

HUMAN, SOCIAL, AND POLITICAL SCIENCES TRIPOS

Part IIA Options Booklet 2017-18 academic year

Students must return preliminary paper choices by
Friday 19 May 2017

Faculty of Human, Social, and Political Science
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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.

TABLE OF CONTENTS

| | |
|--|-----------|
| Introduction | 1 |
| Choosing your track | 2 |
| Summary of track options | 3 |
| Available Part IIA papers, 2017-18 | 12 |
| Paper descriptions | |
| Archaeology papers | 14 |
| Biological Anthropology papers | 21 |
| Politics & International Relations papers | 23 |
| Social Anthropology papers | 27 |
| Sociology papers | 30 |
| Papers borrowed from other Triposes | 31 |
| Planned Part IIB papers, 2018-19 | 34 |
| Restrictions on Part IIB papers | 36 |
| Administrative Contact Details | 37 |
| Notes page | 38 |

Introduction

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

Single subject tracks:

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

Joint subject tracks:

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

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

You will be asked to complete an online registration form by **Friday 19 May** to indicate the track and papers that you want to study in Part IIA. **Please ensure that you discuss your choices with your DoS prior to completing the online registration form.** The form will be available from 2nd May at the following location on the HSPS website:

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

The choice you make is not binding at this stage and you can change your mind up until the start of Michaelmas Term 2017. However, gathering this information is very important because it will enable us to do the following before the start of the year:

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

If you do later change your mind, you need to notify us **as soon as possible** by contacting this email address: paperchoices@hsps.cam.ac.uk or the relevant Administrator for that subject (contact details at the end of this booklet).

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 your track will require in Part IIB. You will also find a *provisional* list of papers to be offered in Part IIB in 2018-19, together with a list of restrictions on Part IIB papers to help you plan.

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

The information in this booklet is only applicable to the 2017-18 academic year.

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

Summary of Track Options:

Single Track Choices

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) in 2018-19 |
|--|--|--|
| Archaeology, Option 1: Archaeology only | <ul style="list-style-type: none"> • ARC6: Archaeological Theory and Practice I (<i>required</i>) • TWO papers chosen from A2 Archaeology in Action (borrowed from the Archaeology Tripos), ARC8: Archaeological Science I, or any offered option paper between ARC10-33. • ONE paper chosen from the available options list for Archaeology students, which includes: BAN2-4 POL3-4 SAN7-13 SOC2-3 Paper 1 or Paper 2 from the History and Philosophy of Science in Part IB of the Natural Sciences Tripos <p>OR <i>one</i> further paper from ARC8, ARC10-33</p> <p>OR <i>either</i> Paper 7 or Paper 8 from Part I of the Historical Tripos</p> <p>OR PBS3 or PBS4 from Part IIA of the Psychological and Behavioural Science Tripos.</p> | <ul style="list-style-type: none"> • ARC6 OR ARC7: Archaeological Theory and Practice II (<i>required</i>) • TWO papers must be chosen from available option papers ARC8-33; one of these papers may be substituted with a dissertation. • ONE paper chosen from: ARC8-33 BAN2-9 POL13-14 SAN7-13 SOC6-15 (No paper that has already been taken in Part IIA can be retaken in Part IIB). <p>OR A dissertation.</p> |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) in 2018-19 |
|--|---|--|
| Archaeology, Option 2: Assyriology only | <ul style="list-style-type: none"> • <i>Either</i> ARC34: Akkadian Language II, <i>Or</i> A4: Akkadian Language I from the Archaeology Tripos (<i>A4 is required if not taken at Part I</i>) • ARC23: Mesopotamian Archaeology II: territorial states to empires • ARC24 Mesopotamian Culture I: literature • ONE paper from: A2 Archaeology in Action (from the Archaeology Tripos) ARC6 ARC8 ARC10-21 and ARC24-33 (not all papers run this year, check the list of available papers) | <ul style="list-style-type: none"> • <i>EITHER</i> ARC35: Akkadian Language III, <i>Or</i> ARC34: Akkadian Language II (<i>ARC34 is required if not taken at Part IIA</i>) • ARC22: Mesopotamian Archaeology I: Prehistory and early states • ONE paper chosen from ARC25 Mesopotamian Culture II: religion and scholarship OR ARC39 Mesopotamian History I: states and structures, OR ARC36, Sumerian (<i>note that ARC36 can only be taken if the student is also taking ARC35</i>) • <i>EITHER ONE</i> final paper chosen from: ARC8-33 BAN2-9 POL13-14 SAN7-13 SOC6-15 <p>OR A dissertation.</p> |
| Archaeology, Option 3: Egyptology only | <ul style="list-style-type: none"> • EITHER ARC37: Middle Egyptian Texts, OR A5: Egyptian Language I from the Archaeology Tripos (<i>A5 is required if not taken at Part I</i>) • EITHER ARC6: Archaeological Theory and Practice I, OR A2: Archaeology in Action from the Archaeology Tripos (<i>A2 only available if ARC2 was not taken at Part I</i>) • ARC19: Ancient Egypt in Context: an Archaeology of Foreign Relations • ARC21: The Archaeology of Death and Burial in Ancient Egypt | <ul style="list-style-type: none"> • EITHER ARC38: Old and Late Egyptian Texts, OR ARC37: Middle Egyptian Texts (<i>ARC37 is required if not taken at Part IIA</i>) • ARC18: Society and Settlement in Ancient Egypt • ARC20: The Archaeology of Religion in Ancient Egypt • A dissertation. |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) in 2018-19 |
|-------------------------|--|---|
| Biological Anthropology | <ul style="list-style-type: none"> • BAN2 Social Networks and Behavioural Ecology (<i>required</i>) • BAN3: Human Evolution and Palaeolithic Archaeology (<i>required</i>) • BAN4 Theory and Practice in Biological Anthropology (<i>required</i>) • ONE paper chosen from: ARC8 ARC11-33 BAN5-9 POL3-4 SAN7-13 SOC2-3 <p>Paper 1 or 2 from the History and Philosophy of Science in Part IB of the Natural Sciences Tripos PBS3-4 from Part IIA of the Psychological and Behavioural Science Tripos</p> | <ul style="list-style-type: none"> • THREE papers from BAN5-9, one of which may be substituted for a dissertation. • EITHER ONE paper from: ARC8-33 POL13-14 SAN7-13 SOC6-15 PBS8-11 Paper 5 from History and Philosophy of Science in Part II of Natural Sciences Tripos <p>OR a further paper from BAN5-9</p> <p><i>Students who did not take Part IIA in the HSPS Tripos must choose take:</i></p> <ul style="list-style-type: none"> • BAN2-3 • ONE paper from BAN5-9 • EITHER ONE paper from ARC8 ARC11-33 BAN5-9 POL3-4 SAN7-13 SOC2-3 <p>Paper 1 or 2 from the History and Philosophy of Science in Part IB of the Natural Sciences Tripos PBS3-4 from Part IIA of the Psychological and Behavioural Science Tripos</p> <p>OR A dissertation</p> |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) in 2018-19 |
|------------------------------------|---|---|
| Politics & International Relations | <ul style="list-style-type: none"> ● POL3: International Organisation ● POL4: Comparative Politics ● <u>Either</u> POL7: History of political thought to c.1700, <u>Or</u> POL8: History of political thought from 1700-1890. ● A final paper must be chosen from the available options for Politics students: POL5 Conceptual Issues in Politics & International Relations; POL 6 Statistics and Methods in Politics and International Relations; papers in Sociology, Biological Anthropology, Archaeology, Social Anthropology; History papers 10-11; Psychological and Behavioural Sciences 3-4; and History and Philosophy of Science papers 1-2 | <ul style="list-style-type: none"> ● POL9: Conceptual Issues and Texts in Politics and International Relations ● <i>Two</i> papers must be chosen from available Part IIB papers in Politics, POL10-20; one of these papers may be substituted by a dissertation if POL20 has not been chosen. ● A final paper must be chosen from POL10-20 or Paper 6 from the History Tripos or Paper 5 or 6 of the History and Philosophy of Science Tripos or an allowed paper from Sociology, Archaeology, Biological Anthropology, Economics or Social Anthropology |
| Social Anthropology | <ul style="list-style-type: none"> ● SAN2: Comparative Social Analysis (<i>required</i>) ● SAN3: Anthropological Theory and Methods (<i>required</i>) ● SAN4: Anthropology of an Ethnographic Area (<i>required</i>) ● A final paper must be chosen from available options for Social Anthropology students, drawn from Part II options in Social Anthropology (SAN8,11, 12), Archaeology, Biological Anthropology, Politics, Sociology, Psychological and Behavioural Sciences PBS3, and History and Philosophy of Science Papers 1-2 | <ul style="list-style-type: none"> ● SAN5: Thought, belief and ethics (<i>required</i>) ● SAN6: Political economy and social transformation (<i>required</i>) ● One paper from the Social Anthropology optional papers (students cannot repeat a paper taken in IIA) <u>Or</u> a dissertation in the subject of Social Anthropology ● <u>Either</u> one further paper chosen from a list of available options drawn from Part II papers in Social Anthropology (students cannot repeat a paper taken in IIA); <u>Or</u> one paper drawn from Part II options in Archaeology, Biological Anthropology, Politics, and Sociology; and History and Philosophy of Science Paper 5. |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) in 2018-19 |
|----------------|--|--|
| Sociology | <ul style="list-style-type: none"> • SOC2: Social Theory (<i>required</i>) • SOC3: Modern Societies II (<i>required</i>) • <u>Either</u> SOC4: Concepts and arguments in sociology, <u>Or</u> SOC5: Statistics and methods • A final paper must be chosen from the available options for Sociology students, drawn from papers in Sociology, Politics, Biological Anthropology, Archaeology, and Social Anthropology; History papers 10-11; Psychological and Behavioural Sciences 3-4; and History and Philosophy of Science papers 1-2 | <ul style="list-style-type: none"> • <i>One</i> paper chosen from Sociology IIB papers SOC6-13 • <i>Two</i> papers must be chosen from available Part IIB options in Sociology, SOC6-15, one of which may be substituted for a dissertation • A final paper must be chosen from the list of available options for Sociology students, drawn from papers in Sociology, Politics, Archaeology, Biological Anthropology and Social Anthropology; and borrowed options from Psychology. |

Joint Track Choices

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) |
|---|---|--|
| Archaeology, Option 4: Assyriology and Egyptology | <ul style="list-style-type: none"> • EITHER ARC34: Akkadian Language II, OR A4 from the Archaeology Tripos (<i>A4 is required if not taken at Part I</i>) • EITHER ARC37: Middle Egyptian Texts OR A5 Egyptian Language I (<i>A5 is required if not taken at Part I</i>) • ONE paper chosen from available options in ARC18-21, covering the archaeology and religion of Ancient Egypt • ONE paper chosen from available options in ARC22-25, covering the archaeology and culture of Mesopotamia | <ul style="list-style-type: none"> • EITHER ARC35: Akkadian Language III OR ARC34: Akkadian Language II • EITHER ARC38: Old and Late Egyptian Texts, OR ARC37: Middle Egyptian Texts • ONE paper chosen from ARC18-ARC25 • EITHER ONE paper chosen from ARC18-ARC25 OR A dissertation |
| Archaeology & Social Anthropology | <ul style="list-style-type: none"> • <i>Either</i> A2: Archaeology in Action, <i>Or</i> ARC6: Archaeological Theory and Practice (<i>A2 may not be taken if ARC2 was taken in Part I</i>) • <i>One</i> paper chosen from A2, ARC6, ARC8 and available Archaeology option papers ARC10-33 • SAN2: Comparative Social Analysis (<i>required</i>) • <i>Either</i> SAN3: Anthropological Theory and Methods <i>Or</i> SAN4: Anthropology of an Ethnographic Area | <ul style="list-style-type: none"> • <i>Either</i> ARC6: Archaeological Theory and Practice I, <i>Or</i> ARC7: Archaeological Theory and Practice II (<i>ARC6 may not be taken if taken in Part IIA</i>) • <i>Either</i> SAN5: Thought, Belief and Ethics, <i>Or</i> SAN6: Political economy and social transformation • <i>One</i> paper chosen from available Archaeology option papers ARC8-33 • <i>One</i> paper chosen from available Social Anthropology option papers SAN5-13 • <i>Or</i>, Students may substitute a dissertation for either of the option papers (ARC8-33 or SAN5-13) |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) |
|---|--|---|
| Biological Anthropology and Archaeology | <ul style="list-style-type: none"> • EITHER A2 or ARC6 • ONE paper chosen from A2, ARC6, ARC8 or ARC10-33 • TWO papers from BAN2-4 | <ul style="list-style-type: none"> • EITHER ARC6 or ARC7 • ONE paper from BAN5-9 <p>And then</p> <ul style="list-style-type: none"> • ONE paper from ARC8-33 and • ONE further paper from BAN5-9 <p>One of these (third and fourth) papers can be replaced by a dissertation.</p> |
| Politics and Sociology | <ul style="list-style-type: none"> • <i>Either</i> POL3: International Organisation II, <i>Or</i> POL4: Comparative Politics • <i>Either</i> POL7: The history of political thought to c.1700, <i>Or</i> POL8: The history of political thought from c.1700-c.1890 • SOC2: Social Theory • SOC3: Modern Societies II | <ul style="list-style-type: none"> • <i>Two</i> papers chosen from Politics options papers, POL6 or POL10-20 • <i>Two</i> papers chosen from Sociology options papers, SOC5-15 (<i>note that you cannot take both POL6 and SOC5</i>) <p><i>Or</i>, a student may substitute a dissertation for one of the papers above if they have not chosen POL20.</p> |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) |
|---|---|--|
| Social Anthropology and Biological Anthropology | <ul style="list-style-type: none"> • SAN2: Comparative Social Analysis (<i>required</i>) • <u>Either</u> SAN3: Anthropological Theory and Methods <u>Or</u> SAN4: Anthropology of an Ethnographic Area • <i>Two</i> papers chosen from the three core BioAnth papers, BAN2, BAN3, or BAN4 | <ul style="list-style-type: none"> • <u>Either</u> SAN5: Thought, Belief and Ethics, <u>Or</u> SAN6: Political economy and social transformation • <i>One</i> paper chosen from BioAnth options papers, BAN5-9 • <i>One</i> paper chosen from the remaining SocAnth options papers, SAN5-13 (students cannot repeat a paper taken in IIA) • <i>One</i> paper chosen from the remaining BioAnth options papers, BAN5-9 • <i>Or</i>, students may substitute a dissertation for one of the options papers (SAN5-13) or BAN5-9). |
| Sociology and Social Anthropology | <ul style="list-style-type: none"> • SAN2: Comparative Social Analysis (<i>required</i>) • SAN3: Anthropological Theory and Methods <u>OR</u> SAN4: The Anthropology of an Ethnographic Area • <u>AND TWO SOC PAPERS CHOSEN AMONG:</u> • SOC2: Social Theory • SOC3: Modern Societies II • SOC5: Statistics and Methods | <ul style="list-style-type: none"> • <i>Two</i> papers chosen from Sociology options papers, SOC5-15 • <u>Either</u> SAN5: Thought, Belief and Ethics, <u>Or</u> SAN6: Political economy and social transformations • <i>One</i> paper chosen from the remaining SocAnth options papers, SAN5-13 • <i>Or</i>, students may substitute a dissertation for one of the papers above |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) |
|----------------------------------|---|--|
| Social Anthropology and Politics | <ul style="list-style-type: none"> • <i>Either</i> POL3: International Organisation II, <i>Or</i> POL4: Comparative Politics • <i>Either</i> POL7: The history of political thought to c.1700, <i>Or</i> POL8: The history of political thought from c.1700-c.1890 • SAN2: Comparative Social Analysis (<i>required</i>) • <i>One</i> paper chosen from SocAnth papers: SAN3, 4, 8, 11,12 | <ul style="list-style-type: none"> • <i>Two</i> papers chosen from available Politics options papers, POL 6, POL10-19 • <i>Either</i> SAN5: Thought, Belief and Ethics, <i>Or</i> SAN6: Political economy and social transformation • <i>One</i> paper chosen from the remaining SocAnth papers, SAN5-13 (students cannot repeat a paper taken in IIA) • <i>Or</i>, students may substitute a dissertation for one of the papers above |

Part IIA available Papers, 2017-18

Below is a list of all papers offered in 2017-18 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.

Archaeology papers – for descriptions, turn to pp.14-21

Offered:

| | |
|-------|---|
| A2 | Archaeology in Action I (borrowed from the Archaeology Tripos) |
| A4 | Akkadian Language I |
| A5 | Egyptian Language I |
| ARC6 | Archaeological Theory and Practice I |
| ARC8 | Archaeological Science I |
| ARC10 | Human Evolution and Palaeolithic Archaeology |
| ARC11 | Special Topics in Palaeolithic Archaeology and Human Evolution |
| ARC12 | European Prehistory |
| ARC13 | Special Topics in European Prehistory |
| ARC14 | Aegean prehistory (Paper D1 from the Classical Tripos) |
| ARC16 | The Poetics of Classical Art (Paper D3 of the Classical Tripos) |
| ARC17 | Roman Cities (Paper D4 of the Classical Tripos) |
| ARC19 | Ancient Egypt in Context: an archaeology of foreign relations |
| ARC21 | The Archaeology of Death and Burial in Ancient Egypt |
| ARC23 | Mesopotamian archaeology II: territorial states to empires |
| ARC24 | Mesopotamian Culture I: Literature |
| ARC26 | The North Seas in the Early Middle Ages |
| ARC27 | Europe in Late Antiquity and the Migration Period |
| ARC30 | Ancient India II: early historic cities of South Asia |
| ARC31 | Ancient South America |
| ARC34 | Akkadian language II |
| ARC37 | Middle Egyptian Texts |

Biological Anthropology papers – for descriptions, turn to pp. 21-23

Offered:

| | |
|------|--|
| BAN2 | Social Networks and Behavioural Ecology |
| BAN3 | Human Evolution and Palaeolithic Archaeology |
| BAN4 | Theory and Practice in Biological Anthropology |
| BAN5 | Major Topics in Human Evolution Studies |
| BAN6 | Evolution within our species |
| BAN7 | Culture and Behaviour |
| BAN8 | Health and Disease |
| BAN9 | Special Topics in Palaeolithic Archaeology and Human Evolution |

Politics & International Relations papers – for descriptions, turn to pp.23-27

Offered:

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

Social Anthropology papers – for descriptions, turn to pp.27-29

Offered:

| | |
|-------|--|
| SAN2 | Comparative Social Analysis |
| SAN3 | Anthropological Theory and Methods |
| SAN4 | The Anthropology of an Ethnographic Area |
| SAN8 | Anthropology and Development |
| SAN11 | Anthropology of Media and Visual Culture |
| SAN12 | Anthropology of Cities and Space |

Sociology papers – for descriptions, turn to pp.30-31

Offered:

| | |
|------|-------------------------------------|
| SOC2 | Social theory |
| SOC3 | Modern societies II |
| SOC4 | Concepts and arguments in sociology |
| SOC5 | Statistics and methods |

For descriptions of papers borrowed from other Triposes, turn to pp.31-33

Archaeology papers

A2: Archaeology in Action (borrowed from the Archaeology Tripos)

(Paper Coordinator: tbc)

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

A4: Akkadian Language I

(Paper Coordinator: tbc)

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

A5: Egyptian Language I

(Paper Coordinator: Dr Hrach Papazian)

This paper offers a first-year introduction to Egyptian hieroglyphs. The aim is to acquire knowledge of the fundamentals of the script and grammar of Middle Egyptian, the classical phase of the language that gradually came into use at around 2000 B.C. and which the Egyptians themselves considered canonical; additionally, the course is intended to provide a foundation for future advanced training in Egyptian language. The approach to the study of a dead language such as Egyptian, which belongs to a very different linguistic family than that of most European languages, remains quite different from the one adopted for the learning of a modern one. Emphasis will be placed on reading, comprehension and translation techniques, without neglecting the cultural framework within which the texts were composed. Given that approaches to the study of ancient Egyptian and certain aspects of its grammar continue to evolve, the course will make use of a combination of resources and tools, ranging from seminal works to more recent publications. At the end of the year the student should be in a position to read straightforward texts in Middle Egyptian, such as many of the ones in museum collections or found on the walls of most Egyptian temples.

ARC6: Archaeological Theory and Practice I

(Paper Coordinator: Dr S Hakenbeck)

This core paper for second-year undergraduates focuses on how archaeologists interpret the archaeological record. It explores the links between archaeological theory and practice with

case studies and examples drawn from a wide range of temporal periods and geographical regions. The paper will examine how archaeology emerged as a discipline, its relationship with social theory and science, and how this has influenced the ways in which we think about the past.

The second half of the paper explores a series of central questions in archaeology: Have concepts of time been the same throughout human history? Is variation in material culture an adaptive response or a reflection of humans' inner worlds? Which gives a more objective account of the past, archaeological evidence or historical sources? Why do we preserve a medieval cathedral and tear down a block of flats from the 1960s? How does our perception of the past influence contemporary politics?

ARC8: Archaeological Science I

(Paper Coordinator: Dr Tamsin O'Connell)

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

ARC10/BAN3: Human Evolution and Palaeolithic Archaeology

(Paper Coordinator: Dr Preston Miracle)

This course provides a foundation in Human Evolution and Palaeolithic Archaeology. The paper looks at human evolution from ca. 10 million years ago to 10,000 years ago. We will be exploring the origins of the hominins and their relationship to the apes, the emergence of bipedalism in an ecological framework, and the adaptive radiation of hominins between 4 and 2 million years ago. We examine the first tool use of hominins more than 2.5 Mio years ago, and the factors shaping the evolution of early Homo and their technology within Africa. From shortly after 2 million years ago, hominins dispersed beyond Africa, and we will look at the fossil and archaeological record for these dispersals and adaptations, and the world of the iconic hand-axes and their makers. We examine in detail the emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their technology and adaptations in different parts of the world, and their relationship to both the climate in which they evolved and the archaic competitors such as Neanderthals whom they out-survived. We will explore the modern human dispersal(s) into nearly all parts of the world during the Late Pleistocene. How did modern humans respond to the environmental changes that occurred during the last glacial maximum about 22,000 years ago? We will finish with exploring the variability and diversity of human adaptations and responses to the climatic changes towards the end of the last ice age around 11,500 years ago.

The strength of the course lies in its integrated approach to humans in the deep past (palaeoanthropology) - archaeology and evolution, morphology and behaviour. It focuses on major questions. How and why did hominins diverge from their apelike ancestors? When and how did human hominins become more human-like in their life history, behaviour and adaptations? How did hominins respond to environmental and climatic changes? Why is Africa so central in human evolution? When and how did hominins first colonise Eurasia? How did hominins around the world adapt and respond to the climatic fluctuations of the

Middle Pleistocene? When did Neanderthals and modern humans meet? Was there admixture with Neanderthals and other archaic species? What are differences between Neanderthal and modern human technology, diet and life-histories? How did humans acquire large brains, greater intelligence, language, symbolic thought and culture become our key adaptation?

Students will be expected to acquire a good foundation in Palaeolithic archaeology and Human Evolution, including theoretical approaches, methods of analysis, material culture, and the different hominin species and their characteristics. Throughout the course, material will be drawn from the fossil record, archaeology, palaeoenvironments, genetics and human ecology.

ARC11: Special Topics in Palaeolithic Archaeology and Human Evolution

(Paper Coordinator: Dr Preston Miracle)

This course introduces students to selected topics in Palaeolithic archaeology and Human Evolution. It is organised as a series of seminars covering concepts and theoretical frameworks, methods of analysis and material culture. Four topics are covered each year and past topics have included: the replacement of Neanderthals by modern humans, hominin use of space, burial and treatment of the dead in the Palaeolithic, Palaeolithic demography and subsistence, and hominin adaptations to environmental constraints in a selected region (e.g., East Asia, Central Europe or Near East). Students will be expected to acquire a good outline knowledge of these topics and current debates in Palaeolithic archaeology.

This paper also acts as paper BAN9. Students taking ARC11 as a paper option cannot also take BAN9.

ARC12: European Prehistory

(Paper Coordinator: Prof Marie Louise Sørensen)

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

ARC13: Special Topics in European Prehistory

(Paper Coordinators: Prof Marie Louise Sørensen and Prof John Robb)

This paper presents in-depth discussions of specific themes within European prehistory. It aims to focus on how prehistory is being constructed by locating and debating formative aspects of the period and core elements of change as well as traditions, and how these are being analysed and interpreted. It traces specific themes across different periods and areas and explores theories and methods as tools for engaging with the archaeological data. Two to four modules are taught each year through lectures and seminars. The two modules for 2017-18 are: Dwelling and domesticity in prehistory and Inequality/equality in prehistory.

Students taking ARC13 should either be taking ARC12 concurrently or have already taken it in the previous year.

ARC14. Aegean Prehistory (Paper D1 of the Classical Tripos)

(Paper Coordinator: Dr Y Galanakis)

The broad aim of these lectures is to introduce students to the fascinating world of Aegean archaeology covering a period of 800,000 years: from the Middle Palaeolithic to the Early Iron Age. How can we reconstruct and ‘read’ the past without the aid of textual records? What are the methods, research questions, principles and current debates in Aegean archaeology? What can we learn from the study of Greece’s rich and varied pre-classical art and archaeological record about the people of Bronze Age Aegean? When, where and why do complex societies ‘emerge’ and ‘collapse’? What is the relationship between the Epics and Classical myths with the archaeology of Bronze and Early Iron Age Greece?

This course offers an in-depth survey of the archaeology of the Aegean within the framework of the wider Mediterranean world. Particular emphasis is placed on the societies of the Bronze Age (c. 3200-1100 BC): the worlds of the Early Cyclades, Minoan Crete and Mycenaean Greece. It examines critically the emergence of complex societies and their social, political and economic organisation, the trade and exchange networks, attitudes to death and their burial practices, the archaeologies of ideology, and cult and the integration of textual evidence with the material record.

Rich in data, theoretical approaches and problems of interpretation, Aegean Prehistory offers an excellent training ground for explaining the formation, transformation and demise of early bureaucratic societies in the East Mediterranean. It is a journey into our deep human history. Within this framework of investigation, emphasis is also placed on how shifting attitudes to archaeological practice, collection strategies and interpretations have developed over time and have influenced what we know – *or think we know* – about Greece’s astonishing pre-classical past. Four lectures on the Linear B documents shed light on the economy, bureaucracy and people of Mycenaean Greece. The course ends in the Early Iron Age with an exploration of the art and archaeology at the time of Homer and Hesiod. Despite the focus of the lectures on the Aegean region, the interaction and contacts between this area and the broader Mediterranean world (and their significance) are also explored. As part of the course there is also a tour and handling session at the British Museum.

ARC16: The Poetics of Classical Art (Paper D3 of the Classical Tripos)

(Paper Coordinator: Dr T D’Angelo)

This course explores how Classical art originated from a poetic culture and shared subject matters, narrative techniques and stylistic devices that were typical of performative arts. The complex relationship/rivalry between ‘art’ and ‘text’ will be examined by focusing on artistic and archaeological materials, including painted pottery, murals, sculpture, and mosaics from ca. 750 BC to ca. AD 400. We will also look at how the relationship between Classical art and poetry continued to play a major role in the Renaissance and Neoclassical periods. Did visual and written narratives convey different messages to their audience/viewers or were they supposed to complement and reinstate each other? To what extent were the Greek and Roman artists inspired by oral tradition, circulating texts, or contemporary performances? How did the role of the viewer change over time and across the Graeco-Roman world?

After providing the essential theoretical background, each lecture focuses on a different historical or cultural issue. The course opens with a discussion of the influence of Homeric poetry in shaping early Greek art. Myth represents a crucial element to follow the development of pictorial narrative in Greece, but the course considers several other modes of interaction between art and poetry, including the relationship between Archaic sculpture and epinician poems, symposium and lyric poetry, theatre and painting, and Hellenistic epigrams and sculpture. In the Roman section, the political, moral and religious propaganda of

Augustan art and texts leads us to explore the use of myths in Roman houses in the form of sculptures and paintings. Elegiac and satirical poetry will be used as a tool for exploring themes such as love, luxury and death in Roman imperial art. The large and consistent influence of *epos* on Roman visual culture will round up our discussion, showing that poetry represented a *fil rouge* in the entire history and development of Classical art. The last lectures will venture beyond the Classical world, in order to explore how Renaissance and Neoclassical artists re-interpreted and contextualized the ‘rivalry’ between Classical art and literature.

By considering the artistic evidence within its literary and cultural context, the course analyses how visual and written media interacted with each other and were employed to respond to political, social, economic, and religious priorities. This approach will help us reach a more accurate understanding of the development of Greek and Roman culture and civilization.

ARC17: Roman cities: Network of Empire (Paper D4 of the Classical Tripos)

(Paper Coordinator: Dr A Launaro)

It was an unprecedented urban network that made it possible for the Roman Empire to exist and prosper. Thousands of towns mediated between Rome and its vast imperial hinterland as they channelled a multidirectional flow of people, goods, cults, ideas and activities. The vast amount of evidence accumulated by archaeologists about Roman urban sites, which has been enhanced in recent years through improved techniques of survey and excavation, has therefore provided a great deal of insight into the functioning of the Roman Empire as such. This course will therefore explore the development of Roman urban culture and the variety of forms it took across space and time, engaging with the diverse interpretations that have since been proposed towards explaining its complex dynamics. By exploring a series of relevant case studies from across the Mediterranean (from Archaic Rome to Augustan Athens, from the earlier Republican colonies of Italy to the Imperial foundations of Northern Africa), these questions will be approached by adopting two broad perspectives: a) we will consider how archaeology can contribute to the understanding of Roman urbanism by looking at different types of urban site (e.g. administrative centres, military strongholds, economic nodes) and their material components (e.g. building techniques, architecture, planning); b) we will review current archaeological and historical debates about the role of cities in the Roman World and look at how these different views can be effectively reconciled into an integrated narrative of empire.

ARC19: Ancient Egypt in Context: an Archaeology of foreign relations

(Paper Coordinator: Dr Kate Spence)

This paper examines interaction between the Ancient Egyptians and regions and cultural groups beyond Egypt’s borders. Textual, artistic and archaeological sources provide evidence for mining, trade, exchange, warfare and diplomacy with regions such as Nubia, Libya, the Near East, Anatolia and the Aegean. The abundant evidence for the New Kingdom Egyptian empire provides a particular focus for investigation.

ARC21: The Archaeology of Death and Burial in Ancient Egypt

(Paper Coordinator: Dr Kate Spence)

This paper examines the abundant archaeological evidence for death and burial in ancient Egypt, covering material from the Palaeolithic to the Roman periods and from the poorest graves to the tombs of kings. It examines topics such as the treatment of the body; the

construction, decoration and furnishing of tombs; burial goods; mortuary rituals; mortuary beliefs; funerary texts; the construction of funerary identity; and ancestor cult.

ARC23: Mesopotamian Archaeology II: territorial states to empires

(Paper Coordinator: Dr A McMahon)

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

ARC24: Mesopotamian Culture I: literature

(Paper Coordinator: tbc)

This course introduces you to the analysis of the literary gems that have come to us from Ancient Mesopotamia. It will develop your skills in close reading and literary interpretation. All the sources are studied in English translation, and no knowledge of the ancient languages is presupposed. Participants are expected to read widely, both ancient works and scholarly writings about them. The latter will be taken both from Mesopotamian Studies, and, for purposes of methodological inspiration, from other disciplines.

ARC26: The North Sea in the Early Middle Ages (also Paper 14 for ASNAC)

(Paper Coordinator: Dr James Barrett)

During the first millennium AD, the shores of the North Sea saw intense interactions of the populations living there. This course will focus on the history and archaeology of the populations living on the shores of the North Sea in the first millennium AD. It will examine the history of the archaeology of this period and the ways in which contemporary ideologies have affected interpretation of the evidence. Lectures will explore the relationship between written and material sources for this period and the implications of recent theoretical debates within archaeology, for example those relating to identity, including ethnicity, gender, social structure and religious belief.

ARC27: Europe in Late Antiquity and the Migration Period

(Paper Coordinator: Dr Sue Hakenbeck)

The period of late Antiquity and the so-called Great Migrations (3rd to 8th centuries AD) was a time of great social transformations. This course focuses on the changes that occurred during the final centuries of the western Roman empire, the effects of its collapse and the subsequent formation of the medieval polities. The canonical historical narrative of the period is the product of the literate Christian elite, who saw themselves as the inheritors of the Roman world. A critical engagement with the material evidence provides a counter-discourse to this, and gives voice to the populations on the frontiers of the Roman world.

ARC30: Ancient India II: early Historic cities of South Asia

(Paper Coordinator Dr C Petrie)

ARC30 will introduce students to the formation and transformation of the cities, states and empires of Early Historic South Asia. The Early Historic period spans from c. 800 BC to c. AD 500 and its onset corresponds with the later parts of the Iron Age in other parts of the Old World. It will investigate Iron Age urbanism and secondary state formation in the wake of the collapse of the Bronze Age Harappan Civilisation, with a focus on the Indo-Iranian borderlands zone and the Ganges Valley. Attention will be paid to the environmental context

of the subcontinent, the distribution and morphology of settlements, the evidence for socio-economic and political structures, craft technology the nature and significance of regional variation, and the dynamics of absolute and relative chronologies. Thematically, the course will investigate issues such as the reappearance of urbanism, the manipulation of power and formalised control, the role of craft specialisation and production, art and iconography, and trade networks. Students will become familiar with issues related to the development of iron technology in India; the archaeology of religion (Hinduism, Buddhism, Jainism); the nature of internal trade and trade routes; and the role of the subcontinent in the ancient Indian Ocean trade with reference to Rome, east coast of Africa and southeast Asia, and the overland links of the subcontinent with west and Central Asia up to China. This will help conceptualise the rich cultural mosaic of Early Historic South Asia.

ARC31: Ancient South America

(Paper Coordinator Dr E DeMarrais)

Andean South America, home to the world's second highest mountain chain, is a region of extreme environmental diversity. The archaeological cultures of this region - Chavín, Moche, Nasca, Tiwanaku, Wari, Chimu, and Inkas (among others) – reveal adaptations to diverse settings, from the world's driest desert, to Lake Titicaca (the world's highest lake at 3,800 m asl), and the forested slopes of the Amazon basin. Canals, steep terraces, and rope bridges renewed annually by communities working together, reveal ingenious solutions engineered by Andean peoples solutions to the problems of this challenging environment. A rich iconography and elaborate craft goods (textiles, pottery, and metals) enabled Andean peoples to negotiate social relations, to materialize power relations, and to disseminate ideologies as settlements expanded under powerful rulers. The course focuses primarily on archaeological evidence for the past but is informed by ethnographic and documentary sources that enrich our understanding of Andean cultures, myths, and rituals, as well as the practices of daily life.

ARC34: Akkadian Language II

(Paper Coordinator: tbc)

This paper, which presupposes a year's study of Akkadian, is built around readings in "Standard Babylonian". It includes extracts from Gilgamesh Tablet XI (the story of the flood), the "East India House" inscription of Nebuchadnezzar, Enūma eliš, Maqlû, and the toothworm incantation. You will continue learning Neo-Assyrian signs, and also tackle "Monumental Old Babylonian" and Neo/Late-Babylonian ones. The exam will include both seen and unseen texts in cuneiform. You will be expected to prepare ahead and revise during the Christmas and Easter holidays.

ARC37: Middle Egyptian Texts

(Paper Coordinator: Dr Hratch Papazian)

This paper covers a range of texts in Middle Egyptian at an advanced level. It assumes knowledge of the material covered in the first-year ARC5 course or the equivalent. The texts will be read primarily from epigraphic copies, whenever available, or from transcriptions that retain the original layout of the inscription or document. The text selections include biographies, administrative and legal documents, historical narratives, as well as religious and medical compositions. The wide range of texts is intended to provide a greater exposure to the different genres and to reinforce various grammatical themes. In addition to hieroglyphic texts, and beginning in the middle of Lent term, this module will introduce students to hieratic, the cursive Egyptian script in which most literary and documentary texts were composed. Although the students will not be examined on the hieratic texts read in class, the hieroglyphic equivalent of

those readings will be considered as set texts and may be used for examination purposes.

Biological Anthropology papers

BAN2: Social Networks and Behavioural Ecology

(Paper Coordinator: Dr Peter Walsh)

This paper examines the structure and functioning of social networks. We start with an examination of how characteristic social network structures appear repeatedly in human affairs, resulting in equally characteristic patterns in the transmission of disease, attitudes, culture and other quantities. We then examine how the structure and dynamics of social networks are influenced by the cognitive mechanisms that individuals apply in making social decisions. We focus particularly on the way that social influence affects decision making, using examples

from both internet social networks such as Facebook and contemporary “real world” social networks. We then compare and contrast these contemporary examples with examples from traditional foraging societies, non-human primates, and other animals.

BAN3: Human Evolution and Palaeolithic Archaeology

(Paper Coordinator: Dr Preston Miracle)

This course provides a foundation in Human Evolution and Palaeolithic Archaeology. The paper looks at human evolution from ca. 10 million years ago to 10,000 years ago. We will be exploring the origins of the hominins and their relationship to the apes, the emergence of bipedalism in an ecological framework, and the adaptive radiation of hominins between 4 and 2 million years ago. We examine the first tool use of hominins more than 2.5 Mio years ago, and the factors shaping the evolution of early Homo and their technology within Africa. From shortly after 2 million years ago, hominins dispersed beyond Africa, and we will look at the fossil and archaeological record for these dispersals and adaptations, and the world of the iconic hand-axes and their makers. We examine in detail the emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their technology and adaptations in different parts of the world, and their relationship to both the climate in which they evolved and the archaic competitors such as Neanderthals whom they out-survived. We will explore the modern human dispersal(s) into nearly all parts of the world during the Late Pleistocene. How did modern humans respond to the environmental changes that occurred during the last glacial maximum about 22,000 years ago? We will finish with exploring the variability and diversity of human adaptations and responses to the climatic changes towards the end of the last ice age around 11,500 years ago.

This paper also acts as paper ARC10. Students taking BAN3 as a paper option cannot also take ARC10.

BAN4: Theory and Practice in Biological Anthropology

(Paper Coordinator: Dr Enrico Crema)

This paper explores quantitative and methodological approaches to biological anthropology and the past. It aims to provide a deeper understanding of methods and theory, with a particular emphasis on research design, quantitative approaches to variation, and both spatial and temporal perspectives on the analysis of data.

BAN5: Major Topics in Human Evolutionary Studies

(Paper Coordinator: Dr Marta Mirazon Lahr/Dr Enrico Crema)

This paper is structured in two parts. The first will discuss selected topics on human evolutionary studies, including morphological evolution in the genus Homo, human evolutionary history and dispersals, and evolutionary genetics and adaptation in hunter-gatherers. The second part will be dedicated to the science of cultural evolution. We start by examining the notion of universal Darwinism, and assess how biological evolutionary principles have been extended to explain cultural change. We then explore how different forms of social learning can be modelled and used to explain a variety of cultural processes, from adaptive response to environmental change to fashion cycles. The paper also gives introduction to selected topics such as cultural phylogenetic analysis and cultural attractor theory, as well as skills for building simulations model of cultural transmission.

BAN6: Evolution within our species

(Paper Coordinator: Dr Toomas Kivisild)

This paper investigates the mechanisms which have driven the genetic and phenotypic variation within our species. We investigate models which explain the origin and maintenance of variation, the role of dispersals and major cultural transitions in shaping human diversity, and the interaction between cultural change, natural environments and the biology of our species. This includes consideration of the roles of plasticity, developmental biology, life history, natural selection and neutral mechanisms in shaping human diversity and its variation in time and space. The paper also considers the role of 'discordance' between culture and biology in the origins of human disease and 'maladaptation'.

BAN7: Culture and behaviour

(Paper Coordinator: Dr Robert Attenborough)

This paper looks at human behaviour from ecological and evolutionary perspectives. Special emphases are placed on how behaviour can reflect adaptive response to ecological drivers and the way that individual behaviours have emergent influence on the structure and function of social networks. The approach is comparative, putting the behaviour of modern urban humans into context through analysis of behaviour in both traditional human societies and non-human primates. The paper also includes a project-based module designed to teach students both research skills and transferable professional skills.

BAN8: Health and disease

(Paper Coordinator: Dr Charlotte Houldcroft)

This paper explores how disease has shaped the way humans have evolved, and how diseases have evolved to exploit humans. From conception to death, humans undergo a process of development that is shaped by both genes and environment. The patterns of such development can be framed in terms of life history theory, the role of nutrition, and the interactions between demography and threats to life such as disease, and the way in which reproduction is integrated into the lifespan. The paper also addresses the questions why do we share so many diseases with gorillas and chimpanzees, how do demography, social behaviour, economics, development policy, and globalization influence disease transmission within and between ape species.

BAN9: Special Topics in Palaeolithic Archaeology and Human Evolution

(Paper Coordinator: Dr Preston Miracle)

This course introduces students to selected topics in Palaeolithic archaeology and Human Evolution. It is organised as a series of seminars covering concepts and theoretical

frameworks, methods of analysis, and relevant evidence. Four topics are covered each year and past topics have included:

- the replacement of Neanderthals by modern humans
- hominin use of space
- burial and treatment of the dead in the Palaeolithic
- Palaeolithic demography
- Palaeolithic nutrition and food
- hominin adaptations to environmental constraints in a selected region (e.g., East Asia, Central Europe or Near East).

Students will be expected to acquire a good outline knowledge of these topics and current debates in Palaeolithic archaeology and human evolution.

This paper also acts as paper ARC11. Students taking BAN9 as a paper option cannot also take ARC11.

Politics & International Relations papers

POL3. International Organisation

(Paper Coordinator: Dr Mette Eilstrup-Sangiovanni)

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

The paper is divided into three main parts.

The lectures and supervisions in Part I survey major theoretical and conceptual debates in the field of international organisation. This part of the paper begins by examining the demand for institutionalised cooperation in the international system and proceeds to analyse, from a theoretical perspective, how cooperation is possible under anarchy. Next, it provides a brief overview of the historical development of major international institutions with the aim of illustrating how current systems of global governance have evolved. Finally, it introduces students to the major theoretical approaches to the study of institutionalized international cooperation.

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

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

POL4. Comparative politics

(Paper Coordinator: Dr 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 around the world. The paper is organised into two parts: lectures on general themes (Michaelmas term) and regional case studies (Lent term). The Michaelmas term lectures are organised around conceptual themes: state formation and development, political regimes and the organisation of interests. Within these themes, the paper explores topics such as the origins of states, post-colonial and non-

European state formation, democratisation, authoritarianism, the role of political parties and the contemporary challenges they face, non-parliamentary forms of interest representation like lobby groups, civil society organisations and corporatism. Each of these topics will be studied comparatively, meaning that the different trajectories of political development across the world will be used to inform our understanding of these general trends. The course will emphasise both the conceptual and empirical sides of comparative political studies. The regional case studies will focus on a comparison between two or more specific countries, but will also provide a general introduction to the region. These will include cases from the Middle East (Egypt and Iran), Western Europe, South East Asia (Indonesia and East Timor), the comparative political economy of the UK and US, and possibly others. Students need to do two of the case study modules. Assessment for this course will be exam-based, with a three hour exam at the end of the course covering both the topics of the lectures and the material from the regional case studies.

Suggested Readings:

Larry Diamond, *The Spirit of Democracy: The Struggle to Build Free Societies throughout the World*

Francis Fukuyama (2012) *The Origins of Political Order: From Prehuman Times to the French Revolution*

Francis Fukuyama (2014) *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*

Peter Mair (2013) *Ruling the Void: The Hollowing Out of Western Democracy*

POL5. Conceptual issues in politics and international relations

(Paper Coordinator: Dr Christopher Brooke)

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

Indicative POL5 essay titles from 2016-17:

1. Does democracy confer a unique right to legitimate authority and, if so, how?
2. Was the Twentieth Century the final century for Revolution?
3. What are the consequences of weak states?
4. Is globalisation eroding state sovereignty?
5. Either (a) Britain can leave the European Union but it cannot leave Europe. Discuss. Or (b) Can a country leave the Eurozone? Or (c) Why has membership of the European Union been such a divisive issue in British politics?
6. Why is there more anti-semitism in some places compared to others?
7. Who stands to benefit most from Africa's digital communications revolution?
8. If "the medium is the message", what is digital media's message for politics?
9. How useful are the categories of 'right' and 'left' for understanding contemporary European politics?
10. Does decentralisation undermine states?

11. Why are social democratic parties in decline in Europe?
12. Are conspiracy theories a threat to democracy?
13. Where does power lie in the age of the Internet?
14. Either (a) What sort of politics lies behind debates about the Anthropocene? Or (b) Does the inception of the Anthropocene fundamentally change the terms of politics?
15. Would greater use of plebiscites or referendums result in greater democracy?
16. Is there a right to hospitality?
17. Is the secret ballot still defensible?
18. To what extent do hierarchies influence contemporary international relations?
19. Is IR theory Eurocentric, and if so, is this a problem?
20. How has the 'Security State' evolved?
21. To what extent has western feminism influenced Third World feminists?
22. Does proportional representation make for better government?
23. Has Barack Obama's presidency been a failure?
24. Does it make sense to talk about rising or emerging powers in analyzing international affairs?
25. How do countries protect their industries under the terms of the World Trade Organisation?
26. Can there be a liberal nationalism?
27. If the European Union is understood as a kind of empire, as what kind of empire is it best understood?
28. Either (a) Is American politics still democratic politics? Or (b) Is South Africa a liberal democracy?
29. Does oil explain modern politics?
30. Can international criminal justice be nonpolitical?
31. Do you agree that 'African political parities... [represent] a weak link in the chain of elements that together make for a democratic state'?
32. What were the causes and political consequences of constitutionalism in nineteenth century Asia?
33. Outline and explain law's mobility across political and/or territorial borders, with detailed reference to one or two cases.
34. Does the refugee crisis from 2015 represent something distinctively new in international politics?
35. Do international advocacy campaigns serve to solve or to prolong protracted conflicts?
36. Why has religion remained a political force in a secular world?
37. What is the legacy of authoritarianism in Russia?
38. Can the European Union be democratic?

POL6: Statistics and methods in politics and international relations

(Paper Coordinator: Dr Pieter van Houten)

This paper introduces students to statistical methods used in the social sciences, illustrates how these methods can be used to study important political issues, and gives students hands-

on experience on using these methods and writing up the results of empirical quantitative research. The first module covers statistical methods such as descriptive statistics, bivariate correlation, multivariate linear regression, and logistic regression. These methods are illustrated through examples from sociological and political research. The second module revisits some of the statistical techniques covered in Michaelmas term, introduces some further techniques, and applies all of these to political questions and datasets. This paper will give students useful skills for conducting social science research, which are also essential for various career options in the public and private sector.

Selected readings:

Michael Blastland and Andrew Dilnot, 'The numbers game: statistics and politics', *Open Democracy* (8 Oct 2007)

(https://www.opendemocracy.net/article/the_numbers_game_statistics_and_politics)

Peter John, 'Quantitative methods', in D. Marsh and G. Stoker (eds), *Theory and methods in political science* (3rd ed) (Palgrave, 2010) [Chapter 13]

Roger Tarling, *Statistical modelling for social researchers: Principles and practice* (Routledge, 2009) [esp. Chapters 1 and 2]

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

This paper spans the history of Western political reflection from the city states of ancient Greece to seventeenth century argument about natural freedom, international law, natural rights, and their implications for political existence. It offers the chance to investigate ancient conceptions of political organisation, human nature, virtue, and slavery, in their own time and place as well as under the later impact of Christianity in the dramatic dialogue between the Church and the Roman Empire. The paper then explores the afterlife and seemingly inexhaustible powers of these ancient texts to stimulate and structure political thinking in later centuries. Aristotle's works, Roman philosophy and Roman law all re-surfaced and were put to work in the Latin West in medieval debates on the relationship between the Church and other powers, the constitutional structure of the Church, kingdoms and cities. It covers humanist responses to the classical past and to classical conceptions of virtue in the political thought of Machiavelli and others, the convergence during the Reformation of various traditions in the Calvinist case for armed resistance to an unjust ruler and moves beyond Europe to examine the theological and legal analysis of the legitimacy of European conquests in the New World.

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

(Paper Coordinator: Dr Thomas Hopkins)

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

Selected readings:

ed. Sylvana Tomaselli , Mary Wollstonecraft, A Vindication of the Rights of Woman in A Vindication of the Rights of Men and A Vindication of the Rights of Woman, (Cambridge, 1995).

István Hont, Politics in Commercial Society: Jean-Jacques Rousseau and Adam Smith (Cambridge, Mass., 2015).

Social Anthropology papers

SAN2. Comparative Social Analysis

(Paper Coordinator: Dr Andrew Sanchez)

This paper deepens students' training in the comparative theory, methods, and subject matter of social anthropology by examining the foundational issues that have been central to four major anthropological subdisciplines: political anthropology, economic anthropology, the anthropology of religion, and the anthropology of kinship.

SAN3. Anthropological Theory and Methods

(Paper Coordinator: Dr Rupert Stasch)

This paper is designed to provide a grounding in classic social theory and introduce the development of anthropological traditions of thought. The general scope of the paper can be summarised as the varieties and status of anthropological knowledge.

In any one year teaching will focus on topics from among the following: the contribution of certain major figures in social theory from the eighteenth century to the present; anthropological functionalism; structural-functionalism; structuralism, semiotics and post-structuralism; structural Marxism and political economy; feminist anthropology; Actor-Network Theory; the 'ontological turn'; different conceptions of the social, of structure, system, causation, the person, and agency; holism and methodological individualism; theories of culture and modes of cultural interpretation; and the relation between ethnographic description and generalising social theory.

SAN4. Ethnographic Studies in the following areas

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

SAN4a: Pacific:

(Paper Coordinator: Professor Joel Robbins)

The Pacific area option focuses on the island societies of Melanesia, especially the largest of them, 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; first contact, colonialism and tourism.

SAN4b: South Asia:

(Paper Coordinator: Dr Perveez Mody)

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

SAN4c: Middle East:

(Paper Coordinator: Dr Yael Navaro)

This is a paper on the historical anthropology of the Middle East with a focus, primarily, on post-Ottoman and post-colonial Syria, Lebanon, Palestine/Israel, Iraq, Turkey, Iran and Egypt. Through a series of lectures and seminars, we will examine, analyze, and critique historical and anthropological works on Orientalism and cultures of representing the Middle East; colonial and post-colonial state practices; political cultures; geography and the materiality of power; violence and memory; minorities and minoritization practices; secularism and the governmentalization of religion; cultures of 'modernity'; inter-communal relations and 'sectarianism'; sufism, the veneration of saints, and shared sacred spaces; the study of religious communities, 'ordinary Islam', and Islamist movements; gender relations and sexuality; media, popular culture and literature. Lectures and seminars will be rich with ethnographic and historical sources and readings. Where possible course material will be supplemented with film screenings.

SAN8. Anthropology and Development

(Paper Coordinator: Dr David Sneath)

This paper addresses social, economic, political and moral aspects of development and examines its wider contexts including colonialism, post-colonialism, socialism, and post-socialism. We draw on anthropology's capacity to look beyond the obvious institutional and bureaucratic parameters of 'development' as an industry, and examine the links between 'development', poverty and social justice. Poverty is not only a state of material and physical deprivation but also raises questions of moral obligation and social justice, both among the underprivileged themselves and in the global North.

We explore the theories and practical involvement of anthropologists and others in development bureaucracies (governmental and non-governmental) and in movements for social justice. We study these in the context of global political economy and ideas about morality and ethics – of involvement in development, of what counts as humanitarianism or human rights, of how we define poverty, and what 'we' collectively choose to do about 'it'.

Key themes in this paper are: the political-economic and discursive context for development interventions in the global South; the aid industry and its workers; advocacy and ethics; lived experiences and bureaucratic definitions of poverty; political agency among the poor; social movements; health and social policy; infrastructures of development. We seek to relate global dynamics to the lived experiences of people. Most importantly, throughout the course students are encouraged to maintain a critical stance towards the very concept of 'development'.

SAN11: Anthropology of Media and Visual Culture

(Paper Coordinator: Dr Rupert Stasch)

This paper explores how different social orders are created through production and

circulation of media forms and visual images. The paper begins with lectures about anthropological theories of representation in general, and about the overall history and range of anthropological research on media. Further lecture sequences look at specific communicative technologies and genres across different societies and historical periods. Cases examined in greatest depth include photography, radio, Web 2.0, and the visual and performing arts. Briefer attention is given to museum display, street protest, print, popular music, Reality TV, and religious satellite television channels. We ask what insights and challenges arise in specifically ethnographic and cross-cultural study of these phenomena.

In most human communities today, mass media and digital media are the primary means by which symbolic forms circulate across time and space, and are central to the constitution of subjectivities, institutions, and collective events. Yet while scholars and popular commentators frequently affirm that new media practices define who people are, actually specifying the relation between media forms and broader social conditions is a difficult task, to which anthropologists are increasingly contributing in innovative ways. In keeping with anthropology's wider emphasis on cross-cultural comparison and on ethnographic study of symbolic forms in their full social contexts, this paper's central questions include: how specific media technologies are defined and used differently in different societies; how media forms and visual images are actually made and experienced in practical life; and how media forms and institutions relate to large-scale political structures. Drawing on a wider multidisciplinary heritage of work on media and visual culture, the paper is also concerned with developing concepts and techniques for analysis of the "internal" formal and pragmatic complexity of specific visual images and media representations. We additionally investigate the coherence of media ideologies, technologies, and iconographic traditions in their own rights, as forces of wider social innovation or reproduction.

SAN12: Anthropology of Cities and Space

(Paper Coordinator: Dr Andrew Sanchez)

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

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

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

Sociology papers

SOC2. Social theory

(Paper Coordinator: Prof John Thompson)

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

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

(Paper Coordinators: Dr Monica Moreno Figueroa)

This paper aims to:

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

SOC4. Concepts and arguments in sociology

(Paper Coordinator: Dr Manali Desai)

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

SOC5. Statistics and methods

(Paper Coordinator: Dr Mark Ramsden)

In this course students will learn about a range of quantitative and qualitative methods and how they may be applied to explore issues in social science. Students will have the opportunity to apply new skills and knowledge in lab sessions, exploring real-life data. A wide range of statistical methods for data analysis will be covered, from simple descriptive statistics through to multivariate regression, logistic models and factor analysis. The course

will also cover survey design, sampling methods, techniques in interviewing, and the principles of ethnography. At the end of the course students will:

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

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

Papers borrowed from other Triposes

History & Philosophy of Science, Papers 1 and 2

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

History Paper 7: British economic and social history, 380–1100

This paper concentrates upon developments in the British Isles between 380 and 1100 in the economic, social, religious and cultural spheres, a period unprecedented for the degree to which the peoples of these islands interacted with groups of warriors, settlers, traders and churchmen from across the seas. The early part of the paper explores the organisation of early medieval society and the conversion of the Anglo-Saxons to Christianity. Another central issue is the impact of Viking settlement in the ninth and tenth centuries. The later part of the paper examines developments in late Anglo-Saxon society, in the rural and urban economy, and the monastic reform movement. The paper offers the opportunity to look closely at written sources (documentary and literary) and material evidence (e.g. metal work, coinage, pottery, manuscripts), by exploiting the exceptionally rich resources of the museums and libraries of Cambridge.

History Paper 8: British economic and social history, 1050–c. 1500

The core of this paper allows students to explore the various forces shaping economic change across five medieval centuries. The following are the most important: the relationship between population and economic resources; the role of feudal social relations; environmental change; the impact of human institutions and organisations of different kinds (such as serfdom); and the role of warfare, which was increasingly important in this era. The paper falls naturally into two halves: the first comprises the twelfth and thirteenth centuries, a long period of economic expansion, while the second comprises the late medieval economic 'depression'. Between the two phases lies the turning point of the Black Death (1348-9). The place of towns, changing literacy levels, peasant rebellion, popular religion, crime, money, and the changing role of women are among other important topics studied.

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

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

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

In 1880 Britain was at the height of its economic and imperial world dominance, though domestically it was a relatively poorly-educated, deeply class-divided, highly urban population of large, unhealthy families still led by an aristocratic elite, attached to a laissez-faire ethos of 'Victorian' individualism. This paper examines the history of the ensuing century and a quarter which has witnessed a revolution and a counter-revolution in both social thought and social policy and in economic theory. The experiences of women, of organised labour, of poverty, ill health, social mobility and inequality have all been subject to highly significant changes. Meanwhile Britons endured two world wars and the Great Depression, divested themselves of a global empire and became a multicultural, secular and liberal welfare state of consumers and small families, increasingly engaging in a diversifying global culture.

PBS3: Social & Developmental Psychology

(Paper Coordinator: Dr David Good)

This paper aims to provide representative coverage of classic and contemporary theory and research in social and developmental psychology. In the first term, students will learn key meta-theories in social psychology in a series of introductory lectures, and then will examine

specific core topics of the field in subsequent lectures, including social cognition, sociocultural approaches, the self, well-being, and prosociality. In the second term, students will study the key processes involved in the developmental transformation of social, emotional, and cognitive behaviour across the life span.

PBS4: Biological & Cognitive Psychology

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

(Paper Coordinator: Dr Greg Davis)

Cognitive Neuroscience and Experimental Psychology approaches topics in Psychology from a scientific perspective using laboratory studies to explore cognitive and neural mechanisms of behaviour. This course introduces you to the mental and brain processes involved in perception, attention, learning and memory, language, action, awareness and thinking and reasoning. A number of you may well be surprised by the 'openness' of the subject. There are plenty of 'hard facts' in psychology but there are also many theories, some of them, indeed, of a highly speculative nature. This is because, even after more than 100 years of its scientific study, many of the capacities of the mind and the brain remain mysterious. There are three lectures per week, and up to two practical classes.

Planned Part IIB papers, 2018-19

The following list will be the planned papers on offer in 2018-19, for Part IIB. *Note that these are not final and may be changed*; the final list will be published in the Easter term 2018. Following the list of planned papers you will find the exact regulations for the papers you may take on each track.

Archaeology papers

Offered:

- ARC6. Archaeological Theory and Practice I
- ARC7. Archaeological Theory and Practice II
- ARC8. Archaeological Science I
- ARC9. Archaeological Science II
- ARC10. Human Evolution and Palaeolithic Archaeology
- ARC11. Special Topics in Palaeolithic Archaeology and Human Evolution
- ARC12. European Prehistory
- ARC13. Special Topics in European Prehistory
- ARC14. Aegean Prehistory (*Paper D1 of the Classical Tripos*)
- ARC16. The Poetics of Classical Art (*Paper D3 of the Classical Tripos*)
- ARC17. Roman cities (*Paper D4 of the Classical Tripos*)
- ARC19. Ancient Egypt in Context: An Archaeology of Foreign Relations
- ARC21. The Archaeology of Death and Burial in Ancient Egypt
- ARC23. Mesopotamian archaeology II: Territorial States to Empires
- ARC24. Mesopotamian culture I: Literature
- ARC26. The North Sea in the Early Middle Ages
- ARC27. Europe in late Antiquity and the Migration Period
- ARC30. Ancient India II: Early Historic Cities of South Asia
- ARC31. Ancient South America
- ARC33. The Archaeology of Africa
- ARC34. Akkadian Language II
- ARC35. Akkadian Language III
- ARC36. Sumerian Language
- ARC37. Middle Egyptian Texts
- ARC38. Old and Late Egyptian Texts

Biological Anthropology papers

Offered:

- BAN2. Behavioural ecology and adaption
- BAN3. Human Evolution and Palaeolithic Archaeology
- BAN4. Theory and Practice in biological anthropology
- BAN5. Theory and Practice in biological anthropology
- BAN6. Evolution within our species
- BAN7. Culture and behaviour
- BAN8. Health and disease
- BAN9. Special Topics in Palaeolithic Archaeology and Human Evolution

Politics & International Relations papers

Offered:

- POL9. Conceptual issues and texts in politics and international relations
- POL10. The history of political thought from c.1700-c.1890
- POL11. Political philosophy and the history of political thought since c.1890

- POL12. A subject in politics and international relations I: The politics of the Middle East
- POL13. A subject in politics and international relations II: The politics of Europe
- POL14. A subject in politics and international relations III: US Foreign Policy
- POL15. A subject in politics and international relations IV: The politics of Africa
- POL16. A subject in politics and international relations V: (topic tbc)
- POL17. A subject in politics and international relations VI: The politics of Asia
- POL18. A subject in politics and international studies VII: Politics and Gender
- POL19. A subject in politics and international studies VIII: The politics of the international economy
- POL20. A subject in politics and international studies IX: The politics of the future, 1880-2080

Social Anthropology papers

Core Papers offered:

- SAN5. Advanced Social Anthropology I: Thought, belief, and ethics
- SAN6. Advanced Social Anthropology II: Political economy and social transformation

Several Papers from among the below options may be offered:

- SAN7. A special subject in social anthropology I: tbc
- SAN8. A special subject in social anthropology II: Anthropology and Development
- SAN9. A special subject in social anthropology III: Science and society
- SAN10. A special subject in social anthropology IV: The anthropology of post-socialist societies
- SAN11. A subject in social anthropology V: Anthropology of Visual and Media Culture
- SAN12. A subject in social anthropology VI: Anthropology of Cities and Space
- SAN13. A subject in social anthropology VII: tbc

Sociology papers

Offered:

- SOC2. Social theory
- SOC3. Modern societies II
- SOC4. Concepts and arguments in sociology
- SOC5. Statistics and methods
- SOC6. A subject in sociology I: Advanced social theory
- SOC7. A subject in sociology II: Media, culture and society
- SOC8. A subject in sociology III: Revolution, war and militarism
- SOC9. A subject in sociology IV: Modern capitalism (*to become Global Capitalism in 2018-19, tbc.*)
- SOC10. A subject in sociology V: Gender
- SOC11. A subject in sociology VI: Racism, race and ethnicity
- SOC 12. A subject in sociology VII: Modern Britain (*to become Social Problems in Modern Britain in 2018-19, tbc.*)
- SOC13. A subject in sociology VIII: Health, medicine and society
- SOC14. Disciplines of education III (*Paper 3 of Part II of the Education Tripos*)
- SOC15. Criminology, sentencing, and the penal system (*Paper 34 of the Law Tripos*)

Restrictions on Part IIB Papers:

Below are the formal restrictions on papers you can offer in Part IIB on each track (*note that these may be subject to change 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 have not taken ARC8 in Part IIA, you won't be able to register for paper ARC9 in Part IIB).

Restrictions:

- ARC7 can only be taken if ARC6 was taken in Part IIA
- ARC9 can only be taken if Paper ARC8 was taken in Part IIA
- ARC10 cannot be taken if paper BAN3 was taken in IIA
- ARC35 can only be taken if ARC34 was taken in Part IIA
- ARC36 can only be taken if candidate is also taking ARC35
- ARC38 can only be taken if ARC37 was taken in Part IIA
- BAN9 cannot be taken if paper ARC11 was taken in IIA
- POL10 cannot be taken if POL8 was taken at IIA.
- POL13 and POL17 can only be taken if POL3 or POL4 was taken in Part IIA
- A candidate who chooses POL20 may not offer a dissertation.
- Candidates can only choose a paper from the range of papers SAN7-13 that they did not take in Part IIA.
- SOC5 cannot be taken if candidate is also taking POL6
- SOC6 can only be taken if SOC2 was taken in Part IIA

Administrators

If you have any queries about a particular subject, or need to notify us of any changes, please contact the relevant Administrator:

| | |
|----------------------------|--|
| Archaeology: | Anna O'Mahony, undergraduate-secretary@arch.cam.ac.uk |
| Biological Anthropology: | Anna O'Mahony, undergraduate-secretary@bioanth.cam.ac.uk |
| Politics & IR: | Patrycja Koziol, ugadmin@polis.cam.ac.uk |
| Social Anthropology: | Jennifer Broadway, undergraduate-enquiries@socanth.cam.ac.uk |
| Sociology: | Odette Rogers, ohmr3@cam.ac.uk |
| HSPS Part I Administrator: | Gillian Dadd, gad28@cam.ac.uk |

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

NOTES:

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