

HUMAN, SOCIAL, AND POLITICAL SCIENCES TRIPOS

Part IIA Options Booklet 2019-20 academic year

Students must register preliminary paper choices by
Friday 24th May 2019

Faculty of Human, Social, and Political Science

E-mail: paperchoices@hsps.cam.ac.uk

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

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

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Introduction

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:

- Politics & International Relations
- Social Anthropology
- Sociology

Joint subject tracks:

- Politics and Sociology
- Sociology and Criminology
- Sociology and Social Anthropology
- Social Anthropology and Politics

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

You will be asked to complete an online registration form by **Friday 24th May** to indicate the track and papers that you want to study in Part IIA. **Please ensure that you discuss your choices with your DoS prior to completing the online registration.** The registration system will be available from Tuesday 7th May at the following location on the HSPS website:

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

The choice you make is not binding at this stage and you can change your mind up until the start of Michaelmas Term 2019. However, gathering this information is very important because it will enable us to do the following before the start of the year:

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

Choosing your Papers

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

Later in this booklet you will find a description of all of the Part IIA papers on offer this year, and a summary of what papers are likely to be on offer in Part IIB, together with a list of restrictions on the papers available to help you plan. Please note that the mode of assessment for some papers may change for 2020-21.

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

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

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

Summary of Part IIA Track Options 2019-20:

Single Track Choices

SUBJECT OPTION	PAPER CHOICES – SECOND YEAR (Part IIA)
Politics & International Relations	<p><u>Paper 1:</u> POL3</p> <p><u>Paper 2:</u> POL4</p> <p><u>Paper 3:</u> POL7, POL8</p> <p><u>Paper 4:</u> POL5, POL6, SAN9, SAN12, SAN13, SOC2, SOC3, A1, A3, A11, B1, B2, B3, B4, Historical Tripos Paper 10, Historical Tripos Paper 11, HPS Paper 1, HPS Paper 2, PBS3, PBS4</p> <p><i>Please also see restrictions listed on p.24</i></p>
Social Anthropology	<p><u>Paper 1:</u> SAN2</p> <p><u>Paper 2:</u> SAN3</p> <p><u>Paper 3:</u> SAN4a, c, d or e</p> <p><u>Paper 4:</u> SAN9, SAN12, SAN13, POL3, POL4, SOC2, SOC3, SOC5, A1, A3, A11, B1, AMES Paper J9, HPS Paper 1, HPS Paper 2, PBS3</p> <p><i>Please also see restrictions listed on p.24</i></p>
Sociology	<p><u>Paper 1:</u> SOC2</p> <p><u>Paper 2:</u> SOC3</p> <p><u>Paper3:</u> SOC4, SOC5</p> <p><u>Paper 4:</u> SOC4, SOC5, POL3 POL4, SAN9, SAN12, SAN13, A1, A3, A11, B1, B2, B3, B4, Education Tripos Paper ED3, Historical Tripos Paper 10, Historical Tripos Paper 11, HPS Paper 1, HPS Paper 2, PBS3, PBS4</p> <p><i>Please also see restrictions listed on p.24</i></p>

Joint Track Choices

SUBJECT OPTION	PAPER CHOICES – SECOND YEAR (Part IIA)
Politics and Sociology	<u>Paper 1:</u> POL3, POL4 <u>Paper 2:</u> POL7, POL8 <u>Paper 3+4:</u> SOC2, SOC3, SOC5
Social Anthropology and Politics	<u>Paper 1:</u> POL3, POL4 <u>Paper 2:</u> POL7, POL8 <u>Paper 3:</u> SAN2 <u>Paper 4:</u> SAN3, SAN4a, c, d or e, SAN9, SAN12, SAN13
Sociology and Criminology	<u>Paper 1:</u> SOC2 <u>Paper 2:</u> SOC3 <u>Paper 3:</u> CRIM1 <u>Paper 4:</u> CRIM2, CRIM3
Sociology and Social Anthropology	<u>Paper 1:</u> SAN2 <u>Paper 2:</u> SAN3, SAN4a, c, d or e <u>Paper 3+4:</u> SOC2, SOC3, SOC5

Part IIA available Papers, 2019-20

Below is a list of all papers offered in 2019-20 on each subject.

In the pages to follow, you will find a brief description of each paper to be offered. This is intended only as a guide to general content; full paper guides and reading lists will be issued at the start of the year.

Politics & International Relations papers – for descriptions, turn to pp.6-8

Offered:

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

Social Anthropology papers – for descriptions, turn to pp.9-12

Offered:

SAN2	The foundations of social life
SAN3	Anthropological theory and methods
SAN4	The anthropology of an ethnographic area: a) Africa c) Middle East d) South Asia e) Pacific
SAN9	Science and Society
SAN12	Anthropology of cities and space
SAN13	Gender, kinship and care

Sociology papers – for descriptions, turn to pp.13-15

Offered:

SOC2	Social theory
SOC3	Modern societies II
SOC4	Concepts and arguments in sociology
SOC5	Statistics and methods (also acting at CRIM2 in the Joint Sociology/Criminology track)
CRIM1	Foundations in Criminology and Criminal Justice
CRIM3	Two long essays on a Criminology Topic

For descriptions of papers borrowed from other Triposes, turn to pp.16-21

Paper Descriptions

Politics & International Relations papers

POL3. International organisation

(Paper Coordinator: Dr Giovanni Mantilla)

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

The paper is divided into three main parts.

The lectures and supervisions in Part I survey major theoretical and conceptual debates in the field of international organisation. This part of the paper begins by examining the demand for institutionalised cooperation in the international system and proceeds to analyse, from a theoretical perspective, how cooperation is possible under anarchy.

Next, it provides a brief overview of the historical development of major international institutions with the aim of illustrating how current systems of global governance have evolved. Finally, it introduces students to the major theoretical approaches to the study of institutionalised international cooperation.

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

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

POL4. Comparative politics

(Paper Coordinator: Dr Christopher Bickerton)

This is a broadly focused paper aiming to give students an understanding of the key actors and dynamics that make up the contemporary politics of states. The paper is organised into two parts: regional case studies and comparative analysis of general themes.

The regional case studies will provide a general introduction to a region but will often focus on a comparison between two countries. Students choose two of these regional case studies from a list of seven: the Middle East, Africa, Latin America, Eastern Europe, South East Asia, Western Europe, and the US/UK.

The comparative analysis lectures will be based on conceptual themes such as state formation and political regimes. Within these themes, the paper explores topics such as the origins of states, post-colonial and non-European state formation, democratisation, and authoritarianism. Each of these topics is studied comparatively, meaning that the different trajectories of political development across the world are used to inform our understanding of

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

POL5. Themes and issues in politics and international relations

(Paper Coordinator: Professor Brendan Simms)

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

Essay titles for 2019-20 will be confirmed over the summer.

POL6: Statistics and methods in politics and international relations

(Paper Coordinator: Dr Pieter van Houten)

This paper introduces students to statistical methods used in the social sciences, illustrates how these methods can be used to study important political issues, and gives students hands-on experience on using these methods and writing up the results of empirical research. The first part of the course introduces students to basic statistical concepts and methods – issues covered include descriptive statistics, bivariate correlation, multivariate linear regression, logistic regression and multilevel regression. These methods are illustrated through examples from research in politics and international relations. This part of the course is taught through lectures, practical sessions and supervisions, and is assessed by a two-hour exam at the end of the year (making up 50% of the overall mark for the course). The second part of the course consists of a data analysis project, on which students write a 5000-word report that is due early in Easter term (which makes up the other 50% of the overall mark). For this project, students choose a dataset from a list provided by the course leaders, design a research project based on the dataset, and conduct the data analysis for the project. 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.

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

(Paper Coordinator: Professor Duncan Kelly, Dr Magnus Ryan)

This paper, taught by the History Faculty, 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. Some introductory readings include C. J. Rowe et al (eds.) *The Cambridge History of Greek and Roman Political Thought* (Cambridge, 2000), and J. H. Burns (ed.) *The Cambridge History of Medieval Political Thought* (Cambridge, 1988) and *The Cambridge History of Political Thought, 1450-1700* (Cambridge, 1991).

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

(Paper Coordinator: Dr Thomas Hopkins)

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

Social Anthropology papers

For comprehensive paper guides with reading lists for each SAN paper please visit the Social Anthropology website, <https://www.socanth.cam.ac.uk/current-students/ug-part-two-a>

SAN2. The foundations of social life

(Paper Coordinator: Dr Andrew Sanchez)

This course examines how anthropologists study and understand kinship, economy, politics and religious life. The course also considers the intersections between these core areas of anthropological enquiry.

In the anthropology of economy, we explore egalitarianism and affluence, gifts and commodities, money and work, property and finance. In the anthropology of kinship, we examine classic debates about the relationship of biology to kinship, the formation of personhood, and the relation between kinship and new reproductive technologies. Topics covered in the anthropology of politics include theories of the state and civil society, political ritual, nationalism, language, power, resistance, violence and security. In the anthropology of religion, the paper covers major anthropological debates on theories of religion, ritual, symbolism, classification, cosmology and religious movements.

SAN3. Anthropological theory and methods

(Paper Coordinator: Dr Rupert Stasch)

The aim of this course is to enable students (1) to understand, evaluate, and engage with contemporary debates in anthropological theory, and (2) to approach substantive questions of ethnographic interpretation and social explanation in a theoretically informed manner. It does this by providing students with a grounding in classical social theory, and in the main schools of thought in social and cultural anthropology. The course introduces the writings of some of the most important thinkers, schools and debates in the history of anthropological thought. Each of these is presented in its intellectual and historical context, and is examined critically and in terms of its continuing intellectual relevance, with an emphasis on the reading of original texts. This historical approach is complemented by themes considered in detail. The themes selected change from time to time.

Theoretical approaches are 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. The anthropology of an ethnographic area:

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

SAN4a: Africa:

(Paper Coordinator: Dr Andrea Grant, amg68@cam.ac.uk)

This is a paper on the anthropology of and from Africa, with a particular focus on sub-Saharan Africa. Through a series of lectures and seminars, we will examine, reflect upon, and critically discuss the following themes: the relationship between African anthropology and colonialism; race and the 'invention' of Africa; spirit possession, Christianity, and Islam; politics and human rights; disability and welfare; neoliberal economic reforms and their effects; popular culture and youth; gender and sexuality; land; rural-urban relations; health and healing; violence and memory; diasporas; and the ethics of studying Africa in the 21st century, amongst others. We will explore both historical sources as well as more contemporary research.

SAN4c: Middle East:

(Paper Coordinator: Dr Yael Navaro)

This is a paper on the historical anthropology of the Middle East with a focus, primarily, on post-Ottoman and post-colonial Syria, Lebanon, Palestine/Israel, Iraq, Turkey, Iran and Egypt. (In 2018-19, we will also have two lectures and a seminar on North African ethnography). Through a series of lectures and seminars, we will examine, study and critically discuss historical and anthropological works on the following themes: epistemologies of the 'Middle East'; the anthropology of Islam; piety movements, Islamism, and ordinary Islam; the anthropology of secularism; gender, sexuality, desire and intimacy; minorities in the Middle East and minoritization practices; violence, war and genocidal practices; histories of sectarianism; Ottoman, post-Ottoman, colonial and post-colonial state practices; the cultures and mechanisms of 'modernity'; nations and nation-building; social class; kinship, the family and reproduction; refugee lives; authoritarian regimes, social movements, and resistance. Lectures and seminars will be based on ethnographic, anthropological and historical sources.

SAN4d: South Asia:

(Paper Coordinator: Professor Susan Bayly)

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

SAN4e: Pacific:

(Paper Coordinators: Professor Joel Robbins and Dr Rupert Stasch)

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, and new forms of economic and religious life. Studies of such topics draw upon, and develop, rich and nuanced understandings of exchange systems, gender and the body, conceptions of space and time,

myth and ritual symbolism, kinship and social structure, first contact situations, and initiation which reflect the intensity of anthropological interest over many years. Other linked topics covered by the lectures and seminars range over linguistic diversity and language change, colonialism, Christianity, state-society relations, equality and hierarchy, mental opacity and social process, primitivism and media representations.

SAN9: Science and Society

(Paper coordinator: Dr Matei Candea)

This option aims to provide a critical overview of anthropological concepts and approaches to contemporary debates in the social study of science, medicine and society. The course will examine anthropology's claim to a distinctive voice within the broad 'science studies' chorus, a claim which rests in part on anthropology's own complex historical relationship to science. Is anthropology a part of the (itself multiple and disputed) euroamerican scientific project, a radical contestant of science, or – somehow – both?

The course will explore a range of topics at the intersection of science and society. A core set of lectures will explore studies of scientists at work across a range of social and regional settings, and across diverse traditions of thought. This provides a general framing by putting into relief the way that notions such as 'reliability', 'evidence' and 'verification' are described as particular social forms and moral action claims. Another strand, focusing on Medical Anthropology, will suggest some of the key assumptions of scientific biomedicine and how they differ from other modes of understanding illness and effecting remedy. A focus on different ways of knowing and engaging the environment and climate will shed light on another way of thinking through intersections between science and society. Finally, a set of lectures cutting across a number of these themes, will ask how one particular theme – youth – is constructed as an object of science, medicine and technology.

Taken together, through these different strands, the course tracks the points at which multiple scientific knowledges intersect, clash or interface with other modes of encountering and affecting reality.

SAN12: Anthropology of cities and space

(Paper Coordinator: Dr Andrew Sanchez)

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

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

The paper is comprised of four courses, each of which contains four lectures and two seminars. During the Michaelmas term the paper considers: debates surrounding space, materiality, affect and memory; power and the state in cities. During the Lent term the paper

considers: core concepts and methods in urban anthropology; tensions and frictions of modern urban living.

SAN13: Gender, kinship and care

(Paper Coordinator Dr Perveez Mody, pm10012@cam.ac.uk)

In recent years the burgeoning interest in the anthropology of care has been informed by the ubiquity of forms of social precarity in many parts of the world where anthropologists find themselves working. This paper aims to use this emergent literature and the new perspectives it provides to explore the theorisation of care in conjunction and conversation with older but ever important anthropological bodies of knowledge about gender and kinship. The course addresses care through the study of forms of bureaucracy, governance and surveillance and the ensuing responses through which people experience, express and repudiate forms of sexuality, welfare colonialism, survival, belonging and ordinary life. It examines evidence of the emergence of ideas of anonymous care, public morality, re-distributional reciprocity, obligation, generosity and self-interest against culturally and historically saturated ideas about individualism, autonomy and dependence, life and death, kinship and care. Cross-cultural studies of same-sex and heterosexual relationships and queer theory and ethics will also be examined so as to better theorise the ways in which care is being reconfigured both within and outside existing kinship and gender configurations. The new theorisation of care builds upon new ways of caring for the self and the body, as well as concerns with those who are marginal, vulnerable or socially abject. Themes to be addressed include: obligation, belonging, friendship, intimacy, sexuality, subjectivity, disability, migration, caring labour, intensive parenting and childcare.

Sociology papers

SOC2. Social theory

(Paper Coordinator: Professor 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

(Paper Coordinators: Dr Monica Moreno Figueroa)

This paper aims to:

- introduce and explore a selection of global social problems and dynamics of resistance from a sociological perspective.
- introduce the sociological notion and methodological tool of intersectionality, bringing sexism, racism and classism 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 climate crisis, inequality, neoliberalism, development, nationalism, globalisation, social movements, protest, transnationalism, discourse, representation, democracy, political economy and power.

SOC4. Concepts and arguments in sociology

(Paper Coordinator: Dr Manali Desai)

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

SOC5. Statistics and methods (also acting as paper CRIM2 of the Joint Sociology/Criminology track)

(Paper Coordinator: Dr Maria Iacovou)

In this course students will learn about a range of quantitative and qualitative methods and how they may be applied to explore issues in social science. Students will have the

opportunity to apply new skills and knowledge in lab sessions, exploring real-life data. A wide range of statistical methods for data analysis will be covered, from simple descriptive statistics through to multivariate regression, logistic models and factor analysis. The course will also cover survey design, sampling methods, techniques in interviewing, and the principles of ethnography. At the end of the course students will:

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

Sociology and Criminology track papers

Criminology Paper CRIM1: Foundation in criminology and criminal justice

Available to students in the Joint Sociology/Criminology Track

(Paper Coordinator: Dr Caroline Lanskey)

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

The paper is divided into three parts:

Part I: Criminological concepts and contexts

Part II: Understanding criminal activity

Part III: Criminal justice responses and consequences

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

Criminology Paper CRIM2: Statistics and methods (Paper SOC5)

Available to students in the Joint Sociology/Criminology Track

(Paper Coordinator: Professor Loraine Gelsthorpe)

The first module covers statistical methods: descriptive statistics; bivariate correlation; multivariate linear regression, and factor analysis. Students will read published work employing each of the methods; learn how to implement the method in SPSS with “real” data, and how to test whether results are statistically valid.

The second module covers survey design and methods: students will learn about different ways in which a sample may be selected; the importance of careful sample selection; the implications of using samples based on different designs; weighting; and where to find survey data.

The third module covers topics in qualitative research methods: techniques in interviewing, the principles of ethnography, and visual methods. Criminology will teach four 2 hour lectures on the following topics:

- Experimental Criminology
- Longitudinal research in Criminology
- Ethnographic work in Criminology
- Documentary and discourse analysis in Criminology

Criminology Paper CRIM3: A subject in criminology I

Available to students in the Joint Sociology/Criminology Track

(Paper Coordinator: Professor Loraine Gelsthorpe)

This paper consists of two 5000-word essays on criminological topics. The Institute of Criminology will set the topics from which the student can choose. Supervisors will depend on topics chosen and will be organised centrally. The topics presented will reflect a wide range of criminological and criminal justice interests, for example: changes in types of crime over time, motives for committing crime, biological, neurological and psychological factors relating to the commission of crime, sociological factors relating to the commission of crime, desistance or what facilitates pathways out of crime, and gender differences in the commission of crime. Essay topics presented will also reflect criminal justice issues: decision-making by the police, out of court options, race issues in the delivery of criminal justice, CPS decision-making, sentencing, prison regimes and their limitations, gender differences in the delivery of criminal justice, parole and early release, media portrayals of crime and criminal justice. There will also be opportunity to write in a comparative way, drawing on what is known about conceptions of criminal justice in other countries.

Papers borrowed from other Triposes

Archaeology Paper A1: World Archaeology

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

(Paper Coordinator: Dr Elizabeth DeMarrais)

This paper is a broad undergraduate lecture series that introduces students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. Emphasis will be placed on the questions that archaeologists investigate and the ways they go about addressing and answering those questions. Students will learn about the recovery, recording, and interpretation of archaeological data (artefacts, buildings, landscapes) that relate to the broad span of human history and prehistory. The links between theory and archaeological methods will be illustrated with case studies and examples drawn from a wide range of time periods and geographic regions.

Archaeology Paper A3: Introduction to the Cultures of Egypt and Mesopotamia

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

(Paper Coordinator: Dr Kate Spence)

A3 aims to provide a broad survey of the archaeology and history of ancient Egypt and Mesopotamia and to introduce the student to key themes and approaches in the study of these two regions. The paper provides outline histories of the regions and introduces the geography, archaeology, society, literature, belief systems and mortuary practices of these areas in the past. The integration of archaeological, textual and artistic evidence as complementary sources for interpreting historical cultures is emphasised throughout.

A11: From Data to Interpretation

(Paper Coordinator: Dr Enrico Crema)

This paper will give you foundational skills for critical thinking, data handling, and quantitative analysis for archaeological and anthropological research. It will cover theoretical, methodological, and practical aspects of modern scientific research, enabling you to identify appropriate statistical techniques and relevant data required to address specific research questions. Lectures will cover theoretical aspects pertaining the logic of scientific arguments and the core principles of statistical inference, as well as practical skills for data handling, visualisation, and analysis. Practical sessions and supervisions will give you hands-on experience for carrying out many of the analyses presented in the lecture primarily through the use of R statistical computing language. Examples will include statistical analysis of settlement data, archaeological artefact distributions, skeletal assemblages, and radiocarbon dates from stratigraphic contexts.

B1: Humans in Biological Perspective

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

(Paper coordinator: Dr Emma Pomeroy)

This paper provides a broad introduction to biological anthropology and covers major subject areas such as primate biology and behaviour, human evolution, human health, adaptation to different environments and life history theory. Through studying this course, students will gain a strong foundation in the field of biological anthropology and an understanding of how different approaches can be used to address specific questions about human origins and diversity. The paper begins with an introduction to non-human primates, highlighting the

importance of the comparative approach for understanding evolutionary processes. We then go on to discuss human evolution, diversity and adaptation, including introductory lectures on human genetics and ecology.

B2: Human ecology and behaviour

(Paper coordinator: Dr Nikhil Chaudhary)

This paper examines human ecology from a comparative perspective, emphasising both the primate evolutionary context and the vast diversity within our species.

The paper introduces students to the core principles of ecology and behavioural ecology, as a framework for exploring adaptation in humans and non-human primates. Diversity in primate behaviour is broadly examined, ranging from foraging strategies to social organisation to communication. We will then consider how human life-history, social structure and subsistence can be situated within the broader context of the primate order; and explore the extent to which our capacity for culture, cooperation and language is shared with our closest relatives. Additionally, human adaptation will be analysed from a cross-cultural perspective, considering society from an evolutionary standpoint and surveying the entire spectrum of human ways of life, with a particular emphasis on small-scale societies.

B3: Human evolution

(Paper coordinator: TBC)

This paper provides a foundation in Human Evolution.

The paper looks at human evolution from its primate context millions of years ago to the present day. It explores hominin origins 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. It examines the first tool use of hominins more than 2.5 million 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, their diversity, as well as their behaviour and technology. We focus in detail on the emergence and dispersal of 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 modern human dispersal(s) and how these shaped human diversity. The context for all this will be evolutionary theory and biology, looking at the role of selection and adaptation, and the processes by which lineages diversify and potentially become extinct. We will look at the relative importance of genes, phenotypes and behaviour in the evolutionary process.

B4: Comparative human biology

(Paper coordinator: TBC)

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

The paper covers diverse aspects of human biology, including anatomy, physiology, behaviour, cognition, growth patterns and life-history characteristics. It considers the ways in

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

AMES Japanese Studies Paper J9: Japanese Society

Only available to single track Social Anthropology students – limited places available

(Paper Coordinator: Dr Brigitte Steger)

This course provides an introduction to Japanese society, its current phenomena and their historical/cultural background. Starting from our own images and influential descriptions of Japanese society, this course will investigate family, gender, sexuality, demography, education, work, and leisure, as well as life-stages and different aspects of the daily (and nightly) life of the various social groups.

The course also shows how the study of a society always depends on the questions one asks, on the theoretical and methodological assumptions, the methods one uses to gather data, the kind of sources one uses (or generates) as well as methods of analysis. These issues will be explored by closely looking at a variety of studies, both in content and style, and also by exercises using primary source material, and of course by essay writing.

Last but not least, the lectures and seminars are also aimed at preparing students for their one-year stay in Japan. It should help them to adjust to the new social environment as well as to make sense of their observations, their experiences and their feelings.

ED3: Modernity, Globalization and Education

(Paper Coordinator: TBC)

This paper argues that sociology is in many respects a theory of modernity. It explores how foundational concepts of classical and contemporary sociology help us to understand modernity, its contestations and transformation, and, most importantly, the role of education in this context. Different theoretical accounts of key dimensions of modern societies will be examined. The paper discusses various ways in which trust and social bonds have been understood both as theoretical concepts within social theory and as practical problems operating in modern societies and states. Modernity is also intrinsically tied to a rule and science-based rationality that informs bureaucratisation, professionalisation, as well as a democratic way of collective decision-making. In this paper we discuss the insights that different theoretical accounts of modernity provide as well as the implications for our understanding of education. This notion of modern society – seen as both rational and democratic - will be contrasted with theoretical accounts that highlight the role of social struggles in modern society. Against this backdrop, we will explore the link between social mobility and education. In addition, the paper sheds light on the specific aesthetics of modernity as well as its temporal features. Furthermore, we engage in critical debate over the historical context in which the different theories of modernity had been developed, in particular the role of empire and other colonial constellations.

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

(Paper Coordinator: Dr Leigh Shaw-Taylor)

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 (see History Faculty website), the themes from which you may choose your eight essay topics are diverse. You will not be able to cover all the themes or all the chronology. Guided by your supervisor, you will have to make choices. Some of you will choose to sample economic, social and cultural themes broadly. Others may wish to specialise a little – on economic or demographic history, say. In this case, you may study how changes in demography, in agriculture and trade, in labour and capital supply, and in consumption and demand underpinned economic growth in the eighteenth and early nineteenth centuries. Or you may study changes in the distribution of wealth and living standards, the changing role of the state, and the supposed 'retardation' of the economy towards the end of the period. Others may prefer to focus on some of the social and cultural adaptations which characterised the period. You may study shifts in the manners and sensibilities of affluent or upwardly mobile classes, for example, or the problems of poverty, the growth of literacy among the poor and of educational provision at all levels, or the distance and overlap between elite and popular cultures. You may explore how art and literature commented on the dynamism and perils of this rapidly evolving society, or how national and ethnic identities took shape, or how gender roles and sexual relationships changed, or how the conflicts between 'haves' and 'have-nots' were accommodated or contained. The histories of class consciousness, riot, and crime are on offer here.

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

(Paper Coordinator: Prof Simon Szreter)

If there is debate over how 'revolutionary' was the pace of social, economic and cultural change in Britain in the two centuries covered in Paper 10, there is no debate over the shorter period covered in Paper 11. The pace of change accelerated at the end of the nineteenth century and seemed to throw Britain (ahead of much of the rest of the developed world) headlong into a new era, eventually denoted 'modernity'.

Britain became the first and for some time the only fully urbanized nation. Its economy grew rapidly but unevenly, so that the 'class society' widely predicted in the nineteenth century was only in the twentieth realized. Steam power, harnessed a century earlier, finally made its full impact felt, enmeshing the comparatively open British economy in a global web; the advent of electronic communications at about the same time meant that globalization had

tremendous cultural implications, too. Mass media shaped a mass society. 'World wars' rent the social fabric, and reknit it into new forms.

By 1945 the British had already seen a lot of industrialization, urbanization, 'modernity' and 'mass society'. Thus they experienced what Hobsbawm has called the 'golden age' of the post-1945 world in a more worldly-wise, even jaded mood than did many other Europeans - yet these new jolts of technological, social and cultural change lost none of their force, little of their capacity to surprise and confuse. Historians are still puzzling over the 'contemporary' history of Britain. You will have a chance to puzzle with them, and, more than in other papers with a highly developed historiography, to find your own evidence and to venture your own interpretations.

Reading material is hardly lacking, although some of it is drawn from sociology and cultural studies - even journalism - rather than conventional historical writing. You will need to work to fit this quasi-primary material into a mature historical framework - good practice in thinking like an historian. The full range of human experience is on offer, so you and your supervisor will have to make stern choices - to sample all of the sub-disciplines or to specialize. One choice you will probably not have to make is chronological: most students should be able to cover the full chronological range of this relatively short paper.

More information on the History papers can be found here:

<https://www.hist.cam.ac.uk/undergraduate/hist-tripos/part-i/part-i-papers-current>

History & Philosophy of Science, Papers 1 and 2

(Paper Coordinator: Prof Nick Hopwood (Michaelmas Term), Prof Simon Schaffer (Lent and Easter Terms))

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

(Paper Coordinator: Dr Sander Van der Linden)

This paper aims to provide representative coverage of classic and contemporary theory and research in social and developmental psychology. 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 norms and influence, morality and culture, attitudes, personality, social identity, intergroup relations, and prosociality. Students

will also study the key processes involved in the developmental transformation of social, emotional, and cognitive behaviour across the life span.

PBS4: Cognitive and Experimental Psychology

(Paper Coordinator: TBC)

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

Please note: HSPS students will NOT take practical classes in PBS4, following on from precedent in 2017-18 and 2018-19.

Provisional list of papers to be taught in Part IIB, 2020-21

The following list provides an indication of the papers that are likely to be taught in 2020-21, for Part IIB.

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

The final list of Part IIB papers for 2020-21 will be published in the Easter term 2020.

Politics & International Relations papers

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.	The politics of the Middle East
POL13.	British and European politics
POL14.	US foreign policy
POL15.	The politics of Africa
POL16.	Conflict and peacebuilding
POL17.	Law of Peace: the law of emerging international constitutional order
POL18.	Politics and gender
POL19.	Themes and issues in politics and international relations II
POL20.	The politics of the international economy
POL21.	China in the international order

Social Anthropology papers

Core Papers:

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

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

SAN4.	The anthropology of an ethnographic area:
	(a) Africa
	(e) Pacific
	(f) Inner Asia
	(g) Europe

Optional papers listed below may be offered:

SAN8.	Development, poverty and social justice
SAN9.	Anthropologies of science and law (formerly "Science and society")
SAN13.	Gender, kinship and care

Sociology papers

Papers likely to be available:

SOC5.	Statistics and methods
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- 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: Religion and Contentious Mobilization
- SOC9. A subject in sociology IV: Global capitalism
- SOC10. A subject in sociology V: Gender
- SOC11. A subject in sociology VI: Racism, race and ethnicity
- SOC 12. A subject in sociology VII: Social Problems in Modern Britain
- SOC13. A subject in sociology VIII: Health, medicine and society
- SOC15. Criminology, sentencing, and the penal system (*Paper 34 of the Law Tripos*, also serves as CRIM4)
- CRIM5. Social networks and crime: global perspectives on social order, violence and organised crime

Restrictions on Part IIA and IIB Papers:

Below are the formal restrictions on papers available on each track (*please note that these may be subject to change in 2019-20 by approval of the Faculty Board. Your IIB options will be explained to you in full at the end of Part IIA*). Please consider these when choosing your Part IIA options as if you have not taken the foundation papers in your IIA year, these restrictions will apply and you won't be allowed to register for certain papers (e.g. If you do not take SOC2 in Part IIA, you won't be able to register for paper SOC6 in Part IIB).

Restrictions:**Part IIA:**

- Papers A1, A3 and B1 are only available to candidates in Part II if they did not take the paper in Part I

Part IIB:

- Papers B2-4 can only be taken if you have not previously taken the same paper in Part IIA
- POL6 can only be taken if you have not previously taken the paper in Part IIA
- POL10 cannot be taken if POL8 was taken at IIA.
- POL13 and POL17 can only be taken if POL3 or POL4 was taken in Part IIA
- Candidates eligible for SAN4 may only take an area paper they have not already taken in Part IIA
- SAN7-14 Optional Papers can only be taken if you have not previously taken the same paper in Part IIA
- SOC5 cannot be taken if you have already taken the paper in Part IIA or you are also taking POL6 in Part IIB.
- SOC6 can only be taken if SOC2 was taken in Part IIA

Administrators

If you have any queries about a particular subject please contact the relevant Administrator:

Politics & IR:	Patrycja Koziol, ugadmin@polis.cam.ac.uk
Social Anthropology:	Claudia Luna, undergraduate-enquiries@socanth.cam.ac.uk
Sociology:	Odette Rogers, ohmr3@cam.ac.uk
HSPS Part I Administrator:	Gillian Dadd, gad28@cam.ac.uk

Or you may contact the Faculty Teaching Administrator, Hayley Bell,
facultyteachingadmin@hsps.cam.ac.uk at any time.

NOTES:

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