

# HUMAN, SOCIAL, AND POLITICAL SCIENCES TRIPOS

## Part I Handbook 2023-24

Students must register their paper choices  
via the online registration system by  
**12:00 noon on Monday 9<sup>th</sup> October**

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

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

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

*This handbook is available as a pdf document at:*  
[Part I | Human, Social, and Political Sciences - HSPS Tripos \(cam.ac.uk\)](#)

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

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# Introduction

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## Background to the Tripos

Human, Social and Political Sciences (HSPS) is a Tripos (degree) which encompasses courses taught primarily through the Departments of Politics and International Studies, Social Anthropology and Sociology. Each has a global reputation for teaching and research, with separate suites of buildings and libraries across the University. The departments collectively contribute to the degree programme, allowing students to begin their degree with broad-ranging introductions to the big questions in each of these fields – the nature of the modern state and international conflict, the cultural differences between societies and how we might best understand them, and the understanding of social change and the nature of modern societies. We ask questions about what sorts of challenges look most likely to threaten the stability of the world around us and/or the well-being of societies and their citizens – from environmental and military shocks, to the continuing inequalities of class, gender, race and power. We ask what sorts of limits there are to the kinds of choices we all have to make about these challenges, and which sorts of theories or explanations best make sense of them. The course offers a large, telescopic lens through which to see the world, as well as smaller, microscopic considerations of particular answers and puzzles. We range broadly across historical time and space, as well as delve deeply into matters of fundamental cultural difference. We seek to develop arguments about our subjects that are philosophically and conceptually rigorous, historically and culturally nuanced, sociologically persuasive and politically aware.

The core subjects are:

- **Politics and International Relations** includes the study of national and international politics and political thought. We study themes such as democracy, the causes and outcomes of war, international justice, elections, economic crises and political thinkers. We approach these topics from historical and comparative perspectives, developing a sense of how global politics today is transforming our lives, our environments and our opportunities.
- **Social Anthropology** addresses the really big question – what does it mean to be human? – by taking as its subject matter the full range of human social and cultural diversity: the amazingly varied ways that people live, think and relate to each other in every part of the world. Anthropologists study these questions by living with and participating in the lives of the peoples they study and writing in-depth accounts of their ways of life.
- **Sociology** is the study of modern societies and how social change happens. Sociology explores the multiple forms of power and inequality in the world today and how they affect all of our lives. By joining together the social, cultural, political and economic dimensions of social life, sociology gives you the tools you need to understand the key events of our time and how they are linked to the main forces and institutions that shape the modern world.

## Structure of the Tripos

Throughout the Tripos, you will learn from a combination of lectures, seminars, classes, and supervisions. Students take four papers (the Cambridge term for a course of study leading to an examination) in each year. Most of these papers will be taught throughout the year in intensive eight-week terms, and will culminate in a three-hour exam in May or June. Specific assessment details will be communicated to you in the Michaelmas Term.

### Lectures

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

### Supervisions

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

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

Your Director of Studies will organise you into a supervision group, and your supervisor should arrange your supervisions well in advance. You should expect to be contacted by your supervisor during the first week of term, or notified about when you will be contacted.

***If you have not been contacted by Friday 13<sup>th</sup> October, please notify your Director of Studies immediately.*** If you have any concerns over your supervisions, or your supervisor, you should contact your Director of Studies right away; s/he will be able to help you address the concerns as quickly as possible, so that you do not lose any study time. If you are unable to address this problem with your DoS, you are encouraged to contact your College Tutor/Senior Tutor and, failing that, the paper co-ordinator (listed in the *Part I: The Papers* section of this handbook). There are more sources of support for you in the section of this handbook for *Complaints and Problems*.

Supervisions will also be an opportunity for group discussion, where you and your classmates will debate topics discussed in the lectures.

### The first year

In the first year, you may take the following four core papers:

- POL1: The Modern State and its Alternatives
- POL2: International Conflict, Order and Justice
- SAN1: Social Anthropology: The Comparative Perspective
- SOC1: Introduction to Sociology: Modern Societies I

***Or*** three of the above and one of the following “borrowed” papers:

- A1: World Archaeology (borrowed from the Archaeology Tripos)
- A3: Introduction to the Cultures of Egypt & Mesopotamia (borrowed from the Archaeology Tripos)
- B1: Humans in Biological Perspective (borrowed from the Archaeology Tripos)
- PBS1: Introduction to Psychology (borrowed from the Psychological & Behavioural Sciences Tripos)

Please discuss your paper choices with your Director of Studies. We have timetabled the lectures in order to avoid clashes wherever we can; however, some seminars, or small group sessions, may clash. If this happens you usually have a choice of groups to attend, or the sessions may be optional. If you have concerns about clashes, please speak to your Director of Studies to ensure you are aware of the options available to you.

### **The second and third years**

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

There are no papers you are required to take in the first year that are a prerequisite for studying any subject in the second and third years. However, if you think you know now what you are likely to study in the second and third years, it is obviously sensible to take at least one paper in that subject in Part I. To give yourself the widest choice of papers across the Tripos in the second and third years, we recommend that you take the four core paper – POL1, POL2, SAN1 and SOC1 – in the first year. There is more information on the tracks available to you later in this handbook, in the section *Moving on to Part II*.

We will hold an Options Day early in the Easter term of your first year, in which we will outline more fully the options available to you on each track. In order to assist with planning the timetables, supervisions and lectures for the following year, all first-year students will be asked to indicate their chosen track and the papers within it during **May**. The formal decision is made at the start of the following Michaelmas term, but in order to allocate supervisors in a timely manner and make suitable room bookings, having the correct information in advance will help us to ensure that the start of the year runs as smoothly as possible.

## Important Dates and Events

<p>Wednesday 4<sup>th</sup> October 2023  10:00-12:00, Cockcroft Lecture Theatre, New Museums Site</p> <p><a href="#">Cockcroft Lecture Theatre: Map of the University of Cambridge</a></p> <p><a href="#">The Cockcroft Building   AccessAble</a></p>	<p><b>HSPS Part I Induction</b> – Introduction to the Tripos for all Part I Students.</p>
<p>Wednesday 4<sup>th</sup> October 2023</p>	<p><b>Online paper registration system opens</b> at 12:00 noon.</p>
<p>Thursday 5<sup>th</sup> October 2023</p>	<p>Teaching begins (not all papers will have lectures on this date)</p>
<p>Monday 9<sup>th</sup> October 2023</p>	<p><b>Online paper registration system closes</b> at 12:00 noon.</p>
<p>Friday 13<sup>th</sup> October 2023</p>	<p>All students should have been contacted about supervisions for each of your papers by this date; if you have any concerns, please contact your DoS.</p>
<p>Wednesday 18<sup>th</sup> October 2023  3:00-4:30pm, Cockcroft Lecture Theatre, New Museums Site</p> <p><a href="#">Cockcroft Lecture Theatre: Map of the University of Cambridge</a></p> <p><a href="#">The Cockcroft Building   AccessAble</a></p>	<p><b>Study Skills Session: Introduction to the Libraries</b> – With Meg Westbury and Paul Cooke</p>
<p>Wednesday 25<sup>th</sup> October 2023  3:00-4:30pm  Online (Link will be provided via email)</p>	<p><b>Study Skills Session: Essay Writing</b> – With the HSPS Directors of Undergraduate Education</p>
<p>Friday 1<sup>st</sup> December 2023</p>	<p>Michaelmas term ends</p>
<p>Thursday 18<sup>th</sup> January 2024</p>	<p>Teaching begins for the Lent term</p>
<p>Date and time TBC  Online</p>	<p><b>Study Skills Session: Exams</b> – With the HSPS Directors of Undergraduate Education</p>
<p>Friday 15<sup>th</sup> March 2024</p>	<p>Lent term ends</p>
<p>Mid-April 2024 (tentative)</p>	<p><b>Assessment details released;</b> this is co-ordinated by the Student Registry so the date can vary, but we will release this information to you as soon as possible.</p>
<p>Thursday 25<sup>th</sup> April 2024</p>	<p>Teaching begins for the Easter term</p>
<p>Early May 2024  Date TBC closer to the time</p>	<p><b>Part IIA Options Day</b></p>
<p>May 2024</p>	<p><b>Part IIA track and paper choices due</b> – date to be confirmed at Options Day</p>
<p>Late May 2024</p>	<p>Examinations begin</p>

## Facilities and Resources

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### Part I Student Website

The Tripos has developed a central web page for all current students, where you can find paper guides, policies and procedures and information on whom to contact. This site is located at: [Part I | Human, Social, and Political Sciences - HSPS Tripos \(cam.ac.uk\)](https://www.cam.ac.uk/part-i). Information can also be found on Moodle (see below). There is also an online timetable which will be kept updated throughout the year: <https://www.timetable.cam.ac.uk> (for more information see the **Timetable** section below).

### Moodle

Each student has an account on Moodle located at: <https://www.vle.cam.ac.uk/my/>. Here you can access the Moodle sites for each of your papers on which you will find supplementary material for lectures (e.g., handouts), past examination papers and other resources for the papers that you are taking. You will be automatically enrolled on the HSPS Part I sites and will be notified by email when they are up and running. If you have not received an introductory email by the start of the Michaelmas term, please notify the Part I Administrator (see the section of this handbook on *Communication and Information* for contact details).

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

### Faculty Sites and Teaching Locations

The Faculty is spread across four separate sites: the Downing Site, the New Museums Site, Mill Lane (Old Press Site) and the Sidgwick Site. Lectures can take place on any of the four sites. There is an online University map available to help you to find your way around: [map.cam.ac.uk](https://www.cam.ac.uk/map). At the end of this handbook (Appendix 1) you will find a map of all sites including useful locations.

### Libraries

Cambridge is exceptionally well provided with libraries and maintains a tripartite system of library provision: College libraries, the University Library, and specialist libraries of Faculties and Departments. The Faculty of HSPS has two specialist libraries within it: the Haddon Library of Anthropology and Archaeology and the Seeley Library (which includes the POLIS and Sociology collections). Other specialist libraries that may be of interest to HSPS students are the Libraries of the Faculties of Classics and Asian & Middle Eastern Studies and the Marshall Library of the Faculty of Economics. The University Library is entitled to receive material published in the United Kingdom due to its Legal Deposit status; as a result, the University Library has a vast, varied and accessible collection of material (some of which can be borrowed). You should ensure that you utilise all opportunities for accessing material from your reading lists.

The Libraries Gateway (<https://www.libraries.cam.ac.uk/>) is a centralised portal for all libraries within the University of Cambridge. It provides access to the University's catalogue, iDiscover, which can search for electronic and print material for all libraries, both on campus and beyond. Through logging into iDiscover you can also access your account information, renew your loans and place requests on sought-after material. The Libraries Gateway also provides access to pages dedicated to the University's vast collection of e-books, online journals and databases; there is also a link to our institutional repository, Apollo.

The Library Essentials LibGuide (<https://libguides.cam.ac.uk/libraryessentials>) is an excellent introduction to the libraries at Cambridge, tools such as iDiscover and Reading Lists Online and the many ebooks and databases on offer at Cambridge.

A really quick and easy way to learn about the key elements of studying in Cambridge is through using CamGuides (<https://camguides.lib.cam.ac.uk/undergraduates.html>). This website is designed to give advice on referencing, plagiarism, managing your time, learning at Cambridge and finding resources for your studies.

Other useful links are the Libraries Accessibility Service:

<https://libguides.cam.ac.uk/accessibility>

and the Library Study Skills Catalogue: <http://www.lib.cam.ac.uk/StudySkills>

### **The Seeley Library**

(History, Politics & International Studies, Sociology, Land Economics and Latin American Studies) [Faculty of History \(History Building\) | AccessAble](#)  
<http://www.hist.cam.ac.uk/seeley-library/>

E-mail: [seeley@hist.cam.ac.uk](mailto:seeley@hist.cam.ac.uk)

Phone: 01223 335335

The Seeley Library has over 120,000 print volumes that support a host of subjects within the humanities. The Library is supported by a dedicated team of library professionals who are happy to help readers and provide subject specific support throughout the academic year. The Library seeks to acquire all books on Sociology and POLIS reading lists in print or as e-books. There is also a limited selection of journals, MPhil theses and DVDs. Six books can be borrowed for a week at a time and will only need to be returned if recalled. All students are automatically enrolled to use the Seeley and can borrow material from the reference desk or self-service terminal.

The Seeley Team also provide access to electronic resources, including e-books and scanned material. Links to digital copies of a selection of core and essential readings are available on course Moodle pages. The Seeley also welcomes recommendations for new e-books in order to support dissertations and research.

The Library's vast reading room offers over 300 seats, complete with Wi-Fi, electrical sockets and personal lighting. It sits at the centre of the Grade 2\* listed History Faculty building and provides a bright and open space to study. The Library is located on the Sidgwick site (alongside the Alison Richard Building) and is across the road from the main University Library.

Further information about the POLIS and Sociology collections are available via their dedicated LibGuides:

POLIS LibGuide - <https://libguides.cam.ac.uk/POLIS>



### ***The Haddon Library***

(Anthropology and Archaeology and classes/services for Sociology)

<https://www.haddon.lib.cam.ac.uk/> Email: [haddon@lib.cam.ac.uk](mailto:haddon@lib.cam.ac.uk)

[Department of Archaeology \(Archaeology Building\) | AccessAble](#)

Phone: 01223 339374

The Haddon Library, the dedicated Anthropology and Archaeology library, holds over 50,000 books and around 30,000 journal volumes. The Library is located on the Downing Site, on the first floor of the Department of Archaeology and has up to 40 spaces to study. Undergraduates may borrow up to ten books at a time, and loans renew automatically, which means you can keep books until another reader requests them or until you leave Cambridge. The Haddon Library also offers an extensive selection of study skills classes throughout the year. Information about classes and signposting to training across the university is available on its website.

There is also an extensive collection of archaeological books in the Classics Library

<https://www.classics.cam.ac.uk/library/>

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

<https://maa.cam.ac.uk/about> Email: [admin@maa.cam.ac.uk](mailto:admin@maa.cam.ac.uk)

Phone: 01223-333516

University map reference:

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

[Museum of Archaeology and Anthropology | AccessAble](#)

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

### **Computing Facilities**

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

### **Recording of Lectures**

Experience in HSPS has been that the systematic and generalised availability of online recordings resulted in lessened course attendance and worse exam performance on the part of the students, reduced the space for creative and improvisational forms of delivery, and discouraged engagement with difficult or controversial political and ethical issues by undermining the space of relative intimacy and trust that lectures rely on. These considerations are particularly important for HSPS, where subjects regularly raise and require

critical engagement with controversial and sensitive themes. A fuller account of these issues is given [here](#).

Lecture recordings will not therefore be provided as standard. Attending lectures in person is the best and easiest way to engage with – and get excited by – the course. Resources and advice for engaging with lectures, taking notes and cognate topics are provided [here](#) and your directors of studies will also be able to give you helpful guidance.

Students with relevant access needs will be able to request access to recordings of lectures or alternative reasonable adjustments with support from the Accessibility and Disability Resource Centre. Further information on the nature of these adjustments and how to access them can be found in the next section.

### **HSPS adjustments for disabled students**

The faculty of HSPS is committed to providing reasonable adjustments for disabled students. First and foremost, our focus is on doing whatever we can to help all students attend in-person lectures wherever possible. The ADRC and your college tutorial system should be able to support you with this, and if you feel there is more the departments can do to help, please let us know.

Accessing lecture recordings is not an appropriate substitute for in-person attendance. If you think you will be missing a significant number of lectures for disability-related reasons, please discuss this as soon as possible with your college director of studies and tutor who will be able to advise you on next steps.

However, used well (see note 2 below), lecture recordings may be helpful to students who are occasionally unable to attend lectures for disability-related reasons. As a complement to lecture attendance, lecture recordings can also benefit students with specific disabilities.

If this applies to you, please contact the ADRC as soon as possible. They can issue a Student Support Document (SSD) which states that you would benefit from access to lecture recordings. This document will automatically be communicated to the department administrators, who will then add you to a bespoke Moodle course or Moodle folder containing lecture recordings. You need do nothing further beyond contact the ADRC.

Two important notes:

- 1) We do not record seminars or supervisions, as this raises complex issues of consent and may discourage student participation. Not all lectures will be recorded by the lecturer. In some cases, lecturers may ask students with SSDs to record the lectures themselves or to arrange with other students to record the lecture. Furthermore, in some cases, recording lectures may be inappropriate, such as if the material provided in the lecture is sensitive. If the lecturer decides that recording a lecture is inappropriate, we will endeavour to have alternative reasonable adjustments in place, such as handouts, PowerPoints or lecture notes provided instead. These will be provided on the general Moodle page of the paper, not on the SSD-specific Moodle course or Moodle folder for recordings
- 2) When used poorly, lecture recordings can actively harm your learning, and can encourage practices which have negative effects on your wellbeing. These issues are detailed [here](#) along with advice and guidance on how to best use lecture recordings.

### **Consent for lecture recordings**

By providing a recording of a lecture to the departments, lecturers consent to the use of that recording under the following terms:

Lecturers consent to the making of a recording and to the processing of their personal data collected within the recording (image, voice, opinions, etc.). They understand that, as a member of University staff, the University has a non-exclusive, royalty-free, license to use the recording for teaching in the University for the academic year 2023-24. The material may not be used for any purposes relating to non-registered students, without seeking additional consent from the lecturer. Material will be made available only to the cohort of students, or individuals within the cohort, for which the recording has been prepared. Separate consent will be sought for use in other modules/course sections or otherwise.

Lecturers can withdraw or modify this consent at any time.

This consent does not cover any periods of industrial action.

The university lecture recordings policy can be found here:

<https://www.educationalpolicy.admin.cam.ac.uk/supporting-students/policy-recordings>

## Communication and Information

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### Important Contacts

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

<b>Part I Administrator</b>	Gillian Dadd, email: <a href="mailto:part1-administrator@hsps.cam.ac.uk">part1-administrator@hsps.cam.ac.uk</a> ; telephone 01223 (3)35454
<b>Student Representatives</b>	Please email the Faculty Teaching Administrator at the email below, who will inform you who your student representatives are.
<b>Faculty Teaching Administrator</b>	Hayley Bell, email: <a href="mailto:facultyteachingadmin@hsps.cam.ac.uk">facultyteachingadmin@hsps.cam.ac.uk</a>

### Key Committees

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

<b>Faculty Board</b>	The Faculty Board is the governing body of the Faculty and members are drawn from senior academic staff within HSPS and cognate Faculties. Student representatives also attend.
<b>Director of Studies Committee</b>	The DoS Committee is made up of Directors of Studies across the Faculty and meets once per term to discuss teaching issues. No students attend the meeting but the minutes are sent to the Faculty Board and are seen by Student Representatives.
<b>HSPS Tripos Management Committee</b>	This Committee is the governing body for the Tripos as a whole and is made up of representatives for each of the subjects. Student representatives also attend.
<b>Student Forum</b>	The Student Forum consists of undergraduate and graduate students from each subject within the Faculty and is wholly student-led. The Forum is Chaired by the Faculty Board Student Representatives.

The University has a Conflict of Interest Policy that you can read here: [Conflict of Interest Policy | Governance and Compliance Division \(cam.ac.uk\)](#) The Faculty maintains a conflict of interest register and also asks for any conflicts of interest as a standing item on committee agendas.

## **Student Elections**

In consultation with students, the University of Cambridge has created a system of student representative elections to ensure that students from its various disciplines have a clear voice. An undergraduate student member sits on the Faculty Board for the Tripos. Elections to this are run by the central University's Education Quality and Policy Office (EQPO) in conjunction with the student union (CUSU).

Additionally, in Michaelmas term, there will be elections held for a Part I student representative who will also be invited to sit on the HSPS Tripos Management Committee (TMC). The TMC oversees the HSPS undergraduate Tripos. Elections will also be held for the constituent subjects of Part II of the tripos (i.e. Social Anthropology, Sociology & Politics) to elect one member from each subject area to sit on their separate Education Committees as well as the TMC.

## **Email**

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

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

## **Student Support Services**

Life at university can bring a range of experiences, changes and new opportunities. Many staff members and support services – at your College or the University, and locally in Cambridge - are here to help.

The University's support services are free of charge and open to registered students. The services operate all year round except for brief closures at Christmas and Easter. If you have any queries relating to support, including an existing request for support, please email [reception@studentsupport.cam.ac.uk](mailto:reception@studentsupport.cam.ac.uk).

For information about confidentiality, please see the [Student Support confidentiality and privacy statement](#).

### **Counselling**

The [University Counselling Service \(UCS\)](#) provides therapeutic services such as counselling, groups and workshops.

### **Support for survivors of harassment and violence**

The University's [Harassment and Violence Support Service \(HVSS\)](#) supports those who have been subjected to any form of sexual harassment or violence and/or intimate partner abuse, and those who have been impacted by racial harassment, discrimination, or violence.

### **Mental Health Advice Service**

The [Mental Health Advice Service \(MHAS\)](#) supports students with mental health issues who experience a significant impact on their ability to participate in their everyday lives or

academic work. You will need to be referred by a member of staff to access this service. Please speak to your tutor or College nurse if you think this might be for you.

### **Accessibility and Disability Resource Centre**

The [Accessibility and Disability Resource Centre \(ADRC\)](#) supports disabled students at Cambridge:

- We recommend adjustments to the teaching and learning environment
- Disability Advisers discuss a student's needs with them on a 1:1 basis
- Advisers can write a Student Support Document for students
- All students have a named Disability Adviser

For more information regarding the above services please visit the Student Support website:  
[Get support | Student Support \(cam.ac.uk\)](#)

All student support services are based in the [Student Services Centre](#). Access is via:

- Bene't Street
- Or through the archway on Free School Lane
- Or from Pembroke Street: entrance to New Museums Site

[AccessAble Guide to the Student Services Centre](#)

For more information regarding the above services please visit the Student Support website:  
[Get support | Student Support \(cam.ac.uk\)](#)

# Part I: The Papers

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## Overview

Below we have provided a very brief overview of the papers on offer, in order to assist you in making your choices. Each paper has produced a Paper Guide, which will give you much more detailed information about the paper's aims/objectives, lecture structure and topics covered, methods of assessment, and detailed reading. Paper Guides are accessible on the HSPS website: [Part I | Human, Social, and Political Sciences - HSPS Tripos \(cam.ac.uk\)](#), the relevant Moodle sites for each paper and the HSPS Part I General Information Moodle site; *you should download the Guides for the papers you choose and read them carefully.*

There will be introductory talks about the HSPS Part I papers at 10am on Wednesday 4<sup>th</sup> in the Cockcroft Lecture Theatre on the New Museums Site ([Cockcroft Lecture Theatre: Map of the University of Cambridge](#)). You will also have the opportunity to ask questions about the papers and about Part I in general.

After the Induction you will be asked to register your paper choices on the HSPS online registration system <https://www.hsps.cam.ac.uk/how-to-submit-your-paper-choices-for-the-hsps-tripos> which will open on Wednesday 4<sup>th</sup> October at 12:00 noon and will remain open until 12:00 noon on Monday 9<sup>th</sup> October. This deadline has been put in place so that your Directors of Studies can organise your supervisions as quickly as possible at the start of term. The introductory talks and Q&A session are provided to help you with your selection process, but please discuss your choices with your Director of Studies as well. Your choice is not binding and you may change your mind up until the Division (the middle) of the Michaelmas term; however, keep in mind that if you do change, you will have missed supervisions on the new paper, and the later you leave it the more you will have missed. **Please note that you also need to register your paper choices on CamSIS by the division of Michaelmas term in order to register for your exams** (see the Examinations section below).

### ***POL1: The Modern State and Its Alternatives***

Paper Organiser: Dr Christopher Brooke, [cb632@cam.ac.uk](mailto:cb632@cam.ac.uk)

First lecture will be in the Lady Mitchell Hall on Thursday 5<sup>th</sup> October at 10.00am

[Lady Mitchell Hall: Map of the University of Cambridge](#)

[Lady Mitchell Hall | AccessAble](#)

This paper seeks to understand the practical and imaginative foundations of modern politics and the reaction and resistance to them. It is structured around set texts, chosen not because they represent a canon but because they engage with some of the fundamental questions of modern politics. The paper begins with the modern state. The modern state is a historically contingent political phenomenon but it has become the predominant basis on which political authority and power are constructed across the world today. The question of how the exercise of power by the modern state over its subjects can be legitimated is a perpetual one in modern politics, and the answers to it have been deeply politically contested. The second part of the paper looks at the contingent historical origins of representative democracy in the United States and the political implications as it spread as a form of government. It seeks to unpack the paradoxes of representative democracy as a form of government that rhetorically invokes the 'rule of the people' and the pursuit of the common good and yet gives power to those who are elected to office by seeking votes, and to consider its relationship to the conditions of material prosperity and the distribution of wealth. The final part examines the coherence and



persuasiveness of a number of political critiques of the modern state and representative democracy as well as the mortality of democratic politics and government. It considers the critique made by Marx of the democratic modern state as the product of capitalism, Gandhi's rejection of the violence and alienated sovereignty of modern politics in search of a return to a soul-based civilisation, and Arendt's desire to return politics to its place as a meaningful sphere of free human action. Since everything in politics is mortal, it concludes by contemplating the question of how democracy itself may end.

### **POL2: International Conflict, Order and Justice**

Paper Organiser: Professor Jason Sharman, [jcs207@cam.ac.uk](mailto:jcs207@cam.ac.uk)

First lecture will be in the Lady Mitchell Hall on Monday 9<sup>th</sup> October at 10.00am

[Lady Mitchell Hall: Map of the University of Cambridge](#)

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This paper will introduce students to both the international politics of the modern era and the sub-discipline of International Relations. After completing the paper, students should have a foundation of knowledge about both the substance of historical and current international politics, and the scholarship and theories that have been developed to explain it.

The broad approach in this paper is global and historical. Global because the paper tries to take a somewhat wider view than the traditional exclusive focus on Europe and the West. Historical because although much of the second half of the paper is concerned with contemporary topics in international politics, relative to most introductory International Relations papers, the coverage of this one begins earlier, around 1500. The rationale for this wider geographic and historical scope is that International Relations scholarship should be able to explain past as well as present conflict, order and conceptions of justice within but also beyond the West. The historical orientation of the paper also fits with the general teaching orientation in POLIS, which often takes a historical perspective.

Given this wider scope, however, the paper is inevitably selective rather than exhaustive in its coverage. Being an introduction, the paper is meant to whet students' appetites and help them decide, as they advance to Part II of the Tripos, what they wish to focus on – such as, for instance, international organizations, international law, gender, race, development, political theory, international sociology, international political economy, or a specific geographical region.

### **SAN1: Social Anthropology: The Comparative Perspective**

Paper Organiser: Professor Matei Candea [mc288@cam.ac.uk](mailto:mc288@cam.ac.uk)

First lecture will be in Lecture Theatre A on Friday 6<sup>th</sup> October at 11:00am [Lady Mitchell](#)

[Hall: Map of the University of Cambridge](#)

[Lady Mitchell Hall | AccessAble](#)

Social Anthropology addresses the really big question – what does it mean to be human? – by taking as its subject matter the full range of human social and cultural diversity. What does this diversity tell us about the fundamental bases and possibilities of human social and political life, and how do contemporary global changes manifest themselves in people's lives across the world? In this paper you will learn how such taken-for-granted categories as gender, ethnicity, sexuality, economy, politics, and the state are subject to radical cultural variation, and how everyday matters such as food, clothing, work, and trade may be bound up with religious and other symbolic meanings that vary between societies. You will also learn about the main kinds of social theory developed by anthropologists in response to the



challenge of understanding this diversity, and about the distinctive forms of ethnographic field research anthropologists use in order to gain first-hand knowledge of the societies they study. To this end we look closely at two very different core ethnographic texts: a study of a girls' initiation ceremony from central Africa, and an account of conversion to Christianity in highland Papua New Guinea.

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

Paper Organiser: Professor Patrick Baert [pjnb100@cam.ac.uk](mailto:pjnb100@cam.ac.uk)

First lecture will be in Lecture Theatre A on Thursday 5<sup>th</sup> October at 11:00am [Lady Mitchell](#)

[Hall: Map of the University of Cambridge](#)

[Lady Mitchell Hall | AccessAble](#)

The course has three interconnected aims and objectives:

- to introduce students to the systematic study of society and social life
- to introduce students to the central debates concerning the nature of the modern era and its social consequences by exploring a selection of key sociological texts
- to provide students with a fundamental understanding of the major institutions that comprise, and issues that confront, modern societies

The course introduces students to the discipline of sociology in four parts. In part I, we discuss the movement towards modern society, including the rise of nationalism and the nation-state and platform capitalism. In Part II, we study various aspects of power and politics, including the formation of the nation-state, the welfare society and neoliberalism. In Part III, we introduce key studies in relation to inequality, focusing on gender, race and ethnicity, and class. In Part IV, we come back to the issue of contemporary society, exploring what is distinctive about it.

### **Borrowed papers:**

#### **A1: World Archaeology**

Paper Organiser: Prof Paul Lane, [pjl29@cam.ac.uk](mailto:pjl29@cam.ac.uk)

First lecture will be in Lecture Theatre A on Tuesday 10<sup>th</sup> October, 12.00pm [Lecture Theatre](#)

[A \(Arts School\): Map of the University of Cambridge](#), Wednesday lectures (also at 12:00pm)

will be in the [Henry Wellcome Building](#),

[The Department of Archaeology \(Henry Wellcome Building\) | AccessAble](#)

This paper focuses on key thresholds in the unfolding story of how and why societies change, starting from the origins of the human species. You will study the emergence of culture and the use of symbols, domestication of plants and animals, and the development of social inequalities and leadership.

#### **A3: Introduction to the Cultures of Egypt & Mesopotamia**

Paper Organisers: Dr Steve Renette, [sr2095@cam.ac.uk](mailto:sr2095@cam.ac.uk)

First lecture will be on Tuesday 10<sup>th</sup> October, 2:00pm, South Lecture Room, Archaeology;

Downing Site: <https://map.cam.ac.uk/Department+of+Archaeology>

[Department of Archaeology \(Archaeology Building\) | AccessAble](#)

This paper provides a broad survey of the archaeology and history of ancient Egypt and Mesopotamia, introducing you to key themes and approaches in the study of these two regions. The paper provides outline histories of the regions and introduces the geography, archaeology, society, literature, art, belief systems and mortuary practices of these areas.

### **B1: Humans in Biological Perspective**

Paper Organiser: Dr Guy Jacobs, [gsj22@am.ac.uk](mailto:gsj22@am.ac.uk)

First lecture will be on Tuesday 10<sup>th</sup> October, 9.00am, in the Henry Wellcome Building  
lecture room: [Henry Wellcome Building](#),

[The Department of Archaeology \(Henry Wellcome Building\) | AccessAble](#)

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, the processes and patterns of evolution, the way humans fit into the overall pattern of biodiversity, the way in which humans reproduce and grow in an ecological and social environment, and the challenges of living in different environments. Focus is on both the past and how we became human, and the present, with the biological challenges, such as health and disease, humans face today.

The course is designed both for those who wish to specialise in Biological Anthropology, and those who can use it as a complementary and contextual field of study for Archaeology, Psychology and Human, Social and Political Sciences. The course provides an understanding of how different approaches can be used to address specific questions about human origins and diversity, as well as serving as a way of exploring the interaction between biological and social or cultural factors in being human.

### **PBS1: Introduction to Psychology**

Paper Organiser: Prof Sander van der Linden [sv395@cam.ac.uk](mailto:sv395@cam.ac.uk)

First lecture will be in [Biffen Lecture Hall \(Genetics\)](#) on Friday 6<sup>th</sup> October, 2.00pm,  
[Department of Genetics Building | AccessAble](#)

This course aims to introduce a variety of theoretical and methodological approaches to the study of psychology. Students from other Triposes take the PBS 1 Introduction to Psychology course and it is taught in such a way to allow any student who has never studied Psychology (or Biology) to follow the material.

Teaching is via lectures, which will be held in-person. A recording of each lecture will be made available afterwards; lectures **will not** be live-streamed.

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Across the course, a series of four broad topics will be explored: Individual Differences, Construction of Social Reality, Mind and Body and Decision Making. Within each topic, you will be introduced to specific research areas which contribute knowledge to those topics from different research perspectives. You will also see that psychology is a very broad science, full of debates, discrepancies and disagreements: at the end of each Topic, the contributing lecturers will hold a discussion of the Topic between themselves and welcome any contributions from you.

## Timetable

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

## Supplementary Teaching

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

### Special Seminars

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

Politics & International Studies <http://www.polis.cam.ac.uk/>

Social Anthropology <http://www.socanth.cam.ac.uk/>

Sociology <https://www.sociology.cam.ac.uk/events-1>

## Writing Essays

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

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

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

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

### ***Politics & International Relations***

Essays in Politics & International Relations are usually answers to questions, and answers to all but the most flatly factual questions are arguments. Once you make your starting point clear, you are free to pursue whatever line you find persuasive. A good essay will indicate what is at issue in the question that it's addressing, the important positions that have been taken on it by others, and contain a defence of the writer's own. Some essays will be more conceptual or theoretical, some more empirical; many will be a mixture of the two. Convey what you want to say as clearly and persuasively as you can, and avoid unnecessary jargon. In particular, do not unthinkingly adopt the terms of the authors you read. For some essays, it will be these terms that are at issue: you should ask yourself whether they are the most appropriate and effective. If you believe they are not, do not be afraid to point this out, to break them apart, or to propose alternatives. It is essential to read the texts of the thinkers and analysts you are writing about. Do not be tempted by other people's summaries. It is important also to engage with them: do not be content merely to report what the authors of primary texts or commentators have said. You will usually be asked to read authors who take different points of view. You should understand what these differences are, be able to expound and explain them, and if you can, decide between them. For more information, see our guide to supervisions and essay writing:

<https://www.polis.cam.ac.uk/files/supervisionsguide23-24.pdf>

### ***Social Anthropology***

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

### ***Sociology***

Key to writing a good Sociology essay is a clear argument based on a careful and critical reading of the material relevant to the question. In the first instance, this will be the books and articles the paper organiser has indicated you should read in the paper guide. Pay careful attention to the language a particular author uses and attempt to situate the work in the social and intellectual context of the period in which it was written. A good essay will provide an introduction that explains your interpretation of the question and how you intend to answer it, namely your essay's structure and argument. As part of the process of building the argument, the body of the essay will outline, and critically evaluate, the different positions you've considered on the topic of the question (e.g. a question on class may discuss Marx, Weber and Durkheim's differing understanding of the structural organisation of class, intersectional approaches to understanding class in a broader context and/or the subjective experience of class). This critical evaluation may include how well arguments are supported with empirical examples of events (including contemporary events not yet analysed in the literature), studies or statistical data; in other words, you can use the theory to help expand our understanding of the empirical world, and then use the empirical world to help expand our understanding of the theory. You can show further knowledge by referring to material beyond the reading list, as long as you demonstrate its relevance. The essay should conclude by summarising your argument and the justifications you have offered for it, as well as indicating the relevance of your argument in the broader theoretical and/or empirical context. Always try to justify your arguments by reference to concrete examples, studies, research or new work. Reference all your sources consistently and systematically. Finally give yourself time to re-read, edit and re-edit your essay. Often the process of re-reading and editing will improve an essay immensely. This process will, of course, be aided through discussions in supervisions and the further reflections they inspire for you. For more on essay-writing, please see this page on the Sociology website: [Essays | Department of Sociology \(cam.ac.uk\)](https://www.socanth.cam.ac.uk/essays).

# Plagiarism

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

Plagiarism is presenting as your own work words and thoughts that are not your own. It is a form of cheating and treated as such by the University's ordinances. If you are in any doubt about what constitutes plagiarism, ask your graduate supervisor or Director of Studies to talk you through the issue. You should also ensure that you are familiar with the University's formal Statement on Plagiarism, <https://www.plagiarism.admin.cam.ac.uk/definition>

## What Constitutes Plagiarism?

### *Plagiarism from published literature*

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

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

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

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

It is plagiarism to write without a reference to Stern:

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

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

To write what follows is also plagiarism:

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

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

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

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

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

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

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

It is plagiarism to write the following without acknowledging Stern:

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

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

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

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



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

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

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

### ***Collusion***

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

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

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

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

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

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

### ***AI Generated Content***

In view of the emergence of AI tools such as chat GPT which are able to generate essay-like content, it is important to stress a number of points:



1) The use of AI-generated text in any assessed work including exams constitutes an instance of academic misconduct analogous to plagiarism, and would lead to same procedures and penalties outlined here

<https://www.plagiarism.admin.cam.ac.uk/>

2) Under current exam regulations, examiners are entitled to 'summon a particular candidate or particular candidates for interview on any aspect of the written work examined which in the opinion of the Examiners requires elucidation'. The examiners will use this power to interview any candidate whose work they have reason to suspect may have been generated in part or whole by using AI.

3) Last but not least, AI-generated text provides an extremely poor analogue for human-produced work, particularly in disciplines such as those represented on the HSPS Tripos, in which analytical skill, structural clarity, and originality are important qualities. Put simply, essays which use chat GPT will be extremely poor essays.

## **The Consequences of Plagiarism**

### ***Assessed work***

A supervisor or examiner with concerns about potential plagiarism in work for formal assessment, whether or not the work has yet been submitted, will contact the Chair or Senior Examiner, who will liaise with the University's Office of Student Conduct, Complaints and Appeals (OSCCA). This may lead to an investigative meeting with the student, with the potential for a formal disciplinary process.

### ***Supervision essays***

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

## **Use of Originality Checking Software**

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

Work is submitted to Turnitin, where it is stored electronically in a database. Turnitin produces an originality report showing whether any strings of words not in quotation marks are contained in other items in its database. The originality report will then be used to inform judgements about whether or not plagiarism has occurred. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

# Assessments

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## General Information

All of the HSPS Part I papers are assessed at the end of the academic year (please see the individual paper guides for information on the assessment methods for borrowed papers). In Easter 2024, POL1 and POL2 will be examined in person by invigilated exams, while SOC1 and SAN1 will be examined via online open book exams. For more information please see the HSPS website here: <https://www.hsps.cam.ac.uk/examination-and-assessment> which will be updated for 2023-24 during Michaelmas Term.

When you register your paper choices on your CamSIS self-service in the Michaelmas term, you will be registering for your assessments. You will be supplied in the middle of the Lent term with an entry verification form showing your assessments, which you must sign as correct or amend. When the final list of candidates is published, you will receive a confirmation form showing your entry, the details of each assessment, and any identification number allocated to you. If your name is omitted, or printed inaccurately, or the details of the papers for which you are marked as being a candidate are incorrect, you should at once inform your Tutor, but you are not permitted to change the choice of papers signed as correct at the end of the Lent term.

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

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

It is very important that any assessment candidate who:

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

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

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

## Complaints and Problems

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

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

## Moving on to Part II

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Information about the track and paper options available to you at the start of the second year can be found at the website here: <https://www.hsp.cam.ac.uk/track-options>. Please note, some papers are subject to change from year to year, the website will be updated for 2023-24 before the Part II option day events.

You will start to specialise in one of any of the single or joint subject tracks below:

***Single subject tracks:***

Politics & International Relations

Social Anthropology

Sociology

***Joint subject tracks:***

Politics and Sociology

Social Anthropology and Politics  
Social Anthropology and Religious Studies  
(Modern Religion)

Sociology and Social Anthropology  
Sociology and Criminology

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

You are not required to have taken any of the first-year papers in a particular subject in order to choose that track in Part II; however, we **strongly** recommend that you do so as this will give you the best foundation for starting Part II. Your DoS can help you discuss your options.

All subjects very strongly recommend that students who have received a mark below 50 on the first-year paper(s) reconsider specialising in that subject in Part II; if you have struggled with the subject in your first year then the increased demands and more rigorous study in Part II may be difficult to manage.

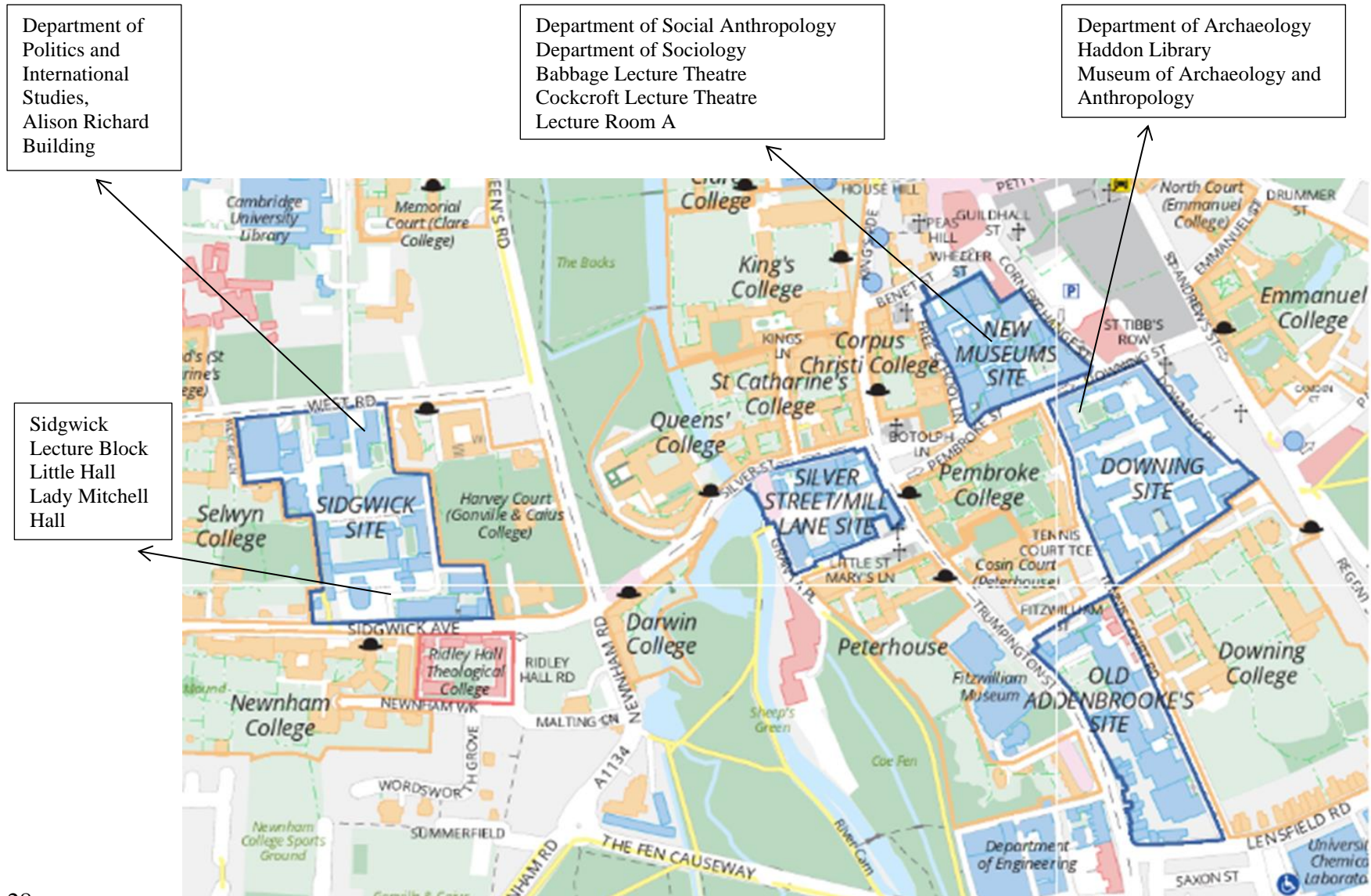
Your Director of Studies will be able to give you more information about any of the subject tracks, and our website also provides more detail. However, you can also contact any of the Departments:

Politics & International Relations      [ugadmin@polis.cam.ac.uk](mailto:ugadmin@polis.cam.ac.uk)

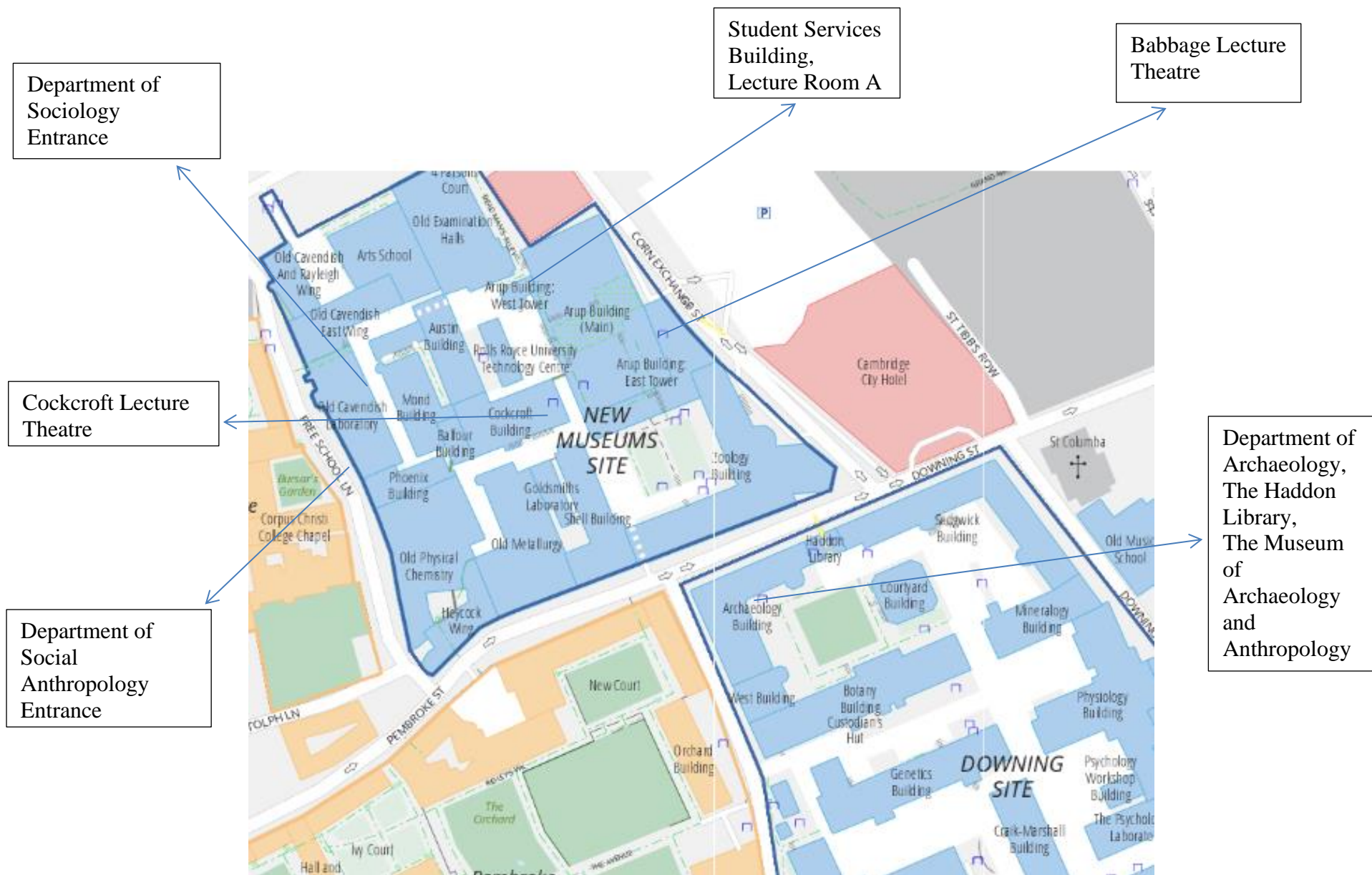
Social Anthropology      [undergraduate-enquiries@socanth.cam.ac.uk](mailto:undergraduate-enquiries@socanth.cam.ac.uk)

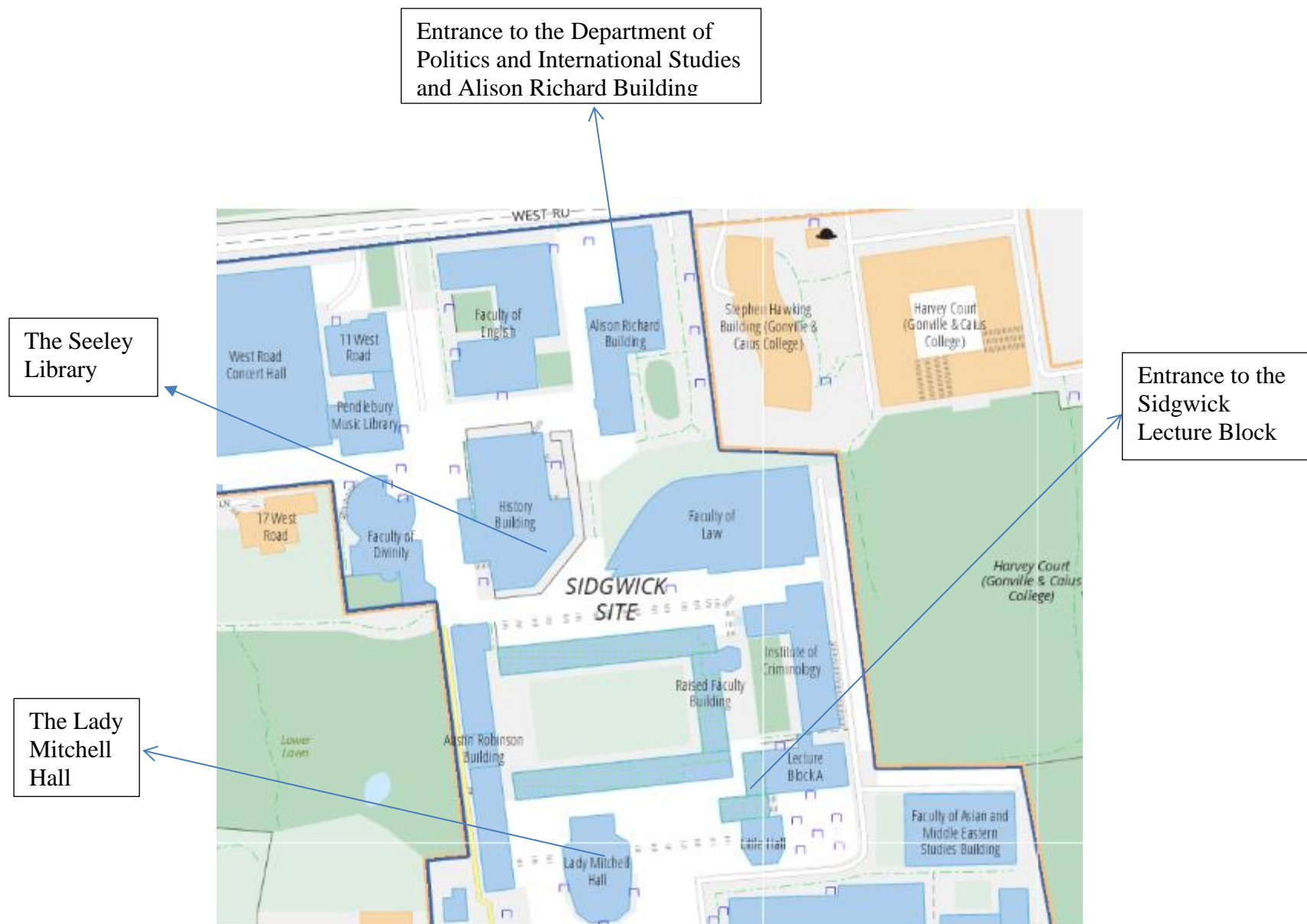
Sociology      [enquiries@sociology.cam.ac.uk](mailto:enquiries@sociology.cam.ac.uk)

It is also possible to continue to borrow papers from other Triposes in Part II of the course, including: Archaeology, Criminology, Economics, History, History and Philosophy of Science, Psychological and Behavioural Sciences.









## Appendix 2: Departmental Websites

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

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

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

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

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