HUMAN, SOCIAL AND POLITICAL SCIENCES TRIPOS

Part IIB Options Booklet
2017-18 academic year

Archaeology
Biological Anthropology

Students must enter their choices online by
Wednesday 24th May
Please make sure you discuss your choices with your DoS prior to completing the online registration form at:

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

Any queries, contact: paperchoices@hsps.cam.ac.uk

Faculty of Human, Social, and Political Science

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

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

**Single subject tracks:**
- Archaeology
- Archaeology – Egyptology option
- Archaeology – Assyriology option
- Biological Anthropology

**Joint subject tracks:**
- Social Anthropology and Biological Anthropology
- Biological Anthropology and Archaeology
- Archaeology and Social Anthropology
- 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 **Wednesday 24th 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 II B. 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 contacting paperchoices@hsps.cam.ac.uk.

**Choosing your Track**

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

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.

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

### Single Track Choices:

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<tr>
<th>SUBJECT OPTION</th>
<th>PAPER CHOICES – THIRD YEAR (Part IIIB)</th>
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| Archaeology, Option 1: Archaeology only | • **EITHER** ARC6 OR ARC7 (ARC6 is required if not already taken in Part IIA)  
  • **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, POL17  
  SAN7-13  
  SOC6-15  
  (No paper that has already been taken in Part IIA can be retaken in Part IIIB). |
| Archaeology, Option 2: Assyriology only | • **EITHER** ARC35 OR ARC34 (ARC34 is required if not taken at Part IIA)  
  • **ARC23**: Mesopotamian Archaeology II: territorial states to empires  
  • **ONE** paper chosen from ARC24 OR ARC36 (note that ARC36 can only be taken if the student is also taking ARC35. In addition, this paper may not run in 2017-18.)  
  • **EITHER ONE** final paper chosen from ARC7, ARC8-21, ARC26-33, ARC36  
  OR  
  A dissertation. |
| Archaeology, Option 3: Egyptology only | • **EITHER** ARC38: Old and Late Egyptian Texts, OR ARC37: Middle Egyptian Texts  
  (ARC37 is required if not taken at Part IIA)  
  • **ARC19**: Ancient Egypt in Context: an archaeology of foreign relations  
  • **ARC21**: The Archaeology of Death and Burial in Ancient Egypt  
  • A dissertation. |
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<th>SUBJECT OPTION</th>
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| Biological Anthropology        | • **THREE** papers from BAN5-9, one of which may be substituted for a dissertation.  
• **EITHER ONE** paper from:  
  ARC8-33  
  POL13, POL17  
  SAN7-13  
  SOC6-15  
  PBS6-9  
  Paper 5 form History and Philosophy of Science in Part II of Natural Sciences Tripos  
  **OR** a further paper from BAN5-9  
  *Students who did not take Part IIA in the HSPS Tripos must choose to take:*  
  • BAN2-3  
  • **ONE** paper from BAN5-9  
  • **EITHER ONE** paper from  
    ARC8, ARC10-33  
    BAN5-9  
    POL3-4  
    SAN7-13  
    SOC2-3  
    Paper 1 or 2 from the History and Philosophy of Science in Part IB of the Natural Sciences Tripos  
    **OR**  
    PBS3-4 from Part IIA of the Psychological and Behavioural Science Tripos  
  *OR*  
  A dissertation |
### Joint Track Choices

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<tr>
<th>SUBJECT OPTION</th>
<th>PAPER CHOICES – THIRD YEAR (Part IIB)</th>
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</table>
| Archaeology, Option 4: Assyriology and Egyptology | - **EITHER** ARC35 **OR** ARC34  (ARC34 must be taken if it was not taken in IIA)  
- **EITHER** ARC38 **OR** ARC37  (ARC37 must be taken if it was not taken in IIA)  
- **ONE** paper chosen from ARC18-ARC25  
- **EITHER** ONE paper chosen from ARC18-ARC25, ARC36 (if the student is taking ARC35 as well. ARC36 may not run in 2017-18)  
OR  
A dissertation |
| Archaeology & Social Anthropology | - **EITHER** ARC6 **OR** ARC7  (ARC6 may not be taken if taken in Part IIA)  
- **EITHER** SAN5 **OR** SAN6  
- **ONE** paper chosen from ARC8-33  
- **ONE** paper chosen from SAN5-13  
OR  
Students may substitute a dissertation for either of the option papers (ARC8-33 or SAN5-13) |
| Biological Anthropology and Archaeology | - **EITHER** ARC6 **OR** ARC7  (ARC6 may not be taken if taken in Part IIA)  
- **ONE** paper from BAN5-9  
And then  
- **ONE** paper from ARC8-33 and  
- **ONE** further paper from BAN5-9  
One of these (third and fourth) papers can be replaced by a dissertation. |
| Social Anthropology and Biological Anthropology | - **EITHER** SAN5 **OR** SAN6  
- **ONE** paper chosen from BAN5-9  
- **ONE** paper chosen from SAN5-13  
- **ONE** further paper chosen from BAN5-9  
- **OR** students may substitute a dissertation for one of the options papers (SAN5-13 or BAN5-9). |
**Part II B available Papers, 2017-18**

Below is a list of all papers offered in 2017-18. 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. 7-14**

**Offered:**

- ARC6. Archaeological Theory and Practice I
- ARC7. Archaeological Theory and Practice II
- 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
- 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
- ARC30. Ancient India II: early historic cities of South Asia
- ARC31. Ancient South America
- ARC34. Akkadian language II
- ARC35. Akkadian language III
- ARC36. Sumerian (this paper may not run in 2017-18)
- ARC37. Middle Egyptian Texts
- ARC38. Old and Late Egyptian Texts
Biological Anthropology papers – *for descriptions, turn to pp. 15-17*

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 Evolutionary 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. 18-20*

Offered:

- POL3 International Organisation
- POL4 Comparative politics
- POL13 The Politics of Europe
- POL17 The Politics of Asia

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

Offered:

- SAN5. Thought, Belief and Ethics
- SAN6. Political Economy and Social Transformations
- 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. 24-27*

Offered:

- SOC2 Social theory
- SOC3 Modern societies II
- SOC6 Advanced Social Theory
- SOC7 Media, Culture and Society
- SOC8 Revolution, War and Militarism
- SOC9 Modern Capitalism
- SOC10 Gender
- SOC11 Racism, Race and Ethnicity
- SOC12 Modern Britain
- SOC13 Health, Medicine and Society
- SOC14 The Sociology of Education
- SOC15 Criminology, Sentencing and the Penal System

*For descriptions of papers borrowed from other Triposes, turn to pp. 28*
Archaeology papers

ARC6. Archaeological Theory and Practice I
(Co-ordinator: 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?

ARC7 Archaeological Theory and Practice II
(Coordinator: Dr Preston Miracle)
This paper builds upon Arc06 in presenting concepts of archaeology. Part of the paper covers advanced concepts of archaeological theory, including epistemology and reflexive archaeology, ideas of time and memory, politics and long-term change, and archaeological politics. The remainder is composed of modules covering central topics in archaeological analysis such as advanced heritage, ritual, art and economy.

ARC8. Archaeological Science I
(Co-ordinator: 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.

ARC9. Archaeological Science II
Co-ordinator: Dr Tamsin O'Connell
This course is intended for those students who have already completed the ARC8 Archaeological Science course and wish to begin to specialise in one or two of the subject areas taken in ARC8 (geoarchaeology, zooarchaeology, archaeobotany, molecular archaeology). The course is taught primarily through small group seminars and laboratory practicals. In the Lent term, each student is expected to undertake an assessed laboratory project based on the analysis of a small set of primary data.
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 humans 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  
(Co-ordinator: 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.

ARC13. Special Topics in European Prehistory  
(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)  
(Co-ordinator: Dr Y Galanakis)  
The broad aim of these lectures is to introduce students to the fascinating world of Aegean archaeology covering a period of 800,000 years: from the Middle Palaeolithic to the Early Iron Age. How can we reconstruct and ‘read’ the past without the aid of textual records? What are the methods, research questions, principles and current debates in Aegean archaeology? What can we learn from the study of Greece’s rich and varied pre-classical art and archaeological record about the people of Bronze Age Aegean? When, where and why do complex societies
‘emerge’ and ‘collapse’? What is the relationship between the Epics and Classical myths with the archaeology of Bronze and Early Iron Age Greece?

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

(Co-ordinator: 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)**  
*(Co-ordinator: Dr A Launaro)*

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

**ARC19: Ancient Egypt in Context: an archaeology of foreign relations**  
*(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**  
*(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**  
(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**  
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)**  
(Co-ordinator: 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 (also Paper 17 for ASNC)**  
(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**  
(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**  
(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, Chimú, 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**  
(Co-ordinator: 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, Enûma 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.

**ARC35. Akkadian Language III**  
(Co-ordinator: tbc)  
This paper, which presupposes Akkadian I and II, or the equivalent, involves readings in both Babylonian and Assyrian. Both lectures and supervisions take the form of text-reading classes, in which students read set texts from cuneiform. The set texts will include extracts from Neo-Assyrian Vassal Treaties, the Middle
Assyrian Laws, Old Babylonian legal documents, and other sources. You will learn Cursive Old Babylonian and Middle Assyrian ductus. Lectures will be given by the course coordinator. The identity of the supervisors will vary according to availability. You will be expected to prepare and revise the full range of set texts, even if not all of them are read in class, and to prepare ahead and revise during the Christmas and Easter holidays.

**ARC36. Sumerian (May not run in 2017-18)**  
(Co-ordinator: tbc)
This paper, which presupposes Akkadian I and Akkadian II, or the equivalent, offers an introduction to the Sumerian language. It covers the basics of the grammar, and includes readings of original sources, both in transliteration and in cuneiform. Set texts will include extracts from the cylinders of Gudea, from Old Babylonian literary works, and other sources. You will be expected to prepare and revise the full range of set texts, even if not all of them are read in class, and 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.

**ARC38 Old and Late Egyptian Texts**  
(Co-ordinator: Dr Hratch Papazian)
This paper is a bi-partite module comprising the study of texts written in Old Egyptian, which is characteristic of the Old Kingdom (c. 2700-2100 B.C.), and Late Egyptian, a particular phase of the language that flourished in the second half of the New Kingdom (c. 1250-1000 B.C.); each component will be covered for ten weeks. As these stages of the language represent new areas of study for the students, particular attention will be devoted to their distinctive grammatical and syntactic features. A variety of textual genres, including biographies, literary compositions, letters, administrative and legal records, among others, will make up the set texts. To the extent possible, the assigned Old Egyptian texts will be read from epigraphic copies to allow the students to gain familiarity with the palaeography of that period, and given the advanced level of this course, some of the assignments will be in hieratic.
Biological Anthropology papers

**BAN2 – Social Networks and Behavioural Ecology**  
(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**  
(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**  
(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

(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

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  
(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
(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:

European politics has always been a vibrant subject, and has been in considerable flux in recent years. In fact, the word ‘crisis’ is frequently used to describe various aspects of European politics – from the ‘crisis of the post-war settlement’ and the ‘crisis of the welfare state’ to the ‘crisis of political parties’, the ‘Eurozone crisis’, and the ‘migration crisis’. Most recently, the UK’s vote to leave the European Union has raised profound questions about the relationship between Britain and continental Europe, the effectiveness of the UK’s political institutions, and the long-term prospects of the EU itself.

POL13 examines these questions through two modules, one on British Politics and one on European Integration: the exam will be an undivided paper, so students can specialize in one module or study them in combination. The British Politics module explores political developments in the UK since 1945, including the rise of Thatcherism and New Labour, devolution and constitutional reform, economic and social policy, and changes in electoral behaviour up to the 2015 general election. The Politics of the European Union module examines key aspects of the process of European integration, such as the nature of the European Union, the distribution of power within (and political mobilisation against) the EU, monetary integration and its problems, EU enlargement, and the EU’s role in international affairs. The paper will enable students to engage critically with the scholarly literature in these fields and to develop a comparative and historical perspective on British and European politics.

Selected readings:

Peter Hennessy, *The Prime Minister: The Office and its Holders since 1945* (London: Allen Lane, 2000)
Julie Smith, *The UK’s Journeys In and Out of the EU: Destinations Unknown* (London: Routledge, 2017)
POL17: The Politics of Asia
This paper approaches the study of Asian politics using Southeast Asian cases to raise themes and issues that might productively be applied across a broader geographic area, and across Asian regions. Southeast Asia is one of the world's most diverse regions. Here we find societies that were colonized by the British, the Dutch, the French, the Portuguese, the Spanish, and the Americans, as well as one that escaped direct colonization; that have been deeply influenced by Buddhism, Confucianism, Christianity, Hinduism, and Islam; that range from the world's most impoverished to the wealthiest; and that in the past century, in addition to colonial regimes, have been ruled by absolute monarchs, 'sultanistic' dictators, military juntas, Communist parties, and a number of more or less democratically elected governments. The paper is divided into two streams. The first focuses on the dynamics of democratization in Southeast Asia. In Michaelmas term it surveys the political, cultural, social, economic, institutional, and international factors that have fostered or obstructed the development and consolidation of democratic forms of government in Southeast Asia. In Lent term it offers students an opportunity to explore the politics of Burma/Myanmar and Thailand in particular depth. A second stream, given in Lent term, focuses on the politics and genealogies of race and religion in South and Southeast Asia (Indonesia, Malaysia, Singapore, India and Pakistan), focusing upon: colonial formulations of race and religion, nationalism and state formation, law and litigation, and new religious movements. No prior knowledge of the region is assumed.
Social Anthropology papers

SAN5. Thought, Belief and Ethics
The scope of this paper includes: the concept of belief in cross-cultural analysis; modes of thought and action relating to causality, accounting for and predicting events, and responsibility; the anthropology of world religion; indigenous knowledge systems; cultural constructions of the body and concepts of person; linguistic and cultural translation; the anthropology of emotions, subjectivity, and affect; anthropological perspectives on ethics and the place of ideas of the moral in anthropological theory.

SAN6. Political Economy and Social Transformations
In the context of the theories of value, property and domination so central to Enlightenment and Marxist conceptions of political economy, the teaching for this paper focuses on anthropology's contributions in providing new perspectives on these classic concerns. Topics covered include liberalism and neoliberalism; theories of the state; colonialism and postcolonialism; citizenship; markets; anthropological critiques of economism; comparative studies of western and non-western capitalisms; consumption in capitalist, post-socialist and globalized contexts; emerging transactional forms; crime and corruption; and non-state systems of expansion and domination in the late twentieth century.

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 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
(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.

SOC6: A subject in sociology I
A prescribed paper in sociology. In 2017-18, it will be Advanced Social Theory.
This course offers students the opportunity to pursue their interests in contemporary social theory at an advanced level. The aim of the course is to encourage students to use social theory in order to think creatively, constructively and critically about the ways in which the social and political world is changing today. The course takes for granted an intermediate level of knowledge of classical and contemporary social theory; students are expected to develop and extend their knowledge of key thinkers by reading their work in greater depth during this course. However, the course itself is organized around problems and issues, not around thinkers and texts. The emphasis is on encouraging students to practise social theory by thinking theoretically about particular problems and issues. The course seeks to bring social theory alive by getting students to draw on the resources of social theory in order to understand the world of the 21st century and how it is changing.
SOC7: A subject in sociology II
A prescribed paper in sociology. In 2017-18, it will be Media, Culture and Society. This paper focuses on the sociological study of media and of cultural and symbolic forms, ranging from youth subcultures to media power and communications media, including television, the press and the internet. The precise topics and scope of the paper vary each year, but may include the political economy of media and culture; the study of media and cultural institutions; online privacy and surveillance; journalism and news; audience studies and the role of ethnography, identity and representation in relation to culture and media; theories of the public sphere and of cultural citizenship; the changing nature of political communications; theory and analysis of digital media and the internet and their implications for social and political life. The work of theorists such as Adorno, Benjamin, Habermas, Bourdieu, Barthes, Baudrillard, McLuhan, Williams, Becker, Hebdige, Goffman and Castells is discussed in relation to the substantive themes.

SOC8: A subject in sociology III
In 2017-18, it will be Revolution, War and Militarism. Revolutions are often accompanied by war, and cast a long shadow over a country’s civil-military relations. This paper adopts a holistic approach to these three interrelated phenomena: revolution, war, and militarism. After surveying the relevant literature, three historical cases are examined: (1) America, from the War of Independence and Civil War through the two world wars and the Cold War, to the current War on Terror; (2) France, from the Great Revolution and Napoleonic wars through the rebellious century to the present day; and (3) Iran, covering the Pahlavi dynasty, the Iranian Revolution, and the Islamic Republic that followed. The objective of these extended histories is to uncover the causes and outcomes of revolution, and the role of war in regime change.

SOC9: A subject in sociology IV
A prescribed paper in sociology. In 2017-18, it will be Modern Capitalism. These lectures seek to develop an understanding both of capitalism in general - its fundamental structure and functioning - and of its national varieties. Last, the global extension of capitalism receives consideration. The course of lectures covers three main areas. The first examines general theories of the structure of capitalism in both the classical and modern literature; its historical development and fundamental institutions, such as the firm, the market etc. Second, some of the major capitalist economies are examined in detail, particularly the USA and Japan. Third, two important related issues in the development and change of capitalist economies are examined: the question of globalization and ‘varieties of capitalism’; and the transition to capitalism in post-communist societies.

SOC10: A subject in sociology V
In 2017-18, it will be Gender. This 20-week Part Two paper introduces key theorists, concepts and topics in the sociology of gender and contemporary feminist theory. Lectures outline the feminist analysis of sex, gender, the sexual division of labour, and the gendered economies of production and reproduction accounting for unequal pay, the feminisation of housework and the family wage. The paper includes lectures on masculinities, new reproductive technologies, affect and embodiment, international feminism, and trans/queer theory. The paper is offered in a
lecture/seminar format and a key text (or texts) are required reading which students are expected to prepare in advance.

**SOC11: A subject in sociology VI**
In 2017-18, it will be *Racism, Race and Ethnicity.*
This course explores the emergence of modern notions of race and ethnicity, contemporary forms of racism, processes of racialisation, and the social and political forces that have shaped them. Key questions will include: How are racial ideas conceptualized and justified through a variety of biological, social and cultural discourses? How did race and ethnicity come to be defined and embedded in the context of colonial and post-colonial rule? What are the, often complex, relations between ideas of race, the production of difference and identity, and the pervasiveness of social exclusion? Why does race remain such a powerful determinant of individual and collective identities? What is the specificity of ethnicity in contemporary society? Why and how does race and ethnicity matter?

**SOC12: A subject in sociology VII**
A prescribed paper in sociology. In 2017-18, it will be *Modern Britain.*
An examination of the political, economic, and social forces underpinning the trajectory and framing the boundaries of modern British society. Lecture streams will include: (1) the political and economic development of modern Britain; (2) nationalism, religion, and ethnicity in modern Britain; (3) the politics and economics of Post-WWII Britain; (4) family and social change in contemporary Britain; and (5) class and status inequalities in contemporary Britain.

**SOC13: A subject in sociology VIII**
A prescribed paper in sociology. In 2017-18, it will be a paper on *Health, Medicine and Society.* This paper provides students with a critical survey of principal themes and debates in contemporary medical sociology. It explores the major social causes of health and illness in modern societies with special reference to such factors as social class, gender, ethnicity, and age; provides students with a sociological grasp of the issues and problems associated with chronic illness; investigates a variety of key topics in the sociology of mental health; and, finally, develops a sociological analysis of the major organizational, professional, and technological components of medical institutions and medical practice in contemporary society. The paper also explores new methods of health care delivery with an eye to understanding their roles in either fostering or minimising social inequalities pertaining to health and illness. In addition to these substantive topics, the paper also examines cutting edge theoretical approaches to the study of health and illness in society, including: social constructionism, feminist theory, the sociology of the body, the sociology of science, and phenomenology. In short, the paper explores a wide range of both substantive and theoretical issues pertaining to the nature and distribution of health and illness in modern societies.
SOC14: Education (Paper 3 in Part II of the Education Tripos)
In 2017-18, it will be The Sociology of Education. This paper provides students with an introduction to key themes in the sociology of education through a focus on two topics: Education, democracy and global social justice, and Education and social justice in Britain. The first section examines the changing role of education in relation to democracy and nation-building, changing forms of global governance, and the global politics of knowledge and social change. The second section brings issues within these global debates to bear on a more in-depth study of the relationships between education and social justice in Britain. This section puts particular emphasis on the interplay between social and educational research, the application of social policy, and the role of the school in the implementation of policy. The lectures will examine the intersectional politics of difference, and the spatial and family dimensions of educational inequalities. Students taking this paper will gain an informed sociological understanding of national and international developments in key areas of educational politics, policy and public debate.

SOC15: Criminology, Sentencing and the Penal System (Paper 23 of the Law Tripos)
The Paper aims to give students an informed and critical understanding of key issues in Law, Criminal Justice and Penal Policy in England and Wales (with reference to other countries where relevant). It does so in five ways. Firstly, by helping student to read the evidence for patterns of crime and for pathways into and out of offending in the context of i) fads, fashions and political ideas in criminal justice, ii) our knowledge of individual, family and situational risk factors, and iii) offender rehabilitation and desistance from crime. Secondly, by looking at the principles of punishment and at empirical evidence for the effectiveness of different crime reduction strategies. Thirdly, by considering the legal framework of sentencing and the theoretical and practical dilemmas facing judges and magistrates. Fourthly by examining some of the challenges faced by the criminal justice and penal system in dealing with specific groups of offenders such as adolescents, women, and those who are regarded as ‘dangerous’. Finally, there is consideration of community penalties, prisons and parole, and broader questions of gender, equality and fairness in contemporary criminal justice.
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.

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.
**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).

| Archaeology, Option 1 (Archaeology) | **Restrictions:**  
| Paper ARC9 may not be taken unless the student took ARC8 at Part IIA.  
Only POL13 or POL17 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. |
| Archaeology, Option 2 (Assyriology) | **Restrictions:**  
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. |
| Archaeology, Option 3 (Egyptology) | **Restrictions:**  
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. |
| Biological Anthropology | **Restrictions**  
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 POL17 may be taken, and only if POL3 or POL4 was taken at IIA.  
Paper SOC6 cannot be taken unless SOC2 was taken in IIA. |
| Archaeology Option 4 (Assyriology & Egyptology) | **Restrictions**  
Paper ARC36 may not be taken unless the candidate is also taking ARC35. |
| Archaeology & Social Anthropology | **Restrictions**  
Paper ARC9 may not be taken unless ARC8 was taken at IIA. |
| Biological Anthropology & Archaeology | **Restrictions**  
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 |
Administrators
For any changes to your choices, please contact paperchoices@hspss.cam.ac.uk. If you have any queries about a particular subject, 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: ugadmin@polis.cam.ac.uk
Social Anthropology: Jennifer C. Broadway jcb213@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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