

HUMAN, SOCIAL AND POLITICAL SCIENCES TRIPOS

Part IIA Options Booklet 2016-17 academic year

Students must return preliminary paper choices by
Friday 27 May

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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.

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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
Social Anthropology
Sociology
Politics & International Relations

Joint subject tracks:

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

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 the joint track.

By **Friday 27 May** you will be asked to return to your DoS a preliminary indication of the track and papers that you want to study in Part IIA. This is not binding and you can change your mind later; 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 our 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 handing in new registration form to the relevant Administrator for that subject (contact details at the end of this booklet).

Choosing your Track

You should discuss your choice of track with your Director of Studies.

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 more detailed Part IIB regulations and a *provisional* list of the papers to be offered in Part IIB in 2017-18, 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 options form on which you make your choices will specify any restrictions.

The information in this booklet is only applicable to the 2016-17 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) |
|--|--|--|
| Archaeology, Option 1: Archaeology only | <ul style="list-style-type: none"> • ARC6: Archaeological Theory and Practice I (<i>required</i>) • ARC2: Archaeology in Action I (<i>required if not taken at Part I; if the student has already taken this paper then they choose two papers from the next bullet point</i>) • One (<i>or two, see above</i>) paper chosen from either ARC8: Archaeological Science I, or any offered Archaeology option paper ARC10-33 • A final paper chosen from the available options list for Archaeology students; this list is drawn from Part II papers in Archaeology, Biological Anthropology, Social Anthropology, Politics & International Relations, and Sociology, plus PBS 3-4, and History and Philosophy of Science Papers 1-2, and History Papers 7-8. | <ul style="list-style-type: none"> • ARC7: Archaeological Theory and Practice II (<i>required</i>) • <i>Two</i> papers must be chosen from available option papers ARC8-33; one of these papers may be substituted with a dissertation • A final paper must be chosen from available options for Archaeology students, drawn from papers available in Part II Archaeology, Biological Anthropology, Social Anthropology, Sociology and Politics |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) |
|--|---|---|
| Archaeology, Option 2: Assyriology only | <ul style="list-style-type: none"> • <u>Either</u> ARC34: Akkadian Language II, <u>Or</u> ARC4: Akkadian Language I (<i>ARC4 is required if not taken at Part I</i>) • <u>Either</u> ARC22: Mesopotamian Archaeology I, <u>Or</u> ARC23: Mesopotamian Archaeology II (<i>only one of these papers will be available each year</i>) • One paper chosen from ARC24 or ARC25 on Mesopotamian Culture, ARC39 or ARC40 on Mesopotamian History (<i>only one culture and one history paper will be available each year</i>) • One final paper must be chosen from the list of available options for Assyriology students, drawn from Part II options in Archaeology. | <ul style="list-style-type: none"> • <u>Either</u> ARC35: Akkadian Language III, <u>Or</u> ARC34: Akkadian Language II (<i>ARC34 is required if not taken at Part IIA</i>) • <u>Either</u> ARC22: Mesopotamian Archaeology I, <u>Or</u> ARC23: Mesopotamian Archaeology II (<i>only one of these papers will be available each year</i>) • One paper chosen from ARC24 or ARC25 on Mesopotamian Culture, ARC39 or ARC40 on Mesopotamian History, or ARC36, Sumerian (<i>note that ARC36 can only be taken if the student is also taking ARC35; only one culture and one history paper will be available each year</i>) • <u>Either</u> one final paper chosen from the list of available options for Assyriology students, drawn from Part II options in Archaeology; <u>Or</u> a dissertation. |
| Archaeology, Option 3: Egyptology only | <ul style="list-style-type: none"> • <u>Either</u> ARC37: Middle Egyptian Texts, <u>Or</u> ARC5: Egyptian Language I (<i>ARC5 is required if not taken at Part I</i>) • <u>Either</u> ARC6: Archaeological Theory and Practice I, <u>Or</u> ARC2: Archaeology in Action (<i>ARC2 only available if not taken at Part I</i>) • <u>Either</u> ARC18: Society and Settlement in Ancient Egypt, <u>Or</u> ARC19: Ancient Egypt in Context: an Archaeology of Foreign Relations (<i>only one of these papers will be available each year</i>) • <u>Either</u> ARC20: The Archaeology of Religion in Ancient Egypt, <u>Or</u> ARC21: The Archaeology of Death and Burial in Ancient Egypt (<i>only one of these papers will be available each year</i>) | <ul style="list-style-type: none"> • <u>Either</u> ARC38: Old and Late Egyptian Texts, <u>Or</u> ARC37: Middle Egyptian Texts (<i>ARC37 is required if not taken at Part IIA</i>) • <u>Either</u> ARC18: Society and Settlement in Ancient Egypt, <u>Or</u> ARC19: Ancient Egypt in Context: an Archaeology of Foreign Relations (<i>only one of these papers will be available each year</i>) • <u>Either</u> ARC20: The Archaeology of Religion in Ancient Egypt, <u>Or</u> ARC21: The Archaeology of Death and Burial in Ancient Egypt (<i>only one of these papers will be available each year</i>) • <u>Either</u> one final paper chosen from the list of available options for Egyptology students, drawn from Part II options in Archaeology; <u>Or</u> a dissertation. |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) |
|------------------------------------|---|--|
| Biological Anthropology | <ul style="list-style-type: none"> • BAN2 Behavioural Ecology and adaption (<i>required</i>) • BAN3/ARC10: Human Evolution and Palaeolithic Archaeology (<i>required</i>) • BAN4 Theory and Practice in Biological Anthropology (<i>required</i>) • A final paper must be chosen from available options for Biological Anthropology students, drawn from Part II options in Archaeology, Biological Anthropology and Social Anthropology, Politics and Sociology plus Psychological and Behavioural Sciences 3-4, and History and Philosophy of Science Papers 1-2 | <ul style="list-style-type: none"> • BAN5: Theory and practice in Biological Anthropology (<i>required</i>) • <i>Two</i> papers chosen from available Biological Anthropology options papers; one of these papers may be substituted by a dissertation • <u>Either</u> one further paper from Biological Anthropology options papers, <u>Or</u> one further paper from a list of available options for Biological Anthropology students, drawn from Part II Archaeology, Social Anthropology, Sociology, Politics and Psychological and Behavioural Sciences papers |
| 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; 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, POL10-19; one of these papers may be substituted by a dissertation. • A final paper must be chosen from POL10-19 or Paper 6 from the History Tripos or History and Philosophy of Science Tripos or an allowed paper from Sociology, Archaeology, Biological Anthropology or Social Anthropology |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) |
|---------------------|--|---|
| 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, Archaeology, Biological Anthropology, Politics, and 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>) • <u>Either</u> one paper from Social Anthropology options papers <u>Or</u> a dissertation in the subject of Social Anthropology • <u>Either</u> one paper chosen from a list of available options drawn from Part II papers in Sociology, Politics, Archaeology, and Biological Anthropology and Paper 10 in History and Philosophy of Science; <u>Or</u> one further paper from Social Anthropology options papers. |
| 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"> • An Akkadian language paper; <u>Either</u> ARC34, <u>Or</u> ARC4 (ARC4 is required if not taken at Part I) • An Egyptian language paper; <u>Either</u> ARC37 <u>Or</u> ARC5 (ARC5 is required if not taken at Part 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"> • An Akkadian language paper; <u>Either</u> ARC35, <u>Or</u> ARC34 (ARC34 is required if not taken at Part IIA) • An Egyptian language paper; <u>Either</u> ARC38 <u>Or</u> ARC37 (ARC37 is required if not taken at Part IIA) • One paper chosen from available options in ARC18-25, covering the archaeology, religion and culture of Ancient Egypt and Mesopotamia • <u>Either</u> a further paper from ARC18-25, <u>Or</u> ARC36, the Sumerian language paper, <u>Or</u> a dissertation (ARC36 may only be taken if also taking ARC35) |
| Archaeology & Social Anthropology | <ul style="list-style-type: none"> • <u>Either</u> ARC2: Archaeology in Action, <u>Or</u> ARC6: Archaeological Theory and Practice (ARC2 may not be taken if taken in Part I) • One paper chosen from ARC2, ARC6, ARC8 and available Archaeology option papers ARC10-33 • SAN2: Comparative Social Analysis (required) • <u>Either</u> SAN3: Anthropological Theory and Methods <u>Or</u> SAN4: Anthropology of an Ethnographic Area | <ul style="list-style-type: none"> • <u>Either</u> ARC6: Archaeological Theory and Practice I, <u>Or</u> ARC7: Archaeological Theory and Practice II (ARC6 may not be taken if taken in Part IIA) • <u>Either</u> SAN5: Thought, Belief and Ethics, <u>Or</u> SAN6: Political economy and social transformation • One paper chosen from available Archaeology option papers ARC8-33 • One paper chosen from available Social Anthropology option papers SAN5-13 • Or, 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"> • <i>Either</i> ARC2: Archaeology in action, <i>Or</i> ARC6: Archaeological theory and practice (<i>ARC2 may not be taken if taken in Part I</i>) • <i>One</i> paper chosen from ARC2, ARC6, ARC8 and available Archaeology option papers, ARC10-33 • <i>Two</i> papers chosen from BAN2-4 | <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>One</i> paper chosen from BioAnth option papers, BAN6-9 • <i>One</i> paper chosen from Archaeology option papers, ARC8-33 • <i>One</i> paper chosen from the remaining BioAnth option papers, BAN6-9 • <i>Or</i>, students may substitute a dissertation for one of the optional papers (ARC8-33 or BAN6-9) |
| Politics and Sociology | <ul style="list-style-type: none"> • <i>Either</i> POL3: International Relations 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 POL10-19 • <i>Two</i> papers chosen from Sociology options papers, SOC5-15 (<i>note that you cannot take both POL6 and SOC5</i>) • <i>Or</i>, a student may substitute a dissertation for one of the papers above. |
| Social Anthropology and Biological Anthropology | <ul style="list-style-type: none"> • SAN2: Comparative Social Analysis (<i>required</i>) • <i>Either</i> SAN3: Anthropological Theory and Methods <i>Or</i> 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"> • <i>Either</i> SAN5: Thought, Belief and Ethics, <i>Or</i> SAN6: Political economy and social transformation • <i>One</i> paper chosen from BioAnth options papers, BAN6-9 • <i>One</i> paper chosen from the remaining SocAnth options papers, SAN5-13 • <i>One</i> paper chosen from the remaining BioAnth options papers, BAN6-9 • <i>Or</i>, students may substitute a dissertation for one of the options papers (SAN5-13 or BAN6-9). |

| SUBJECT OPTION | PAPER CHOICES – SECOND YEAR (Part IIA) | PAPER CHOICES – THIRD YEAR (Part IIB) |
|-----------------------------------|--|--|
| 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</u> CHOSEN AMONG: • 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 transformation • <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 |
| Social Anthropology and Politics | <ul style="list-style-type: none"> • <u>Either</u> POL3: International Relations II, <u>Or</u> POL4: Comparative Politics • <u>Either</u> POL7: The history of political thought to c.1700, <u>Or</u> 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 core or available option papers: SAN3-4, or SAN8-13 | <ul style="list-style-type: none"> • <i>Two</i> papers chosen from available Politics options papers, POL 6, POL10-19 • <u>Either</u> SAN5: Thought, Belief and Ethics, <u>Or</u> SAN6: Political economy and social transformation • <i>One</i> paper chosen from the remaining SocAnth papers, SAN5-13 • <i>Or</i>, students may substitute a dissertation for one of the papers above |

Part IIA available Papers, 2016-17

Below is a list of all papers offered in 2016-17 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.12-17

Offered:

| | |
|--------|---|
| ARC2. | Archaeology in Action I |
| ARC4. | Akkadian Language I |
| ARC5. | 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 |
| 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) |
| ARC18. | Society and Settlement in Ancient Egypt |
| ARC20. | The Archaeology of Religion in Ancient Egypt |
| ARC22. | Mesopotamian archaeology I: Prehistory and Early States |
| ARC25. | Mesopotamian Culture II: Religion and Scholarship |
| ARC26. | The North Seas in the Early Middle Ages |
| ARC29. | Ancient India I: The Indus Civilisation and Beyond |
| ARC32. | The Archaeology of Mesoamerica and North America |
| ARC33. | The Archaeology of Africa |
| ARC34. | Akkadian language II |
| ARC37. | Middle Egyptian Texts |
| ARC39. | Mesopotamian History I: States and Structures |

Biological Anthropology papers – for descriptions, turn to pp. 17-18

Offered:

| | |
|------|--|
| BAN2 | Behavioural ecology and adaption |
| BAN3 | Human Evolution and Palaeolithic Archaeology |
| BAN4 | 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 – for descriptions, turn to pp.18-22

Offered:

POL3. International Organisation

POL4. Comparative politics

POL5. Conceptual issues in politics and international relations

POL6: Statistics and Methods in politics and international relations

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

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

Social Anthropology papers – for descriptions, turn to pp.22-25

Offered:

SAN2. Comparative Social Analysis

SAN3. Anthropological Theory and Methods

SAN4. The Anthropology of an Ethnographic Area

SAN8. Anthropology and Development

SAN10. The anthropology of post-socialist societies

SAN11. Anthropology of Media and Visual Culture

Sociology papers – for descriptions, turn to pp.25-26

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.27-29

Archaeology papers

ARC2: Archaeology in Action

(Co-ordinators: Professor Charly French)

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.

ARC4. Akkadian Language I

(Co-ordinators: Dr Martin Worthington)

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

ARC5. Egyptian Language I

(Co-ordinators: Dr Hratch 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

(Co-ordinators: Dr Philip Nigst)

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

(Co-ordinator: Professor Charly French)

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

(Co-ordinators: Dr Philip Nigst & 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) - archeology and evolution, morphology and behaviour. It focuses on major questions. How and why did hominins diverge from their apelike ancestors? When and how did humans hominins become more humn-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

(Co-ordinators: 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

(Co-ordinator: 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.

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

(Co-ordinator: tbc)

Awaiting course description

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

(Co-ordinator: tbc)

Awaiting course description

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

(Co-ordinator: tbc)

Awaiting course description

ARC18 Society and Settlement in Ancient Egypt

(Co-ordinator: Dr K Spence)

This course investigates the evidence for the emergence of stratified societies in Egypt and the creation of the unified Egyptian state. Archaeological, artistic and textual sources are used to examine the nature of royal authority and ideology, the political hierarchy, and the lives of ordinary Egyptians, alongside such topics as demography, urbanism and the economy.

ARC20. The Archaeology of Religion in Ancient Egypt

(Co-ordinator: Dr Rune Nyord)

Textual, artistic and archaeological sources are brought together to investigate the nature of religious knowledge, belief and ritual practice in ancient Egypt, from the earliest evidence to the temple constructions of the Ptolemaic and Roman periods. The course covers state religion and temple building as well as the ritual practices and beliefs of ordinary people.

ARC22. Mesopotamian Archaeology I: Prehistory and Early States

(Co-ordinator: Dr Augusta McMahon)

This paper surveys the archaeology of Mesopotamia—modern Iraq, Syria and southeast Turkey— during the prehistoric (late Neolithic and Chalcolithic) and early historic (Early Bronze Age) periods. Topics include the origins of irrigation, urbanism and socio-economic complexity; the development of inequality and the formalisation of violent conflict; the cycle of political change (including collapses); the forms and meanings of funerary practices; propaganda and the presentation of kingship; symbolism in art and architecture; and the archaeological evidence for religious ritual.

ARC25. Mesopotamian Culture II: Religion and Scholarship

(Co-ordinator: Dr Martin Worthington)

Religion and scholarship are some of the most fascinating aspects of ancient Mesopotamia. This paper will explore both, as well as their intersections. Topics covered will include gods, ghosts and demons, magic and witchcraft, prayers and rituals, astrology and astronomy, medicine, music, unsolicited omens, various types of divination, commentaries, schools, and literacy. We will examine various professions, the way that knowledge was transmitted, and how it changed from place to place.

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

(Co-ordinator: Dr Toby Martin)

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.

ARC29. Ancient India I: The Indus civilization and Beyond

(Co-ordinator: Dr Cameron Petrie)

This course introduces what is referred to as the proto-historic archaeology of South Asia, with a particular focus on the Indus Valley Civilisation and its broader regional context. Proto-history in South Asia broadly corresponds to what it often referred to as the Neolithic, chalcolithic and Bronze Ages in other parts of the Old World. The course covers the period from the earliest village settlements in South Asia to the decline of the Indus Civilisation, and assesses the general features that make it unique amongst the great Old World early civilisations. Attention will be paid to the environmental context of the subcontinent, the distribution and morphology of

settlements the evidence for socio-economic and political structures, craft technology the nature and significance of regional variation, and the dynamics of absolute and relative chronologies. Students will also be introduced to the Neolithic, Chalcolithic and Bronze Age archaeology of the peoples that lived contemporaneously outside the Indus region

ARC32. The Archaeology of Mesoamerica and North America

(Co-ordinator: Dr Elizabeth DeMarrais)

This paper covers the archaeology of North America and MesoAmerica, with an emphasis on complex societies (Mississippian polities, the American Southwest including Chaco Canyon, Zapotecs, Teotihuacan, Olmecs, Maya, and Aztecs). Lectures will incorporate the theory and methods of anthropological archaeology and draw upon ethnographic research. Students will learn to think critically about different understandings of long-term change in the discipline, as well as learning about household archaeology, the dynamics of power and ideology, agency, political economy, crafting, iconography, and urbanization in the ancient Americas.

ARC33. The Archaeology of Africa

(Co-ordinators: Dr Chris Wingfield)

This course introduces the later archaeology of sub-Saharan Africa c. 140,000 BP to AD 1900 with particular focus on the last 10,000 years. It begins with an overview of Africa, its physical geography, peoples, languages and the history of the study of African archaeology. It then deals with a diverse range of thematic topics including later African hunter-foragers, African domesticates, African crafts and technologies (including metal working), rock art, African complex societies, historical archaeology, connections with the wider world, and current issues in African heritage and post-colonialism. Particular attention will be paid to the integration of diverse data-sets, including linguistics, oral histories and palaeoecology and to links between the African past and global themes such as trade, urbanism, state formation and complexity. The course will also critically assess popular perceptions of Africa and its past and consider the relevance of African archaeology in today's world.

ARC34. Akkadian Language II

(Co-ordinator: Dr Martin Worthington)

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

(Co-ordinator: 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.

ARC39. Mesopotamian History I: states and structures

(Co-ordinator: Dr Augusta McMahon)

This paper explores the social and political history of Mesopotamia from the origins of literacy through the early territorial states of the 2nd millennium BC. Topics include historiography and text bias, the overlap between mythical and historical narratives, the importance of events versus the *longue duree*, and the textual evidence for private and state economies.

This paper is only available to students taking the Assyriology option.

Biological Anthropology papers

BAN2 - Behavioural ecology and adaption

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

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

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.

BAN6 Evolution within our species

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

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

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

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

(Course Organiser: Dr Mette Eilstrup-Sangiovanni)

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

The paper is divided into two main parts. The lectures and supervisions in Part I outline the main theoretical and conceptual debates in the field of international organisation. Part I begins by examining the demand for institutionalised cooperation in the international system and analyses, from a theoretical perspective, how cooperation is possible under anarchy. Next, it provides a brief overview of the historical development of international institutions with the aim of illustrating how current systems of global governance have evolved. Finally, it introduces the major theoretical approaches to the study of international cooperation/organisation. Part II focuses on historical and contemporary practices of institutional cooperation in different issue-areas of global affairs – from international security and arms control, to human rights, international trade and finance. This part allows students to explore some of the theoretical issues introduced in Part I in a concrete empirical context, drawing on both historical and contemporary examples.

POL4. Comparative politics

(Course Organiser: Dr Chris Bickerton)

This is a broadly focused paper aiming to give students an understanding of the key actors and dynamics that make up contemporary politics. The paper is organised into two parts: lectures (Michaelmas term) and regional case studies (Lent term). The lectures will be based on three conceptual themes: state formation, 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 provide a general introduction to a region but will often focus on a comparison between two countries. These will include cases from the Middle East (Egypt and Iran), Africa (South Africa and Zimbabwe), Western Europe, and two other regions to be confirmed. 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:

Daron Acemoglu and James A. Robinson (2012) *Why Nations Fail: The Origins of Power, Prosperity and Poverty*

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

(Course Organiser: Dr KC Lin)

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 2015-16:

1. Either (a) Must revolutions fail?
Or (b) Are revolutions inherently unpredictable?
2. Either (a) Do free elections make governments legitimate?
Or (b) Why do authoritarian regimes hold elections?
3. Is the shari'ah incompatible with the modern nation state?
4. Is there such a thing as 'Muslim politics'?
5. To what extent was the Ebola crisis the result of a failure of international co-operation?
6. Can a peace process be inclusive?
7. Is American politics exceptional?
8. Either (a) Is the euro-zone compatible with democracy?
Or (b) Would greater politicisation at the supranational level solve the European Union's democratic deficit?
9. Is inter-state war largely a thing of the past?
10. Can governments significantly decrease the chances of disastrous intelligence failures?
11. Either (a) Can democracy centralise violence?
Or (b) How is violence governed in the age of the internet?
12. Either (a) When is transparency a danger to democracy?
Or (b) Are coups good for democracy?
13. Either (a) Can the international community ever effectively tackle climate change?
Or (b) Do global environmental problems require local solutions?
14. Is consociational democracy a viable means of ethnic conflict management in

deeply divided societies?

15. Should military leaders actively contribute to democratic will-formation and ultimate decision making on the international use of force?
16. What are the political implications of transhumanism?
17. Should political theory encompass architecture?
18. How are gender issues conceptualised in developing countries?
19. Why have there been so few interstate wars in independent Africa?
20. Do "men make war and war makes men"?
21. How do memories shape political identities?
22. Are there any limits to political secularism?
23. Either (a) Why is the British party system in crisis?
Or (b) Does the British Labour party have a viable future?
24. What explains the apparent rise in sub-state nationalism in Europe?
25. How do developmental states reconcile industrial policies with liberal trade agreements? Compare the experience of post-war European and East Asian countries with the current strategies of BRICs.
26. Can politics be a vehicle for the advancement of progressive values?
27. How frequently should elections be held?
28. Which inequalities matter?
29. Is human rights a form of politics?
30. Is contemporary international law a product of colonialism?
31. Do European welfare states have a future?

POL6: Statistics and methods

(Course Organiser: Dr Pieter van Houten)

This paper introduces students to statistical methods used in the social sciences, illustrates how these methods can be used to study important political issues, and gives students hands-on experience on using these methods and writing up the results of empirical research. The first module covers statistical methods such as descriptive statistics, bivariate correlation, multivariate linear regression, and factor analysis. These methods are illustrated through examples from sociological and political research. The second module focuses on further applications in the study of politics, and on the use of different statistical software packages. 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. There will be some opportunities for internships in these sectors for students who have taken this paper.

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

(Course Organiser: 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)

(Course Organiser: Dr Christopher Brooke)

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

Social Anthropology papers

SAN2. Comparative Social Analysis

(Course Organiser: Dr Rupert Stasch)

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

The aim of this paper is to enable students (1) to understand, evaluate, and engage with contemporary debates in anthropological theory, and (2) to approach substantive questions of ethnographic interpretation and social explanation in a theoretically informed manner. It does this by providing them with grounding in classical social theory, and in the main schools of thought in social and cultural anthropology. The paper introduces the writings of some of the most important

thinkers, schools and debates in the history of anthropological thought. Each of these is presented in its intellectual and historical context, and each is examined critically and in terms of its continuing intellectual relevance, with an emphasis on the reading of original texts. Theoretical approaches are seen in the context of anthropological field research and the various genres of anthropological writing. The challenges of understanding some specific ethnographic cases have been important spurs to anthropological theorising, and have given rise to concepts, questions, and theories that have been influential both in and beyond the discipline. At the same time, anthropological theory has registered the influence of innovations and intellectual fashions from a range of other disciplines. Both these dynamics are examined. We consider how different theoretical approaches propose different basic conceptions of human life, and also different conceptions of anthropological knowledge. We also consider the way different theoretical approaches have been associated with characteristically different kinds of ethnographic writing.

SAN4. Ethnographic Studies in the following Areas

Students must list their order of preference for these areas on the Options Form. The Division will try to assign students their first choice but due to student numbers this may not always be possible.

SAN4a: Europe

(Course Co-ordinator: Dr Maryon McDonald)

This paper introduces students to the anthropological study of Europe by giving them an opportunity to engage with a diverse range of ethnographic work, as well as offering space to think anthropologically about the European worlds they inhabit. The literature encountered will draw on different geographical regions of Europe in an attempt to explore Europe as a diverse social space, and we will also pay special attention to what we can learn from places and people sometimes considered 'marginal' to Europe. Topics covered by the paper include religion and secularism; gender and sexuality; history and memory; the European Union; Post-socialism; changing conceptualisations of the Mediterranean; kinship and the family, and the particular place of the anthropology of Europe within the broader anthropological project.

The purpose of this area paper is to tentatively map out contemporary Europe as it is lived, experienced, and understood. Rather than taking the Europe which is under our feet for granted, we will seek vantage points from which to gain a clearer view of the historic and institutional forces at work in everyday lives. We will consider the factors that have shaped the boundaries of Europe, including the examination of Europe as a Christian, Islamic, and/or secular space; the role of imperialism, nationalism, trans-nationalism, and the European Union. This will provide us with a broad set of frameworks within which to consider facets of everyday life in diverse European contexts, including urban and rural life; science and nature; the family and its futures; migration and citizenship; gender and sexuality. At the core of this paper

lies a reflexive question about the simultaneously marginal and central place of the anthropology of Europe within the broader anthropological project.

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

SAN4b: Pacific

(Course Co-ordinator: Prof Joel Robbins)

The Pacific area option focuses on the people of Melanesia, and especially Papua New Guinea. Many arresting innovations in anthropological theory and method came out of research in Melanesia, and the area continues to provide highly productive challenges for anthropological description and understanding. Political independence and development in various forms combine to stimulate the interests of Melanesian people and anthropologists alike in social innovation, order and conflict, national consciousness, religious and cultural change, new forms of enterprise, economy and ownership. For the anthropologist, these interests draw upon, and develop, rich and nuanced understandings of exchange systems, gender and the body, myth and ritual symbolism, first contact situations, initiation, and violence which reflect the intensity of anthropological interest over many years. Other linked topics covered by the lectures and seminars range over creativity in art and material culture, museums and cultural centres, cargo cult, Christianity and kastom (much more than just 'custom'), life-cycle rites, and compensation claims for everything from deaths in warfare and sorcery to industrial development and environmental damage. We also examine the specifics of Melanesian knowledge practices, aesthetics, identity, and temporality.

Topics include: politics of chiefs and big men; ceremonial exchange and oratory;; rituals of the life cycle, gender and initiation; the role of magic in gardening, control of wealth and control of persons, concepts of male and female powers, 'sexual antagonism'; Melanesian concepts of identity and of transformation through time, cultural and religious change, knowledge practices, aesthetics and material culture, creativity, resource extraction, conservation, the nation state and globalisation; cargo cults, first contact, 'custom' and tourism.

SAN4c: South Asia

(Course Co-ordinator: Dr Perveez Mody)

This paper acquaints students with the richness and diversity of the anthropological study of South Asia's major regions: India, Pakistan, Bangladesh, Nepal and Sri Lanka. It explores both the historically well-developed anthropology of the region and much contemporary research on the region. Its concerns include theories of

caste; popular and politicised religion including pilgrimage and devotional experience in Hinduism; Sufism, syncretism and religious reform in Islam; also gender, sexuality and marriage; the significance and legacy of India's key social and political thinkers including Nehru and Ambedkar; social movements among 'tribal' and 'subaltern' groups; democracy, governance and new political mobilisations; communal and religious conflict; cities and urban life; class, consumption and the individual; environmentalism and contemporary anti-corruption movements. The paper is taught through seminars and some lectures, in a single integrated series of seminars running through all three terms.

SAN4d: Inner Asia

(Course Co-ordinator: Dr Uradyn Bulag)

The paper is centered on the steppe region of S. E. Siberia, Tyva, Mongolia, Inner Mongolia, Xinjiang and Tibet in the three countries of Russia, Mongolia and China. United by common cultural features related to the practice of mobile herding, this is also a highly diverse region. The paper includes study of the history, economies, religions and cultures of the area; the political forms found in the past and present, including empires, nation-states, and 'minority' polities; the nature and effects of communist rule; the issues raised by democracy, multi-party politics, nationalism; privatisation and forms of capitalism; and questions of city life, cosmopolitanism and globalization. Nomadism (mobile herding) and its sustainability is studied in relation to earlier and contemporary economies. The paper also covers: environmental issues; gender and kinship; Buddhism, shamanism, Islam and innovative religious activity.

Politically divided and now subject to a variety of regimes (from 'communist' to 'democratic'), the region has a great deal in common in terms of culture, religion and economy, and this combination makes for interesting possibilities for comparative analysis. The area has only recently been accessible for anthropological research, however, and until recently studies were dominated by text-based history and 'oriental studies'. This paper seeks to combine insights from the *longue durée* of history (e.g. studies of state formations of the peoples of the steppe, the influence of the Mongol Empire on Russian and Chinese society, the spread of Tibetan Buddhism, the relation between the religions of the region and governmental forms; the character of 'socialism' as it took form in this region) with the exciting new anthropological research now being carried out. The latter includes studies of new forms of shamanism and Buddhism practised today; environment and land-use; memory and re-interpretations of history; notions of 'centre' and 'periphery'; the politics of representation of 'ethnic minorities'; 20th century migration, flight and displacement; urbanism; and the relation between poverty and shifting notions of gender and work.

SAN8. Anthropology and Development

(Course Organiser: Dr Sian Lazar)

This paper addresses social, economic, political and moral aspects of development. 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'.

SAN10. The anthropology of post-socialist societies

(Course Organiser: Dr David Sneath)

This paper explores the relation between change and continuity in a selection of late-socialist and post-socialist societies, using key case studies in both rural and urban society in a range of contexts including Russia, Eastern Europe, China, Mongolia, Vietnam and India. The paper explores current transformations as well as the relation between change and continuity in a number of late-socialist and post-socialist societies.

Themes to be addressed may include: everyday political and economic life during socialism; social memory and the emergence of new 'memories' of the socialist period and earlier; processes of privatisation, changing models of property and new definitions of the public and private; transformations in kinship, gender relations and the family; survival strategies and new patterns of consumption and redistribution; nationalism, ethnicity and racism; work and unemployment; cultural transformations and cultural imperialism; film, literature and the new intelligentsia.

The paper explores current transformations in a variety of contexts including the former Soviet Union, Eastern Europe, China, Mongolia, Vietnam and India.

Although the majority of these countries and regions have abandoned socialism for different political and economic paths, China and Vietnam have embraced market economy while remaining socialist party-states. This paper explores current transformations as well as the relation between change and continuity in a number of late-socialist and post-socialist societies. It draws upon case studies from a range of contexts including the former Soviet Union, Eastern Europe, China, Mongolia and Vietnam. The key case studies offer a rich field for ethnographic and theoretical exploration of the complexities of change, memory, identity and nationhood.

SAN11: Anthropology of Media and Visual Culture

(Course Organiser: 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.

Sociology papers

SOC2. Social theory

(Course Organiser: Prof Patrick Baert)

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

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

(Course Organisers: 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

(Course Organiser: 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

(Course Organiser: 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, <http://www.hist.cam.ac.uk/undergraduate/tripos-papers/part-i-papers-for-2013-2014/reading-lists/part-i-paper-10>), 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 worlds' wars and the Great Depression, divested themselves of a global empire and became a multicultural, secular and liberal welfare state of consumers and small families, increasingly engaging in a diversifying global culture.

PBS3: Social & Developmental Psychology

(Course Organiser: Dr Alex Kogan)

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.

(Course Organiser: Dr Greg Davis)

Every process in the mind is the result of underlying biology. This paper covers a selection of biological and cognitive topics involving the connection of brain, body, and behaviour. Specific content includes neurophysiology and structure of the brain, learning, memory, judgment and decision making, consciousness, and atypical psychology. Lectures include relevant methodologies and methodological issues. Students are expected to read in depth, as well as broadly, and to bring their independent perspective and insight to the material at hand. PBS 4 is a sub-section of the NST paper: it excludes some practicals and lectures from Part IB Experimental Psychology.

Planned Part IIB papers, 2017-18

The following list will be the planned papers on offer in 2017-18, for Part IIB. *Note that these are not final and may be changed*; the final list will be published in the Easter term 2016 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
- ARC40. Mesopotamian History II: Empires and Systems

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: The politics of Asia
- POL15. A subject in politics and international relations IV: The politics of Africa
- POL16. A subject in politics and international relations V: Conflict and peacebuilding
- POL18. A subject in politics and international studies: (topic TBC)
- POL19. The politics of the international economy

Social Anthropology papers

Offered:

- SAN2. Comparative Social Analysis
- SAN3. Anthropological Theory and Methods
- SAN4. The anthropology of an ethnographic area (*3 areas specified ranging from among others Europe, South Asia and Africa; students will choose one to study*)
- SAN5. Thought, belief, and ethics
- SAN6. Political economy and social transformation
- 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: TBC
- 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
- SOC10. A subject in sociology V: Gender
- SOC11. A subject in sociology VI: Racism, race and ethnicity
- SOC 12. A subject in sociology VII: 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 23 of the Law Tripos*)

UPDATED 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).

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| Archaeology, Option 1 (Archaeology) | **Restrictions: <i>Paper ARC9 may not be taken unless the student took ARC8 at Part IIA. Only POL13 or POL14 may be taken, and only if POL3 or POL4 was taken at IIA. Paper SOC6 can only be taken if SOC2 was taken in IIA.</i> |
| Archaeology, Option 2 (Assyriology) | **Restrictions: <i>Paper ARC36 may only be taken if the student is also taking ARC35. Paper ARC9 can only be taken if ARC8 was taken in IIA.</i> |
| Archaeology, Option 3 (Egyptology) | **Restrictions: <i>Paper ARC38 may not be taken unless the student took ARC37 at Part IIA.. Paper ARC9 can only be taken if ARC8 was taken in IIA.</i> |
| Biological Anthropology | **Restrictions <i>Paper BAN9 cannot be taken if paper ARC11 was taken in IIA Paper ARC9 cannot be taken unless ARC8 was taken in IIA. Paper ARC10 cannot be taken if paper BAN3 was taken in IIA Only POL13 or POL14 may be taken, and only if POL3 or POL4 was taken at IIA. Paper SOC6 cannot be taken unless SOC2 was taken in IIA.</i> |
| Politics & International Relations | **Restrictions <i>Paper POL10 cannot be taken if POL8 was taken at IIA. Paper ARC9 cannot be taken unless ARC8 was taken at IIA. Paper SOC6 cannot be taken unless SOC2 was taken at IIA.</i> |
| Social Anthropology | **Restrictions: <i>Paper ARC9 cannot be taken unless ARC8 was taken at IIA. Only POL13 or POL14 may be taken, and only if POL3 or POL4 was taken at IIA. Paper SOC6 cannot be taken unless SOC2 was taken at IIA.</i> |
| Sociology | **Restrictions <i>Paper ARC9 cannot be taken unless ARC8 was taken at IIA. Only POL13 or POL14 may be taken, and only if POL3 or POL4 was taken at IIA.</i> |

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| Archaeology Option 4 (Assyriology & Egyptology) | **Restrictions <i>Paper ARC36 may not be taken unless the candidate is also taking ARC35.</i> |
| Archaeology & Social Anthropology | **Restrictions <i>Paper ARC9 may not be taken unless ARC8 was taken at IIA.</i> |
| Biological Anthropology & Archaeology | **Restrictions <i>Paper BAN9 cannot be taken if paper ARC11 was taken in IIA</i> <i>Paper ARC9 cannot be taken unless ARC8 was taken in IIA.</i> <i>Paper ARC10 cannot be taken if paper BAN3 was taken in IIA</i> |
| Politics & Sociology | **Restrictions <i>Paper POL10 cannot be taken if POL8 was taken in IIA.</i> <i>Papers SOC5 and POL6 cannot be taken together</i> |
| Sociology & Social Anthropology | **Restrictions |
| Social Anthropology & Politics | **Restrictions <i>Paper POL10 cannot be taken if POL8 was taken at IIA.</i> |

Administrators

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

Archaeology: undergraduate-secretary@arch.cam.ac.uk

Biological Anthropology: Erica Pramauro, emp47@cam.ac.uk

Politics & IR: Charlotte Moss, cm748@cam.ac.uk

Social Anthropology: Dorothy Searle, dcs43@cam.ac.uk

Sociology: Odette Rogers, ohmr3@cam.ac.uk

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

NOTES:

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