

HUMAN, SOCIAL, AND POLITICAL SCIENCES TRIPOS

Part IIA Options Booklet 2021-22 academic year

Students must register preliminary paper choices by
Friday 21st May 2021

Faculty of Human, Social, and Political Science
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<http://www.hsps.cam.ac.uk/>

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

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Introduction

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

Single subject tracks:

- Politics & International Relations
- Social Anthropology
- Sociology

Joint subject tracks:

- Politics and Sociology
- Social Anthropology and Politics
- Social Anthropology and Religious Studies (Modern Religion)
- Sociology and Criminology
- Sociology and Social Anthropology

You cannot change track between Part IIA and Part IIB, unless you are changing from a joint track to one of the single-subject options within that joint track. Although please note that it is not possible to move to a single track in Criminology or Religious Studies.

You will be asked to complete an online registration form by **Friday 21st 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 Wednesday 5th 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 2021. However, gathering this information is very important because it will enable us to do the following before the start of the year:

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

Choosing your Track

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

Later in this booklet you will find a description of all of the Part IIA papers on offer this year, and a summary of what papers are likely to be on offer in Part IIB, together with a list of restrictions on the papers available to help you plan. Please note that the mode of assessment for some papers may change for 2022-23.

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 about your paper options.

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

Summary of Part IIA Track Options 2021-22:

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, SAN8, SAN9, SAN11, SOC2, SOC3, Archaeology Tripos Papers 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.30</i></p>
Social Anthropology	<p><u>Paper 1:</u> SAN2</p> <p><u>Paper 2:</u> SAN3</p> <p><u>Paper 3:</u> SAN4b, 4f or 4g</p> <p><u>Paper 4:</u> SAN8, SAN9, SAN11, POL3, POL4, SOC2, SOC3, SOC5, Archaeology Tripos Paper A1, A3, A11, AMES Paper J9, HPS Paper 1, HPS Paper 2, PBS3</p> <p><i>Please also see restrictions listed on p.30</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, SAN8, SAN9, SAN11, Archaeology Tripos paper: A1, A3, A11, B1, B2, B3, B4, CRIM1, 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.30</i></p>

Joint Track Choices

SUBJECT OPTION	PAPER CHOICES – SECOND YEAR (Part IIA)
Politics and Sociology	<p><u>Paper 1:</u> POL3, POL4</p> <p><u>Paper 2:</u> POL7, POL8</p> <p><u>Paper 3 and 4:</u> SOC2, SOC3, SOC5</p>
Social Anthropology and Politics	<p><u>Paper 1:</u> SAN2</p> <p><u>Paper 2:</u> SAN3, SAN4b, 4f or 4g, SAN8, SAN9, SAN11</p> <p><u>Paper 3:</u> POL3, POL4</p> <p><u>Paper 4:</u> POL7, POL8</p>
Social Anthropology and Religious Studies (Modern Religion)	<p><u>Paper 1:</u> SAN2</p> <p><u>Paper 2*:</u> SAN3, SAN4b, 4f or 4g</p> <p><u>Paper 3:</u> Theology Tripos Paper: B1a, B1b, B1c, B1d, B2, B3, B4, B5, B6, B8, B7, B10, B11, B13, B14, B15, B16, B17</p> <p><u>Paper 4:</u> Theology Tripos Paper: B2, B3, B4, B5, B6, B7, B8, B10, B11, B13, B14, B15, B16, B17</p> <p>*Advisory note: students are advised to take SAN3. SAN4 papers are Ethnographic area papers, and are seminar taught with students reading and presenting for each seminar (notably, they are non-supervised papers which are examined at the end of the year). Some students without a background in Social Anthropology may find SAN4 more difficult than taking SAN3.</p> <p><i>Please also see restrictions listed on p.30</i></p>

SUBJECT OPTION	PAPER CHOICES – SECOND YEAR (Part IIA)
Sociology and Criminology	<p><u>Paper 1:</u> SOC2</p> <p><u>Paper 2:</u> SOC3</p> <p><u>Paper 3:</u> CRIM1</p> <p><u>Paper 4:</u> CRIM2, CRIM3</p> <p><i>Please also see restrictions listed on p.30</i></p>
Sociology and Social Anthropology	<p><u>Paper 1:</u> SAN2</p> <p><u>Paper 2:</u> SAN3, SAN4b, 4f or 4g</p> <p><u>Paper 3 and 4:</u> SOC2, SOC3, SOC5</p>

Part IIA available Papers, 2021-22

Below is a list of all papers offered in 2021-22 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.8-10

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

Social Anthropology papers – for descriptions, turn to pp.10-14

SAN2	The foundations of social life
SAN3	Anthropological theory and methods
SAN4	The anthropology of an ethnographic area: b) South America f) Inner Asia g) Europe
SAN8	Development, poverty and social justice
SAN9	Science and environment
SAN11	Anthropology of Digital, Auditory & Visual Worlds

Religious Studies (Modern Religion) papers – for descriptions, turn to pp.14-18

B1a	Intermediate Hebrew
B1b	Intermediate New Testament Greek
B1c	Intermediate Sanskrit
B1d	Intermediate Qur'anic Arabic
B2	Israel in exile: literature, history and theology
B3	The shaping of Jewish identity (332 BCE – 70 CE)
B4	The Letters of Paul
B5	The Johannine tradition
B6	Christianity in late antiquity (to circa 600)

B7	Themes in world Christianities: context, theology and power
B8	Great Christian theologians
B10	Philosophy of religion: God, freedom and the soul
B11	Ethics and faith
B13	Theology and literature
B14	Modern Judaism: thought, culture and history
B15	Introduction to Islam
B16	Life and thought of religious Hinduism and of Buddhism
B17	Philosophy: meaning

Sociology papers – for descriptions, turn to pp.19-20

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

Criminology papers – for descriptions, turn to pp. 20-21

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.22-27

Paper Descriptions

Politics & International Relations papers

POL3. International organisation

(Paper Coordinator: Dr Giovanni Mantilla)

This paper provides students with a theoretical and practical understanding of 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: Dr Christopher Brooke)

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 2021-22 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 issues in the study of politics and international relations, and gives students hands-on experience on using these methods and writing up the results of empirical research. The first part of the course introduces students to a variety of statistical concepts and methods – issues covered include descriptive statistics, bivariate association, multivariate linear regression, logistic regression and multilevel regression. These methods are illustrated through examples from research in politics and international relations. This part of the course is taught through 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 5,000-word report that is due early in Easter term (which makes up the other 50% of the overall mark). For this project, students choose a topic from a list provided by the course leaders, design a research project based on available data related to the topic, and conduct the data analysis for the project. This paper will give students useful skills both for conducting social science research and for various career options in the public and private sector.

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

(Paper Coordinator: Dr Christopher Brooke)

This paper spans the history of Western political reflection from the city states of ancient Greece to seventeenth century argument about natural freedom, international law, natural rights, and their implications for political existence. It offers the chance to investigate ancient conceptions of political organisation, human nature, virtue, and slavery, in their own time and place as well as under the later impact of Christianity in the dramatic dialogue between the Church and the Roman Empire. The paper then explores the afterlife and seemingly inexhaustible powers of these ancient texts to stimulate and structure political thinking in later centuries. Aristotle's works, Roman philosophy and Roman law all re-surfaced and were put to work in the Latin West in medieval debates on the relationship between the Church and other powers, the constitutional structure of the Church, kingdoms and cities. It covers humanist

responses to the classical past and to classical conceptions of virtue in the political thought of Machiavelli and others, the convergence during the Reformation of various traditions in the Calvinist case for armed resistance to an unjust ruler and moves beyond Europe to examine the theological and legal analysis of the legitimacy of European conquests in the New World.

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

(Paper Coordinator: Dr Thomas Hopkins)

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

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:

SAN4 Ethnographic Area papers (SAN4b South America, SAN4f Inner Asia, SAN4g Europe) are all **seminar taught** (which means that students read and present to the seminars, and that these papers are *not* supervised). SAN4 papers are also **capped** so as to enable the best possible learning environment for the whole seminar group. If more students opt for a particular Ethnographic area than can be accommodated, a lottery will be held after the paper registration deadline has passed. Should this happen to an Ethnographic area paper you've chosen, you will be contacted by a member of the Social Anthropology admin team in due course and asked to register your choice for a second paper for your track (at this time, we will tell you which area papers still have spaces left). Please note that all SAN4 papers are assessed by an end of year exam and none of the other SAN papers have caps.

SAN4b: South America:

(Paper Coordinator: Dr Sian Lazar)

The course covers material from urban Latin America, the Andes and Amazonia. We will draw on South American ethnographies to explore broad anthropological themes such as ontological difference, nature and culture, post- and de-coloniality of knowledge and politics, activist anthropology, resource extraction, race, precarity and urban life.

One of the most distinctive features of South America as a region is its highly politicized nature, so much of the paper situates itself within political anthropology, covering ethnographic material from across the region. In student-led seminars we examine politics viewed 'from below', namely from the perspective of indigenous people and peoples, women, peasants, the working classes and the poor. We ask how and on what basis people organise to contest dominant political narratives and deal with themes such as the nature of democracy and citizenship; the role of violence and terror in the political imaginary and people's lives; urbanism and the city under neoliberalism; religion and gender. In a series of seminars on Amazonia, we will explore questions of human-nature relations, the environment, extractivism, indigeneity, the body, kinship and shamanism.

Throughout the course, students will be encouraged to view and discuss a series of contemporary films from the region, and relate that to their reading of the ethnographic material.

<https://www.socanth.cam.ac.uk/current-students/ug-part-two-a/ug-san-four/ug-san-four-latin-america>

SAN4f: Inner Asia:

(Paper Coordinator: Dr Uradyn Bulag – Michaelmas Term, Prof David Sneath – Lent and Easter term)

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

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

<https://www.socanth.cam.ac.uk/current-students/ug-part-two-a/ug-san-four/ug-san-four-inner-asia>

SAN4g: Europe:

(Paper Coordinator: Dr Matei Candea)

This paper introduces students to the anthropological study of Europe by giving them an opportunity to engage with a diverse range of ethnographic work, as well as offering space to think anthropologically about the European worlds they inhabit. The purpose of this area paper is to tentatively map out contemporary Europe as it is lived, experienced, and understood. Rather than taking the Europe which is under our feet for granted, we will seek vantage points from which to gain a clearer view of the historic and institutional forces at work in everyday lives.

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

Teaching in this paper is seminar-led, and students will have the opportunity to work in detail with ethnographic texts that advance the study of Europe. However, throughout our

discussions we also hope to draw on the students' own ethnographic insights and to work with texts and materials beyond conventional academic anthropological literature.

<https://www.socanth.cam.ac.uk/current-students/ug-part-two-a/ug-san-four/ug-san-four-europe>

SAN8: Development, poverty and social justice

(Paper Coordinator: 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.

Key themes: 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; financialisation; humanitarian intervention; land and the environment.

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, environmental change, and ideas about morality and ethics – of involvement in development, of what counts as humanitarianism or human rights, or land, property and resources, of how we define poverty, and what 'we' collectively choose to do about 'it'.

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'.

<https://www.socanth.cam.ac.uk/current-students/ug-optional-papers/ug-san-eight>

SAN9: Science and environment

(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.

<https://www.socanth.cam.ac.uk/current-students/ug-optional-papers/ug-san-nine>

SAN11: Anthropology of Digital, Auditory and Visual Worlds

(Paper Coordinator: Dr Rupert Stasch)

This paper explores how different social orders are created through audiovisual media, digital technologies, and the senses. The paper's main concerns include how specific digital and media technologies are defined and used differently around the world; how media forms and visual images are actually made and experienced in practical life; and how new digital economic platforms and communication practices relate to large-scale political structures. Different portions of the paper focus on photography, television, film, radio, popular music, social media, and platform capitalism.

<https://www.socanth.cam.ac.uk/current-students/ug-optional-papers/ug-san-eleven>

Religious Studies (Modern Religion) papers

B1a: Intermediate Hebrew

(Paper Coordinator: Dr Nathan MacDonald)

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

B1b: Intermediate New Testament Greek

(Paper Coordinator: Dr Simon Gathercole)

The overall objective will be to introduce students to the language, syntax, exegesis and theology of Mark and Galatians on the basis of the Greek text. Students will acquire not only a more advanced knowledge of New Testament Greek and the basic skills of exegesis, but will also relate these to the identification and interpretation of key historical and theological issues in a gospel and an epistle. Assessment is by examination.

Paper B1c - Intermediate Sanskrit

(Paper Coordinator: Dr Vincenzo Vergiani)

This paper will contain passages for translation, textual, exegetical and theological comment from such portions of text as the Faculty Board will from time to time prescribe.

B1d: Intermediate Qur'anic Arabic

(Paper Coordinator: Dr Timothy Winter)

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

B2: Israel in exile: literature, history and theology

(Paper Coordinator: Dr Katharine Dell)

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

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

(Paper Coordinator: Dr James Aitken)

The paper will examine how Jewish ideas and literature developed in the context of the political and social changes of the period, extending the history of Israel from the end of the narrative of the Hebrew Bible, as well as informing on the Jewish context in which the New Testament arose. It was a time when the authoritative books of the bible were read and reinterpreted by individuals such as the scribe Ben Sira and the community attested in the Dead Sea Scrolls. New literature arose such as the Jewish novella, as seen in the tale of seduction and decapitation in the Book of Judith. And the historian Josephus wrote in Greek fashion of the life of Herod, leaving a memorial of him that is far from flattering. Against the background of the political upheavals under Alexander the Great and his successors, followed by Jewish independence under the Hasmoneans, and finally intervention under the Herodians and Romans, we see developments in Jewish practices such as the synagogue, prayer life, the role of the temple (and competing temples), reading of the scriptures, and treatment and beliefs over the dead. How Jews shaped their identity in a turbulent period of history is viewed in a multi-faceted way through literature, historical writings, theology, archaeology, and manuscripts.

The course will also introduce the historical and artistic significance of such evidence as Jewish manuscripts and coins through practical seminars in the University Library and Fitzwilliam Museum. The Board may from time to time prescribe particular texts for study. Assessment is by examination.

B4: The Letters of Paul

(Paper Coordinator: Dr Jonathan Linebaugh)

This course will consider the theological thought and practice of the apostle Paul, the finest mind among the early followers of Jesus. Paul's theological emphases have always been prominent in the Christian tradition. Aspects of his teaching provoked controversy in the early centuries - and still do today. Paul's own letters as well as letters traditionally considered to be 'Pauline' will be studied, including Ephesians, and the Pastorals. Special attention will be given to I Corinthians, the set text for this paper. Assessment is by examination.

B5: The Johannine tradition

(Paper Coordinator: Professor Van Kooten)

The paper will involve detailed investigation of main themes and issues involved in the study of the Gospel and Epistles of John. The main topics that will be dealt with will include: The distinctive character of the Johannine literature; the narrative shape of the Fourth Gospel; the person of Jesus; the death of Jesus; the Johannine view of past and present; Johannine dualism and eschatology; implied ecclesial structures; the Jews and other opponents in the Fourth Gospel; ideological and narrative readings; the argument of the Epistles; sin and ethics in 1 John; Christology in 1 and 2 John; the interpretation of 3 John; Johannine traditions outside the New Testament. Although students will be expected to be familiar with the Gospel and Epistles of John, specific chapters will be set for more detailed analysis. Assessment is by examination.

B6: Christianity in late antiquity (to circa 600)

(Paper Coordinator: TBC)

Many important features of Christianity emerged and developed in the antique period. The paper examines the development of Christian churches and groups, their organisation, institutions, identities and ways of life in the context of the political, social and cultural life of the Roman Empire. It studies main strands of Christian theological reflection and discussion the period, and introduces exemplary texts from what is often called the "Golden Age" of patristic literature. Assessment is by examination.

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

(Paper Coordinator: Dr James Gardom)

This paper will be concerned with both the common themes and the diversity of contemporary Christianity in its global setting. Particular emphasis will be given to the contextual character of Christian theological reflection outside Europe and the USA since 1914 in relation both to indigenous cultures and to structures of global political and economic power. Assessment is by two essays of 5,000 words each.

B8: Christ, Salvation and the Trinity

(Paper Coordinator: Professor Simeon Zahl)

This paper contains questions on Christian doctrines concerning Jesus Christ, salvation, and the Trinity. The paper is designed to provide an overview of three of the most central topics in Christian doctrine, by way of engagement with key thinkers from the patristic period to the present day. It aims to give students a strong foundation in traditional language and concepts

associated with the person and work of Christ, the nature of God, and Christian salvation, while also exploring how these topics are being discussed by theologians today.

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

(Paper Coordinator: Professor Douglas Hedley)

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

B11: Ethics and faith

(Paper Coordinator: Dr James Orr)

The aim of this course is to introduce students to the main lines of the tradition of moral philosophy, through study of primary texts, including works by Plato, Aristotle, St Augustine, Thomas Aquinas, Montaigne, Hume, Kant, Lord Shaftesbury and Iris Murdoch. The central concern of the course will be to raise questions about the nature, form and justification of morality. What does morality require of us, and why? And what difference, if any, does religious belief make to the answers to be given to these questions? Assessment is by examination.

B13: Theology and literature

(Paper Coordinator: Dr Giles Waller)

This paper seeks to examine key theological and ethical issues in novels from the literary traditions of Europe and America shaped by Judaism and Christianity. A variety of theological and ethical topics will be explored, including suffering, agency and responsibility, the place of the human animal in its natural and political environments, providence, Christology, messianism, hope and despair. The paper will examine the ways in which the two religious traditions not only relate to these topics through their own prisms, but in relationship to one another, and will problematise the 'Judeo-Christian paradigm' prevailing in the second half of the 20th century. The paper will also provide a basic introduction to literary theory and to the practical criticism of literary texts.

B14: Modern Judaism: thought, culture and history

(Paper Coordinator: Dr Daniel Weiss)

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

B15: Introduction to Islam

(Paper Coordinator: Dr Timothy Winter)

The course introduces students to the study of Islam and requires no prior knowledge about the topic. Before mapping the complex phenomenon of 'Islam,' the course starts with the following theoretical questions: how do we define Islam? Is Islam a religion or a system of belief, a culture, or a civilization? Thus, students will be introduced to some of the critical approaches applied to define Islam as either a religion circumscribed in systems of belief modelling it according to the Western Christian historical experience or as a discursive tradition which developed around the canonical scripture of the Qur'an and Hadith (the prophetic tradition), or the more inclusive approach which hopes to go beyond the focus on orthodoxy to include practices and discourses, that although not always deemed orthodox, equally shaped the Muslim experience in giving meaning to their realities (M. Hodgeson, W.C. Smith, T. Asad, S. Ahmed). Assessment is by examination.

B16: Life and thought of religious Hinduism and of Buddhism

(Paper Coordinator: Dr Ankur Barua)

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

B17: Philosophy: meaning

(Paper Coordinator: TBC)

The course is taught within the Faculty of Philosophy: <https://www.phil.cam.ac.uk/>

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

Sociology papers

SOC2. Social theory

(Paper Coordinator: Professor Patrick Baert)

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

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

(Paper Coordinator: Dr Monica Moreno Figueroa)

This paper aims to:

- Introduce and explore a selection of global social problems and dynamics of resistance from a sociological perspective;
- Develop a critical understanding of key sociological concepts, approaches and analyses to social problems such as inequality, neoliberalism, development, nationalism, globalisation, social movements, protest, transnationalism, democracy, discourse, political economy, control and pluralism;
- Introduce the sociological notion and methodological tool of intersectionality – bringing gender, race and class to the fore – to understand social problems and dynamics of resistance in a critically imbricated way and not as one-dimensional struggles upheld by one-dimensional subjects (simply men, simply women, etc.);
- Raise questions about the current climate crisis across a range of social problems and dynamics of resistance.

SOC4. Concepts and arguments in sociology

(Paper Coordinator: TBC)

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

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

(Paper Coordinator: 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:

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

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

Criminology papers

CRIM1: Foundation in criminology and criminal justice

(Paper Coordinator: Dr Caroline Lanskey)

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

The paper is divided into three parts:

Part I: Criminological concepts and contexts

Part II: Understanding criminal activity

Part III: Criminal justice responses and consequences

The lectures will address these general topics with reference to specific case studies for example, gangs, drugs, terrorism, young people, women. The course is deliberately cross-cultural in focus, covering criminology in different international contexts. It will focus on the acquisition of key concepts, theories and debates, interpretation and critique of these concepts and use of these reflective insights to, solve problems (e.g. how do we reduce knife crime?)

and innovate through thought experiments (e.g. what would a society without punishment look like?).

CRIM2: Statistics and methods (Paper SOC5)

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

(Paper Coordinator: Professor Loraine Gelsthorpe)

In SOC5 - the first module covers statistical methods: descriptive statistics; bivariate correlation; multivariate linear regression, and factor analysis. Students will read published work employing each of the methods; learn how to implement the method in STATA with 'real' data, and how to test whether results are statistically valid.

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

The third module covers topics in qualitative research methods: techniques in interviewing, the principles of ethnography, and visual methods.

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

Criminology will teach four 2 hour lectures on the following topics:

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

CRIM3: Two long essays on a criminology topic

(Paper Coordinator: 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 analysis presented in the lecture primarily through the use of R statistical computing language. Examples will include statistical analysis of settlement data, archaeological artefact distributions, skeletal assemblages, and radiocarbon dates from stratigraphic contexts.

B1: Humans in Biological Perspective

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

(Paper coordinator: Dr Emma Pomeroy)

The paper covers major topics in Biological Anthropology, including non-human primate biology, evolution and behaviour, human origins, comparative perspectives on human health, growth and nutrition, and human genetic diversity. The paper introduces students to behavioural and gene-environment interactions, and the ecology and adaptations of modern populations in the context of their growth, health and cultural diversity. Specific topics covered include the diversity of primates, major patterns and processes in the evolution of

humans, the burden of malnutrition and interrelationships with poverty, the role of nature and nurture in shaping the human mind, and insights into the genetic diversity within and between human groups.

B2: Human ecology and behaviour

(Paper coordinator: Dr Nikhil Chaudhary)

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

B3: Human evolution

(Paper coordinator: Professor Marta Mirazon Lahr)

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

B4: Comparative human biology

(Paper coordinator: Dr Rihlat Said Mohamed)

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

The paper covers diverse aspects of human biology, including anatomy, physiology, behaviour, cognition, growth patterns and life-history characteristics. It considers the ways in which our biology differs from that of our closest living relatives, the non-human primates, as well as mammals and vertebrates more broadly. It will also explore biological variation within and between human populations, drawing on evidence from both past and contemporary human populations by combining perspectives from the fields of Palaeoanthropology, Evolutionary Genetics, Osteoarchaeology and Human Biology. The

paper will consider not only how we vary, but why, discussing both the underlying evolutionary mechanisms (such as natural selection, neutral variation and epigenetics), as well as the developmental basis of the variation we observe.

AMES Japanese Studies Paper J9: Japanese Society

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

(Paper Coordinator: Dr Brigitte Steger)

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

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

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

ED3: Modernity, Globalization and Education

(Paper Coordinator: Dr Eva Hartmann)

This paper takes a wider, sociological perspective in order to study education in modern societies and the consequences of globalisation. It starts by discussing key features of modernity and how they inform our understanding of education. We discuss, for instance, different sociological accounts of trust and social bonds and how they help to explore the role of education in underpinning social cohesion. We examine how modernity is intrinsically tied to a rule and science-based rationality that informs bureaucratisation, the production of knowledge and expertise as well as a democratic way of collective decision-making.

Modernity is also characterised by a specific notion of temporality differentiated into past, present and future which in turn creates a specific notion of progress that also informs education. These different accounts of modern society – seen as both rational and democratic - will be contrasted with the sociological literature that highlights the role of power, exploitation and social struggles. We discuss theoretical accounts of class, race and gender relations and explore the link between social mobility, power and education. The paper critically engages with these different sociological perspectives, also from a postcolonial perspective. It discusses the historical context in which the sociology had been developed, in particular the role of empire and other colonial constellations, and the extent to which this context still informs important sociological concepts. Furthermore, we explore whether, and if so where the concepts and theories are no longer able to come to terms with most recent developments. Are we, in other words, living in a postmodern society and what may be the consequences for a sociological perspective on education? The third-year paper on social theory and education will take this question further with a view to developing a transnational sociology of education.

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

(Paper Coordinator: Dr Leigh Shaw-Taylor)

This paper covers the economic, social and cultural history of Britain from 1700 to 1880. This period saw more dramatic and fundamental changes in the lives of the population than any previous period of similar, or indeed much longer length. At the heart of economic change was the Industrial Revolution, generally seen by economic historians as the world's first transition to sustained economic growth. The Industrial Revolution ushered in a new world, in which both technological change and economic growth were, for the first time, continuous and sustained long-term. Industrialisation soon spread to parts of Europe, North America and Japan. The extraordinary inequalities in average incomes and political power which characterise the modern world are overwhelmingly the product of differences in when or whether industrialisation began. Industrialisation created a world in which mass poverty was no longer inevitable, but an outcome of political choices. But how did it all begin and why? What were the roles of: ideas, institutional or political reforms, imperialism, capitalism, geography, culture, and of female and child workers? You will explore the revolutionary changes in industry, technology, energy use and transport, as well as changes in consumption, the transition to the world's first urban society, rising life expectancies, the unprecedented population explosion, the evolution of poverty, welfare provision, child labour, and much more.

Economic changes were accompanied by – and both caused and shaped – social and cultural continuities and changes, whose exploration is also central to Paper 10. What changes were there in: the manners and sensibilities of affluent or upwardly mobile classes, the gap between elite and popular culture, the literacy and education of the poor, or in national and ethnic identities, gender roles and sexual relationships? How did art and literature comment on the dynamism and perils of this rapidly transforming society? How were the conflicts between 'haves' and 'have-nots' accommodated or contained? The histories of class consciousness, riot, and crime are on offer here.

This paper will also introduce you to the profound disagreements amongst historians about both what actually happened and why it happened, and the fragile and incomplete evidential material upon which historians draw when they write economic, social and cultural history, trying to reconstruct the lives and experiences of millions of men, women and children across a stratified social hierarchy, living and working in hamlets, villages, towns and cities in different regions.

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.

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 Lauren Kassell)

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: Professor Nicola Clayton)

This paper aims to provide representative coverage of classic and contemporary theory and research in social and developmental psychology. Students will study the key processes involved in the developmental transformation of social, emotional, and cognitive behaviour across the life span, including the role of language in development. Students will also 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, person environment interactions and morality and culture.

PBS4: Cognitive and Experimental Psychology

(Paper Coordinator: Dr Tristan Bekinschtein)

This course covers the foundations of psychological study, including the mathematical and biological knowledge and skills required to engage with the research literature. The material on this course provides a foundation for all later study of psychology, providing students with

the intellectual tools required to evaluate psychological material in later years. Teaching includes a range of techniques, including lectures and practicals.

Provisional list of papers to be taught in Part IIB in 2022-23

The following list provides an indication of the papers that are likely to be taught in 2022-23, 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 as soon as possible if this does occur 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 2022-23 will be published in the Easter term 2022.

Politics & International Relations papers

POL9.	Conceptual Issues and Texts in Politics and International Relations
POL10.	The History of Political Thought from c.1700 to c.1890
POL11.	Political Philosophy and the History of Political Thought since c.1890
POL12.	The Politics of the Middle East
POL13.	British and European Politics
POL14.	US Foreign Policy
POL15.	The Politics of Africa
POL16.	The Politics of Conflict and Peace
POL17.	Politics and Gender
POL18.	The Politics of the International Economy
POL19.	Themes and Issues in Politics and International Relations II
POL20.	Politics and Religion
POL21.	The Idea of a European Union

Social Anthropology papers

Core Papers:

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

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

SAN4.	The anthropology of an ethnographic area: (b) South America (f) Inner Asia (g) Europe
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Optional papers listed below may be offered:

SAN7.	Ethnographic methods and writing
SAN8.	Development, poverty and social justice
SAN11.	Anthropology of Digital, Auditory and Visual World

Religious Studies papers

For an indication of the papers which will be on offer please see here:
<https://www.divinity.cam.ac.uk/study-here/undergraduate/data/part2b>

Please note that these papers are subject to change for 2022-23.

Sociology papers

Papers likely to be available:

SOC5.	Statistics and methods
SOC6.	Advanced social theory
SOC7.	Media, culture and society
SOC8.	War and revolution
SOC9.	Global capitalism
SOC10.	Gender
SOC11.	Racism, race and ethnicity
SOC 12.	Empire, colonialism, imperialism
SOC13.	Health, medicine and society
SOC15.	Criminology, sentencing, and the penal system (<i>Paper 34 of the Law Tripos</i> , also serves as CRIM4)

Criminology papers:

CRIM4	Criminology, sentencing, and the penal system (<i>Paper 34 of the Law Tripos</i> , also serves as SOC15)
CRIM5.	Social order, violence and organised forms of criminality

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

Restrictions on Part IIA and IIB Papers:

Below are the formal restrictions on papers on available on each track (*please note that these may be subject to change in 2021-22 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 of the Archaeology Tripos are only available to students in Part II if they did not take the paper in Part I.
- Students on the joint track in Social Anthropology and Religious Studies (Modern Religion) cannot take both paper B7 and B13.

Part IIB:

- Students on the joint track in Sociology and Criminology cannot move to a single track in Criminology in Part IIB.
- Students on the joint track in Religious Studies (Modern Religion) may not offer a dissertation if they take papers D1 or D2. Joint track students cannot take paper D1e.
- Papers B2-B4 of the Archaeology Tripos are only available to students who did not take them in Part IIA.
- POL6 is only available if you did not take the paper at Part IIA.
- SOC5 is only available if you did not take the paper at Part IIA.
- POL10 cannot be taken if POL8 was taken at IIA.
- POL13 and POL17 can only be taken if POL3 or POL4 were taken in Part IIA.
- Students eligible for SAN4 may only take an area paper they have not already taken in Part IIA.
- SAN7-15 Optional Papers can only be taken if you have not previously taken the same paper in Part IIA.
- SOC5 cannot be taken if you are also taking POL6.
- SOC6 can only be taken if SOC2 was taken in Part IIA.
- You **cannot** select POL19 and a dissertation.

Advisory note for those taking the Modern Religion Joint Track: Students taking this Joint Track should have taken SAN1 or A6 at Part I. Students taking the Joint Track from TRPR are advised to choose SAN3 as their second SAN paper at IIA as it is a supervised paper (whereas SAN4 ethnographic area papers may be more challenging since these are seminar based and non-supervised).

Administrators

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

Politics & IR:	Alice Jondorf, 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@hsp.cam.ac.uk at any time.

NOTES:

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