

Human, Social, and Political Science Tripos

**Handbook for Part IIA Students in  
Sociology and Joint Streams  
(Soc/San, Soc/Pol, Soc/Crim)  
(2021-22)**



**COVID RECOMMENDATION: Please wear a mask when visiting the Sociology Department**

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## 1. INTRODUCTION

This handbook complements the Part I Student Handbook, and is intended for part II A HSPS students taking the **Sociology** stream, the **Joint Sociology/Social Anthropology** stream, the **Joint Sociology/Politics** stream, or the **Joint Sociology/Criminology** stream.

### Helpful People:

<b>Sociology Undergraduate Secretary:</b>	Odette Rogers	email: <a href="mailto:ohmr3@cam.ac.uk">ohmr3@cam.ac.uk</a> ; tel: 01223 334528; Sociology Department, 16 Mill Lane
<b>Sociology Director of Undergraduate Education:</b>	Dr Darin Weinberg	email: <a href="mailto:duge@sociology.cam.ac.uk">duge@sociology.cam.ac.uk</a> <a href="mailto:dtw23@cam.ac.uk">dtw23@cam.ac.uk</a>
<b>Sociology Head of Department:</b>	Dr Manali Desai	Email: <a href="mailto:dm644@cam.ac.uk">dm644@cam.ac.uk</a>
<b>Sociology Department Sexual Harassment and Complaints Representative:</b>	Department Administrator	Email: <a href="mailto:administrator@sociology.cam.ac.uk">administrator@sociology.cam.ac.uk</a>

Also: [university website](https://www.breakingthesilence.cam.ac.uk/) **Breaking the silence - preventing harassment and sexual misconduct**  
<https://www.breakingthesilence.cam.ac.uk/>

### Student Complaints Procedure

Where a student is dissatisfied with any provision, action or inaction by the University students are able to raise a complaint. Students are expected to initially raise a complaint with a suitable member of staff within the Sociology Department, in the first instance it is **the department administrator**. However, where the matter is serious or where students remain dissatisfied, a complaint can be raised with the central University. Complaints need to be raised in a timely way and within 28 days to ensure an effective remedy can be put in place. Find further information here: [www.studentcomplaints.admin.cam.ac.uk/student-complaints](http://www.studentcomplaints.admin.cam.ac.uk/student-complaints).

### Other Undergraduate HSPS Administrators:

<b>Soc Anth</b>	Claudia Luna	<a href="mailto:cl353@cam.ac.uk">cl353@cam.ac.uk</a>
<b>POLIS</b>	Alice Jondorf	<a href="mailto:ugadmin@polis.cam.ac.uk">ugadmin@polis.cam.ac.uk</a>
<b>Faculty Teaching Administrator</b>	Hayley Bell	<a href="mailto:hab41@cam.ac.uk">hab41@cam.ac.uk</a>

## Resources:

### Paper Guides:

The paper guides can be found online on each departmental website for current students:

[Sociology](#)

[Polis:](#)

[Social Anthropology](#)

### Lecture List and Online University Time-Table:

The [Sociology Lecture-List](#) is displayed as a pdf on its website.

The [online University Time-Table](#) can be found on :

<https://www.timetable.cam.ac.uk/>

And on each departmental website for current students:

[Sociology](#)

[Polis](#)

[Social Anthropology](#)

**IMPORTANT: Students are informed of updates and cancellations via email. Ensure you are on the relevant mailing-list.**

### Moodle Sites:

You will find lecture **hand-outs**, and **past-exam** papers on the Moodle sites:

[Sociology moodle site](#)

**Polis moodle site:**

For access to the POLIS moodle site, register with [ugadmin@polis.cam.ac.uk](mailto:ugadmin@polis.cam.ac.uk)

[Social Anthropology moodle site:](#)

Selected book chapters and articles and other **material covered by copyright** will be found on the **Library Moodle** sites:

[SPS Library Moodle site](#) under the name: “Sociology and Land Economy Readings (Library Site)”.

**IMPORTANT: Ensure you are given access to the relevant sites.**

## Libraries

In addition to your college library, the two main libraries for HSPS students are

- [The Seeley Library](#), on the Sidgwick Site, which offers study spaces and Sociology books. Email [sps-library@hsp.cam.ac.uk](mailto:sps-library@hsp.cam.ac.uk) with questions.
- [The Haddon Library](#), on the Downing Site, which offers study spaces and academic skills classes. Email [haddon-library@lists.cam.ac.uk](mailto:haddon-library@lists.cam.ac.uk) with questions.
- You can also find both libraries on Twitter: <https://twitter.com/SocLELibnews> and <https://twitter.com/HaddonLibrary>

The [Cambridge Library Essentials](#) guide contains key information about Cambridge libraries such as about borrowing, searching the catalogue, accessing reading lists and accessibility issues.

For library updates and overdue/request notices, please check your @cam email regularly.

## Finding your readings

- Search for books, ebooks and other resources using [iDiscover](#)
- Find scanned chapters, links to your reading lists and much more on the [Library Moodle](#) site. If you do not have access please contact your administrators.
- Find articles in e-journals in [iDiscover](#), via the option above the search box called ‘Articles and online resources’
- Access databases of scholarly articles using [the eResources portal](#), which is managed by the University Library
- Get started with Sociology research using the [Sociology LibGuide](#)

## Other sources of information

For general guidance about being a student at Cambridge, see [CamGuides](#)

## Other Cambridge libraries of interest

- Your [college library](#) often has many books on your reading lists. They also usually offer congenial spaces for studying.
- There are [over 100 libraries](#) at Cambridge. Find great places to study in Cambridge using [Spacefinder](#). You can work at and borrow from most Cambridge libraries (however, not from college libraries, except your own)

- You are automatically registered at the [Seeley](#) and the [University Library](#) , a world-renowned collection of books, archives and manuscripts. Search “All Libraries” in iDiscover to see which libraries hold your readings.
- The [Radzinowicz Library](#), Institute of Criminology, on the Sidgwick Site
- For specialized geographical areas:
  - [Centre of African Studies Library](#)
  - [Centre of South Asian Studies Library](#)
  - [Latin American Studies at the Seeley Library](#)
- The [Marshall Library](#), Faculty of Economics, Sidgwick Site
- The [Experimental Psychology Library](#), Downing Site
- The [History and Philosophy of Science Library](#), Free School Lane

## 2. SOCIOLOGY PART II A STREAM

You **take four papers in both Years 2 and 3**

### Part IIA

Part IIA consists of three papers:

- Social Theory (SOC 2)
- Modern Societies II: Global Social Problems(SOC 3)
- Concepts and Arguments in Sociology (SOC 4) or Statistics and Methods (SOC 5)

Your fourth paper is chosen from SOC 4 or SOC 5; or a range available in the other tracks: Criminology (CRIM1), Politics, Social Anthropology (POL3-4, SAN8-13), in Archaeology (A1, A3, A11, B1-B4), History and Philosophy of Science (NatSci Part Ib, Paper 1 or Paper 2), Psychology (PBS 3-4), History (Part I, Papers 10 or Paper 11), or Paper 11 from the Education Tripos.

### Part IIA sociology papers:

#### **Soc 2: *Social Theory*; course organiser: Prof P 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.

#### **Soc 3: *Modern Societies II: Global Social Problems and Dynamics of Resistance*; course organiser: Dr M 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.

#### **Soc 4: *Concepts and Arguments*; course organiser: Dr Diana Kudaibergenova**

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

#### **Soc 5: *Statistics and Methods*; course organiser: Dr M 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 STATA 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.



### 3. JOINT SOCIOLOGY AND POLITICS STREAM

#### **Part IIA**

Part IIA consists of four papers:

- One paper chosen from POL3 (International Organisation II) and POL 4 (Comparative Politics)
- One paper chosen from POL 7-8 (History of Political Thought)
- TWO papers chosen from SOC 2 (Social Theory), SOC 3 (Global Social Problems) or SOC5 (Statistics and Methods)

#### **Part IIA politics papers:**

#### **POL3. *International organisation*; course organiser: 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*; course organiser: 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 9

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*; course organiser: Dr Christopher Brooke**

(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*; course organiser: Dr Pieter van Houten**

This paper introduces students to statistical methods used in the social sciences, illustrates how these methods can be used to study important 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)*; course organisers: Dr Christopher Brooke**

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

in medieval debates on the relationship between the Church and other powers, the constitutional structure of the Church, kingdoms and cities. It covers humanist responses to the classical past and to classical conceptions of virtue in the political thought of Machiavelli and others, the convergence during the Reformation of various traditions in the Calvinist case for armed resistance to an unjust ruler and moves beyond Europe to examine the theological and legal analysis of the legitimacy of European conquests in the New World.

**POL8. *The history of political thought from c.1700-c.1890 (Paper 20 of Part I of the Historical Tripos; course organiser: Dr 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.

#### **4. JOINT SOCIOLOGY AND SOCIAL ANTHROPOLOGY STREAM**

##### **Part IIA**

Part IIA consists of four papers:

- SAN2 (The Foundations of Social Life)
- SAN3 (Anthropological Theory and Methods) or SAN4 (Anthropology of an Ethnographic Area)
- **Two** chosen from: SOC2 (Social Theory), SOC3 (Global Social Problems) or SOC5 (Statistics and Methods)

##### **Part IIA Social Anthropology papers:**

##### **SAN2. *The foundations of social life; course organiser: 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; course organiser: 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. *America*; course organiser: 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.

**SANf: *Inner Asia*; course organiser: 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.

**SAN4g: *Europe*: course organisers: Dr Mattei 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 13

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

**SAN8: *Development, Poverty and Social Justice*: course organiser: Dr Sian Lazar**

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

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'.

**SAN9: *Science and Environment*; course organiser: Dr Mattei 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.

**SAN11: *Anthropology of Digital, Auditory and Visual Worlds*; course organizer: Dr Rupert Stasch**

This paper explores how different social orders are created through audio visual 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

## **5. JOINT SOCIOLOGY AND CRIMINOLOGY STREAM**

### **Part IIA**

Part IIA consists of four papers:

- CRIM 1 (Foundation in criminology and criminal justice)
- One paper chosen from CRIM 2 (Statistics and Methods) or CRIM 3 (two long-essays on a Criminology Topic)
- SOC 2 (Social Theory) and SOC 3 (Global Social Problems)

### **Part IIA Criminology papers:**

**CRIM1: *Foundation in criminology and criminal justice*; course organiser: 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?).

The lectures will be held in 2 hour blocks on Mondays, 10-12, at the Institute of Criminology. Lectures are central to this paper and students are strongly advised to attend all of them. The two-hour block will enable discussion of illustrative case studies.

*Supervisions:* The paper requires 6 substantive supervisions: three in the Michaelmas term and three in the Lent term. Four of the supervisions are essay-based. In the other two supervisions students may be asked to contribute in different ways e.g. present on a topic, discuss a case study or provide a book or film review. The reading list and the supervision questions provide guidance for students and supervisors. Students are not expected to cover all topics but to make a balanced selection in consultation with their supervisors. A revision lecture and supervision will take place in the first two weeks of the Easter term.

**CRIM2: *Statistics and Methods* (Paper SOC5); course organiser: Prof Loraine Gelsthorpe**

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

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: *A subject in criminology I*; course organiser: Prof Loraine Gelsthorpe**

Two long essays on criminological topics (2x 5,000 words). 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.



## 6. SOC 4 or CRIM 3 LONG-ESSAY

A quarter of your final mark is assessed from **SOC 4 or CRIM 3 two 5,000-word essays**. These are an opportunity to impress: exam answers are inevitably limited by the time available but dissertations and long essays give you a chance to show your work in a more original and polished way

### Supervision of long-essays: guidelines

- Students are to be given three supervisions per 5,000 word essay
- The first supervision to consider the nature and scope of the question and your approach to it - **this should be within the first two weeks of term**
- The second to discuss progress, normally on the basis of a written outline- **normally around week 5-6 of the term**
- The third to review a draft – **no later than one week before the end of term**
- Supervisions are expected to be given during term time
- Supervisors expected to read **one** draft of each essay
- Students are strongly encouraged to attend all lectures

The Faculty Board sets the subjects for long essays, but a supervisor will help you choose a topic from this selection, direct you towards introductory reading, guide you in how to approach the topic, and read your penultimate draft.

Examiners expect long essays to be more balanced, considered, polished and conclusive than supervision essays. You should set out the issues that are relevant to the question and briefly explain which of these you take to be important. Examiners need to see that you have read and understood the relevant literature, and that you are able to develop an argument. Probably just under a half of the essay should be devoted to this argument. Examiners will be interested in your conclusion; this need not be original, but should follow from your argument. If you believe a clear conclusion cannot be made, then your reasons for why this is so should be clear.

### Layout

- **Font:** Use 12-point font and double-spacing for the text and 11-point font and single spacing for footnotes, lengthy inset quotations, notes, and bibliographies.
- **Margins:** Allow an ample margin on both sides of the page.
- **Pagination:** Print on one side only, and number the pages serially from 1.
- **Abbreviations:** At the first mention give the full name and its acronym or abbreviation in brackets. For dissertations, it is often useful to include a list of the acronyms and abbreviations you use.
- **Word-count:** This includes all preliminary matter (e.g., title, acknowledgements), footnotes and endnotes, but not the bibliography.. Students are expected to keep to the

word-count as much as possible and penalties will be applied to over-limit work. All work should be proofread; examiners will penalise work with many grammatical or typographical errors.

## **References and bibliographies**

Some word processing programmes (e.g., Endnote for later versions of Microsoft Word) format references automatically from a bibliographical database in a variety of accepted conventions – these can be extremely useful, particularly if you update your database each time you read new material. Be consistent throughout in the convention you adopt (e.g., 'author-date' citations in the text, with a bibliography at the end of the work).

Make sure that your referencing is complete: for journal articles etc. the author, the title of the article, the name of the journal, the volume number, the year and the pages (and where page numbering starts with each issue, the issue number also); for books and book sections the editor(s) as well as the author(s), the title of the book, the place of publication, the publisher, and the year. Examiners often follow up a selection of references and will be irritated if they cannot find what they are looking for. If you use sources other than books or journal articles, make sure to say what these are. For sources obtained from the web etc., give the access address. Print the titles of books and journals in underlined normal type or italics; the titles of articles etc. in normal type inside quotation marks.

## **SOC 4 and CRIM 3 Essays Submission Deadline:**

First Essay: Monday 24 January 2022, by 12.00 noon.

Second Essay: Monday 2 May 2022, by 12.00 noon.

An electronic version should be sent by email to [enquiries@sociology.cam.ac.uk](mailto:enquiries@sociology.cam.ac.uk).

No student's name, or supervisor's name should appear on the work.

## **IMPORTANT: Penalties: Submission deadline/Word count/Plagiarism**

### **Late submission**

All work must be submitted by 12.00 noon on the advertised deadline. The **electronic copy must be received by 12.00 noon in order for the work to be considered as "submitted"**. Unless the student has been granted an extension, any work submitted after 12.00 noon will incur a **penalty** as follows:

- **1 point per hour or part thereof – up to 3 points (1 point per the first hour, another point for the second hour, and a third point for any further delay up to 12 noon the next day)**
- **Next 10 days or part of thereof – 3 points per day**
- **Any work submitted after 10 days is marked 0**
- **Electronic submission is mandatory**
- **Holding times are standardised as 12pm on the due date, with daily penalties applied every 24 hours from the due time.**

Students who have good reason to request an extension (e.g., serious health problem, major family difficulty) should contact their College as soon as possible, as all requests must be sent from the Director of Studies or the College's Senior Tutor to the Sociology Senior Examiner for **Part IIA (Dr Monica Moreno Figueroa, [mm2051@cam.ac.uk](mailto:mm2051@cam.ac.uk))** copied to the undergraduate secretary: Odette Rogers, [ohmr3@cam.ac.uk](mailto:ohmr3@cam.ac.uk), at least 48 hours in advance of the deadline date. All requests must be accompanied by appropriate evidence.

### **Word limit**

Students and supervisors should note that the word limit is **5,000 words** for Long Essays. **There is no leeway. Students exceeding the word limit will be penalised.** The word limit must be written on the coversheet for your dissertation or essay at submission and the Faculty will carry out checks. At the final Examiners' meeting in June, the Examiners will discuss all overlength work and agree a penalty scale.

What is counted in the word limit will vary by subject (see below), so you should ensure that you have read the paper guide and are clear on what will be included. ***Word limit rules apply to the subject of the paper you are submitting, not the subject track you are on.*** As a general rule, any content that the Examiners must read in order to assess your work should be included in the main body and not in an appendix; overuse of appendices may be penalised if it impairs the understanding of your work.

***For all Soc assessed work***, the word limit will include all text except the bibliography and appendices; tables will be counted according to content. This means that the main text, captions, table of contents, footnotes, endnotes and all prefatory material at the start of the essay will be counted. Numerical tables, graphs or figures (for example, reports of statistical data) will be counted at a fixed rate of 150 words per table. Non-numerical tables, graphs or figures (for example, comparison tables showing attributes of various groups) will be counted per-word, and all content of the table will be counted.

### **Plagiarism or unfair practice**

Concerns about plagiarism are taken very seriously and students should ensure that they are familiar with the Faculty's guidance (available in your handbook and current student webpages). Cases of suspected unfair practice including plagiarism, potential data fabrication or breaches of ethical research practice will be investigated by the Senior Examiner of Part II on a case-by-case basis. Students should read the University's Statement on Plagiarism at:

<http://www.admin.cam.ac.uk/univ/plagiarism/students/statement.html>

## **7. GUIDANCE ON PLAGIARISM**

*What follows is important guidance on plagiarism for all students in the Faculty of Human, Social, and Political Science.*

Plagiarism is presenting as your own work words and thoughts that are not your own. It is a form of cheating and treated as such by the University's ordinances. At the beginning of each academic year you are asked to sign a form saying that you have read this guidance document

and understand what plagiarism is. If you are in any doubt about what constitutes plagiarism, ask your graduate supervisor or Director of Studies to talk you through the issue. You should also ensure that you are familiar with the University's formal Statement on Plagiarism, [www.admin.cam.ac.uk/univ/plagiarism](http://www.admin.cam.ac.uk/univ/plagiarism).

## **What Constitutes Plagiarism?**

### ***Plagiarism from published literature***

Plagiarism is copying out, or paraphrasing someone else's work (whether published or not), without acknowledgement in quotation marks (where directly copied) or a reference or citation. Avoiding plagiarism means getting into the habit of careful referencing. Citation styles and preferences can vary by subject within the Faculty; make sure you check with your supervisor or course organiser about what style best suits the type of work you are producing. Whatever the style, though, appropriate referencing is essential.

Take the following passage, from Fritz Stern's book, *The failure of illiberalism* (1974):

"Some of them, unwittingly, hastened the coming of the disaster, for they became exuberant imperialists, justifying Germany's headlong rush into world politics by a kind of cultural Darwinism. Once more, brute force was gilded by idealistic invocations, by reference to Hegel and Fichte and the German Idealist tradition. Similar rationalizations had been propagated in Western countries; the difference, as Ludwig Dehio points out, was that the ideals of the Western powers, of Spain during the Counter-Reformation, of revolutionary France or liberal England, possessed a universal appeal, whereas the "German mission" was parochial and unpersuasive. The Germans were searching for the identity of their mission, in a sense for their own identity; the Kaiser's theatrics were a pathetic insistence of this search." (Fritz Stern, *The failure of illiberalism: essays on the political culture of modern Germany*, pp. 16-17.)

Any part you directly quote should be attributed to Stern in the main body of your text, identified by quotation marks.

It is plagiarism to write without a reference to Stern:

A few Germans inadvertently speeded up the impending disaster, for they became enthusiastic imperialists, justifying Germany's dizzy charge into world power politics by a form of cultural Darwinism. Again, violence was covered by idealistic rhetoric, through the words of Hegel and Fichte, and the German Idealist tradition.

This is because the source of the information is not made clear.

To write what follows is also plagiarism:

Some Germans unwittingly hastened the coming of the disaster, for they became exuberant imperialists, justifying Germany's headlong rush into world politics by a kind of cultural Darwinism. Once more, brute force was gilded by idealistic invocations (Stern, 1974: 16-17).

Even though there is a reference to Stern here, this is plagiarism because substantially the same sequences of words are used as in Stern's text: those words should be in quotation marks.

In both of the passages above, it is not possible to distinguish between your words or thoughts and those of Stern, and therefore this counts as plagiarism.

Your objective should be to show your reader where and how you have supported or defended your work with that of others, or where you have carried someone else's work to a new level. This is done by including references and quotation marks as appropriate:

Stern (1974) felt that some Germans "... unwittingly hastened the coming of the disaster, for they became exuberant imperialists, justifying Germany's headlong rush into world politics by a kind of cultural Darwinism". This legitimisation can be clearly seen in speeches given by German orators throughout 1930-39.

It is also plagiarism to pass off an author's discussion of another author as your own. For example, you must acknowledge Stern in taking his comment on Ludwig Dehio. Here, if you want to use Stern's words you should write something like:

Stern (1974: 16-17) emphasises Ludwig Dehio's argument that "the ideals of the Western powers, of Spain during the Counter-Reformation, of revolutionary France or liberal England, possessed a universal appeal, whereas the 'German mission' was parochial and unpersuasive".

It is plagiarism to write the following without acknowledging Stern:

Ludwig Dehio argued that the difference Germany and Western countries was that the ideals of the Western powers, of Spain during the Counter-Reformation, of revolutionary France or liberal England, possessed a universal appeal, whereas the "German mission" was parochial and unpersuasive.

### ***Plagiarism from the Internet***

Buying essays from Internet sites and passing them off as your own is plagiarism. There are no grey lines with this kind of plagiarism. It always constitutes a deliberate attempt to deceive and shows a wilful disregard for the point of a university education.

Downloading material from the Internet and incorporating it into essays without acknowledgement also constitutes plagiarism. Internet material should be treated like published sources and referenced accordingly.

### ***Plagiarism from other students' essays***

Submitting an essay written by another student is plagiarism and will always be treated as a deliberate attempt to deceive. This is the case whether the other student is at this University or another, whether the student is still studying or not, and whether he or she has given

consent to you doing so or not. Taking passages from another student's essay is also plagiarism.

In most courses, it is also plagiarism to submit for examination any work or part of any work which you have already had examined elsewhere, even if this was in another University or for another degree.

### ***Collusion***

Submitting parts of an essay, dissertation, or project work completed jointly with another student, without acknowledgement or if joint work has not been permitted, is collusion and is considered a form of plagiarism. When submitting assessed work, each student will be asked to declare whether or not s/he has received substantial help from another student or supervisor. This will include, but is not limited to, rewriting or rephrasing large sections of the work. Each piece of work is expected to be the original, independent work of the student, and so if this is not the case it must be declared at the beginning of the assessment process.

Proofreading, reading drafts, and suggesting general improvements are not collusion and students are encouraged to obtain a third party's view on their essay(s). However, as an example, if a supervisor or another student carried out detailed redrafting of the entire conclusion section of an essay, this would be considered collusion.

Some projects may benefit from joint working. In this case, however, the final project carried out by each student should be original and should not overlap significantly with one another. Students considering working together should always discuss the matter with their Supervisors and/or Directors of Studies *before* beginning the project. This type of joint work must always be declared by both students when the work is submitted.

### ***Authenticity of data***

Some dissertations or project work may focus on analysing and drawing conclusions from a set of data. The integrity of data collection is paramount and students of any level are expected to uphold good research practice. Falsifying, or attempting to falsify, data will be treated as fraud (a form of plagiarism) and will be investigated (see *The consequences of plagiarism* below).

Supervisors of dissertations or projects are encouraged to carry out spot-checks on data gathered online and via traditional methods, and to seek assistance from computing staff in interpreting the results of these spot checks. Supervisors who have concerns regarding anomalous results should in the first instance discuss these with the student. If they are unsatisfied, they should contact the Chair or Senior Examiner to discuss. In this instance, supervisors have the right to stop the collection of data or to suspend the student's access to a shared dataset, until the concerns can be reviewed more fully with both student and supervisor. This will be done in as timely a manner as possible so as not to impede the progress of the project or dissertation.

### ***Self-plagiarism***

All undergraduate coursework in sociology is submitted to Turnitin plagiarism detection software. Your coursework must be an original piece of work and that general rule includes **self-plagiarism**, i.e. you cannot submit the same piece of work (or portions of it) for assessment more than once. In practical terms, this means your coursework assignment for SOC 4, CRIM3, SOC9, SOC12 should not overlap with either your dissertation, or other

coursework that you are being formally assessed on. Further, your exam answers should also avoid duplication of your coursework. If you have any queries regarding this matter, then please contact the course organiser for your paper.

## **The Consequences of Plagiarism**

### ***Assessed work***

A supervisor or examiner with concerns about potential plagiarism in work for formal assessment, whether or not the work has yet been submitted, will contact the Chair or Senior Examiner, who will liaise with the University Proctors. This will lead to an investigative meeting with the student. If the Proctor believes that there is a case to answer, s/he will then inform the University Advocate who can take the student before the University's Court of Discipline. The Court of Discipline has the power to deprive any student found guilty of plagiarism of membership of the University, and to strip them of any degrees awarded by it. A case may be made irrespective of the student's intent to deceive.

### ***Supervision essays***

Any supervisor who finds evidence of plagiarism in a supervision essay will contact the student's Director of Studies. The College then has the discretion to take disciplinary action. Supervisors can refuse to supervise any student whom they have found plagiarising in an essay.

## **Use of originality checking software**

The University subscribes to a service named 'Turnitin' that provides an electronic means of checking student work against a very large database of material from the internet, published sources and other student essays. This service also helps to protect the work submitted by students from future plagiarism and thereby maintain the integrity of any qualifications you are awarded by the University.

**Work will be submitted to Turnitin**, where it will be stored electronically in a database. Turnitin will produce an originality report showing whether any strings of words not in quotation marks are contained in other items in its database. The originality report will then be used to inform judgements about whether or not plagiarism has occurred. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

## **8. MARKING AND CLASSING CRITERIA**

### **Faculty of HSPS – Marking Criteria**

#### **Sociology papers**

The following marking criteria apply to all HSPS papers with the SOC preface. All students taking a SOC paper will be marked against the same criteria, regardless of the student's "home" track or Tripos.

#### **Examinations:**

Markers will award one mark per *question*. All work is double-marked, and markers should not diverge by more than 9 points. In cases of discrepancy between two markers, it is the External Examiner who decides on the final mark.

Mark	Quality of Answer
80+	An answer showing outstanding understanding that displays a very high degree of accuracy, insight, and style, and originality in responding to the question, and is well-structured. To fall into this range, an answer has to display all of these qualities.
70-79	An answer showing very clear understanding and a high degree of accuracy, which provides a cogent and well-structured argument focused on the question with a significant level of insight and a degree of originality.
60-69	An answer showing clear understanding and a good level of accuracy that provides a coherent, sustained, and well-structured argument focused on the question. To fall into this range, an answer has to display all of these qualities, and should not decisively show any of the negative qualities listed under the criteria for a 50-59. Answers where there is some evidence of the negative qualities listed under the criteria for a 50-59 will receive a mark between 60 and 64.
50-59	An answer that concentrates on the subject matter of the question, that displays relevant knowledge and is generally accurate, but which either shows significant limitations in understanding, or presents a discussion that is not focused on the question, or is partially unstructured, or where the discussion is not sustained through the course of the essay. To fall into this range, an answer has to display these positive qualities, and should not show any of the negative qualities listed under the criteria for a 40-49.
40-49	An answer generally relevant to the subject matter of the question, but one that contains a large number of inaccuracies, or shows significantly inadequate knowledge, or presents an unstructured and disjointed discussion. To fall into this range, an answer should not show any of the negative qualities listed under the criteria for a 21-39.
21-39	An answer that either displays a lack of crucial knowledge, or has no structure, or is radically incomplete, or is almost entirely irrelevant to the question, or contains an extremely high number of inaccuracies.
1-20	A single paragraph of conventional paragraph length, or an answer that is entirely irrelevant, should receive a mark not higher than 20.
0	No answer provided for a question.

**Long essays (papers SOC4 & CRIM3):**



Mark	Quality of Answer
80+	A wholly clear, powerful, sophisticated and persuasive argument focused on the question, supported throughout by relevant texts and/or evidence, dealing decisively with the most important counter-arguments, containing some original thought or insight, sustained over the length of the essay, displaying a very high degree of accuracy, and faultlessly written and presented. To fall into this range, essays have to display all of these qualities.
70-79	A wholly clear and persuasive argument, supported throughout, as the case may be, by relevant texts and/or evidence, which deals effectively with the more important counterarguments, shows clear independence of mind, is sustained over the length of the essay, displays a high degree of accuracy, and is well written and presented. To fall into this range, an essay has to display all of these qualities.
60-69	A generally clear and persuasive argument focused on the question, generally well supported by relevant texts and/or evidence, that pays due attention to the important counter- arguments, , sustained over the length of the answer/essay, displaying a good level of accuracy, and well written and presented. To fall into this range, an essay has to display all of these qualities, and should not decisively show any of the negative qualities listed under the criteria for 50-59. Essays where there is some evidence of the negative qualities listed under the criteria for 50-59 will receive a mark between 60 and 64.
50-59	<p>A moderately clear argument, reasonably well supported by relevant texts and/or evidence,</p> <p>but that shows some mistakes or accuracy, or weakness in its reasoning or textual and/or evidential support, or is not focused on the question, or is not well sustained over the length of the answer/essay, or fails to address counter-arguments, or is in whole or in part not well written and presented. To fall into this range, essays have to display both positive qualities and should not show any of the negative qualities listed under the criteria for a 40-49. An essay that is in whole or in part not well written or presented will receive a mark in this range regardless of its positive qualities or the absence of other negative features.</p>
40-49	<p>A discernible argument that receives modest support from relevant texts and/or evidence,</p> <p>but which is seriously problematic in its reasoning or textual and/or evidential support, or disregards the question, or makes a significant number mistakes of fact, or is not sustained over anywhere near the length of the essay, or is in significant part poorly written and presented. To fall into this range, essays have to display both positive qualities.</p>
21-39	A barely discernible argument on the subject of the question, that is either thinly supported, ignoring the evidence and/or texts in its argument, or makes a large number of mistakes of fact, or is poorly structured throughout the essay, or is poorly written and presented throughout.

1-20	An essay that is irrelevant to the subject of the question, or shows a complete failure of understanding of the subject, or that is radically incomplete.
0	No essay submitted, or submitted more than a week after the deadline.

### **Faculty of HSPS – Classing Criteria:**

**NOTE:** All undergraduate Tripos students beginning their study in October 2020 and onward will receive an overall degree classification at the end of their final year. The algorithm for obtaining the final classification for the HSPS Tripos is Part I (0%), Part IIA (0%) Part IIB (100%). In addition, each part of the Tripos will receive an individually classed result, but your final overall classification will be considered your degree outcome.

In Part II, students take four papers and receive four marks. The mark for each paper will be rounded to a whole number and combined to achieve the overall mean mark; the mean mark will be rounded to one decimal place for the purposes of classing.

I*	A mean mark of at least 75.0 <b>AND</b> no mark lower than a 60 <b>AND</b> no more than one mark of 60-69  OR All papers of 70 or above and at least two papers of 75 or above
I	A mean mark of at least 69.0 <b>AND</b> at least two marks of 70 and above <b>AND</b> no mark lower than 60 unless it is compensated by a mark of 75 or above
2.i	A mean mark of at least 60.0 <b>AND</b> at least two marks of 60 and above <b>AND</b> no mark lower than a 40
2.ii	A mean mark of at least 50.0 <b>AND</b> at least two marks of 50 and above <b>AND</b> no mark lower than a 40
III	A mean mark of at least 40.0 <b>AND</b> at least three marks of 40 or above

Fai 1	<p>A mean mark of less than 40.0</p> <p>OR</p> <p>Two marks of 39 or below</p>
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## 9. SUPERVISION IN SOCIOLOGY AND WORKLOAD:

The following guidelines have been set up by the Sociology Undergraduate Education Committee regarding supervisions:

- Students should expect to receive 6 to 8 supervisions for each paper. Students will be expected to produce a **minimum of 4 essays** instead of being required to write 6 essays. While still holding the stipulated 6 supervisions, individual supervisors can decide to use some supervision sessions to read and discuss an article, ask students to present on a topic, or find other ways to address the topic in ways that are stimulating and provide a learning experience for students.
- Supervisions should not start later than week 3 of Michaelmas term, and should be arranged in week 0.
- Queries and concerns relating to supervisions should be addressed by students, in the first instance to their Director of Studies; secondly to the Course Organiser; thirdly to the **Director of Sociology Undergraduate Education: Dr Darin Weinberg**.

**Students should not be expected to work more than 46 hours/week during term time for lectures and supervisions.**

## 10. FEEDBACK

Your chance to put forward your opinions on the papers you take!

For Sociology Papers, student feedback is collected via **online anonymous questionnaires** circulated at various points in the academic year. It is crucial that you complete them and give feedback on your papers.

Course organisers take students' concerns and suggestions into consideration each year when preparing their paper outlines and selecting supervisors for the year. So please remember to complete the questionnaire.

You can also access the **permanent feedback form** on the sociology website throughout the year:

<https://www.sociology.cam.ac.uk/current-students/current-undergraduates/studentfeedback>

## 11. PRIZES

**Part IIA and Part IIB Polity Press Prize for best sociology performance**

Each year, once examination results are published, the candidates in the sociology stream who achieve the best overall average and an overall first in Part IIA and Part IIB are awarded the Polity Press Prize: £100 worth of books to be chosen from Polity Press publications.

### **CUQM SOC5 Prize**

The Soc 5 prize is given to the student with the highest mark in the final Soc 5 examination: The winner receives a voucher to the value of £50 from Heffers bookshop and £50 worth of books from SAGE publishers.

**CQMC (Cambridge Quantitative Methods Centre) Quantitative Dissertation Prize** Prize for the best undergraduate dissertation that uses quantitative methods. It is open to students from all departments involved with CUQM, and is sponsored by Sage publications: £100 worth of Sage vouchers.

### **Winifred Georgina Holgate-Pollard Memorial Prizes**

Instituted in 2016, this fund is for the award of prizes in recognition of the most outstanding results in any parts of Cambridge Tripos.

## **12. ACADEMIC STAFF IN SOCIOLOGY**

### ***University Teaching Officers***

**Professor Patrick Baert** (Selwyn College)

Social theory; philosophy of social sciences; sociology of knowledge.

[pjb100@cam.ac.uk](mailto:pjb100@cam.ac.uk)

**Prof Brendan Burchell**

Sociology of work.

[bb101@cam.ac.uk](mailto:bb101@cam.ac.uk)

**Dr Manali Desai**

Political and historical sociology; social movements and ethnic violence in India.

[md644@cam.ac.uk](mailto:md644@cam.ac.uk)

**Dr Julieta Chaparro-Buitrago**

Gender

[jac308@cam.ac.uk](mailto:jac308@cam.ac.uk)

**Professor Sarah Franklin** (Christ's College)

Reproductive and genetic technologies.

[sbf25@cam.ac.uk](mailto:sbf25@cam.ac.uk)

**Prof Jennifer Gabrys**

Media, culture and environment

[jg899@cam.ac.uk](mailto:jg899@cam.ac.uk)

**Dr Stuart Hogarth**

Sociology of science and technology

[sh339@cam.ac.uk](mailto:sh339@cam.ac.uk)

**Dr Maria Iacovou**

Quantitative research methods

[mi305@cam.ac.uk](mailto:mi305@cam.ac.uk)

**Dr Sazana Jayadeva**

Education and inequalities; migration; digital media

[sj355@cam.ac.uk](mailto:sj355@cam.ac.uk)

**Dr Hazem Kandil** (St Catharine's College)

Race, ethnicity, nationalism.

[hk376@cam.ac.uk](mailto:hk376@cam.ac.uk)

**Dr Diana Kudaibergenova**

Political Sociology

[dk406@cam.ac.uk](mailto:dk406@cam.ac.uk)

**Dr Ella McPherson** (*on leave in 2021-22*)

Media

[em310@cam.ac.uk](mailto:em310@cam.ac.uk)

**Dr Ali Meghji**

Social inequalities

[am1213@cam.ac.uk](mailto:am1213@cam.ac.uk)

**Dr Monica Moreno-Figueroa** (Downing College)

Race and Ethnicity

[mm2051@cam.ac.uk](mailto:mm2051@cam.ac.uk)

**Dr Darin Weinberg** (King's College)

Medical sociology; urban sociology; social theory; sociology of science; qualitative research.

[dtw23@cam.ac.uk](mailto:dtw23@cam.ac.uk)

***Affiliated lecturers and College Teaching Officers***

**Dr Filipe Carreira da Silva** (Selwyn College)

Social theory.

[fcs23@cam.ac.uk](mailto:fcs23@cam.ac.uk)

**Dr Veronique Mottier** (Jesus College)

Social theory; the social and political regulation of gender & sexuality; HIV/Aids & eugenics; qualitative/interpretative research methods, especially discourse and narrative analysis.

[vm10004@hermes.cam.ac.uk](mailto:vm10004@hermes.cam.ac.uk)

### ***Researchers***

<https://research.sociology.cam.ac.uk/profiles/postdoctoral-and-research-assistants>

### ***Teaching Associates***

**Dr Hande Guzel**

Gender.

[hg401@cam.ac.uk](mailto:hg401@cam.ac.uk)

**Dr Jorge Saavedra Utman**

Media; Latin American Cultural Politics

[jsu21@cam.ac.uk](mailto:jsu21@cam.ac.uk)

### 13. OPTIONS FOR PART IIB SOCIOLOGY STUDENTS

**HSPS Part IIB papers on offer in 2021-22** – *Paper titles may change each academic year according to availability of teaching staff*

- You choose three papers from a range of subjects. If you wish, you can offer a dissertation in place of one of these:

SOC 6: Advanced Social Theory

SOC 7: Media, Culture and Society

SOC 8: War and Revolution

SOC 9: Global Capitalism

SOC 10: Gender

SOC 11: Racism, Race and Ethnicity

SOC 12: Empire, Colonialism, Imperialism

SOC 13: Health, Medicine and Society

SOC 15/CRIM4: Criminology, Sentencing and the Penal System (borrowed from the Law Tripos)

CRIM5: Social Networks and Crime: Social Order, Violence and Organised Forms of Criminality

Your final paper can be in another sociology subject (SOC5-SOC15) , one taken from another track: POL13, POL17, SAN8-13, Archaeology papers B2-B4, or a subject offered in Psychology (PBS6-8)

#### **Joint subject tracks**

If you choose to follow one of the joint subject tracks, you take two papers from a smaller number of options available in each track in each year. In Year 3, you can offer a dissertation as your fourth paper

Those who select one of the joint tracks in Part IIA have the option to specialise in one of these subjects in Part IIB if they wish.

#### **Politics and Sociology**

##### **Part IIB**

Part IIB consists of four papers:

- Two papers chosen from POL 6, POL10-21

- Two papers chosen from SOC5-15
- You can offer a dissertation as your fourth paper

A description of **Politics and International Studies papers** can be found on the POLIS website: <http://www.polis.cam.ac.uk/Undergrad/Current>

## **Sociology and Social Anthropology**

### **Part IIB**

Part IIB consists of four papers:

- Two papers chosen from SOC 5-15
- **One** Paper chosen from SAN5 (Ethical Life and the Anthropology of the Subject) or SAN6 (Power, Economy and Social Transformation) and **one** paper from SAN4-SAN6, SAN8-SAN13

You can offer a dissertation as your fourth paper

A description of **Social Anthropology papers** can be found on the Social Anthropology website: <http://www.socanth.cam.ac.uk/current-students/ug-part-two-b>

## **Sociology and Criminology**

### **Part IIB**

Part IIB consists of four papers:

- Two papers chosen from SOC 5-15
- CRIM4 (Criminology, Sentencing and the Penal System)
- CRIM5 (Social Networks and Crime)

You can offer a dissertation as your fourth paper