

HUMAN, SOCIAL, AND POLITICAL SCIENCES TRIPOS

Part IIA Options Booklet 2018-19 academic year

Students must register preliminary paper choices by
Tuesday 3rd July 2018

Faculty of Human, Social, and Political Science
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<http://www.hsps.cam.ac.uk/>

In this booklet you will find information on the available paper choices for Part IIA of the Tripos, and a brief description of each paper available. If you have any queries please contact your Director of Studies in the first instance.

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Introduction

Part II of the Tripos is designed to begin specialist studies in your chosen track. In Part IIA and Part IIB you will take four papers each year. The available tracks are:

Single subject tracks:

- Politics & International Relations
- Social Anthropology
- Sociology

Joint subject tracks:

- Politics and Sociology
- Sociology and Criminology
- Sociology and Social Anthropology
- Social Anthropology and Politics

Note that you cannot change track between Part IIA and Part IIB, unless you are changing from a joint track to one of the single-subject options within that joint track.

You will be asked to complete an online registration form by **Tuesday 3rd July** to indicate the track and papers that you want to study in Part IIA. **Please ensure that you discuss your choices with your DoS prior to completing the online registration form.** The form will be available from Monday 18th June at the following location on the HSPS website:

<http://www.hsps.cam.ac.uk/how-to-submit-your-paper-choices-for-the-hsps-tripos>

The choice you make is not binding at this stage and you can change your mind up until the start of Michaelmas Term 2018. However, gathering this information is very important because it will enable us to do the following before the start of the year:

1. Check our timetable to ensure clashes are kept to a minimum. We can never guarantee that we will be able to fix a clash, as the available options on the Tripos are simply too large; in addition, several papers are shared with other Triposes or with MPhil courses that impose their own restrictions and limit the flexibility we have. If we cannot remove a clash you will need to discuss this with your Director of Studies, as you may need to change your paper selection.
2. Check that we have available rooms of sufficient size for each lecture.
3. Ensure we have recruited sufficient levels of supervisors for each paper. In some papers, we will match students and supervisors before the start of the year so that you can begin supervision right away.

If you do later change your mind, you need to notify us **as soon as possible** by contacting this email address: paperchoices@hsps.cam.ac.uk.

Choosing your Track

Please ensure you discuss your choices with your DoS prior to completing the online registration form.

Later in this booklet you will find a description of all of the Part IIA papers on offer this year, and a summary of what papers are likely to be on offer in Part IIB, together with a list of restrictions on the papers available to help you plan. Please note that the mode of assessment for some papers may change for 2019-20.

We have to make you aware that there is always a small risk that optional papers could be withdrawn or changed if there are unexpected staff changes, illness, sabbatical leave, subject developments or other such unforeseeable circumstances. We will of course notify you if this occurs as soon as possible and will do our best to ensure that no student is disadvantaged by this. Please do not hesitate to contact Barbora Sajfrtova, Faculty Teaching Administrator if you have any question on your paper options.

Due to the number of options available on the Tripos, **we cannot ensure that every option available to you will be clash-free**. If you find that your choice of papers does clash, you should speak to your DoS; we will do our best to resolve clashes but it will not be possible to resolve every case. In addition, some papers run in alternate years, some combinations are restricted if you have not taken a previous paper, and some papers (particularly in Part IIB) change topic from year to year. The online registration form will specify any restrictions.

Each of the subjects in HSPS has provided more information about possible career paths on their websites.

Summary of Part IIA Track Options 2018-19:

Single Track Choices

SUBJECT OPTION	PAPER CHOICES – SECOND YEAR (Part IIA)
Politics & International Relations	<p><u>Paper 1:</u> POL3</p> <p><u>Paper 2:</u> POL4</p> <p><u>Paper 3:</u> POL7, POL8</p> <p><u>Paper 4:</u> POL5, POL6, SAN11, SAN12, SAN13, SOC2, SOC3, A1, A3, B1, A11, HISTORICAL TRIPOS PAPER 10, HISTORICAL TRIPOS PAPER 11, HPS PAPER 1, HPS PAPER 2, PBS3, PBS4</p> <p><i>Please also see restrictions listed on p.24</i></p>
Social Anthropology	<p><u>Paper 1:</u> SAN2</p> <p><u>Paper 2:</u> SAN3</p> <p><u>Paper 3:</u> SAN4a, b, c, or d</p> <p><u>Paper 4:</u> SAN11, SAN12, SAN13, POL3, POL4, SOC2, SOC3, SOC5, A1, A3, B1, A11, AMES PAPER J9, HPS PAPER 1, HPS PAPER 2, PBS3</p> <p><i>Please also see restrictions listed on p.24</i></p>
Sociology	<p><u>Paper 1:</u> SOC2</p> <p><u>Paper 2:</u> SOC3</p> <p><u>Paper3:</u> SOC4, SOC5</p> <p><u>Paper 4:</u> SOC4, SOC5, POL3 POL4, SAN11, SAN12, SAN13, A1, A3, B1, A11, HISTORICAL TRIPOS PAPER 10, HISTORICAL TRIPOS PAPER 11, HPS PAPER 1, HPS PAPER 2, PBS3, PBS4</p> <p><i>Please also see restrictions listed on p.24</i></p>

Joint Track Choices

SUBJECT OPTION	PAPER CHOICES – SECOND YEAR (Part IIA)
Politics and Sociology	<p><u>Paper 1:</u> POL3, POL4</p> <p><u>Paper 2:</u> POL7, POL8</p> <p><u>Paper 3+4:</u> SOC2, SOC3, SOC5</p> <p><i>Please also see restrictions listed on p.24</i></p>
Social Anthropology and Politics	<p><u>Paper 1:</u> POL3, POL4</p> <p><u>Paper 2:</u> POL7, POL8</p> <p><u>Paper 3:</u> SAN2</p> <p><u>Paper 4:</u> SAN3, SAN4a, b, c or d, SAN11, SAN12, SAN13</p> <p><i>Please also see restrictions listed on p.24</i></p>
Sociology and Criminology	<p><u>Paper 1:</u> SOC2</p> <p><u>Paper 2:</u> SOC3</p> <p><u>Paper 3:</u> CRIM1</p> <p><u>Paper 4:</u> CRIM2, CRIM3</p> <p><i>Please also see restrictions listed on p.24</i></p>
Sociology and Social Anthropology	<p><u>Paper 1:</u> SAN2</p> <p><u>Paper 2:</u> SAN3, SAN4a, b, c or d</p> <p><u>Paper 3+4:</u> SOC2, SOC3, SOC5</p> <p><i>Please also see restrictions listed on p.24</i></p>

Part IIA available Papers, 2018-19

Below is a list of all papers offered in 2018-19 on each subject.

In the pages to follow, you will find a brief description of each paper to be offered. This is intended only as a guide to general content; full paper guides and reading lists will be issued at the start of the year.

Politics & International Relations papers – for descriptions, turn to pp.6-10

Offered:

POL3	International organisation
POL4	Comparative politics
POL5	Conceptual issues in politics and international relations
POL6	Statistics and methods in politics and international relations
POL7	The history of political thought to c. 1700 (<i>Paper 19 of Part I of the Historical Tripos</i>)
POL8	The history of political thought from c.1700-c.1890 (<i>Paper 20 of Part I of the Historical Tripos</i>)

Social Anthropology papers – for descriptions, turn to pp.11-14

Offered:

SAN2	The foundations of social life
SAN3	Anthropological theory and methods
SAN4	The anthropology of an ethnographic area: (a) Africa (b) Latin America (c) Middle East (d) South Asia
SAN11	Anthropology of media and visual culture
SAN12	Anthropology of cities and space
SAN13	Gender, kinship and care

Sociology papers – for descriptions, turn to pp.15-17

Offered:

SOC2	Social theory
SOC3	Modern societies II
SOC4	Concepts and arguments in sociology
SOC5	Statistics and methods (also acting at CRIM2 in the Joint Sociology/Criminology track)

For descriptions of papers borrowed from other Triposes, turn to pp.18-21

Paper Descriptions

Politics & International Relations papers

POL3. International organisation

(Paper Coordinator: Prof Jason Sharman)

This paper provides students with a theoretical and practical understanding of the major institutions and organisations governing global affairs. The paper focuses on the origins and functioning of the leading global governance institutions, and on the changing nature of the global cooperation problems that these institutions aim to solve.

The paper is divided into three main parts.

The lectures and supervisions in Part I survey major theoretical and conceptual debates in the field of international organisation. This part of the paper begins by examining the demand for institutionalised cooperation in the international system and proceeds to analyse, from a theoretical perspective, how cooperation is possible under anarchy.

Next, it provides a brief overview of the historical development of major international institutions with the aim of illustrating how current systems of global governance have evolved. Finally, it introduces students to the major theoretical approaches to the study of institutionalised international cooperation.

Part II focuses on historical and contemporary practices of institutional cooperation in different broad areas of global politics--from international security and arms control, to human rights, international trade and financial regulation. This part allows students to explore some of the theoretical and conceptual issues introduced in Part I in a concrete empirical context.

Part III consists of a small number of thematic modules that allow students to explore specific aspects of contemporary international governance in greater depth. Each thematic module will consist of 5-6 lectures and two group seminars. Students will choose ONE module.

POL4. Comparative politics

(Paper Coordinator: Dr Chris Bickerton)

This is a broadly focused paper aiming to give students an understanding of the key actors and dynamics that make up the contemporary politics of states. The paper is organised into two parts: regional case studies (Michaelmas Term) and comparative analysis of general themes (Lent Term). The regional case studies will provide a general introduction to a region but will often focus on a comparison between two countries. These will include cases from the Middle East, Africa, Eastern Europe, South East Asia and the US/UK. Students choose two of these regional lecture streams. The Lent Term lectures will be based on conceptual themes such as state formation and political regimes. Within these themes, the paper explores topics such as the origins of states, post-colonial and non-European state formation, democratisation, and authoritarianism. Each of these topics is studied comparatively, meaning that the different trajectories of political development across the world are used to inform our understanding of more general trends. Overall, the course emphasises both the conceptual and empirical sides of comparative political studies. Assessment for this course will be exam-based, with a three-hour exam at the end of the year.

POL5. Conceptual issues in politics and international relations

(Paper Coordinator: Professor Brendan Simms)

This paper consists of two essays of five-thousand words each, which are both formally assessed. There is no exam or general teaching (other than an introductory session at the start of Michaelmas) for this paper, and students will have individual supervisions for their essays. The essays will address questions chosen from a list provided by the Faculty. The questions on this list focus on a wide range of theoretical and empirical issues covered in the study of Politics and International Relations. This paper is, therefore, an opportunity for students to explore in some depth two issues in Politics and International Relations of their interest.

Essay titles for 2018-19:

1. Why were Europeans able to construct trans-oceanic empires before 1800?
2. To what extent and why have Non-Governmental Organizations (NGOs) taken on a new role of enforcing international law and norms?
3. (A) Can revolutions succeed?
(B) Can revolutions be democratic?
4. Do free elections make the governments they select legitimate?
5. Where does power lie in the politics of the Middle East?
6. What explains the persistence of the Israeli-Palestinian conflict?
7. Based on the origins and characteristics of the 'special relationship' between Britain and the United States, how durable should one expect this relationship to be?
8. Is there such a thing as 'conservative internationalism'?
9. Are cash transfers the best way of tackling poverty AND/OR inequality?
10. (A) Why has evangelicalism become such a conservative influence on US politics since the 1970s?
(B) What does religion explain in American politics?
11. Are democracies bad at debt?
12. How politically useful is the concept of 'ecological debt'?
13. Is the best way of pursuing economic justice to engage in civil disobedience?
14. Assess the extent to which catch-all and cartel parties have come to replace mass parties in advanced democratic societies.
15. Has the European Union become more or less supranational since the signing of the Maastricht Treaty?

16. What were the causes and political consequences of constitutionalism in nineteenth century Asia? (LT only)
17. Outline and explain law's mobility across political and/or territorial borders, with detailed reference to one or two cases. (LT only)
18. Can architecture be democratic?
19. Are realism and utopianism necessarily antithetical?
20. (A) Does Brexit demonstrate the declining influence of the City of London within Britain's political economy?
(B) Why is the UK leaving the EU?
(C) Is Brexit actually possible?
21. Is globalisation the primary cause of the crisis of the liberal international order?
22. On what grounds might it most plausibly be argued that there is a place for justice within armed conflict?
23. Do the norms and institutions governing relations between South America states since independence differ significantly from those that have prevailed in Europe since 1815?
24. (A) Does it matter that the academic study of the history of international relations has marginalised indigenous polities of the global south and non-state actors?
(B) Does Black Internationalism point towards alternatives to contemporary global order?
25. Discounting technological change, do successive political expressions of populism since 1880 display any enduring features?
26. Why were British liberals divided in their attitudes to national self-determination between 1840 and 1870?
27. Are referendums democratic?
28. Is GDP an outdated measure of a nation's success?
29. What would it mean to decolonise political theory?
30. Are Western European social democratic parties in crisis?
31. Are cities the best hope for improved democratic governance?
32. Has economic interdependence between countries led to new forms of industrial policy in the 21st Century? Discuss with reference to one or more pair of major trading partners.

33. What are the arguments for and against a rising power investing in a sizeable blue-water navy in the 21st century?
34. To what extent is the study of the colonial experience relevant to understanding contemporary 'post-colonial' societies?
35. What are some of the changing characteristics of labour in the 21st century?
36. Is a universal category of 'woman' necessary for considering questions of gender and justice?
37. Should we understand war to be a practice of male dominance?
38. Was communism only a great illusion?
39. Is the EU democratic?
40. Is anti-semitism a prejudice or a world view?
41. Is there an international legal constitution?
42. Was the US, UK and French attack on alleged Syrian chemical weapons installations of April 2018 internationally lawful?

POL6: Statistics and methods in politics and international relations

(Paper Coordinator: Dr Pieter van Houten)

This paper introduces students to statistical methods used in the social sciences, illustrates how these methods can be used to study important political issues, and gives students hands-on experience on using these methods and writing up the results of empirical research. The first part of the course introduces students to basic statistical concepts and methods – issues covered include descriptive statistics, bivariate correlation, multivariate linear regression, logistic regression and multilevel regression. These methods are illustrated through examples from research in politics and international relations. This part of the course is taught through lectures, practical sessions and supervisions, and is assessed by a two-hour exam at the end of the year (making up 50% of the overall mark for the course). The second part of the course consists of a data analysis project, on which students write a 5000-word report that is due early in Easter term (which makes up the other 50% of the overall mark). For this project, students choose a dataset from a list provided by the course leaders, design a research project based on the dataset, and conduct the data analysis for the project. This paper will give students useful skills for conducting social science research, which are also essential for various career options in the public and private sector.

POL7. The history of political thought to c. 1700 (Paper 19 of Part I of the Historical Tripos)

(Paper Coordinator: Dr Duncan Kelly)

This paper spans the history of Western political reflection from the city states of ancient Greece to seventeenth century argument about natural freedom, international law, natural rights, and their implications for political existence. It offers the chance to investigate ancient conceptions of political organisation, human nature, virtue, and slavery, in their own time and

place as well as under the later impact of Christianity in the dramatic dialogue between the Church and the Roman Empire. The paper then explores the afterlife and seemingly inexhaustible powers of these ancient texts to stimulate and structure political thinking in later centuries. Aristotle's works, Roman philosophy and Roman law all re-surfaced and were put to work in the Latin West in medieval debates on the relationship between the Church and other powers, the constitutional structure of the Church, kingdoms and cities. It covers humanist responses to the classical past and to classical conceptions of virtue in the political thought of Machiavelli and others, the convergence during the Reformation of various traditions in the Calvinist case for armed resistance to an unjust ruler and moves beyond Europe to examine the theological and legal analysis of the legitimacy of European conquests in the New World.

POL8. The history of political thought from c.1700-c.1890 (Paper 20 of Part I of the Historical Tripos)

(Paper Coordinator: Dr Thomas Hopkins)

Beginning with the Enlightenment and extending from the American and French revolutions to the wave of revolutions in 1848 and the challenge of capitalism in the thought of Karl Marx, this paper explains the formation of the fundamental concepts of modern politics. The line between the sacred and the civil, the relation between liberty and commerce, the transformations in the principles of political legitimacy which led to the notion of the modern representative republic, the nineteenth-century rise of the idea of the nation-states and nationalism, the modern concept of empire, the demand for gender equality: all these and more form the content of this paper.

Social Anthropology papers

For comprehensive paper guides with reading lists for each SAN paper please visit the Social Anthropology website, <https://www.socanth.cam.ac.uk/current-students/ug-part-two-a>

SAN2. The foundations of social life

(Paper Coordinator: Dr Andrew Sanchez, as2672@cam.ac.uk)

This course examines how anthropologists study and understand kinship, economy, politics and religious life. The course also considers the intersections between these core areas of anthropological enquiry.

In the anthropology of economy, we explore egalitarianism and affluence, gifts and commodities, money and work, property and finance. In the anthropology of kinship, we examine classic debates about the relationship of biology to kinship, the formation of personhood, and the relation between kinship and new reproductive technologies. Topics covered in the anthropology of politics include theories of the state and civil society, political ritual, nationalism, language, power, resistance, violence and security. In the anthropology of religion, the paper covers major anthropological debates on theories of religion, ritual, symbolism, classification, cosmology and religious movements.

SAN3. Anthropological theory and methods

(Paper Coordinator: Dr Rupert Stasch, rs839@cam.ac.uk)

The aim of this course is to enable students (1) to understand, evaluate, and engage with contemporary debates in anthropological theory, and (2) to approach substantive questions of ethnographic interpretation and social explanation in a theoretically informed manner. It does this by providing students with a grounding in classical social theory, and in the main schools of thought in social and cultural anthropology. The course introduces the writings of some of the most important thinkers, schools and debates in the history of anthropological thought. Each of these is presented in its intellectual and historical context, and is examined critically and in terms of its continuing intellectual relevance, with an emphasis on the reading of original texts. This historical approach is complemented by themes considered in detail. The themes selected change from time to time.

Theoretical approaches are seen in the context of anthropological field research and the various genres of anthropological writing. The challenges of understanding some specific ethnographic cases have been important spurs to anthropological theorising, and have given rise to concepts, questions, and theories that have been influential both in and beyond the discipline. At the same time, anthropological theory has registered the influence of innovations and intellectual fashions from a range of other disciplines. Both these dynamics are examined. We consider how different theoretical approaches propose different basic conceptions of human life, and also different conceptions of anthropological knowledge. We also consider the way different theoretical approaches have been associated with characteristically different kinds of ethnographic writing.

SAN4. The anthropology of an ethnographic area:

Please note: the Department of Social Anthropology will try to assign students their first choice of area but due to student numbers this may not always be possible.

SAN4a: Africa:

(Paper Coordinator: Dr Andrea Grant, amg68@cam.ac.uk)

This is a paper on the anthropology of and from Africa, with a particular focus on sub-Saharan Africa. Through a series of lectures and seminars, we will examine, reflect upon, and critically discuss the following themes: the relationship between African anthropology and colonialism; race and the ‘invention’ of Africa; spirit possession, Christianity, and Islam; politics and human rights; disability and welfare; neoliberal economic reforms and their effects; popular culture and youth; gender and sexuality; land; rural-urban relations; health and healing; violence and memory; diasporas; and the ethics of studying Africa in the 21st century, amongst others. We will explore both historical sources as well as more contemporary research.

SAN4b: Latin America

(Paper Coordinator: Dr Sian Lazar, (Michaelmas 2018) sl360@cam.ac.uk)

This paper introduces students to the ethnographic and theoretical issues in the history and contemporary life of societies in Latin America. Topics covered by the paper include: ethnicity; kinship and sociality; perspectivism; the environment and resources; neoliberalism; citizenship and multiculturalism; social movements, especially indigenous movements; gender; terror and violence; religion; the state and cities.

SAN4c: Middle East:

(Paper Coordinator: Dr Yael Navaro, yn213@cam.ac.uk)

This is a paper on the historical anthropology of the Middle East with a focus, primarily, on post-Ottoman and post-colonial Syria, Lebanon, Palestine/Israel, Iraq, Turkey, Iran and Egypt. (In 2018-19, we will also have two lectures and a seminar on North African ethnography). Through a series of lectures and seminars, we will examine, study and critically discuss historical and anthropological works on the following themes: epistemologies of the ‘Middle East’; the anthropology of Islam; piety movements, Islamism, and ordinary Islam; the anthropology of secularism; gender, sexuality, desire and intimacy; minorities in the Middle East and minoritization practices; violence, war and genocidal practices; histories of sectarianism; Ottoman, post-Ottoman, colonial and post-colonial state practices; the cultures and mechanisms of ‘modernity’; nations and nation-building; social class; kinship, the family and reproduction; refugee lives; authoritarian regimes, social movements, and resistance. Lectures and seminars will be based on ethnographic, anthropological and historical sources.

SAN4d: South Asia:

(Paper Coordinator: Prof Susan Bayly, sbb10@cam.ac.uk)

This paper acquaints students with the major societies and cultures of South Asia (India, Pakistan, Bangladesh, Nepal and Sri Lanka). Specific topics covered may include: pilgrimage and worship; theories of caste; gender and kinship; Hinduism, Islam, leadership and political authority within and beyond the South Asian nationalist traditions; the status of ‘tribes’ and social movements; democracy, governance and corruption & communal and religious conflict.

SAN11: Anthropology of media and visual culture

(Paper Coordinator: Dr Rupert Stasch, rs839@cam.ac.uk)

This paper explores how different social orders are created through production and circulation of media forms and visual images. The paper begins with anthropological theories of representation in general, and the history and range of research on media. Further lectures consider specific communicative technologies and genres across societies and histories. Cases examined in depth include photography, radio, amateur film, and Web 2.0. Briefer attention is given to museum display, street protest, print, popular music, Reality TV, and religious satellite television channels. We ask what insights and challenges arise in specifically ethnographic and cross-cultural study of these phenomena. In most communities, today, mass and digital media are the primary means by which symbolic forms circulate across time and space.

These media are central to the constitution of subjectivities, institutions, and collective events. Yet while scholars and popular commentators frequently affirm that new media practices define who people are, actually specifying the relation between media forms and broader social conditions is a difficult task, to which anthropologists are contributing in innovative ways.

SAN12: Anthropology of cities and space

(Paper Coordinator: Dr Andrew Sanchez, as2672@cam.ac.uk)

This paper examines the nature of urban space and social relations, and interrogates how social anthropology understands and conducts research within cities. The paper draws upon a range of comparative ethnographic research and social theory to investigate the political, theoretical and methodological questions raised by the study of urban environments.

The paper places anthropological engagements with the city in the context of ideas from other disciplines, such as architecture, sociology, and geography. Core debates are introduced in critical relation to relevant bodies of theoretical work and case-studies of particular urban contexts. Students are encouraged to develop perspectives on the course material that are theoretically informed and ethnographically grounded, and to apply them to wider experiences of urban life.

The paper is comprised of four courses, each of which contains four lectures and two seminars. During the Michaelmas term the paper considers: debates surrounding space, materiality, affect and memory; power and the state in cities. During the Lent term the paper considers: core concepts and methods in urban anthropology; tensions and frictions of modern urban living.

SAN13: Gender, kinship and care

(Paper Coordinator Dr Perveez Mody, pm10012@cam.ac.uk)

In recent years the burgeoning interest in the anthropology of care has been informed by the ubiquity of forms of social precarity in many parts of the world where anthropologists find themselves working. This paper aims to use this emergent literature and the new perspectives it provides to explore the theorisation of care in conjunction and conversation with older but ever important anthropological bodies of knowledge about gender and kinship. The course addresses care through the study of forms of bureaucracy, governance and surveillance and the ensuing responses through which people experience, express and repudiate forms of sexuality, welfare colonialism, survival, belonging and ordinary life. It examines evidence of the emergence of ideas of anonymous care, public morality, re-distributional reciprocity,

obligation, generosity and self-interest against culturally and historically saturated ideas about individualism, autonomy and dependence, life and death, kinship and care. Cross-cultural studies of same-sex and heterosexual relationships and queer theory and ethics will also be examined so as to better theorise the ways in which care is being reconfigured both within and outside existing kinship and gender configurations. The new theorisation of care builds upon new ways of caring for the self and the body, as well as concerns with those who are marginal, vulnerable or socially abject. Themes to be addressed include: obligation, belonging, friendship, intimacy, sexuality, subjectivity, disability, migration, caring labour, intensive parenting and childcare.

Sociology papers

SOC2. Social theory

(Paper Coordinator: Professor Patrick Baert)

The paper on contemporary social theory builds on students' knowledge of classical theory from Part I and explores the development of social theory through to the present day. The paper aims to provide students with a firm grasp of key theoretical approaches and enables them to read the work of some of the great thinkers of the 20th Century in some depth. The time period runs from roughly 1920 to the present day, but the emphasis is placed on recent (i.e. post-1960) literature and developments. Topics covered include: symbolic interactionism and ethnomethodology; hermeneutics and theories of interpretation; 20th Century Marxism; the Frankfurt School; structuralism and post-structuralism; functionalism; rational choice theory; feminist theory; theories of modernity and post-modernity; Habermas; Foucault; Bourdieu; Giddens; Beck; and Bauman.

SOC3. Modern societies II: Global Social Problems and Dynamics of Resistance

(Paper Coordinators: Dr Ella McPherson)

This paper aims to:

- introduce and explore a selection of global social problems and dynamics of resistance from a sociological perspective.
- introduce the sociological notion and methodological tool of intersectionality, bringing gender, race and class to the fore, for the understanding of social problems and dynamics of resistance.
- develop a critical understanding of key sociological concepts, approaches and analyses to social problems such as inequality, neoliberalism, development, nationalism, globalisation, social movements, protest, transnationalism, discourse, representation, democracy, political economy and power.

SOC4. Concepts and arguments in sociology

(Paper Coordinator: Dr Manali Desai)

This paper gives students the opportunity to pursue your interests in Sociology in some depth and to think carefully about the nature of sociological explanation and analysis. With the help and guidance of a supervisor, students will have a chance to engage in independent reading and research. The paper is assessed by means of two 5000 word essays on questions drawn from a list that is published each year. The list is divided into two Sections; students must write one essay on a topic from each Section. Questions in Section I are concerned with key concepts in Sociology and in the Social Sciences more generally. They focus on the history, complexity, and potential uses of these concepts in empirical research. Questions in Section II are concerned with sociological analysis and explanation. They focus on a particular problem, phenomenon or development and invite students to think about how it can be analysed and/or explained sociologically.

SOC5. Statistics and methods (also acting as paper CRIM2 of the Joint Sociology/Criminology track)

(Paper Coordinator: Dr Brendan Burchell)

In this course students will learn about a range of quantitative and qualitative methods and how they may be applied to explore issues in social science. Students will have the

opportunity to apply new skills and knowledge in lab sessions, exploring real-life data. A wide range of statistical methods for data analysis will be covered, from simple descriptive statistics through to multivariate regression, logistic models and factor analysis. The course will also cover survey design, sampling methods, techniques in interviewing, and the principles of ethnography. At the end of the course students will:

1. Be aware of the different approaches to carrying out empirical research and the epistemological backgrounds that inform the approaches
2. Be able to read and understand empirical research published in books and journal articles
3. Know how to perform basic statistical analysis using SPSS software, and to interpret findings correctly
4. Have a solid foundation in basic methods and statistics, which will enable progression to more advanced courses, if desired

The focus of this course will be on research methods as practical tools to address real-life questions relevant to sociologists and social science. No prior expertise in mathematics or statistics is necessary. The skills and knowledge gained from studying on this course will be of benefit to students embarking on a substantial research project such as a dissertation, and will be useful for those interested in a career involving use, and interpretation, of data.

Sociology and Criminology papers

Criminology Paper CRIM1: Foundation in criminology and criminal justice

Available to students in the Joint Sociology/Criminology Track

(Paper Coordinator: to be confirmed)

This is an introductory course designed to introduce students to some basic understandings of crime measurement, theories about pathways into crime, pathways out of crime, and how the criminal justice system works – in response to crime.

Paper Content

Block 1: Meanings and Measures of crime

Block 2: Pathways into crime: some psychological, individual, developmental and psychoanalytic ideas

Block 3: Pathways into crime: some sociological ideas

Block 4: Pathways out of crime

Blocks 5 & 6: Criminal Justice Basics

Criminology Paper CRIM2: Statistics and Methods (Paper SOC5)

Available to students in the Joint Sociology/Criminology Track

(Paper Coordinator: Dr Brendan Burchell)

The first module covers statistical methods: descriptive statistics; bivariate correlation; multivariate linear regression, and factor analysis. Students will read published work employing each of the methods; learn how to implement the method in SPSS with “real” data, and how to test whether results are statistically valid.

The second module covers survey design and methods: students will learn about different ways in which a sample may be selected; the importance of careful sample selection; the implications of using samples based on different designs; weighting; and where to find survey data.

The third module covers topics in qualitative research methods: techniques in interviewing, the principles of ethnography, and visual methods. Criminology will teach four 2 hour lectures on the following topics:

- Experimental Criminology
- Longitudinal research in Criminology
- Ethnographic work in Criminology
- Documentary and discourse analysis in Criminology

Criminology Paper CRIM3: A subject in criminology I

Available to students in the Joint Sociology/Criminology Track

(Paper Coordinator: Prof Loraine Gelsthorpe)

Two long essays on criminological topics (2x 5,000 words). The Institute of Criminology will set the topics from which the student can choose. Supervisors will depend on topics chosen and will be organised centrally. The topics presented will reflect a wide range of criminological and criminal justice interests, for example: changes in types of crime over time, motives for committing crime, biological, neurological and psychological factors relating to the commission of crime, sociological factors relating to the commission of crime, desistance or what facilitates pathways out of crime, and gender differences in the commission of crime. Essay topics presented will also reflect criminal justice issues: decision-making by the police, out of court options, race issues in the delivery of criminal justice, CPS decision-making, sentencing, prison regimes and their limitations, gender differences in the delivery of criminal justice, parole and early release, media portrayals of crime and criminal justice. There will also be opportunity to write in a comparative way, drawing on what is known about conceptions of criminal justice in other countries.

Papers borrowed from other Triposes

Archaeology Paper A1: World Archaeology

Only available to students who did not take the paper in Part I

(Paper Coordinator: Dr Elizabeth DeMarrais)

This paper is a broad undergraduate lecture series that introduces students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. Emphasis will be placed on the questions that archaeologists investigate and the ways they go about addressing and answering those questions. Students will learn about the recovery, recording, and interpretation of archaeological data (artefacts, buildings, landscapes) that relate to the broad span of human history and prehistory. The links between theory and archaeological methods will be illustrated with case studies and examples drawn from a wide range of time periods and geographic regions.

Archaeology Paper A3: Introduction to the Cultures of Egypt and Mesopotamia

Only available to students who did not take the paper in Part I

(Paper Coordinator: Dr Kate Spence)

A3 aims to provide a broad survey of the archaeology and history of ancient Egypt and Mesopotamia and to introduce the student 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, belief systems and mortuary practices of these areas in the past. The integration of archaeological, textual and artistic evidence as complementary sources for interpreting historical cultures is emphasised throughout.

B1: Humans in Biological Perspective

Only available to students who did not take paper A7 in Part I

(Paper coordinator: tbc)

This paper provides a broad introduction to biological anthropology and covers major subject areas such as primate biology and behaviour, human evolution, human health, 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.

A11: From Data to Interpretation

This paper will give you foundational skills for critical thinking, data handling, and quantitative analysis for archaeological and anthropological research. It will cover theoretical, methodological, and practical aspects of modern scientific research, enabling you to identify appropriate statistical techniques and relevant data required to address specific research questions. Lectures will cover theoretical aspects pertaining the logic of scientific arguments and the core principles of statistical inference, as well as practical skills for data handling, visualisation, and analysis. Practical sessions and supervisions will give you hands-on experience for carrying out many of the analysis presented in the lecture primarily through

the use of R statistical computing language. Examples will include statistical analysis of experimental data on primates, archaeological artefact distributions, skeletal assemblages, and radiocarbon dates in stratigraphic contexts.

AMES Japanese Studies Paper J9: Japanese Society

Available to single track Social Anthropology students – limited places available

(Paper Coordinator: Dr Brigitte Steger)

This course provides an introduction to Japanese society, its current phenomena and their historical/cultural background. Starting from our own images and influential descriptions of Japanese society, this course will investigate family, gender, sexuality, demography, education, work, and leisure, as well as life-stages and different aspects of the daily (and nightly) life of the various social groups.

The course also shows how the study of a society always depends on the questions one asks, on the theoretical and methodological assumptions, the methods one uses to gather data, the kind of sources one uses (or generates) as well as methods of analysis. These issues will be explored by closely looking at a variety of studies, both in content and style, and also by exercises using primary source material, and of course by essay writing. Last but not least, the lectures and seminars are also aimed at preparing students for their one-year stay in Japan. It should help them to adjust to the new social environment as well as to make sense of their observations, their experiences and their feelings.

History Paper 10: British economic and social history, 1700–1880

(Paper Coordinator: Dr Leigh Shaw-Taylor)

In the two centuries covered by this paper, Britain's economy, society, and culture changed dramatically. There were many continuities, of course; even the 'revolutionary' nature of the 'industrial revolution' is nowadays contested. Even so, the impact of new wealth and goods, and of new patterns of work and urban living, was certainly greater than in any previous period of British history, and this impact was socially and culturally transformative. This paper introduces you both to the economic processes which effected this change and to the ways in which Britons of diverse ranks experienced and thought about their unstable world and behaved within it. As the reading list shows (available on the Faculty of History website), the themes from which you may choose your eight essay topics are diverse. You will not be able to cover all the themes or all the chronology. Guided by your supervisor, you will have to make choices. Some of you will choose to sample economic, social and cultural themes broadly. Others may wish to specialise a little -- on economic or demographic history, say. Note, however, that the distinctions between 'economic', 'social' and 'cultural' history are artificial. For example, you cannot understand demographic history without a knowledge of sexual and gender relations, and vice versa; and family history was shaped by economic change, and vice versa.

History Paper 11: British economic and social history, since c. 1880

(Paper Coordinator: Prof Simon Szreter)

In 1880 Britain was at the height of its economic and imperial world dominance, though domestically it was a relatively poorly-educated, deeply class-divided, highly urban population of large, unhealthy families still led by an aristocratic elite, attached to a laissez-faire ethos of 'Victorian' individualism. This paper examines the history of the ensuing

century and a quarter which has witnessed a revolution and a counter-revolution in both social thought and social policy and in economic theory. The experiences of women, of organised labour, of poverty, ill health, social mobility and inequality have all been subject to highly significant changes. Meanwhile Britons endured two worlds' wars and the Great Depression, divested themselves of a global empire and became a multicultural, secular and liberal welfare state of consumers and small families, increasingly engaging in a diversifying global culture.

More information on the History papers can be found here:

<https://www.hist.cam.ac.uk/undergraduate/hist-tripos/part-i/part-i-papers-2017-2018>

History & Philosophy of Science, Papers 1 and 2

(Paper Coordinator: Prof Simon Schaffer)

The NST IB course in History and Philosophy of Science is available as an option in the HSPS Tripos. The course offers a wide-ranging overview of the nature of science and its place in society. It explores the historical, philosophical and social dimensions of the sciences, the ways in which the sciences are shaped by other aspects of social and economic life, and the roles of scientists in public debate. Examples are drawn from many different disciplines, over a period extending from the Renaissance to the present day: from early astronomy, alchemy and natural philosophy, to the atomic bomb, the discovery of DNA and climate change. We examine questions about how theories are tested and change, and about the nature of causation, laws and scientific explanation. The course also considers whether or not science provides an increasingly accurate account of a largely unobservable world. There are two examination papers to choose from: 'History of Science', which stresses the historical side of the subject, and 'Philosophy of Science' which emphasises the philosophical aspects. Students sit just one paper, but they are advised to attend as many lectures as possible for both papers.

PBS3: Social & Developmental Psychology

(Paper Coordinator: TBC)

This paper aims to provide representative coverage of classic and contemporary theory and research in social and developmental psychology. In the first term, students will learn key meta-theories in social psychology in a series of introductory lectures, and then will examine specific core topics of the field in subsequent lectures, including social cognition, sociocultural approaches, the self, well-being, and prosociality. In the second term, students will study the key processes involved in the developmental transformation of social, emotional, and cognitive behaviour across the life span.

PBS4: Biological & Cognitive Psychology

A sub-section of Experimental Psychology, from Part IB of the Natural Sciences Tripos.

(Paper Coordinator: TBC)

Cognitive Neuroscience and Experimental Psychology approaches topics in Psychology from a scientific perspective using laboratory studies to explore cognitive and neural mechanisms of behaviour. This course introduces you to the mental and brain processes involved in perception, attention, learning and memory, language, action, awareness and thinking and reasoning. A number of you may well be surprised by the 'openness' of the subject. There are

plenty of 'hard facts' in psychology but there are also many theories, some of them, indeed, of a highly speculative nature. This is because, even after more than 100 years of its scientific study, many of the capacities of the mind and the brain remain mysterious. There are three lectures per week, and up to two practical classes.

Provisional list of papers to be taught in Part IIB, 2019-20

The following list of papers are likely to be taught in 2019-20, for Part IIB.

We have to make you aware that there is always a small risk that optional papers could be withdrawn or changed if there are unexpected staff changes, illness, sabbatical leave, subject developments or other such unforeseeable circumstances. We will of course notify you if this occurs as soon as possible and will do our best to ensure that no student is disadvantaged by this. Please do not hesitate to contact Barbora Sajfrtova, Faculty Teaching Administrator if you have any question on your paper options.

The final list of Part IIB papers for 2019-20 will be published in the Easter term 2019.

Politics & International Relations papers

Please note that a paper may be removed subject to the availability of lecturers and supervisors. Some papers may be capped due to student numbers and the availability of supervisors.

POL9.	Conceptual issues and texts in politics and international relations
POL10.	The history of political thought from c.1700-c.1890
POL11.	Political philosophy and the history of political thought since c.1890
POL12.	The politics of the Middle East
POL13.	The politics of Europe
POL14.	A paper in international politics
POL15.	The politics of Africa
POL16.	Conflict and peacebuilding
POL17.	A paper in politics or international relations
POL18.	Politics and gender
POL19.	China in the international order
POL20.	A paper in political thought

Social Anthropology papers

Core Papers:

SAN5.	Ethical life & the anthropology of the subject
SAN6.	Power, economy & social transformation

Ethnographic area papers from among the below options may be offered:

SAN4.	The anthropology of an ethnographic area:
	(a) Africa
	(c) Middle East
	(d) South Asia
	(e) Pacific

Optional papers listed below may be offered:

SAN9.	Science and society
SAN12.	Anthropology of cities and space
SAN13.	Gender, kinship and care

Sociology papers

Papers likely to be available:

- SOC5. Statistics and methods
- SOC6. A subject in sociology I: Advanced social theory
- SOC7. A subject in sociology II: Media, culture and society
- SOC8. A subject in sociology III: Religion and Contentious Mobilization
- SOC9. A subject in sociology IV: Global capitalism
- SOC10. A subject in sociology V: Gender
- SOC11. A subject in sociology VI: Racism, race and ethnicity
- SOC 12. A subject in sociology VII: *Paper on Post-Colonial Societies TBC*
- SOC13. A subject in sociology VIII: Health, medicine and society
- SOC14. TBC
- SOC15. Criminology, sentencing, and the penal system (*Paper 34 of the Law Tripos*)

Restrictions on Part IIA and IIB Papers:

Below are the formal restrictions on papers on available on each track (*please note that these may be subject to change in 2019-20 by approval of the Faculty Board. Your IIB options will be explained to you in full at the end of Part IIA*). Please consider these when choosing your Part IIA options as if you have not taken the foundation papers in your IIA year, these restrictions will apply and you won't be allowed to register for certain papers (e.g. If you do not take SOC2 in Part IIA, you won't be able to register for paper SOC6 in Part IIB).

Restrictions:

Part IIA:

- Papers A1, A3 are only available to candidates in Part II if they did not take the paper in Part I
- Paper B1 can only be taken if you did not take A7 in Part I

Part IIB:

- POL10 cannot be taken if POL8 was taken at IIA.
- POL13 and POL17 can only be taken if POL3 or POL4 was taken in Part IIA
- Candidates eligible for SAN4 may only take an area paper they have not already taken in Part IIA
- SAN7-14 Optional Papers can only be taken if you have not previously taken the same paper in Part IIA
- SOC5 cannot be taken if a candidate is also taking POL6
- SOC6 can only be taken if SOC2 was taken in Part IIA

Administrators

If you have any queries about a particular subject please contact the relevant Administrator:

Politics & IR:	Patrycja Koziol, ugadmin@polis.cam.ac.uk
Social Anthropology:	Jennifer Broadway, undergraduate-enquiries@socanth.cam.ac.uk
Sociology:	Odette Rogers, ohmr3@cam.ac.uk
HSPS Part I Administrator:	Gillian Dadd, gad28@cam.ac.uk

Or you may contact the Faculty Teaching Administrator, Barbora Sajfritova, bs481@cam.ac.uk at any time.

NOTES:

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