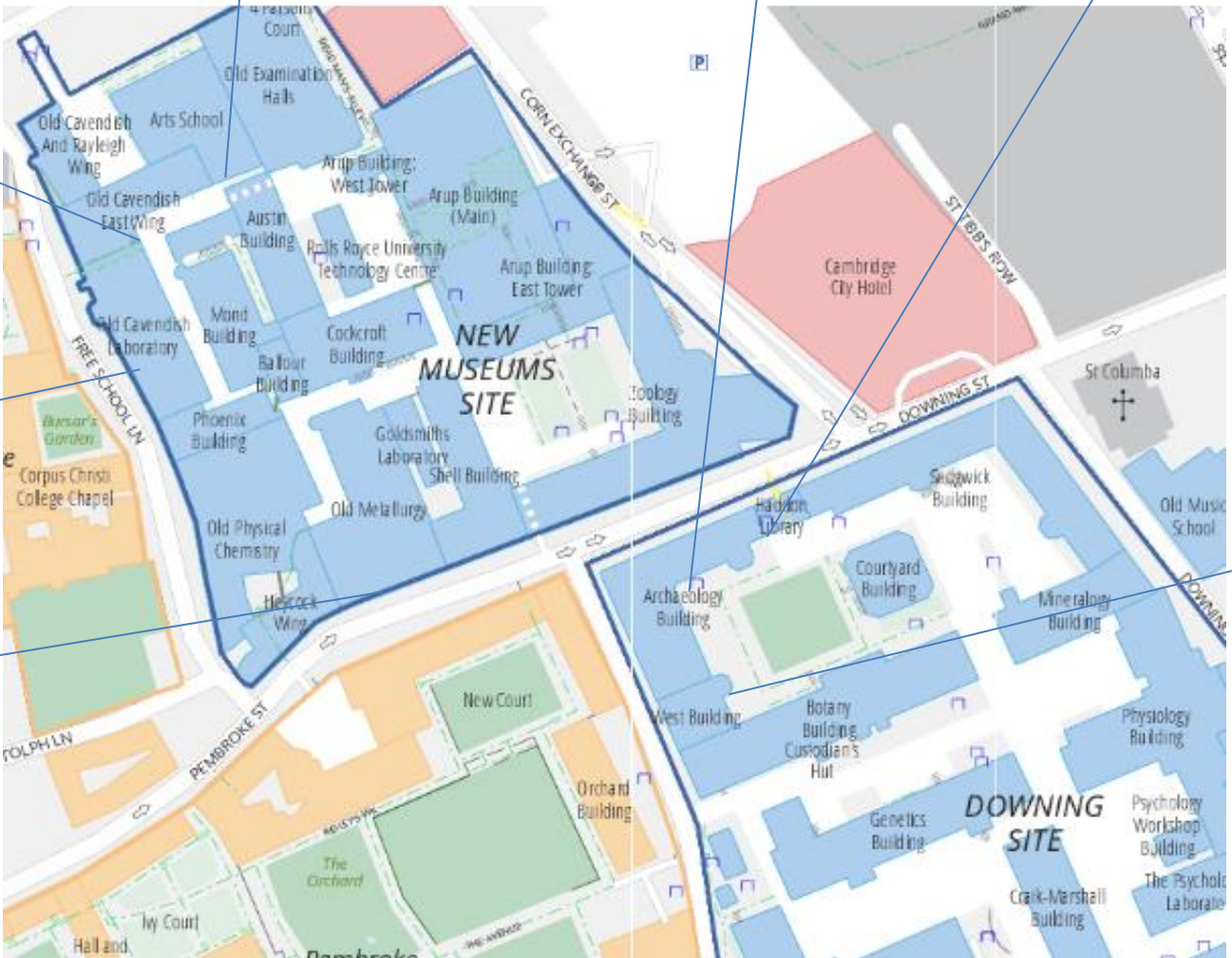
Division of  
Archaeology Entrance  
and Haddon Library

Dept of Sociology Entrance

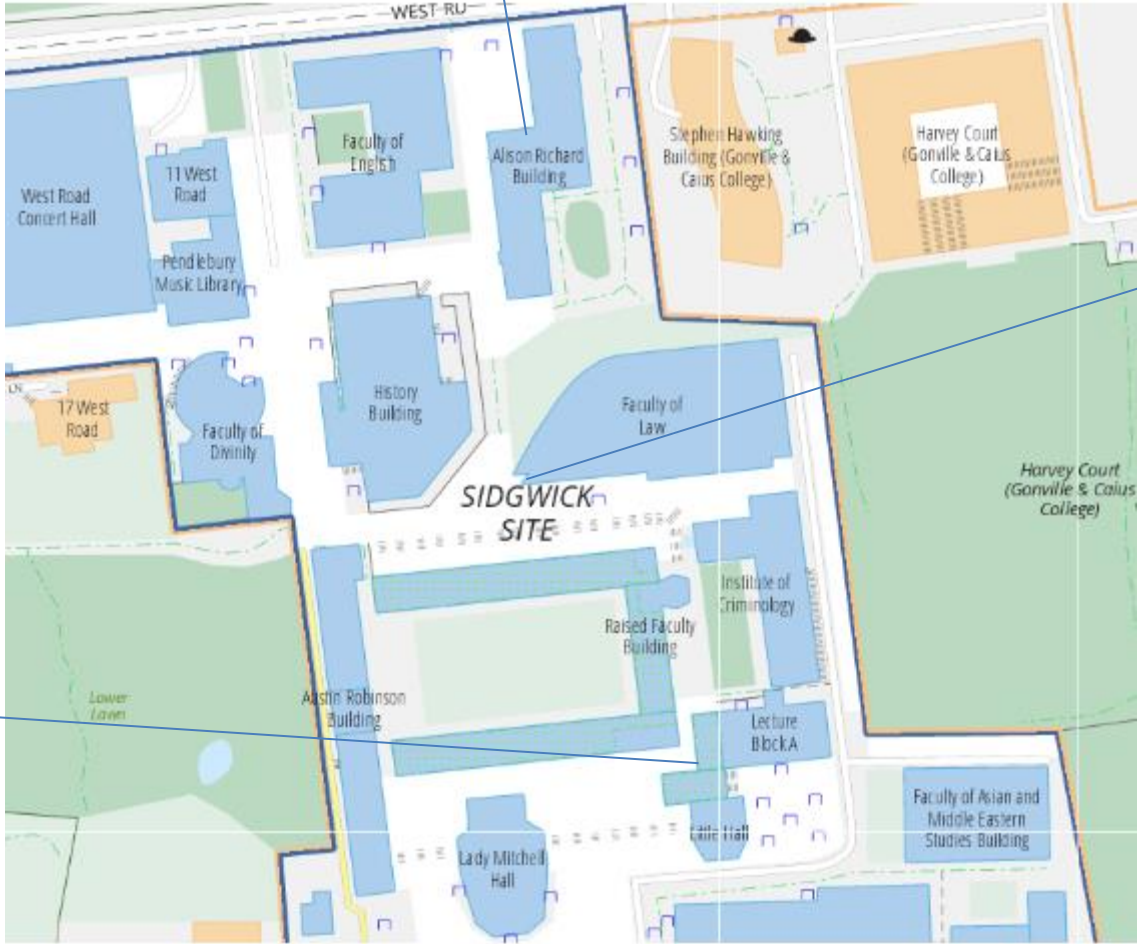
Division of Social  
Anthropology Entrance

Division of Biological  
Anthropology Entrance,  
and Pembroke Street  
Lecture Theatre

West  
Building  
Entrance



Entrance for Dept of POLIS and Alison Richard Building



Entrance to Faculty of Law

Entrance for Sidgwick Lecture Block and the Little Hall

## Appendix 2: Departmental Websites

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You can find more information about any of the individual Departments within our Faculty at the following websites:

Faculty site: [www.hsps.cam.ac.uk](http://www.hsps.cam.ac.uk)

Archaeology: [www.arch.cam.ac.uk](http://www.arch.cam.ac.uk)

Biological Anthropology: [www.bioanth.cam.ac.uk](http://www.bioanth.cam.ac.uk)

Politics & International Relations: [www.polis.cam.ac.uk](http://www.polis.cam.ac.uk)

Social Anthropology: [www.socanth.cam.ac.uk](http://www.socanth.cam.ac.uk)

Sociology: [www.sociology.cam.ac.uk](http://www.sociology.cam.ac.uk)