

# **HUMAN, SOCIAL, AND POLITICAL SCIENCES TRIPOS**

## **Part IIA Options Booklet 2025-26 academic year**

Students must register preliminary paper choices by  
**Friday 23<sup>rd</sup> May 2025**

Faculty of Human, Social, and Political Science

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

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

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## Introduction

In Part II of the Tripos you will 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
- Social Anthropology and Politics
- Social Anthropology and Religious Studies (Modern Religion)
- Sociology and Criminology
- Sociology and Social Anthropology

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. Although please note that it is not possible to move to a single track in Criminology or Religious Studies.

You will be asked to complete an online registration form by **Friday 23<sup>rd</sup> 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.** The registration system will be available from Thursday 8<sup>th</sup> May, please click the 'Submit Paper Choices' button on the following HSPS webpage: <https://www.hsps.cam.ac.uk/track-options>

The choice you make is not binding at this stage and you can change your mind up until the start of Michaelmas Term 2025. 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 number of available options in the Tripos is simply too large; in addition, several papers are shared with other Triposes or with MPhil courses which 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 a sufficient number 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.

## Choosing your Track

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

Later in this booklet you will find a description of all of the Part IIA papers on offer this year, and a summary of what papers are likely to be on offer in Part IIB, together with a list of restrictions on the papers available to help you plan. Please note that the mode of assessment for some papers may change for 2026-27.

We have to make you aware that there is always a small risk that optional papers could be withdrawn or changed if there are unexpected staff changes, illness, sabbatical leave, subject developments or other such unforeseeable circumstances. We will of course notify you if this occurs as soon as possible and will do our best to ensure that no student is disadvantaged by this. Please do not hesitate to contact Hayley Grainge, Faculty Teaching Administrator ([facultyteachingadmin@hsps.cam.ac.uk](mailto:facultyteachingadmin@hsps.cam.ac.uk)) if you have any question about your paper options.

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

## Summary of Part IIA Track Options 2025-26:

### Single Track Choices

SUBJECT OPTION	PAPER CHOICES – SECOND YEAR (Part IIA)
Politics & International Relations	<p><b><u>Paper 1:</u></b> POL3</p> <p><b><u>Paper 2:</u></b> POL4</p> <p><b><u>Paper 3:</u></b> POL7, POL8</p> <p><b><u>Paper 4:</u></b> POL5, POL6, SAN8, SAN13, SAN17, SOC2, SOC3, Archaeology Tripos Papers A1, A3, A11, B1, B2, B3, B4, HPS Paper 1, HPS Paper 2, PBS02</p> <p><i>Please also see restrictions listed on p.30</i></p>
Social Anthropology	<p><b><u>Paper 1:</u></b> SAN3</p> <p><b><u>Paper 2:</u></b> SAN4</p> <p><b><u>Paper 3:</u></b> SAN7a, 7e, 7f, or 7g</p> <p><b><u>Paper 4:</u></b> SAN2, SAN8, SAN13, SAN17, POL3, POL4, SOC2, SOC3, SOC5, Archaeology Tripos Paper A1, A3, A11, AMES Paper J9, HPS Paper 1, HPS Paper 2, PBS02</p> <p><i>Please also see restrictions listed on p.30</i></p>
Sociology	<p><b><u>Paper 1:</u></b> SOC2</p> <p><b><u>Paper 2:</u></b> SOC3</p> <p><b><u>Paper3:</u></b> SOC4, SOC5</p> <p><b><u>Paper 4:</u></b> SOC4, SOC5, POL3, POL4, SAN8, SAN13, SAN17, Archaeology Tripos paper: A1, A3, A11, B1, B2, B3, B4, CRIM1, Education Tripos Paper ED3, HPS Paper 1, HPS Paper 2, PBS02</p> <p><i>Please also see restrictions listed on p.30</i></p>

## Joint Track Choices

SUBJECT OPTION	PAPER CHOICES – SECOND YEAR (Part IIA)
Politics and Sociology	<p><b><u>Paper 1:</u></b> POL3, POL4</p> <p><b><u>Paper 2:</u></b> POL7, POL8</p> <p><b><u>Paper 3 and 4:</u></b> SOC2, SOC3, SOC5</p>
Social Anthropology and Politics	<p><b><u>Paper 1:</u></b> SAN3</p> <p><b><u>Paper 2:</u></b> SAN4, SAN7a, 7e, 7f or 7g, SAN8, SAN13, SAN17</p> <p><b><u>Paper 3:</u></b> POL3, POL4</p> <p><b><u>Paper 4:</u></b> POL7, POL8</p>
Sociology and Social Anthropology	<p><b><u>Paper 1:</u></b> SAN3</p> <p><b><u>Paper 2:</u></b> SAN4, SAN7a, 7e, 7f or 7g</p> <p><b><u>Paper 3 and 4:</u></b> SOC2, SOC3, SOC5</p>
Sociology and Criminology	<p><b><u>Paper 1:</u></b> SOC2</p> <p><b><u>Paper 2:</u></b> SOC3</p> <p><b><u>Paper 3:</u></b> CRIM1</p> <p><b><u>Paper 4:</u></b> CRIM2, CRIM3</p> <p><i>Please also see restrictions listed on p.30</i></p>

SUBJECT OPTION	PAPER CHOICES – SECOND YEAR (Part IIA)
Social Anthropology and Religious Studies (Modern Religion)	<p><b><u>Paper 1:</u></b> SAN3</p> <p><b><u>Paper 2*:</u></b> SAN4, SAN7a, 7e, 7f or 7g, SAN8, SAN13, SAN17,</p> <p><b><u>Paper 3:</u></b> Theology Tripos Paper: B1a, B1b, B1c, B1d**, B2, B3, B4, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17</p> <p><b><u>Paper 4:</u></b> Theology Tripos Paper: B2, B3, B4, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17</p> <p>Advisory notes: *Students who have not studied Social Anthropology before are advised to take SAN4. SAN7 papers are Ethnographic area papers, and are seminar taught with students reading and presenting for each seminar (notably, they are non-supervised papers which are examined at the end of the year). Some students without a background in Social Anthropology may find SAN7 more difficult than taking SAN4.</p> <p>**It is not possible for students to take the B1 language papers if they either haven't taken the relevant introductory paper in the first year or do not have equivalent experience. If you believe you do have equivalent experience, please discuss this with your Director of Studies in the first instance.</p> <p><i>Please also see restrictions listed on p.30</i></p>

## Part IIA available Papers, 2025-26

Below is a list of all papers offered in 2025-26 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, see pp.8-10

POL3	International organisation
POL4	Comparative politics
POL5	Themes and issues in politics and international relations
POL6	Statistics and methods in politics and international relations
POL7	The history of political thought to c.1700
POL8	The history of political thought from c.1700-c.1890

### Social Anthropology papers – for descriptions, see pp.11-15

SAN2	Ethnographic methods and writing
SAN3	The foundations of social life
SAN4	Anthropological theory and methods
SAN7	The anthropology of an ethnographic area: a) Africa e) Pacific f) Inner Asia g) Europe
SAN8	Environment, development and indigeneity
SAN13	Gender, Kinship and Care
SAN17	Engaged Anthropology: Policy, Practice and Institutions

### Religious Studies (Modern Religion) papers – for descriptions, see pp.15-20

B1a	Intermediate Hebrew
B1b	Intermediate New Testament Greek
B1c	Intermediate Sanskrit
B1d	Intermediate Qur'anic Arabic
B2	Israel in exile: literature, history and theology
B3	The shaping of Jewish identity (332 BCE-70 CE)



B4	Paul and John: the first Christian thinkers in comparative perspective
B6	Christianity in late antiquity
B7	Themes in world Christianities: context, theology and power
B8	Christ, salvation, and the Trinity
B9	Religious Encounter
B10	Philosophy of religion: God, freedom and the soul
B11	Ethics and faith
B12	Themes in Anthropology of Islam (MES 20, AMES Tripos)
B13	Theology and literature
B14	Modern Judaism: thought, culture and history
B15	Introduction to Islam
B16	Life and thought of religious Hinduism and of Buddhism
B17	Meaning (from Part IA of the Philosophy Tripos)

**Sociology papers** – for descriptions, see pp.20-22

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

**Criminology papers** – for descriptions, see pp. 22-23

CRIM1	Foundations in criminology and criminal justice
CRIM2	Statistics and methods (also acting as SOC5)
CRIM3	Two long essays on a criminology topic

For descriptions of papers borrowed from other Triposes, see pp.24-27

## Paper Descriptions

### Politics & International Relations Papers

#### **POL3. International organisation**

(Paper Coordinator: Dr Giovanni Mantilla)

This paper provides students with a theoretical and practical understanding of 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 four main parts:

A prologue revisits the main theoretical perspectives on International Relations discussed in POL2.

Part I then directs attention to the different actors in International Politics and how they contribute to global cooperation and governance. We will look at the importance of international organizations, NGOs, corporations, and international courts, and scientific communities among others.

Part II focuses on the different processes involved in global governance, such as the dynamics of diplomacy and international negotiations, peacekeeping, and development.

Part III focuses on different areas of global politics – from the history and politics of the laws of war and human rights, and the governance of the environment. This part allows students to explore some of the theoretical and conceptual issues introduced in Parts I and II in a concrete empirical context.

Part IV focuses on the international legal system in action, covering the regulation of the use of force, self-defense, counter-terrorism, and forcible humanitarian action.

Assessment for this course will be exam-based, with a three-hour examination in the Easter term.

#### **POL4. Comparative politics**

(Paper Coordinator: Dr Pieter van Houten)

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 (taught in Michaelmas term) and a module on general themes in comparative politics themes (taught in Lent term).

Each regional case study module consists of a comparison between two countries. The modules provide both a detailed focus on some aspects of the domestic politics of these countries and an introduction to the politics of the region they are situated in. Students choose two of these case study modules. The provisional list of modules that will be provided in 2025-26: Jordan and Saudi Arabia; India and Pakistan; Poland and Russia; US and

UK; Bolivia and Brazil; Myanmar and Thailand; two African countries (specific countries to be determined); two Western European countries (to be determined).

The lectures in the general comparative politics module in Lent term will focus on themes such as state formation, nationalism, political regimes, development, welfare and social policy, environmental policy, and the management of plural societies. For each of these themes, it will explore conceptual issues, possible explanations for observed patterns over time and across countries, and illustrative examples. Students are encouraged to think about how the cases they studied in the first part of the paper apply to these general themes.

Overall, the course emphasises both the conceptual and empirical sides of comparative political studies. Assessment for this course is exam-based, with a three-hour exam at the end of the year.

### **POL5. Themes and issues in politics and international relations**

(Paper Coordinator: Tomas Larsson)

This paper consists of two essays of up to 5,000 words each, which are both formally assessed. There is no exam or general teaching (other than an introductory session at the start of Michaelmas term) for this paper, and students will have three supervisions for each of their essays. The essays will address questions chosen from a list provided by the Department. The questions on this list focus on a wide range of theoretical and empirical issues covered in the study of Politics and International Relations. This paper is, therefore, an opportunity for students to explore in some depth two issues in Politics and International Relations of their interest.

Essay titles for 2025-26 will be available at the start of Michaelmas term.

### **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 issues in the study of politics and international relations, 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 a variety of statistical concepts and methods – issues covered include descriptive statistics, bivariate association, 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 online instructional videos, practical sessions and supervisions, and is assessed by an 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 5,000-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 topic from a list provided by the course leaders, design a research project based on available data related to the topic, and conduct the data analysis for the project. This paper will give students

useful skills both for conducting social science research and for various career options in the public and private sector.

**POL7. The history of political thought to c. 1700 (Paper 19 of Part I of the Historical Tripos)**  
(Paper Coordinator: Dr Thomas Hopkins)

This paper spans the history of European political reflection from the city states of ancient Greece to seventeenth century arguments about revolution and empire. It offers the chance to investigate ancient conceptions of political organisation, human nature and virtue 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 secular powers. The paper covers humanist responses to the classical past and classical conceptions of virtue in the political thought of Machiavelli and others, the role of the Reformation in reshaping political discourse and the rise of the state as the object of government and the subject of sovereignty. Topics on animals, gender, slavery, monarchy and republicanism, colonialism and Islamic political thought, broaden the range of political actors the paper considers and extend its scope beyond the bounds of Western Europe.

**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, French and Haitian revolutions to the wave of revolutions in 1848 and the challenge to capitalism in the thought of Karl Marx, this paper explains the formation of the fundamental concepts of modern society and politics. The line between the state and civil society, 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 political and civil status of women, the mounting challenge to slavery, the modern concept of empire: all these and more form the content of this paper.

Like POL 7, this paper offers two kinds of intellectual exploration. In Part A, you will focus on a close reading of major texts within their political and intellectual contexts. This enables you to explore how political argument was articulated in texts by the greatest political philosophers of the period. In Part B, you will focus on groups of texts which are thematically and historically connected, developing your ability to understand the way that a given political language is inflected in different directions according to different demands of national and international debate in the modern period. For those who have done other papers in the history of political thought or are thinking of taking them, this paper provides an essential introduction to the understanding of all aspects of political thought, including the foundations of modern politics in a global setting.

For more information about the Politics and International Relations papers see:  
[Second Year Students | Department of Politics and International Studies \(POLIS\) \(cam.ac.uk\)](#)

## **Social Anthropology Papers**

### **SAN2: Ethnographic methods and writing**

(Paper Coordinators: Dr Andrew Sanchez and Prof Matei Candea)

This paper addresses the methods, ethical considerations, and representational issues of ethnographic research. The paper has two aims:

- To support students to develop the skills necessary to produce their own ethnographic research and writing
- To support students to develop the skills necessary to assess and interpret secondary ethnographic research

The paper provides practical training in research methods; considers the relationship between research and writing; interrogates the ethical and political dimensions of ethnography; explores the role of comparison both within and between ethnographies; considers the relationship between anthropology and the ethnographic method.

The paper combines lectures in different aspects of ethnography, alongside seminars that focus on two ethnographies read *in their entirety*. These seminars encourage students to think about issues of representation and literary style, in relationship to questions of method, ethics and analysis.

The paper is intended for IIA HSPS students on single track Social Anthropology degree. Students that intend to complete a Social Anthropology dissertation in IIB are strongly advised to take this paper.

### **SAN3. The foundations of social life**

(Paper Coordinator: Dr Andrew Sanchez)

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.

#### **SAN4. Anthropological theory and methods**

(Paper Coordinator: Prof Rupert Stasch)

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 situated in relation to anthropological field research and different 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 and questions that have been influential both in and beyond the discipline. At the same time, anthropological theory has registered the influence of innovations 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.

#### **SAN7. The anthropology of an ethnographic area:**

SAN7 Ethnographic Area papers (SAN7a Africa, SAN7e Pacific, SAN7f Inner Asia, SAN7g Europe) are all **seminar taught** (which means that students read and present to the seminars, and that these papers are \*not\* supervised). SAN7 papers are also **capped** so as to enable the best possible learning environment for the whole seminar group. If more students opt for a particular Ethnographic area than can be accommodated, a lottery will be held after the paper registration deadline has passed. Should this happen to an Ethnographic area paper you've chosen, you will be contacted by a member of the Social Anthropology admin team in due course and asked to register your choice for a second paper for your track (at this time, we will tell you which area papers still have spaces left). Please note that all SAN7 papers are assessed by an end of year exam and none of the other SAN papers have caps.

#### **SAN7a: Africa**

(Paper Coordinator: Prof Hari Englund)

This is a paper on the anthropology of and from Africa, with a particular focus on sub-Saharan Africa. Through a series of seminars, we will examine and critically discuss a range of themes, such as: the relationship between African anthropology and colonialism; race and the 'invention' of Africa; diasporas and migration; Christianity and Islam; healing and medicine; politics and human rights; economic reforms and their effects; popular culture and youth; gender and sexuality; land; violence and memory; cities and infrastructure;

energy and climate. We will explore both historical sources as well as contemporary research.

### **SAN7e Pacific**

(Paper Coordinators: Prof Joel Robbins and Prof Rupert Stasch)

The Pacific area option focuses on the societies of Melanesia, especially Papua New Guinea. The ethnography of the area reflects the great internal cultural diversity of the region, the nature of its small-scale societies and the rapid changes they have experienced in response to colonial and more recent global contacts and cultural imports.

The Syllabus includes the following areas: 1. the history of anthropology in Melanesia; 2. theoretical debates arising from Melanesian ethnography; 3. the description and analysis of the societies of the region; 4. social and cultural issues. Topics include: big men and political processes; gift exchange and economic life; ritual and religion; gender; Melanesian aesthetics and material culture; radical cultural change; resource extraction, conservation; the nation state and globalisation; colonialism; and tourism.

### **SAN7f Inner Asia**

(Paper Coordinator: Prof David Sneath)

Inner Asia is the region of the great steppes lying between Russia and China, and it includes the contemporary countries and regions of Mongolia; Buryatia, Tyva and Altai in Russia; and Manchuria, Inner Mongolia, Xinjiang, Gansu, Qinghai and Tibet in China. Politically divided and now subject to a variety of regimes (from 'communist' to 'democratic'), the region has a great deal in common in terms of culture, religion and economy, and this combination makes for interesting possibilities for comparative analysis. While the region was characterized by remoteness and peripherality for much of the twentieth century, it is now gaining a new prominence in the age of China's Belt and Road Initiative. Its fragile ecologies are also central to discussions surrounding anthropogenic environmental change.

This paper seeks to combine insights from the *longue durée* of history (e.g. comparative studies of imperial formations; the relation between the religions of the region and governmental forms; the character of 'socialism' and 'postsocialism' in this region) with exciting new anthropological research now being carried out. The latter includes studies of new forms of shamanism and healing practices; environment, land-use and ideas of nature; infrastructure and spatial transformation; borders; Islam, Buddhism, and the politics of representation of 'ethnic minorities'; and the relation between poverty and shifting notions of gender and work. Inner Asia has been a region founded economically on mobile pastoralism and courses discuss indigenous perspectives on movement, direction, time-reckoning, and spatiality.

### **SAN7g Europe**

(Paper Coordinator: Prof Matei Candea)

This paper introduces students to the anthropological study of Europe by giving them an opportunity to engage with a diverse range of ethnographic work, as well as offering space

to think anthropologically about the European worlds they inhabit. The purpose of this area paper is to tentatively map out contemporary Europe as it is lived, experienced, and understood. Rather than taking the Europe which is under our feet for granted, we will seek vantage points from which to gain a clearer view of the historic and institutional forces at work in everyday lives.

The literature encountered will draw on different geographical regions of Europe in an attempt to explore Europe as a diverse social space, and we will also pay special attention to what we can learn from places and people sometimes considered 'marginal' to Europe. Topics covered by the paper may include religion and secularism; nationalism and multinationalism; the European Union; migration; nature, class, religion, secularism, kinship, and the role of socialism and post-socialism.

Teaching in this paper is seminar-led, and students will have the opportunity to work in detail with ethnographic texts that advance the study of Europe. However, throughout our discussions we also hope to draw on the students' own ethnographic insights and to work with texts and materials beyond conventional academic anthropological literature.

### **SAN8: Environment, development and indigeneity**

(Paper Coordinator: Dr Liana Chua and Dr Natalia Buitron)

This paper explores the entanglements between development, the environment and indigeneity. It explores how development in multiple guises physically, politically and imaginatively (re)shapes environments, what its more-than-human effects are, and how different parties experience and respond to such transformations.

Key themes include: the political-economic and discursive context for development; inequality; the politics of land and dispossession; property relations; 'resourcification'; 'the Anthropocene'; biodiversity loss; climate change; environmentalism and conservation; more-than-human/multispecies worlds; indigenous rights; resistance and collaboration; justice; energy ethics and politics; climate change mitigation.

### **SAN13 Gender, kinship and care**

(Paper Coordinator: Dr Perveez Mody)

Gender, Kinship & Care is a paper that seeks to re-theorise care by examining it in the context of recent work on gender, subjectivity and kinship. The emerging ethnographic studies of care in a multitude of settings challenges and provokes a reassessment of the points of connection and disjuncture between life and death, kinship & friendship, intimacy and distance, subjectivity and public and professional identities. Who "cares" for whom, in what ways and to what effects are growing areas of anthropological interest, as are concerns with and for the nature of care as well as abuse and "zones of social abandonment" (Biehl). By using a variety of theoretical and interpretive approaches that draw in work on life processes and generational scales, this paper will seek to locate the study of care in a whole range of societies, cultures and settings, including Britain today. Furthermore, ideas about the constitution of intimate and caring relationships, "caring power" as well as technological and subjectivised "self-care" allow us to explore the



complex and varied gendering of the self in multiple cultural locations and domains (kinship, medicine, law, governance) with important theoretical consequences for how we evaluate what counts as “care” and what constitutes well-being.

### **SAN17 Engaged anthropology: Policy, practice and institutions**

(Paper Coordinator: Dr Kelly Fagan Robinson and Dr Natalie Morningstar)

This course provides a foundation in the anthropology of policy and institutions. It also introduces students to key critical debates regarding how we should understand and approach the task of doing applied, engaged and/or public anthropology.

The paper will cover a range of types of ethnographic data – from video recordings of citizens assemblies, to court rulings, to policy documents, to forms of civic participation. Each will be framed through a discussion of a key theme in the anthropology of politics: bureaucracy, institutions, law and inclusion.

For more information about the Social Anthropology papers see:

<https://www.vle.cam.ac.uk/course/view.php?id=249231>

### **Religious Studies (Modern Religion) papers**

#### **B1a: Intermediate Hebrew**

(Paper Coordinator: Dr Arjen Bakker)

Assessment method: Three-hour examination

This paper is taken in the year after offering Elementary Hebrew (A1a), normally in Part IIA. But a student who took Elementary Hebrew in Part IIA would be able to offer B1a in Part IIB. The study of the texts from Deuteronomy, Isaiah and Leviticus is designed (apart from their intrinsic interest) to lead students on to a fuller appreciation of the syntax of prose texts (including the significance of word order and the less common uses of the tenses of the verb). Throughout the course lectures and private study are expected to be supplemented by fortnightly supervision work on translation from English into Hebrew, which will be tested in the examination. The lectures will focus mainly on linguistic aspects of the texts, but their theological and literary aspects will be explored in two or three essays which students will write in the course of the year.

#### **B1b: Intermediate New Testament Greek**

(Paper Coordinator: Professor Simon Gathercole)

Assessment method: Three-hour examination

The overall objective is for students to develop their Greek language abilities and to acquire exegetical skills and knowledge. The paper will achieve these aims by introducing students to the language, syntax, exegesis and theology of Mark and Galatians on the basis of the Greek text.

**Paper B1c - Intermediate Sanskrit**

(Paper Coordinator: Dr Vincenzo Vergiani)

Assessment method: Three-hour examination

Candidates will be required to translate passages from the prescribed texts from Sanskrit into English, to answer questions on their grammar, style, and content, and to translate one unseen passage from Sanskrit to English.

**B1d: Intermediate Qur'anic Arabic**

(Paper Coordinator: Mrs Nadia Auty)

Assessment method: Three-hour examination

This paper will contain passages for pointing, for translation, and for linguistic and exegetical comment from portions of the Qur'an, Qur'anic commentaries and other Islamic literature which the Faculty Board shall from time to time prescribe. The paper will also contain a passage for translation from English into Arabic.

**B2: Israel in exile: literature, history and theology**

(Paper Coordinator: Prof Nathan MacDonald)

Assessment method: Three-hour examination

The exilic age has long been regarded in scholarship as a watershed for the faith of Israel, with important theological understandings formulated in this period. It is also a crucial time in the history of Israel and a time of the collection and writing of formative documents. This course seeks to give a thorough understanding of the literature, history and theology of the period leading up to the Exile, of the Exile itself and of the repercussions that followed it. It involves study of texts from different genres of Old Testament material, including some detailed textual work. It also involves engagement with scholarly methods of analysing literary texts, of evaluating historical claims with the assistance of archaeological finds and ancient Near Eastern parallels and of seeking an overall sense of the theological developments of the period.

**B3: The shaping of Jewish identity (332 BCE-70 CE)**

(Paper Coordinator: Dr Arjen Bakker)

Assessment method: Three-hour examination

This paper will be concerned with an essential period for our understanding of the formation of Judaism (and the context from which Christianity arose). It will focus on the land of Israel in the time from the rise of Alexander the Great (332 BCE), when it became incorporated into the Greek empires, up to and including the First Roman Revolt. It will examine the social, historical and political contexts in which ancient Jews shaped their identity and how as a result they came to fashion new forms of literature and beliefs.

**B4: Paul and John: the first Christian thinkers in comparative perspective**

(Paper Coordinator: Dr James Carleton Paget)

Assessment method: Three-hour examination

This paper introduces the thoughts of Paul and John and brings them in discussion, first with one another and subsequently also with their contexts—Jewish, Hellenistic, and Roman. As there are no separate set text classes for this paper, the lectures will make full use of the available hours and use a form that is suitable for, and supports the comparison between Paul and John: all lectures consist of double hours that follow the following pattern—twice forty minutes with usually the first part on Paul and the second part on John, followed by twenty minutes of explicit comparison and discussion.

### **B6: Christianity in late antiquity (to circa 600)**

(Paper Coordinator: Prof Thomas Graumann)

Assessment method: Three-hour examination

Many important features of Christianity emerged and developed in Late Antique period. The paper examines the development of Christian churches and groups, their organisation, institutions, identities and ways of life in the context of the political, social and cultural life of the Roman Empire. It studies main strands of Christian theological reflection and discussion in the period with a focus on the Christological controversy, and introduces exemplary texts from what is often called the “Golden Age” of patristic literature.

### **B7: Themes in world Christianities: context, theology and power**

(Paper Coordinator: Dr James Gardom)

Assessment method: Two essays of 5,000 words each

The aim of this paper is to enable students to understand the increasingly non-Western nature of contemporary Christianity, and to understand the emerging discipline of the study of World Christianity. The lectures and seminars will give an overview of the global shift of Christianity away from the West, and provide some guidelines for the interpretation of non-Western Christian groups, including Diaspora and Migrant groups in the West and elsewhere.

### **B8: Christ, Salvation and the Trinity**

(Paper Coordinator: Prof Simeon Zahl)

Assessment method: Three-hour examination

This paper contains questions on Christian doctrines concerning Jesus Christ, salvation, and the Trinity. The paper is designed to provide an overview of three of the most central topics in Christian doctrine, by way of engagement with key thinkers from the patristic period to the present day. It aims to give students a strong foundation in traditional language and concepts associated with the person and work of Christ, the nature of God, and Christian salvation, while also exploring how these topics are being discussed by theologians today.

### **B9: Religious Encounter**

(Paper Coordinator: Prof Esra Özyürek)

Assessment method: Two essays of 5,000 words each

Different religious communities commonly co-exist. However, the ways in which they do so varies tremendously. Their interactions are conditioned by many factors, like tradition, politics, landscape, economy, and even calendars, ghosts or dreams. This paper turns to

encounter as a productive site to think about the ways in which individuals and communities experience, negotiate and manage religious difference in specific contexts. It raises questions about the challenges to plurality and interfaith relations, about the production of religious borders, the convergence and synthesis of religious ideas and practices, the protection of shared sacred heritage, as well as about conflict, violence and the politics of religious difference. We consider the impacts of colonialism, nationalism and xenophobia on religious plurality, but also the surprising modes of resistance through alliances and exchanges across boundaries. Based on anthropological accounts of actual lives from around the world, the paper suggests that religious co-existence and encounters are the norm, not an exception. By familiarising students with the many ways humans live with difference, the paper builds skills to bring together real-life examples and theoretical models, as well as to critically engage with historical and contemporary scholarship of religion.

### **B10: Philosophy of religion: God, freedom and the soul**

(Paper Coordinator: Prof Douglas Hedley)

Assessment method: Three-hour examination

This paper is conceived as an introduction to Philosophical Theology in the narrow sense, i.e. theories about the nature of God, the cosmos and the soul. Is God one or many, personal and impersonal, transcendent or immanent, timeless or everlasting? How is creation of the cosmos to be thought of? Is the Soul the form of the body or a separate entity? Is God best perceived in nature or in the soul? Is freedom a coherent notion? Can we know God? How does God act? These very general and abstract questions have puzzled philosophers and theologians since Plato. The approaches to these topics tend to be either historical or very abstract. The idea of this paper is to combine the concern with the topics as real issues of contemporary interest with an awareness of how for example Plotinus or Spinoza, Kant or Hegel thought about these problems. The second section will enable candidates to answer at least one question of a more abstract nature. It is felt that candidates for this paper will have acquired a greater degree of philosophical confidence and a broader acquaintance with the philosophical canon to enable them to attempt essays of a more general or abstract philosophical nature.

### **B11: Ethics and faith**

(Paper Coordinator: Dr James Orr)

Assessment method: Three-hour examination

Paper B11 builds on the foundational questions concerning the nature of goodness, value and moral obligation that arose in relation to the canon of thinkers explored in Paper A9, though it does presuppose any familiarity with the content of that paper. It offers students a comprehensive engagement with eight central topics that lie at the intersection of religious belief and practice, moral theology, and moral philosophy. The eight topics span historical and contemporary metaethical theories; four of the most common varieties of normative approaches adopted in religious ethics; the philosophical and theological dimensions of human personhood, dignity, and rights; and historical and contemporary understandings of the connections between theologically invested metaphysical frameworks and the right ordering of society towards the common good.

### **B12 Themes in Anthropology of Islam (MES.20 of the Asian and Middle Eastern Studies Tripos)**

(Paper Coordinator: Dr Paul Anderson)

Assessment method: Three-hour examination

The regional focus will range from the Middle East, to Europe, Africa and South-east Asia. We will consider the academic and political context for the study of Islam and Muslims, and the ways in which the anthropology of Islam has been productive for broader debates in anthropology.

### **B13: Theology and literature**

(Paper Coordinator: Dr Giles Waller)

Assessment method: Two essays of 5,000 words each

This paper seeks to examine key theological and ethical issues in novels from the literary traditions of Europe and America shaped by Judaism and Christianity. A variety of theological and ethical topics will be explored, including suffering, agency and responsibility, the place of the human animal in its natural and political environments, providence, Christology, messianism, hope and despair.

### **B14: Modern Judaism: thought, culture and history**

(Paper Coordinator: Dr Daniel Weiss)

Assessment method: Three-hour examination

This paper introduces students to Jewish culture and thought, approaching contemporary issues along with the historical developments that shaped them. Topics will include central Jewish ideas such as Messianism and Zionism, the distinct and variegated character of the Jewish communities in Britain, the State of Israel and abroad, as well as aspects of religious observance such as Shabbat and Prayer. It explores how Judaism relates to surrounding cultures and especially how it has responded to the challenges of modernity, and it approaches Judaism in the methodological context of the study of 'religion' and 'culture' by inviting students to consider whether the term 'religion' makes sense at all when applied to Judaism. By the study of primary texts, it aims to acquaint students with the self-understanding of Judaism at critical periods of its development. Although history will be provided to give the necessary background, the focus throughout will be on contemporary communities.

### **B15: Introduction to Islam**

(Paper Coordinator: Dr Timothy Winter)

Assessment method: Three-hour examination

This paper will cover the origins, development and contemporary situation of the theology, law and mysticism of Islam. It will deal with literary-critical and interpretative problems relating to the founding documents of the religion, and with contemporary methodologies in philosophy of religion, gender studies, and comparative jurisprudence as applied to Islam. References to Christianity may be included. The Board may from time to time prescribe texts for special study.

**B16: Life and thought of religious Hinduism and of Buddhism**

(Paper Coordinator: Dr Alexandra Ilieva)

Assessment method: Three-hour examination

The principal aim of the study of these Indic traditions is to form a sensitive understanding, in terms of social context and historical perspective, of their main beliefs and practices. The approach is thematic and phenomenological, and when occasion demands, anthropological, sociological and political comments will also be made. It is important to show not only what Hinduism and Buddhism mean in the lives of their adherents, but also that as religious traditions they cannot be understood in a sociohistorical vacuum.

**B17: Meaning (from Part IA of the Philosophy Tripos)**

This paper is borrowed from the Philosophy Tripos (Part IA, Paper 3). Please contact the Faculty of Philosophy for the full paper description and assessment details.

Please be aware that there may be a cap on the number of students who are allowed to take this paper.

More information about the above papers can be found on the Faculty of Divinity website: <https://www.divinity.cam.ac.uk/study-here/undergraduate/data/part2a>

**Sociology papers****SOC2. Social theory**

(Paper Coordinator: Prof Patrick Baert)

This paper introduces students to a range of well-defined topics, from the Frankfurt School to the most recent work on risk, identity, difference, sexuality and feminist theory. Students should acquire a firm grasp of key theoretical approaches enabling them to read the work of contemporary social theorists in some depth. The period covered runs from 1920 to the present day, but the emphasis is on recent (post-1960) developments. The traditions and orientations are situated in their social and intellectual context, and the writings of key thinkers are examined textually in detail. The strengths and limitations of different perspectives are discussed and, where appropriate, their relevance to social research explored. Among the perspectives and authors covered are the following: pragmatism, Mead and symbolic interactionism; Goffman; existentialism, structuralism, post-structuralism; Bourdieu; Latour; Foucault; theories of sexuality; Arendt; the Frankfurt School and critical theory; Habermas; Bauman; the development of Marxist thought in the twentieth century; the cultural turn; the post-human; feminist theory; decolonial, postcolonial and subaltern studies.

### **SOC3. Modern societies II: Global social problems and dynamics of resistance**

(Paper Coordinator: Dr Lorenza Antonucci)

This paper aims to:

- Introduce and explore a selection of global social problems and dynamics of resistance from a sociological perspective;
- 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, democracy, discourse, political economy, control and pluralism;
- Introduce the sociological notion and methodological tool of intersectionality – bringing gender, race and class to the fore – to understand social problems and dynamics of resistance in a critically imbricated way and not as one-dimensional struggles upheld by one-dimensional subjects (simply men, simply women, etc.);
- Raise questions about the current climate crisis across a range of social problems and dynamics of resistance.

**Please note, due to a shortage of supervisors for this paper, any students who join SOC3 after the beginning of Michaelmas term will have to make their own supervision arrangements via their DOS.**

### **SOC4. Concepts and arguments in sociology**

(Paper Coordinator: Dr Jeff Miley)

This paper gives students the opportunity to pursue their particular 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: Prof Maria Iacovou)

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:

- Have learned about a range of quantitative and qualitative methods used in empirical

research;

- Be able to read critically, and comment on, published research using these methods;
- Know how to apply these methods correctly using appropriate software packages, and how to apply statistical tests to assess the validity of results;
- Appreciate the limitations of the methods taught, and common mistakes which may be made in empirical research;
- Understand the importance of documentation and replicability;
- Have experience of writing up the results of empirical research;
- Know where to go to find information on more complex research methods.

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, as well as useful for those interested in a career involving the use and interpretation of data.

## **Criminology papers**

### **CRIM1: Foundation in criminology and criminal justice**

(Paper Coordinator: Dr Caroline Lanskey)

This paper provides an introduction to the field of criminology, its debates and challenges, its current research preoccupations and future directions. It aims to enable students to develop an informed and critical appreciation of theories of crime and responses to crime in local and international contexts and a broad understanding of the research issues in the study of crime and criminal justice.

The paper is divided into three parts:

Part I: Criminological concepts and contexts

Part II: Understanding criminal activity

Part III: Criminal justice responses and consequences

The lectures will address these general topics with reference to specific case studies for example, gangs, drugs, terrorism, young people, women. The course is deliberately cross-cultural in focus, covering criminology in different international contexts. It will focus on the acquisition of key concepts, theories and debates, interpretation and critique of these concepts and use of these reflective insights to, solve problems (e.g. how do we reduce knife crime?) and innovate through thought experiments (e.g. what would a society without punishment look like?).

### **CRIM2: Statistics and methods (Paper SOC5)**

*This is the same Paper as Statistics and Methods (Paper SOC5) but with some variation for students following the Joint Sociology/Criminology Track.*

(Paper Coordinator: Prof Maria Iacovou)



In SOC5 - 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 STATA 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.

For students taking CRIM2, the following four sessions will be offered:  
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

### **CRIM3: Two long essays on a criminology topic**

(Paper Coordinator: Dr Kyle Treiber)

This paper consists of two 5000-word essays on criminological topics. 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.

For more information about the Sociology and Criminology papers see:

[Part II | Department of Sociology \(cam.ac.uk\)](http://cam.ac.uk/Part-II)

## **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: Prof Cyprian Broodbank)

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.

### **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 Coordinators: Dr Steve Renette)

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.

### **A11: From Data to Interpretation**

(Paper Coordinator: Dr Enrico Crema)

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 settlement data, archaeological artefact distributions, skeletal assemblages, and radiocarbon dates from stratigraphic contexts.

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

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

(Paper coordinator: Dr Emma Pomeroy)

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.

## **B2: Human ecology and behaviour**

(Paper coordinator: TBC)

This paper examines human behaviour from a comparative perspective, emphasising both the primate evolutionary context and the vast diversity within our species. The paper begins with a focus on non-human primates and introduces students to the core principles of primatology. Particular attention is paid to the interrelationships between foraging strategies, social systems and life-history. We then situate humans within the broader primate context by exploring how the shift to a hunter-gatherer lifestyle drove the evolution of our derived life-history and social behaviour. Finally, we consider evolutionary explanations for the astounding behavioural diversity across the entire spectrum of human societies, from industrialised market economies to small-scale farmers, pastoralists and foragers. Variation in mate choice, marriage systems, familial relationships and fertility rates among human populations is examined.

## **B3: Human evolution**

(Paper coordinator: Prof Marta Lahr)

This paper is organised into two parts - an overview of human evolution in Michaelmas Term (16 lectures), and a set of 8 lectures focused on the evolution of modern humans and their interaction with other contemporary hominin species. In Michaelmas, the paper introduces students to human evolution, with an emphasis on the fossil record and the evolutionary principles that shaped the evolution of our lineage. The course will explore the apes of the Miocene, and discuss the controversies surrounding hominin origins; it will review the record for Pliocene hominins, focusing on evolutionary trends among the australopithecines, the appearance of morphological and technological innovations, and the role of African geography in shaping early hominin diversity; it will introduce the debate on the origins of the genus *Homo*, and explore the evolutionary geography of inter-continental hominin dispersals in the Pleistocene; finally, it will critically assess the fossil record for the evolution of multiple regional species in the later Quaternary, including our own, and explore the adaptive processes that led to this diversity. In Lent, the paper will focus on later hominins, the evidence for their behaviour and morphological adaptive trends, and the genetic evidence for inter-specific interactions.

## **B4: Comparative human biology**

(Paper coordinator: Dr Mark Dyble)

This paper examines the biology of our species in the context of non-human primate and wider mammalian variation.

The paper covers diverse aspects of human biology, including anatomy, physiology, behaviour, cognition, growth patterns and life-history characteristics. It considers the ways in which our biology differs from that of our closest living relatives, the non-human primates, as well as mammals and vertebrates more broadly. It will also explore biological variation within and between human populations, drawing on evidence from both past and contemporary human populations by combining perspectives from the fields of Palaeoanthropology, Evolutionary Genetics, Osteoarchaeology and Human Biology. The paper will consider not only how we vary, but why, discussing both the underlying evolutionary mechanisms (such as natural selection, neutral variation and epigenetics), as well as the developmental basis of the variation we observe.

### **AMES Japanese Studies Paper J9: Japanese Society**

***Only 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.

### **ED3: Modernity, Globalization and Education**

(Paper Coordinator: Dr Jian Wu)

This paper takes a wider, sociological perspective to study education in modern societies. It starts by examining key features of modernity and how they inform our understanding of education. We examine how modernity is intrinsically tied to a rule and science-based rationality that informs bureaucratisation, the production of knowledge and expertise as well as a democratic way of collective decision-making. Education plays a pivotal role in this context. Modernity is also characterised by a specific notion of temporality that distinguishes between past, present and future, creating a sense of progress with important rites of passage, many of them education related. These different accounts of modern societies – seen as both rational and democratic - will be contrasted with the sociological literature that highlights the role of power, exploitation, and social struggles. We discuss theoretical accounts of class, race and gender relations and explore the link between social mobility, power, and education. Throughout the paper we ask what difference it makes if we develop a decolonial perspective that brings the colonial context to the fore in which sociology has emerged as a discipline. In addition, we explore whether, and if so where the

concepts and theories are no longer able to come to grips with most recent developments closely related to globalisation. Are we, in other words, living in a postmodern/postnational society and what may be the consequences for a sociological perspective on education? What modifications are needed to ensure the relevance of the sociological concepts we discuss for societies and education outside the geographical context in which the theories were developed? Where are the limits of such transfers, and are there reasons why such an effort is problematic in itself?

### **History & Philosophy of Science, Papers 1 and 2**

(Paper Coordinator: TBC)

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.

### **PBS02: Social Psychology, Applied Psychology and Individual Differences**

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

(Paper Coordinator: Prof Sander van der Linden)

A series of three broad topics will be explored: Social Psychology, Applied Psychology, and Individual Differences. Within each topic, students will be introduced to specific research areas which contribute knowledge to those topics from different research perspectives. They will also see that psychology is a very broad science, full of debates, discrepancies and disagreements.

The paper will be assessed by a one-hour multiple choice examination in early Easter term and a written examination in Easter Term.

## **Provisional list of papers to be taught in Part IIB in 2026-27**

The following list is largely based on the Part IIB papers on offer in 2025-26 and is provided to give an indication of the papers which are likely to be taught in 2026-27, for Part IIB.

**The final list of Part IIB papers for 2026-27 will be published in the Easter term 2026.**

Please do not hesitate to contact Hayley Grainge, Faculty Teaching Administrator, if you have any question on your paper options.

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

- |        |  |
|--------|--|
| POL9.  | Conceptual issues in politics and international relations                                |
| POL10. | The history of political thought from c.1700 to 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: British politics                   |
| POL14. | A subject in politics and international relations III: International security            |
| POL15. | A subject in politics and international relations IV: The politics of Africa             |
| POL16. | A subject in politics and international relations V: The politics of conflict and Peace  |
| POL17. | A subject in politics and international relations VI: Politics of religion               |
| POL18. | A subject in politics and international relations VII: The politics of the world economy |
| POL19. | Themes and issues in politics and international relations II                             |
| POL20. | A subject in politics and international relations VIII: The Politics of Latin America    |
| POL21. | A subject in politics and international relations IX: Politics and gender                |

### **Social Anthropology papers**

#### **Core Papers:**

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

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

- |       |   |
|-------|---|
| SAN7. | The anthropology of an ethnographic area:<br>Africa<br>Europe<br>Inner Asia<br>Southeast Asia |
|-------|---|

#### **Optional papers listed below may be offered:**

- |        |   |
|--------|---|
| SAN13. | A subject in social anthropology VII: Gender, kinship and care                              |
| SAN16  | A subject in social anthropology IX: Expression and evocation in Anthropology (title tbc)   |
| SAN17. | A subject in social anthropology X: Engaged Anthropology: Policy, practice and institutions |

### Religious Studies papers

The list below provides an indication of the papers which will be on offer in Part IIB. Please note that these papers are subject to change for 2026-27.

- B1a. Intermediate Hebrew
- B1b. Intermediate New Testament Greek
- B1c. Intermediate Sanskrit
- B1d. Intermediate Qur'anic Arabic
- C1a. Advanced Hebrew
- C1b. Advanced New Testament Greek
- C1c. Advanced Sanskrit
- C1d. Advanced Qur'anic Arabic
- C2. The Five Scrolls
- C3. New Testament Christology
- C4. Topic in the history of Christianity
- C5. Topic in Christian Theology: Charity
- C8. The Jewish tradition and Christianity: from antiquity to modernity
- C9. Islam II
- C10. Hinduism and Buddhism II
- C11. Truth, God and Metaphysics
- C12. Theology and the Natural Sciences: God and Creatures
- C13. Empire, religion and identity: Judaism in the Persian period
- C14. Christianity, Hellenism and empire
- C15. Contemporary Christian Theology
- C16. The Holy Spirit and Christian experience
- C17. Philosophy in the Long Middle Ages
- C20. A topic in the history of Christianity: Slavery and early Christianity
- C21. The end of the world: anthropological case studies
- C22. Philosophy, Ethics and the Other
- C23. Judaism in the Graeco-Roman World
- C24. A topic in world Christianity: decolonising Christendom
- C26. The play of imagination

### Sociology papers

Papers likely to be available:

- SOC5. Statistics and methods
- SOC6. A subject in sociology I: Advanced social theory
- SOC7. A subject in sociology II: Media, culture and society
- SOC8. A subject in sociology III: Empire, revolution and exile
- SOC9. A subject in sociology IV: Global capitalism
- SOC10. A subject in sociology V: Gender
- SOC11. A subject in sociology VI: Racism, race and ethnicity
- SOC 12. A subject in sociology VII: Empire, colonialism, imperialism
- SOC13. A subject in sociology VIII: Health, medicine and society
- SOC15. Criminology, sentencing, and the penal system (*Paper 34 of the Law Tripos*, also serves as CRIM4)

### **Criminology papers:**

- |        |   |
|--------|---|
| CRIM4  | Criminology, sentencing, and the penal system ( <i>Paper 34 of the Law Tripos</i> , also serves as SOC15) |
| CRIM5. | Further topics in Criminology   |

**It is also possible to choose to write a dissertation as one of your paper options in Part IIB.**

### **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 2025-26 by approval of the Faculty Board. Your IIB options will be explained to you in full at the end of Part IIA**). Please consider these when choosing your Part IIA options as if you have not taken the foundation papers in your IIA year, these restrictions will apply and you won't be allowed to register for certain papers (e.g. If you do not take SOC2 in Part IIA, you won't be able to register for paper SOC6 in Part IIB).

Restrictions:
<p><b>Part IIA:</b></p> <ul style="list-style-type: none"><li>• Papers A1, A3 and B1 of the Archaeology Tripos are only available to students in Part II if they did not take the paper in Part I.</li><li>• Paper PBS02 from the Psychology and Behavioural Sciences Tripos is only available to students in Part II if they did not take the paper in Part I.</li><li>• Students on the joint track in Social Anthropology and Religious Studies (Modern Religion) can only take one paper from B7, B9 or B13.</li></ul> <p><b>Part IIB:</b></p> <ul style="list-style-type: none"><li>• Students on the joint track in Sociology and Criminology cannot move to a single track in Criminology in Part IIB.</li><li>• Students on the joint track in Religious Studies (Modern Religion) may not offer a dissertation if they take papers C11 or C14-26. Joint track students cannot take paper C17.</li><li>• Students on single track Sociology cannot sit PBS7 if also offering a dissertation.</li><li>• Papers B2-B4 of the Archaeology Tripos are only available to students who did not take them in Part IIA.</li><li>• POL6 is only available if you did not take this paper or SOC5 at Part IIA.</li><li>• SOC5 is only available if you did not take this paper or POL6 at Part IIA.</li></ul>



- POL10 cannot be taken if POL8 was taken at IIA.
- POL13 can only be taken if POL3 or POL4 were taken in Part IIA.
- Students eligible for SAN7 may only take an area paper they have not already taken in Part IIA.
- SAN8-15 Optional Papers can only be taken if you have not previously taken the same paper in Part IIA.
- SOC5 cannot be taken if you are also taking POL6.
- SOC6 can only be taken if SOC2 was taken in Part IIA.
- You can only select **one** of POL19, POL21 or a dissertation.

**Advisory note for those taking the Modern Religion Joint Track:**

Students taking this Joint Track should have taken SAN1 or A6 at Part I. Students taking the Joint Track from TRPR are advised to choose SAN4 as their second SAN paper at Part IIA as it is a supervised paper (whereas SAN7 ethnographic area papers may be more challenging since these are seminar based and non-supervised).

It is not possible for students to take the B1 language papers if they either haven't taken the relevant introductory paper in the first year or do not have equivalent experience. If you believe you do have equivalent experience, please discuss this with your Director of Studies in the first instance.

**Contact details for administrative staff**

If you have any queries about a particular subject or joint track, please contact the relevant Administrator:

Politics & IR:	Rosalie Vanderpant, <a href="mailto:ugradadmin@polis.cam.ac.uk">ugradadmin@polis.cam.ac.uk</a>
Social Anthropology:	Claudia Luna, <a href="mailto:undergraduate-enquiries@socanth.cam.ac.uk">undergraduate-enquiries@socanth.cam.ac.uk</a>
Sociology:	Paulina Baltsohou, <a href="mailto:undergrad@sociology.cam.ac.uk">undergrad@sociology.cam.ac.uk</a>
HSPS Part I Administrator:	Gillian Dadd, <a href="mailto:gad28@cam.ac.uk">gad28@cam.ac.uk</a>

Or you may contact the Faculty Teaching Administrator, Hayley Grainge, [facultyteachingadmin@hsps.cam.ac.uk](mailto:facultyteachingadmin@hsps.cam.ac.uk) at any time.