Students must return preliminary paper choices by 
30th May 2018

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 **Wednesday 30th May** 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 Friday 18th May at the following location on the HSPS website:

http://www.hsps.cam.ac.uk/how-to-submit-your-paper-choices-for-the-hsp-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 currently on offer in Part IIB, together with a list of restrictions on Part IIB papers to help you plan. Please note that the mode of assessment for some papers may change for 2019-20.

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.

The information in this booklet is only applicable to the 2018-19 academic year.

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

Single Track Choices

<table>
<thead>
<tr>
<th>SUBJECT OPTION</th>
<th>PAPER CHOICES – SECOND YEAR (Part IIA)</th>
<th>PAPER CHOICES – THIRD YEAR (Part IIB) in 2018-19*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics &amp; International Relations</td>
<td><strong>Paper 1:</strong> POL3 <strong>Paper 2:</strong> POL4 <strong>Paper 3:</strong> POL7, POL8 <strong>Paper 4:</strong> ARC8, ARC10, ARC11, ARC12, ARC14, ARC15, ARC17, ARC18, ARC20, ARC22, ARC25, ARC26, ARC27, ARC29, ARC32, ARC33, BAN2, BAN3, BAN4, BAN5, BAN6, BAN7, BAN8, BAN9, SAN11, SAN12, SAN13, SOC2, SOC3, HPS PAPER 1, HPS PAPER 2, POL5, POL6, HISTORICAL TRIPOS PAPER 10, HISTORICAL TRIPOS PAPER 11, PBS3, PBS4</td>
<td><strong>Paper 1:</strong> POL9 <strong>Paper 2+3:</strong> POL10, POL11, POL12, POL13, POL14, POL15, POL16, POL17, POL18, POL19, POL20, POL21 <strong>Paper 4:</strong> ARC8, ARC9, ARC10, ARC12, ARC14, ARC15, ARC17, ARC18, ARC20, ARC22, ARC25, ARC26, ARC27, ARC29, ARC32, ARC33, BAN2, BAN3, BAN4, BAN5, BAN6, BAN7, BAN8, BAN9, SAN11, SAN12, SAN13, SOC6, SOC7, SOC8, SOC9, SOC10, SOC11, SOC12, SOC13, SOC14, SOC15, POL6, POL10, POL11, POL12, POL13, POL14, POL15, POL16, POL17, POL18, POL19, POL20, POL21, HPS Paper5, HPS Paper6, HISTORICAL TRIPOS Paper6, ECONOMICS TRIPOS Paper8</td>
</tr>
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*Please also see restrictions listed on p.30

Candidates can choose to substitute either paper 2 or paper 3 for a dissertation

*Please also see restrictions listed on p.30
<table>
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<tr>
<th>SUBJECT OPTION</th>
<th>PAPER CHOICES – SECOND YEAR (Part IIA)</th>
<th>PAPER CHOICES – THIRD YEAR (Part IIB)</th>
<th>in 2018-19*</th>
</tr>
</thead>
</table>
| Social Anthropology | **Paper 1:** SAN2  
**Paper 2:** SAN3  
**Paper 3:** SAN4  
**Paper 4:** SAN11, SAN12, ARC8, ARC10, ARC11, ARC12, ARC14, ARC15, ARC17, ARC18, ARC20, ARC22, ARC25, ARC26, ARC27, ARC29, ARC32, ARC33, BAN2, BAN3, BAN4, A1, A3, B1, A11, POL3, POL4, SOC2, SOC3, SOC5, HPS PAPER 1, HPS PAPER2, PBS3, PAPER J9 of the Asian and Middle Eastern Studies  

*Please also see restrictions listed on p.30* | **Paper 1:** SAN5  
**Paper 2:** SAN6  
**Paper 3:** SAN4, SAN11, SAN12, SAN13  
**Paper 4:** SAN4, SAN11, SAN12, SAN13, POL13, POL17, SOC5, SOC6, SOC7, SOC8, SOC9, SOC10, SOC11, SOC12, SOC13, SOC14, SOC15, ARC8, ARC9, ARC10, ARC11, ARC12, ARC14, ARC15, ARC17, ARC18, ARC20, ARC22, ARC25, ARC26, ARC27, ARC29, ARC32, ARC33, BAN2, BAN3, BAN4, BAN5, BAN6, BAN7, BAN8, BAN9, HPS PAPER5, PAPER J9  

*Candidates can choose to substitute paper 3 for a dissertation*  

*Please also see restrictions listed on p.30* |
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<tr>
<th>SUBJECT OPTION</th>
<th>PAPER CHOICES – SECOND YEAR (Part IIA)</th>
<th>PAPER CHOICES – THIRD YEAR (Part IIB) in 2018-19*</th>
</tr>
</thead>
</table>
| Sociology      | **Paper 1:**
|                | SOC2                                   | **Paper 1:**
|                | **Paper 2:**
|                | SOC3                                   | SOC5, SOC6, SOC7, SOC8, SOC9, SOC10, SOC11, SOC12, SOC13 |
|                | **Paper 3:**
|                | SOC4, SOC5                             | **Paper 2+3:**
|                | **Paper 4:**
|                | ARC8, ARC10, ARC 11, ARC12, ARC14, ARC15, ARC17, ARC18, ARC20, ARC22, ARC25, ARC26, ARC27, ARC29, ARC32, ARC33, BAN2, BAN3, BAN4, A1, A3, B1, A11, POL3 POL4, SAN11, SAN12, SAN13, SOC4, SOC5, PBS3, PBS4, HPS PAPER 1, HPS PAPER2, HISTORICAL TRIPOS PAPER 10, HISTORICAL TRIPOS PAPER 11 | SOC5, SOC6, SOC7, SOC8, SOC9, SOC10, SOC11, SOC12, SOC13, SOC14, SOC15 |
|                | **Candidates can choose to substitute either paper 2 or paper 3 for a dissertation** | **Please also see restrictions listed on p.30** |

* The Part IIB 2018-19 papers listed above are provided for information only and are subject to change. The papers on offer for 2019-20 will be confirmed in Lent term 2019.
## Joint Track Choices

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<tr>
<th>SUBJECT OPTION</th>
<th>PAPER CHOICES – SECOND YEAR (Part IIA)</th>
<th>PAPER CHOICES – THIRD YEAR (Part IIB) in 2018-19*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics and Sociology</td>
<td><strong>Paper 1:</strong> POL3, POL4</td>
<td><strong>Paper 1+2:</strong> POL6, POL10, POL11, POL12, POL13, POL14, POL15, POL16, POL17, POL18, POL19, POL20, POL21</td>
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<td></td>
<td><strong>Paper 2:</strong> POL7, POL8</td>
<td><strong>Paper 3+4:</strong> SOC5, SOC6, SOC7, SOC8, SOC9, SOC10, SOC11, SOC12, SOC13, SOC14, SOC15</td>
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<td><strong>Paper 3+4:</strong> SOC2, SOC3, SOC5</td>
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<td><em>Please also see restrictions listed on p.30</em></td>
<td><em>Candidates can choose to substitute either paper 2 or paper 4 for a dissertation</em></td>
</tr>
<tr>
<td>Social Anthropology and Politics</td>
<td><strong>Paper 1:</strong> POL3, POL4</td>
<td><strong>Paper 1+2:</strong> POL6, POL10, POL11, POL12, POL13, POL14, POL15, POL16, POL17, POL18, POL19, POL20, POL21</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2:</strong> POL7, POL8</td>
<td><strong>Paper 3:</strong> SAN4, SAN5, SAN6</td>
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<tr>
<td></td>
<td><strong>Paper 3:</strong> SAN2</td>
<td><strong>Paper 4:</strong> SAN5, SAN6, SAN11, SAN12, SAN13</td>
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<tr>
<td></td>
<td><strong>Paper 4:</strong> SAN3, SAN4, SAN11, SAN12, SAN13</td>
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<td><em>Please also see restrictions listed on p.30</em></td>
<td><em>Candidates can choose to substitute one paper for a dissertation</em></td>
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<tr>
<td>SUBJECT OPTION</td>
<td>PAPER CHOICES – SECOND YEAR (Part IIA)</td>
<td>PAPER CHOICES – THIRD YEAR (Part IIB) in 2018-19*</td>
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</tbody>
</table>
| Sociology and Criminology     | **Paper 1:** SOC2  
**Paper 2:** SOC3  
**Paper 3:** CRIM1  
**Paper 4:** CRIM2, CRIM3  

*Please also see restrictions listed on p.30* | Not being offered until 2019-20.                                                                        |
| Sociology and Social Anthropology | **Paper 1:** SAN2  
**Paper 2:** SAN3, SAN4  
**Paper 3+4:** SOC2, SOC3, SOC5  

*Please also see restrictions listed on p.30* | **Paper 1+2:** SOC5, SOC6, SOC7, SOC8, SOC9, SOC10, SOC11, SOC12, SOC13, SOC14, SOC15  
**Paper 3:** SAN4, SAN5, SAN6  
**Paper 4:** SAN5, SAN6, SAN11, SAN12, SAN13  

*Candidates can choose to substitute one paper for a dissertation*  

*Please also see restrictions listed on p.30* |

* The Part IIB 2018-19 papers listed above are provided for information only and are subject to change. The papers on offer for 2019-20 will be confirmed in Lent term 2019.
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.9-13**

*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 (*Paper 19 of Part I of the Historical Tripos*)
- **POL8** The history of political thought from c.1700-c.1890 (*Paper 20 of Part I of the Historical Tripos*)

**Social Anthropology papers – for descriptions, turn to pp.14-16**

*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.17-18**

*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.19-27*
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, Europe, South East Asia and possibly others to be confirmed. 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.
Suggested Background Readings:
Francis Fukuyama (2012) *The Origins of Political Order: From Prehuman Times to the French Revolution*
Francis Fukuyama (2014) *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*

**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.

Indicative POL5 essay titles from 2017-18 (there will be a new set of questions for 2018-19 which will be provided before the start of Michaelmas term):

1. Is class still the basis of British party politics?
2. What is the legacy of authoritarianism in Russia?
3. Is the American republic oligarchic?
4. Did the global financial crisis of 2007/8 signal the terminal decline of America's economic dominance?
5. How useful are the political and economic trends of the 1930s as an analytical guide to interpreting the political dynamics of today's international economy?
6. What explains the recent success of conservative mainstream political parties in Western Europe?
7. What has been the main political effect of the politics of austerity in Europe?
8. Is there a connection between economic inequality and ‘democratic deconsolidation’?
9. When does populism become extremism?
10. EITHER (a) Is Britain an ordering power in Europe, or a space to be ordered?
    OR (b) Has the European Union lost its magnetic attraction?
    OR (c) Why did the United Kingdom vote to leave the European Union?
11. Why was it Europeans who were able to construct the world’s first trans-oceanic empires before 1700?
12. In the West does representative democracy depend on the nation state?
13. Will the Westphalian state remain the constitutive unit of world politics in the twenty-first century?

14. Does oil have an adverse effect on the global order?

15. Is foreign policy driven by economic interests?

16. Why did the NATO military alliance grow after the end of the Cold War, rather than disappear?

17. Is a European nuclear deterrent a feasible way to reduce current European dependence on American security guarantees?

18. Could the US, Israel, and Arab states in the Middle East co-exist peacefully with a nuclear-armed Iran?

19. Focusing on one or more regions, what are the consequences of the ‘security state’?

20. EITHER (a) How are long held definitions of sovereignty as the ability to deploy violence being contested in the current historical moment? OR (b) Does ISIS represent a new experiment in sovereignty?

21. Mabak hosts the IBIS terror organisation which is responsible for major acts of terrorism against WUSA, by providing funding and bases for them. Mabak denies involvement, and has failed to comply with Chapter VII UN Security Council resolutions demanding the termination of its involvement. Advise Mr Pump, the President of WUSA, under what circumstances, if at all, he can use force according to international law against IBIS bases in Mabak, the Mabak Intelligence Headquarters and Ministry of Defence building, and the Mabak Air Force and air defence system.

22. Do you agree with Max Weber that Buddhism is a "specifically unpolitical and anti-political" religion?

23. Can religion help to explain political outcomes?

24. Are ‘naming and shaming’ campaigns by international NGOs effective in changing the behaviour of governments and/or multinational companies?

25. Are economic sanctions an effective way to make states comply with international rules?

26. Have international laws prohibiting cross-border corruption been effective?

27. What is Third World Feminism?

28. Is it important for peace processes to take gender into account?

29. Can former rebel movements become effective political parties?

30. Is there a right to humanitarian intervention?
31. How are new technologies transcending political institutions?

32. Do think tanks think?

33. Is universal basic income a solution in search of a problem?

34. Are executive pardons politically defensible?

35. How do memories shape political identity?

36. Is anti-semitism a world-view, or a prejudice?

37. Is the politics of the city qualitatively different from the politics of the state?

38. Is there an alternative to capitalism?

39. Is Fascism dead?

40. Do we have a convincing theory of political failure?

41. Should liberal democrats welcome or fear the rise of Artificial Intelligence?

42. EITHER (a) Can architecture be democratic?
   OR (b) What can artists tell us about politics that political scientists cannot?

**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.

Selected readings:


**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.

Selected readings:

Social Anthropology papers

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.
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.
ARC8: Archaeological Science (paper A21 of the Archaeology Tripos)
(Paper Coordinator: Dr Tamsin O’Connell)
This paper looks at the basic theories and approaches within archaeological science, particularly within the fields of geoarchaeology, zooarchaeology, archaeobotany and biomolecular archaeology. You will gain a basic level of knowledge and understanding of the methodological techniques in these sub-disciplines of scientific archaeology. You will also equip yourself with such skills as the basic foundations of scientific applications, the ability to know why, what and where to sample on an archaeological site for environmental and scientific analyses, what kinds of information are forthcoming and how to critically assess these types of data. The course is taught through lectures, supervisions and hands-on practicals.

ARC10: Palaeolithic Archaeology (paper A22 of the Archaeology Tripos)
(Paper Coordinator: Dr Philip Nigst)
This course provides a foundation in Palaeolithic Archaeology. We start with the emergence of the first evidence of hominin material culture 2.5 million years ago. We then move on to the evolution, adaptations, and dispersals of hominins in Africa and into the rest of the Old World. We examine in detail the emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their cultures and adaptations in different parts of the Old World. We will finish with how people made sense of and responded to the dramatic environmental changes that occurred leading up to the end of the last ice age 11,500 years ago. Content may be subject to change.

ARC12: European Prehistory (paper A23 of the Archaeology Tripos)
(Paper Coordinator: Prof John Robb)
This course will present an overview of European prehistory from the Mesolithic to the end of the Iron Age. Using lectures, practicals, field trips and seminars, it will combine geographical/chronological coverage with exploration of important themes such as forager lifeways, gender and the body throughout prehistory, the transition to farming, the introduction of metals, political developments in the Bronze Age and incipient urbanism. ARC12 will include two lectures a week in the Michaelmas and Lent terms, covering the Mesolithic, Neolithic, Bronze Age and Iron Age.

ARC14: Aegean Prehistory (Paper D1 of the Classical Tripos)
(Co-ordinator: Dr Y Galanakis)
The broad aim of these lectures is to introduce students to the fascinating world of Aegean archaeology covering a period of 800,000 years: from the Middle Palaeolithic to the Early Iron Age. How can we reconstruct and ‘read’ the past without the aid of textual records? What are the methods, research questions, principles and current debates in Aegean archaeology? What can we learn from the study of Greece’s rich and varied pre-classical art and archaeological record about the people of Bronze Age Aegean? When, where and why do complex societies ‘emerge’ and ‘collapse’? What is the relationship between the Epics and Classical myths with the archaeology of Bronze and Early Iron Age Greece? This course offers an in-depth survey of the archaeology of the Aegean within the framework of the wider Mediterranean world. Particular emphasis is placed on the societies of the Bronze Age (c. 3200-1100 BC): the worlds of the Early Cyclades, Minoan Crete and Mycenaean Greece. It examines critically the emergence of complex societies and their social, political and economic organisation, the trade and exchange networks, attitudes to
death and their burial practices, the archaeologies of ideology, and cult and the integration of textual evidence with the material record.

ARC15: Beyond Classical Art (Paper D2 of the Classics Tripos)
(Coordinator: Dr C Vout)
Text books on ‘classical art’ tend to privilege the same sorts of object (monumental sculpture from major Greek temples, Attic painted pottery, statues from Rome and its environ, paintings from Campania). But is this the whole story? What does this leave out of our picture of Greek and Roman artistic production, and the reach of Greek and Roman production, and why? This course starts from the understanding that ‘classical’ (and the qualities of beauty, purity and virtue that come with it) is neither an obvious nor a natural category, and attempts to integrate objects often left on the margins. These include, aniconic, ‘ugly’ and painted images, graffiti from Pompeii, tombstones from Roman Britain and Palmyra, ‘egyptianising’ and ‘orientalising’ elements, and, from beyond the ancient Greek and Roman world, mosaics from Byzantium and reliefs from Gandhara. How should we study them? How have they been studied in the past and what does their inclusion do to our appreciation of what Greek and Roman art was, what it looked like, and what it has become? Answering these questions will demand that students test existing vocabularies for talking about material, form and content, and find new vocabularies, building visual knowledge as they do so.

The course ends by thinking about the reception of ancient art in the modern period; about how from early in the nineteenth century, this reception increasingly privileged Greek and Roman elements to the exclusion of the Hebraic, Egyptian and Persian; and about how the emergence of the ‘classical’ as an explicit visual category coincided with the celebration of the Hellenic ideal and the down-grading of the Roman. Hopefully, the skills and self-awareness learned on this course will have us better understand what is classical and constraining about ‘classical art’, and also perhaps use current ‘world art’ approaches, issues of art’s agency, and so on, more responsibly.

ARC17. Roman cities: Network of Empire (Paper D4 of the Classics Tripos)
(Co-ordinator: Dr A Launaro)
It was an unprecedented urban network that made it possible for the Roman Empire to exist and prosper. Thousands of towns mediated between Rome and its vast imperial hinterland as they channelled a multidirectional flow of people, goods, cults, ideas and activities. The vast amount of evidence accumulated by archaeologists about Roman urban sites, which has been enhanced in recent years through improved techniques of survey and excavation, has therefore provided a great deal of insight into the functioning of the Roman Empire as such. This course will therefore explore the development of Roman urban culture and the variety of forms it took across space and time, engaging with the diverse interpretations that have since been proposed towards explaining its complex dynamics. By exploring a series of relevant case studies from across the Mediterranean (from Archaic Rome to Augustan Athens, from the earlier Republican colonies of Italy to the Imperial foundations of Northern Africa), these questions will be approached by adopting two broad perspectives: a) we will consider how archaeology can contribute to the understanding of Roman urbanism by looking at different types of urban site (e.g. administrative centres, military strongholds, economic nodes) and their material components (e.g. building techniques, architecture, planning); b) we will review current archaeological and historical debates about the role of cities in the Roman World and look at how these different views can be effectively reconciled into an integrated narrative of empire.
ARC18: Society and Settlement in Ancient Egypt (paper A27 of the Archaeology Tripos)  
(Co-ordinator: Dr Kate Spence)  
This course surveys the historical archaeology of Ancient Egypt from state formation to the end of the Second Intermediate Period (c. 3500–1550 BC). Key themes covered include the nature of royal authority and perceptions of kingship, foreign interaction, settlement, the structure of society and the nature of social interaction. The course stresses the need to integrate textual, artistic and archaeological evidence within a theoretical framework. The later periods of Egyptian history from the New Kingdom onwards are covered in course A28 (on offer 2019-20).

ARC20: The Archaeology of Religion in Ancient Egypt (paper A29 of the Archaeology Tripos)  
(Co-ordinator: Dr Kate Spence)  
Textual, artistic and archaeological sources are brought together to investigate the nature of religious practice in Egypt before the New Kingdom (c. 3500–1550 BC). The course covers the archaeology of death and burial (both royal and non-royal), the nature of non-royal beliefs and ritual practices, and state temples and rituals. Key themes include the nature and role of religion, the relationships between belief, religious practice and social context, the status of knowledge and the role of religion in establishing identity. This course runs in parallel with course ARC18 but can be taken independently. Religious practice in the later periods of Egyptian history from the New Kingdom onwards are covered in course A30 (on offer 2019-20).

ARC22. Mesopotamian archaeology I: prehistory and early states (paper A25 of the Archaeology Tripos)  
(Coordinator: Dr Augusta McMahon)  
This paper explores Mesopotamian (Babylonian and Assyrian) archaeology of the turbulent Middle Bronze through Iron Ages (mid-2nd to 1st millennia BC). During these millennia, the region experienced extreme political changes, ranging from a network of expansive territorial states through massive hegemonic empires, dissected by abrupt political collapses. Themes explored include internationalism, migration and deportation, crafting and technology, and the archaeological signatures of empires.

ARC26: The Medieval Globe (paper A24 of the Archaeology Tripos)  
(Coordinator: Dr James Barrett and Dr Susanne Hakenbeck)  
This module explores the place of medieval Europe in what was an increasingly yet variably connected world. It spans a complex period extending from the highly globalized later Roman empire to the demographic crises of the 14th century – the Great Famine and the Black Death – prior to the European colonization of the Americas. The module aims to 'decolonise' the traditional curriculum by highlighting the diverse experiences of people during this time. We will explore how globalisation theory is applicable to medieval archaeology, and how material and ideological factors both shaped socio-economic change. We will consider the interaction between natural and anthropogenic environmental change, in the context of fluctuating demographic and settlement histories. Equal weight will be given to archaeological, environmental and historical sources of evidence. Key themes will include inter-regional communication, mobility, trade and cultural influence. Case studies from Europe will be considered alongside examples drawn from the Arctic, the Asian Steppe, East Africa and the Indian Ocean.
ARC29: Ancient India I: The Indus Civilisation and Beyond (paper A31 of the Archaeology Tripos)

(Coordinator: Dr Jason Hawkes)

This paper teaches the archaeology of the proto-historic period in South Asia, with a particular focus on the Indus Valley Civilisation and its broader regional context. Chronologically, it covers the span from the seventh to the second millennium BCE, which corresponds to the Neolithic, Chalcolithic and Bronze Ages of other part of the Old World. It traces and discusses societal and cultural developments from the appearance of the earliest village settlements in South Asia to the decline of the Indus Civilisation, and assesses the general features that make it unique amongst the great Old World early civilisations. Attention will also be paid to the environmental context of the subcontinent, the distribution and morphology of settlements, the evidence for socio-economic and political structures, craft technology, the nature and significance of regional variation, and the dynamics of absolute and relative chronologies. Students will also be introduced to the Neolithic, Chalcolithic and Bronze Age archaeology of the peoples that lived contemporaneously outside the Indus region. Thematically, the paper will investigate issues such as the development and spread of village-farming communities, the appearance of urban centres, the definition of political structures in the absence of texts, structures of power and control, the detection of warfare, the role of craft specialisation, raw materials acquisition and trade networks, and dynamics of collapse versus transformation.

ARC32: The Archaeology of Mesoamerica and North America (paper A34 of the Archaeology Tripos)

(Coordinator: Dr Elizabeth DeMarrais)

This course aims for students to achieve in-depth knowledge of the archaeology of complex societies in two regions of the world: North America and Mesoamerica. Through a critical appraisal of approaches to culture change in these regions, presented in lectures, students will acquire the ability to think and write critically about interpretations advanced to explain patterns in settlement and material culture. Additionally, students will acquire the ability to evaluate theoretical approaches and explanations by considering the quality of the evidence used in support of different arguments.

ARC33: African Archaeology (paper A35 of the Archaeology Tripos)

New paper from the first Professor of Deep History and African Archaeology, Professor Paul Lane. Content to be confirmed.

BAN2. Human Ecology and Behaviour

This paper examines human and other primate behaviour in a broad comparative perspective. Non-human primate social communication across all sense modalities will be reviewed in the context of the social organization of the various primate species. The paper will also consider what primate and human communication have in common, and will discuss the evolution of human language. In covering human behaviour, the perspective will be cross-cultural, and from the perspective of disciplines such as human behavioural ecology which view human society and behaviour from a standpoint based in evolutionary theory. Foraging and other small-scale human societies will receive special attention.

BAN3. Human Evolution

This course provides an in depth exploration of the evolutionary history of humans and hominins. The paper looks at human evolution from ca. 10 million years ago to 10,000 years
ago. The course starts with the origins of the hominins and their relationship to the apes, the emergence of bipedalism in an ecological framework, and the adaptive radiation of hominins between 4 and 2 million years ago. From shortly after 2 million years ago, hominins dispersed beyond Africa, and the genus *Homo* became dominant. The emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their adaptations in different parts of the world, and their relationship to both the climate in which they evolved and the archaic competitors such as Neanderthals whom they out-survived. We will explore the modern human dispersal(s) into nearly all parts of the world during the last 100,000 years, and the evolution of human diversity. The central theme of the course is to understand how and why humans evolved in relation to the environments in which they existed. The course uses approaches from palaeontology, genetics and archaeology.

**BAN4: Data to interpretation**
This paper is identical to A11. Please see the A11 listing for details.

**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 (2 x 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.

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.

History Paper 7: British economic and social history, 380–1100
(Paper Coordinator: Dr David Pratt)

This paper concentrates upon developments in the British Isles between 380 and 1100 in the economic, social, religious and cultural spheres, a period unprecedented for the degree to which the peoples of these islands interacted with groups of warriors, settlers, traders and churchmen from across the seas. The early part of the paper explores the organisation of early medieval society and the conversion of the Anglo-Saxons to Christianity. Another central issue is the impact of Viking settlement in the ninth and tenth centuries. The later part of the paper examines developments in late Anglo-Saxon society, in the rural and urban economy, and the monastic reform movement. The paper offers the opportunity to look closely at written sources (documentary and literary) and material evidence (e.g. metal work, coinage, pottery, manuscripts), by exploiting the exceptionally rich resources of the museums and libraries of Cambridge.
History Paper 8: British economic and social history, 1050–c. 1500
(Paper Coordinator: Dr Chris Briggs)
The core of this paper allows students to explore the various forces shaping economic change across five medieval centuries. The following are the most important: the relationship between population and economic resources; the role of feudal social relations; environmental change; the impact of human institutions and organisations of different kinds (such as serfdom); and the role of warfare, which was increasingly important in this era. The paper falls naturally into two halves: the first comprises the twelfth and thirteenth centuries, a long period of economic expansion, while the second comprises the late medieval economic ‘depression’. Between the two phases lies the turning point of the Black Death (1348-9). The place of towns, changing literacy levels, peasant rebellion, popular religion, crime, money, and the changing role of women are among other important topics studied.

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:

*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.

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.
Papers to be taught in Part IIB, 2018-19
The following list of papers will be taught in 2018-19, for Part IIB. Note that this is for your information only, these papers may be subject to change in 2019-20; the final list of Part IIB papers for 2019-20 will be published in the Easter term 2019.

Politics & International Relations papers
Offered:
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. A subject in politics and international relations I: The politics of the Middle East
POL13. A subject in politics and international relations II: The politics of Europe
POL14. A subject in politics and international relations III: US Foreign Policy
POL15. A subject in politics and international relations IV: The politics of Africa
POL17. A subject in politics and international relations VI: Politics of Southeast Asia: democratisation and diversity
POL18. A subject in politics and international studies VII: Politics and Gender
POL19. A subject in politics and international studies VIII: The politics of the international economy
POL20. A subject in politics and international studies IX: The politics of the future, 1880-2080
POL21: China in the international order

Social Anthropology papers
Core Papers offered:
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
(b) Latin America
(c) Middle East
(d) South Asia

Several Papers from among the below options may be offered:
SAN7. A subject in social anthropology I
SAN8. Anthropology and development
SAN9. Science and society
SAN10. The anthropology of post-socialist societies
SAN11. Anthropology of Visual and Media Culture
SAN12. Anthropology of Cities and Space
SAN13. Gender, Kinship and Care
SAN14. A subject in social anthropology VIII
Sociology papers

Offered:

SOC2. Social theory
SOC3. Modern societies II
SOC4. Concepts and arguments in sociology
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
SOC13. A subject in sociology VIII: Health, medicine and society
SOC14. Disciplines of education III (Paper 3 of Part II of the Education Tripos)
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).

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<th>Restrictions:</th>
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<tr>
<td><strong>Part IIA:</strong></td>
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<tr>
<td>- Papers A1, A3 are only available to candidates in Part II if they did not take the paper in Part I</td>
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<td>- Paper B1 can only be taken if you did not take A7 in Part I</td>
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<tr>
<td><strong>Part IIB:</strong></td>
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<td>- POL10 cannot be taken if POL8 was taken at IIA.</td>
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<td>- POL13 and POL17 can only be taken if POL3 or POL4 was taken in Part IIA</td>
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<td>- POL12, POL15 and POL17 can be assessed by EITHER long essay OR exam. If you choose to do a dissertation, you cannot choose to be assessed by a long essay on those papers.</td>
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<tr>
<td>- A candidate who chooses POL20 may not offer a dissertation.</td>
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<td>- Candidates can only choose a paper from the range of papers SAN7-13 that they did not take in Part IIA.</td>
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<tr>
<td>- SAN4 can only be taken if you have not taken SAN4 in Part IIA</td>
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<tr>
<td>- SOC5 cannot be taken if candidate is also taking POL6</td>
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<td>- SOC6 can only be taken if SOC2 was taken in Part IIA</td>
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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 Sajfrtova, bs481@cam.ac.uk at any time.