Students must return preliminary paper choices by Wednesday 30th May 2018

E-mail: paperchoices@arch.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.
# TABLE OF CONTENTS

- Making your Part IIA choices 2
- Choosing your track 3
- Summary of track options 4
- Available Part IIA papers, 2018-19 8

## Paper descriptions
- Archaeology papers 10
- Biological Anthropology papers 16

## Papers from other Triposes 17
- Politics & International Relations 17
- Social Anthropology papers 18
- Sociology papers 19
- Psychology and Behavioural Sciences 20

- Administrative Contact Details 21

- Notes page 22
Making your Part IIA choices

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

**Single subject tracks:**
- ACT2AR Archaeology
- ACT2EG Archaeology – Egyptology
- ACT2AS Archaeology – Assyriology
- ACT2BA Biological Anthropology

**Joint subject tracks:**
- ACT2AE Assyriology and Egyptology
- ACT3BR Biological Anthropology and Archaeology

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

By **Wednesday 30th May 2018** you will be asked to complete an online registration form to indicate the track and papers that you want to study in Part IIA. Although you are Archaeology Tripos students, the registration system is hosted by the HSPS Tripos. The form will be available from Wednesday 23rd May at the following location on the HSPS website – look for the Archaeology Tripos link here:

http://www.hsps.cam.ac.uk/how-to-submit-your-paper-choices-for-the-hsp3-tripos

This is not binding and you can change your mind up until the start of Michaelmas Term 2018, however, gathering this information is very important because it will enable us to do the following before the start of the year:

1. Check our timetable to ensure clashes are kept to a minimum. We can never guarantee that we will be able to fix a clash, as the available options on the Tripos are simply too large; in addition, several papers are shared with other Triposes or with MPhil courses that impose their own restrictions and limit the flexibility we have. If we cannot remove a clash you will need to discuss this with our Director of Studies, as you may need to change your paper selection.

2. Check that we have available rooms of sufficient size for each lecture.

3. Ensure we have recruited sufficient levels of supervisors for each paper. In some papers, we will match students and supervisors before the start of the year so that you can begin supervision right away.

If you do later change your mind, you need to notify us as soon as possible by contacting this email address: paperchoices@arch.cam.ac.uk.
Choosing your Track
Please make sure you discuss your choices with your DoS prior to completing the online registration form.

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

The information in this booklet is only applicable to the 2018-19 academic year.

SINGLE TRACKS

ACT2AR Archaeology
The Archaeology pathway gives you the opportunity to study a broad range of topics using many different ways to learn. Core courses include both basic archaeological methods and concepts, and important transferrable skills such as data analysis and thinking about heritage.
In both the second and third years, you can take year-long area options which cover the archaeology of a specific region or period. These are supplemented in the third year by term-long modules which focus in depth upon particular places, themes or topics. Archaeological science is represented by a core second year module and advanced one-term modules allowing you to learn specific skills and methods. You can also borrow papers on Classical archaeology and from HSPS. The dissertation allows you to define your own project and explore it through guided independent research; for many students this is the most exciting part of the programme.

ACT2EG Archaeology – Egyptology
This track enables students to take only Egypt language and archaeology papers focused on Egypt. Be aware that a dissertation is mandatory in IIB for this track.

ACT2AS Archaeology – Assyriology
This track enables students to take only Akkadian languages papers and archaeology and culture papers focused on Mesopotamia.

ACT2BA Biological Anthropology
Biological Anthropology is the study of humans from a biological, evolutionary and comparative perspective. Ultimately it is concerned with how and why humans evolved, how we are similar to or different from other primates, how we have and still do adapt to the environments in which we live. The field covers the past and the present, and the human organism from the gene through to behaviour and culture. Biological anthropology is extremely wide-ranging, and includes approaches from genetics, palaeontology, ecology, behaviour, physiology, growth and development, and can include non-human primates as well as humans themselves.
Courses in biological anthropology provide an opportunity to study the human species in depth.

- Humans in evolutionary perspective – the history of the hominin lineage, and the patterns and processes that led from an African ape to Homo sapiens
- Humans in an adaptive context – how humans have and still adapt to their complex environments, genetically, behaviorally, and culturally
- The comparative biology and behaviour of humans – looking at the human species in the context of broader patterns of evolution and ecology, and in particular as a primate species.

**JOINT TRACKS**

**ACT2AE Assyriology and Egyptology**
This track gives students the opportunity to take language and culture papers for both areas of study.

**ACT3BR Biological Anthropology and Archaeology**
In the combined Archaeology/ Biological Anthropology pathway, besides core modules in both subjects, you can combine a huge range of modules across both fields. Students appreciate the huge flexibility it offers in exploring the space between these two subjects.
### Summary of Track Options:

<table>
<thead>
<tr>
<th>TRACK</th>
<th>PAPER CHOICES – SECOND YEAR (Part IIA)</th>
<th>Key for paper codes (available in 2018-19):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Archeology, ACT2AR</strong></td>
<td>• A10: Archaeological Theory and Practice I <em>(required)</em></td>
<td>A21 Archaeological Science</td>
</tr>
<tr>
<td></td>
<td>• A11: From Data to Interpretation <em>(required)</em></td>
<td>A22 Palaeolithic Archaeology</td>
</tr>
<tr>
<td></td>
<td>• <strong>ONE</strong> paper chosen from the following: <strong>A2 (must be taken if not taken in Part I)</strong>, <strong>A21-A36</strong>.</td>
<td>A23 European Prehistory</td>
</tr>
<tr>
<td></td>
<td>• <strong>ONE</strong> further paper from the Archaeology Tripos: <strong>A21-A37, B2-B4</strong></td>
<td>A24 Medieval Globe</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> from the HSPS Tripos: <strong>POL3, POL4, SAN7-SAN13, SOC3, SOC4</strong></td>
<td>A25 Mesopotamian Archaeology I: prehistory and early states</td>
</tr>
<tr>
<td></td>
<td><strong>Assyriology: ACT2AS</strong></td>
<td>A27 Settlement and Society in ancient Egypt.</td>
</tr>
<tr>
<td></td>
<td>• <strong>M4</strong>: Akkadian Language <strong>OR</strong> <strong>M1</strong>: Akkadian Language I <em>(M1 must be taken if not taken in Part I)</em>.</td>
<td>A29 The Archaeology of religion in ancient Egypt.</td>
</tr>
<tr>
<td></td>
<td>• <strong>A25</strong>: Mesopotamian Archaeology I: prehistory and early states</td>
<td>A31 Ancient India I: the Indus civilisation and beyond</td>
</tr>
<tr>
<td></td>
<td>• <strong>M3</strong>: Mesopotamian Culture II: religion and scholarship</td>
<td>A34 The Archaeology of Mesoamerica and North America</td>
</tr>
<tr>
<td></td>
<td>• <strong>ONE</strong> further paper from the Archaeology Tripos: <strong>A2, A10-A11, A21-A37, B2-B4</strong></td>
<td>A35 African Archaeology</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> <strong>ONE</strong> paper from the HSPS Tripos: <strong>POL3-4, SAN7-13, SOC3-4.</strong></td>
<td>A37 Classical Art and Archaeology <em>(Classics Tripos)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2 Human ecology and behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B3 Human Evolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B4 Human comparative biology</td>
</tr>
<tr>
<td>TRACK</td>
<td>PAPER CHOICES – SECOND YEAR (Part IIA)</td>
<td>Key for paper codes (available in 2018-19):</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Biological Anthropology ACT2BA | • TWO papers from **B2-B4**  
• **B5**: From Data to Interpretation *(required)*  
• **ONE** paper chosen from the following papers in the Archaeology Tripos: **B2-B4, A2, A10, A21-A37**  
**OR** a paper from the HSPS Tripos: **POL3-4, SAN7-13, SOC3-4**.  
**OR** a paper from the Psychological and Behavioural Science Tripos: **PBS3-4**                                                                 | B2 Human ecology and behaviour  
B3 Human Evolution  
B4 Human comparative biology  
A2 Archaeology in Action  
A10 Archaeological Theory and Practice I  
A21 Archaeological Science  
A22 Palaeolithic Archaeology  
A23 European Prehistory  
A24 Medieval Globe  
A25 Mesopotamian Archaeology I: prehistory and early states  
A27 Settlement and Society in ancient Egypt  
A29 The Archaeology of religion in ancient Egypt  
A31 Ancient India I: the Indus civilisation and beyond  
A34 The Archaeology of Mesoamerica and North America  
A35 African Archaeology  
A37 Classical Art and Archaeology (Classics Tripos)  
POL3 International Organisation  
POL4 Comparative Politics  
SAN7 The Anthropology of an Ethnographic Area  
SAN11 Anthropology of Media and Visual Culture  
SAN12 Anthropology of Cities and Space  
SAN13 Gender, Kinship and Care  
SOC3 Modern Societies II  
SOC4 Concepts and arguments in sociology:  
PBS3 Social and Developmental Psychology  
PBS4 Experimental Psychology |


<table>
<thead>
<tr>
<th>TRACK</th>
<th>PAPER CHOICES (NB unable to choose other option papers)</th>
</tr>
</thead>
</table>
| **Egyptology: ACT2EG** | - **E1** Egyptian Language I *(required if not taken in Part I)* **OR** **E2**: Middle Egyptian Texts  
- **A2** Archaeology in Action *(required if not already taken in Part I)* **OR** **A10** Archaeological Theory and Practice I.  
- **A27** Settlement and Society in ancient Egypt.  
- **A29** The Archaeology of religion in ancient Egypt. |
| **Assyriology and Egyptology ACT2AE** | - **M4**: Akkadian Language II, **OR** **M1** Akkadian Language I *(M1 is required if not taken at Part I).*  
- **E2**: Middle Egyptian Texts **OR** **E1** Egyptian Language I *(E1 is required if not taken at Part I).*  
- **ONE** paper chosen from:  
  - **A27** Settlement and Society in ancient Egypt.  
  - **A29** The Archaeology of religion in ancient Egypt **OR**  
- **ONE** paper chosen from  
  - **A25**: Mesopotamian Archaeology I: prehistory and early states **OR**  
  - **M3**: Mesopotamian Culture II: religion and scholarship |
| Biological Anthropology and Archaeology ACT2BA | • A2 Archaeology in Action *(required if not taken in Part I)* or A10: Archaeological Theory and Practice I  

• A11/B5: From Data to Interpretation. *(NB. This is the same paper.)*  

• **ONE** paper chosen from B2-B4.  

• **ONE** further paper from A10, A21-A37, B2-B4. | B2 Human ecology and behaviour  
B3 Human Evolution  
B4 Human comparative biology  
A2 Archaeology in Action  
A10 Archaeological Theory and Practice I  
A21 Archaeological Science  
A22 Palaeolithic Archaeology  
A23 European Prehistory  
A24 Medieval Globe  
A25 Mesopotamian Archaeology I: prehistory and early states  
A27 Settlement and Society in ancient Egypt.  
A29 The Archaeology of religion in ancient Egypt  
A31 Ancient India I: the Indus civilisation and beyond  
A34 The Archaeology of Mesoamerica and North America  
A35 African Archaeology  
A37 Classical Art and Archaeology *(Classics Tripos)* |
Part IIA available Papers, 2018-19
Below is a list of all papers offered in 2018-19.

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.

*for descriptions, turn to pp. 10*

Offered in 2018-19:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Archaeology in Action</td>
</tr>
<tr>
<td>A10</td>
<td>Archaeological Theory and Practice I</td>
</tr>
<tr>
<td>A11</td>
<td>From Data to Interpretation (the same paper as B5)</td>
</tr>
<tr>
<td>M1</td>
<td>Akkadian Language</td>
</tr>
<tr>
<td>M3</td>
<td>Mesopotamian Culture II: religion and scholarship</td>
</tr>
<tr>
<td>M4</td>
<td>Akkadian Language II</td>
</tr>
<tr>
<td>E1</td>
<td>Egyptian Language</td>
</tr>
<tr>
<td>E2</td>
<td>Middle Egyptian Texts</td>
</tr>
<tr>
<td>A21</td>
<td>Archaeological Science</td>
</tr>
<tr>
<td>A22</td>
<td>Palaeolithic Archaeology</td>
</tr>
<tr>
<td>A23</td>
<td>European Prehistory</td>
</tr>
<tr>
<td>A24</td>
<td>The Medieval Globe</td>
</tr>
<tr>
<td>A25</td>
<td>Mesopotamian Archaeology I: prehistory and early states</td>
</tr>
<tr>
<td>A27</td>
<td>Settlement and Society in Ancient Egypt</td>
</tr>
<tr>
<td>A29</td>
<td>The Archaeology of Religion in Ancient Egypt</td>
</tr>
<tr>
<td>A31</td>
<td>Ancient India I: the Indus civilisation and beyond</td>
</tr>
<tr>
<td>A34</td>
<td>The archaeology of Mesoamerica and North America</td>
</tr>
<tr>
<td>A35</td>
<td>African Archaeology</td>
</tr>
<tr>
<td>A37</td>
<td>Classical Art and Archaeology</td>
</tr>
<tr>
<td>B2</td>
<td>Human ecology and behaviour</td>
</tr>
<tr>
<td>B3</td>
<td>Human Evolution</td>
</tr>
<tr>
<td>B4</td>
<td>Human comparative biology</td>
</tr>
<tr>
<td>B5</td>
<td>From Data to Interpretation (the same paper as A11)</td>
</tr>
</tbody>
</table>
Borrowable papers

There are a number of papers that can be borrowed in Part IIA from the HSPS Tripos, and (for those on the Biological Anthropology track) the PBS Tripos. For 2018-19 these are as follows:

Politics & International Relations papers – *for descriptions, turn to p.17*

POL3  International Organisation
POL4  Comparative politics

Social Anthropology papers – *for descriptions, turn to p.18*

SAN7  The Anthropology of an Ethnographic Area:
    (a) Africa
    (b) Latin America
    (c) Middle East
    (d) South Asia
SAN11.  Anthropology of Media and Visual Culture
SAN12  Anthropology of Cities and Space
SAN13  Gender, Kinship and Care

Sociology papers – *for descriptions, turn to p.20*

SOC3  Modern societies II
SOC4  Concepts and arguments in sociology

Psychological and Behavioural Studies papers  - *for descriptions, turn to p.21*

PBS 3  Social and Developmental Psychology
PBS 4  Cognitive Neuroscience and Experimental Psychology
Archaeology papers

Core archaeology papers

A2: Archaeology in Action
(Paper coordinator: Dr Marc Vander Linden)
This is an undergraduate course that gives Part I students a comprehensive introduction to the methods and practices involved in archaeological field and lab research. This course is made up of a combination of taught lectures, practicals and fieldtrips, which have been arranged to introduce archaeological field research on the ground (and from the air), including approaches to surveying and mapping landscapes, the reconstruction of the environment in the past, and the investigation of human life-ways in settlements. The course also introduces the work that takes place after excavation, particularly the investigation of time and dating, and also looking at the analysis of different types of artefacts, including material culture of various types, plant remains, animal remains and human remains.

A10: Archaeological Theory and Practice I
(Paper Coordinator: Dr S Hakenbeck)
This core paper for second-year undergraduates focuses on how archaeologists interpret the archaeological record. It explores the links between archaeological theory and practice with case studies and examples drawn from a wide range of temporal periods and geographical regions. The paper will examine how archaeology emerged as a discipline, its relationship with social theory and science, and how this has influenced the ways in which we think about the past. The second half of the paper explores a series of central questions in archaeology: Have concepts of time been the same throughout human history? Is variation in material culture an adaptive response or a reflection of humans’ inner worlds? Which gives a more objective account of the past, archaeological evidence or historical sources? Why do we preserve a medieval cathedral and tear down a block of flats from the 1960s? How does our perception of the past influence contemporary politics?

A11: From Data to Interpretation (also B5 in the BioAnth Track)
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 experimental data on primates, archaeological artefact distributions, skeletal assemblages, and radiocarbon dates in stratigraphic contexts.
**Assyriology**

**M1: Akkadian Language I**  
(Paper Coordinator: Dr Selena Wisnom)  
With destruction of Mesopotamian antiquities underway in Iraq and Syria, the study of Babylonian has never been more relevant. This paper, which presumes no previous knowledge of languages, introduces you to Old Babylonian as used in the Law Code of Hammurapi (c. 1760 BC) and the inscriptions of Sennacherib, king Assyria (c. 700 BC), written in the “Standard Babylonian” dialect. You will learn to translate both ways, and to read original cuneiform. We will visit museum collections, where you can test your new knowledge against original inscriptions. You can then take further courses in years 2 and 3, and also learn Sumerian in year 3.

**M3: Mesopotamian culture II: religion and scholarship**  
(Paper Coordinator: Dr Selena Wisnom)  
This paper is designed as a general introduction to ancient Mesopotamian religion and intellectual history. No previous knowledge of the subject is assumed and all sources are used in translation. Topics covered include prayers, ritual and cult, divination, magic and exorcism, astronomy and astrology, cosmology, oracles, and medicine. The format comprises lectures, discussions, supervision essays, and student presentations. Assessment is by three coursework essays.

**M4: Akkadian Language II**  
(Paper Coordinator: Dr Selena Wisnom)  
This paper, which presupposes a year’s study of Babylonian, is built around readings in the “Standard Babylonian” dialect. It includes extracts from Gilgamesh Tablet XI (the story of the flood), the “East India House” inscription of Nebuchadnezzar, Enûma eliš, Ištar’s Descent to the Netherworld, and the Amarna letters. You will continue learning Neo-Assyrian signs, and also tackle “Monumental Old Babylonian” ones. The exam will include both seen and unseen texts in cuneiform. You will be expected to prepare ahead and revise during the Christmas and Easter holidays.
Egyptology

E1: Egyptian Language I
(Paper Coordinator: tbc)
This paper offers a first-year introduction to Egyptian hieroglyphs. The aim is to acquire knowledge of the fundamentals of the script and grammar of Middle Egyptian, the classical phase of the language that gradually came into use at around 2000 B.C. and which the Egyptians themselves considered canonical; additionally, the course is intended to provide a foundation for future advanced training in Egyptian language. The approach to the study of a dead language such as Egyptian, which belongs to a very different linguistic family than that of most European languages, remains quite different from the one adopted for the learning of a modern one. Emphasis will be placed on reading, comprehension and translation techniques, without neglecting the cultural framework within which the texts were composed. Given that approaches to the study of ancient Egyptian and certain aspects of its grammar continue to evolve, the course will make use of a combination of resources and tools, ranging from seminal works to more recent publications. At the end of the year the student should be in a position to read straightforward texts in Middle Egyptian, such as many of the ones in museum collections or found on the walls of most Egyptian temples.

E2: Middle Egyptian Texts
(Paper Coordinator: tbc)
This paper covers a range of texts in Middle Egyptian at an advanced level. It assumes knowledge of the material covered in the first-year ARC5 course or the equivalent. The texts will be read primarily from epigraphic copies, whenever available, or from transcriptions that retain the original layout of the inscription or document. The text selections include biographies, administrative and legal documents, historical narratives, as well as religious and medical compositions. The wide range of texts is intended to provide a greater exposure to the different genres and to reinforce various grammatical themes. In addition to hieroglyphic texts, and beginning in the middle of Lent term, this module will introduce students to hieratic, the cursive Egyptian script in which most literary and documentary texts were composed. Although the students will not be examined on the hieratic texts read in class, the hieroglyphic equivalent of those readings will be considered as set texts and may be used for examination purposes.
Archaeology

A21: Archaeological Science
(Paper Coordinator: Dr Tamsin O’Connell)
This paper looks at the basic theories and approaches within archaeological science, particularly within the fields of geoarchaeology, zooarchaeology, archaeobotany and biomolecular archaeology. You will gain a basic level of knowledge and understanding of the methodological techniques in these sub-disciplines of scientific archaeology. You will also equip yourself with such skills as the basic foundations of scientific applications, the ability to know why, what and where to sample on an archaeological site for environmental and scientific analyses, what kinds of information are forthcoming and how to critically assess these types of data. The course is taught through lectures, supervisions and hands-on practicals.

A22: Palaeolithic Archaeology
(Paper Coordinator: Dr Philip Nigst)
This course provides a foundation in Palaeolithic Archaeology. We start with the emergence of the first evidence of hominin material culture 2.5 million years ago. We then move on to the evolution, adaptations, and dispersals of hominins in Africa and into the rest of the Old World. We examine in detail the emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their cultures and adaptations in different parts of the Old World. We will finish with how people made sense of and responded to the dramatic environmental changes that occurred leading up to the end of the last ice age 11,500 years ago. Content may be subject to change.

A23: European Prehistory
(Paper Coordinator: Prof John Robb)
This course will present an overview of European prehistory from the Mesolithic to the end of the Iron Age. Using lectures, practicals, field trips and seminars, it will combine geographical/chronological coverage with exploration of important themes such as forager lifeways, gender and the body throughout prehistory, the transition to farming, the introduction of metals, political developments in the Bronze Age and incipient urbanism. ARC12 will include two lectures a week in the Michaelmas and Lent terms, covering the Mesolithic, Neolithic, Bronze Age and Iron Age.

A24: The Medieval Globe
(Coordinator: Dr James Barrett and Dr Susanne Hakenbeck)
This module explores the place of medieval Europe in what was an increasingly yet variably connected world. It spans a complex period extending from the highly globalized later Roman empire to the demographic crises of the 14th century – the Great Famine and the Black Death – prior to the European colonization of the Americas. The module aims to ‘decolonise’ the traditional curriculum by highlighting the diverse experiences of people during this time. We will explore how globalisation theory is applicable to medieval archaeology, and how material and ideological factors both shaped socio-economic change. We will consider the interaction between natural and anthropogenic environmental change, in the context of fluctuating demographic and settlement histories. Equal weight will be given to archaeological, environmental and historical sources of evidence. Key themes will include inter-regional communication, mobility, trade and cultural influence. Case studies from Europe will be considered
alongside examples drawn from the Arctic, the Asian Steppe, East Africa and the Indian Ocean.

A25. Mesopotamian archaeology I: prehistory and early states
(Coordinator: Dr Augusta McMahon)
This paper explores Mesopotamian (Babylonian and Assyrian) archaeology of the turbulent Middle Bronze through Iron Ages (mid-2nd to 1st millennia BC). During these millennia, the region experienced extreme political changes, ranging from a network of expansive territorial states through massive hegemonic empires, dissected by abrupt political collapses. Themes explored include internationalism, migration and deportation, crafting and technology, and the archaeological signatures of empires.

A27 Society and Settlement in Ancient Egypt
(Co-ordinator: Dr Kate Spence)
This course surveys the historical archaeology of Ancient Egypt from state formation to the end of the Second Intermediate Period (c. 3500–1550 BC). Key themes covered include the nature of royal authority and perceptions of kingship, foreign interaction, settlement, the structure of society and the nature of social interaction. The course stresses the need to integrate textual, artistic and archaeological evidence within a theoretical framework. The later periods of Egyptian history from the New Kingdom onwards are covered in course A28 (on offer 2019-20).

A29. The Archaeology of Religion in Ancient Egypt
(Co-ordinator: Dr Kate Spence)
Textual, artistic and archaeological sources are brought together to investigate the nature of religious practice in Egypt before the New Kingdom (c. 3500–1550 BC). The course covers the archaeology of death and burial (both royal and non-royal), the nature of non-royal beliefs and ritual practices, and state temples and rituals. Key themes include the nature and role of religion, the relationships between belief, religious practice and social context, the status of knowledge and the role of religion in establishing identity. This course runs in parallel with course ARC18 but can be taken independently. Religious practice in the later periods of Egyptian history from the New Kingdom onwards are covered in course A30 (on offer 2019-20).

A31: Ancient India I: The Indus Civilisation and Beyond
(Coordinator: Dr Jason Hawkes)
This paper teaches the archaeology of the protohistoric period in South Asia, with a particular focus on the Indus Valley Civilisation and its broader regional context. Chronologically, it covers the span from the seventh to the second millennium BCE, which corresponds to the Neolithic, Chalcolithic and Bronze Ages of other part of the Old World. It traces and discusses societal and cultural developments from the appearance of the earliest village settlements in South Asia to the decline of the Indus Civilisation, and assesses the general features that make it unique amongst the great Old World early civilisations. Attention will also be paid to the environmental context of the subcontinent, the distribution and morphology of settlements, the evidence for socioeconomic and political structures, craft technology, the nature and significance of regional variation, and the dynamics of absolute and relative chronologies. Students will also be introduced to the Neolithic, Chalcolithic and Bronze Age archaeology of the peoples that lived contemporaneously outside the Indus region. Thematically, the paper will investigate issues such as the development and spread of village-farming communities, the
appearance of urban centres, the definition of political structures in the absence of texts, structures of power and control, the detection of warfare, the role of craft specialisation, raw materials acquisition and trade networks, and dynamics of collapse versus transformation.

**A34: The Archaeology of Mesoamerica and North America**  
(Coordinator: Dr Elizabeth DeMarrais)  
This course aims for students to achieve in-depth knowledge of the archaeology of complex societies in two regions of the world: North America and Mesoamerica. Through a critical appraisal of approaches to culture change in these regions, presented in lectures, students will acquire the ability to think and write critically about interpretations advanced to explain patterns in settlement and material culture. Additionally, students will acquire the ability to evaluate theoretical approaches and explanations by considering the quality of the evidence used in support of different arguments.

**A35: African Archaeology**  
New paper from the first Professor of Deep History and African Archaeology, Professor Paul Lane. Content to be confirmed.  
This course aims to introduce the later archaeology of sub-Saharan Africa c. 200,000 BP to the present day, with particular focus on the last 10,000 years. It will begin with an overview of Africa, its physical geography, peoples, languages and the history of the study of African archaeology. It will then deal with a diverse range of thematic topics including the origins of modern humans, later African hunter-foragers, processes of domestication and the spread of food production, African crafts and technologies (including metal working), rock art, African complex societies, historical archaeology, connections with the wider world, and current issues in African heritage, historical ecology, indigenous archaeology and the politics of the past on the continent. Particular attention will be paid to the integration of diverse data-sets, including linguistics, oral histories and palaeoecology and to links between the African past and global themes such as trade, urbanism, state formation and complexity. The course will also critically assess popular perceptions of Africa and its past and consider the relevance of African archaeology in today’s world.
**Biological Anthropology papers**

**B2. Human Ecology and Behaviour**
This paper examines human and other primate behaviour in a broad comparative perspective. Non-human primate social communication across all sense modalities will be reviewed in the context of the social organization of the various primate species. The paper will also consider what primate and human communication have in common, and will discuss the evolution of human language. In covering human behaviour, the perspective will be cross-cultural, and from the perspective of disciplines such as human behavioural ecology which view human society and behaviour from a standpoint based in evolutionary theory. Foraging and other small-scale human societies will receive special attention.

**B3. Human Evolution**
This course provides an in depth exploration of the evolutionary history of humans and hominins. The paper looks at human evolution from ca. 10 million years ago to 10,000 years ago. The course starts with the origins of the hominins and their relationship to the apes, the emergence of bipedalism in an ecological framework, and the adaptive radiation of hominins between 4 and 2 million years ago. From shortly after 2 million years ago, hominins dispersed beyond Africa, and the genus *Homo* became dominant. The emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their adaptations in different parts of the world, and their relationship to both the climate in which they evolved and the archaic competitors such as Neanderthals whom they out-survived. We will explore the modern human dispersal(s) into nearly all parts of the world during the last 100,000 years, and the evolution of human diversity. The central theme of the course is to understand how and why humans evolved in relation to the environments in which they existed. The course uses approaches from palaeontology, genetics and archaeology.

**B4: Human comparative biology**
This is a new paper and will be taught by a new member of staff, currently in the process of being appointed. Content is therefore to be decided.

**B5: Data to interpretation**
This paper is identical to A11. Please see the A11 listing for details.
Papers from other Triposes

Politics & International Relations papers (HSPS Tripos)

POL3. International Organisation
Why do international institutions and international organizations (IOs) exist? And what specific role(s) do they play in solving global problems? To examine these questions, the course will study the role of international institutions in both a historical and contemporary context. Whilst cooperation through international governmental organizations is mainly a phenomenon of the 20th and 21st centuries, institutionalised cooperation among states has a much longer historical trajectory. The course will consider the historical development and contemporary functioning of major international institutions and IOs with the purposes of (a) developing students’ understanding of how the current system of global governance have evolved, and (b) encouraging students to consider how, and to what extent, current patterns of international cooperation differ from previous historical periods.

At the theoretical level, the course will introduce students to competing perspectives on IOs, both as practical instruments of states, but also as autonomous bureaucratic actors, which—once created by states—acquire interests and agency of their own.

At the empirical level, the course will explore how cooperation problems in areas of international security, human rights, trade and finance are addressed by states, IOs and other international actors, including (I)NGOs and civil society organizations.

POL4. Comparative politics
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 around the world. The paper pursues this goal from a comparative perspective, meaning that it selects examples from across the world in order to determine how universal certain domestic political phenomena are, what common causes they may share, and how different trajectories of political development are possible and why they occur. The paper also aims to give students a basic grasp of the comparative method, of its role in political science research, and of the usefulness of comparison in understanding our political environment. The paper aims to provide students with the conceptual tools needed to think about politics from a comparative perspective. It also aims to provide enough empirical knowledge for them to appreciate the diversity of political life and to match generalized insights about the nature of political behaviour with sophisticated empirical examples that illustrate variation and complexity.

Comparative politics uses the method of comparison as a way of exploring national political dynamics. The paper is divided into two parts: a lecture series plus accompanying supervisions in Michaelmas term; and a set of modules consisting of 4 to 6 lectures each (of which students choose two), plus two supervisions for each module, in Lent term. Overall, this paper focuses on three key concepts: states, regimes and interests. Each of the three themes covered by the Michaelmas term lectures will take up one of these concepts in detail. To various extents, these concepts are addressed in concrete empirical contexts in the Lent term modules. Assessment for the paper will be in the form of an end-of-year written exam.
Social Anthropology papers (HSPS Tripos)

SAN7. The Anthropology of an Ethnographic Area
Candidates are required to offer one ethnographic area from a choice of four, which are specified by the Faculty Board each year. Please check the website of the Department of Social Anthropology for the options for 2018-19.

SAN11: Anthropology of Media and Visual Culture
This paper explores how different social orders are created through production and circulation of media forms and visual images. In keeping with anthropology’s wider emphasis on cross-cultural comparison and on ethnographic study of symbolic forms in their full social contexts, this paper’s central questions include: How are specific media technologies defined and used differently in different societies. How are media forms and visual images actually made and experienced in practical life? And how do media forms and institutions relate to large-scale political structures? Drawing on a wider multidisciplinary heritage of work on media and visual culture, the paper is also concerned with developing concepts and techniques for analysis of the “internal” formal and pragmatic complexity of specific visual images and media representations. We additionally investigate the coherence of media ideologies, technologies, and iconographic traditions in their own rights, as forces of wider social innovation or reproduction.

The paper begins with lectures about anthropological theories of representation in general, and about the overall history and range of anthropological research on media. Further lecture sequences look at specific communicative technologies and genres across different societies and historical periods. Cases examined in greatest depth include photography, radio, amateur film, Web 2.0, and the visual and performing arts. Briefer attention is given to museum display, street protest, print, popular music, Reality TV, and religious satellite television channels. We ask what insights and challenges arise in specifically ethnographic and cross-cultural study of these phenomena.

SAN12. Anthropology of Cities and Space
This paper examines the nature of urban space and social relations, and interrogates how social anthropology understands and conducts research within cities. The paper draws upon a range of comparative ethnographic research and social theory to investigate the political, theoretical and methodological questions raised by the study of urban environments.

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

SAN13. Gender, Kinship and Care
This paper aims to use a variety of disciplinary perspectives to explore powerful new developments in the experience and understandings of gender and kinship in the context of the emergent field of “care”. The course addresses recent developments in gender theory and global changes in the nature of intimacy. It examines anthropological evidence of the re-emergence of more traditional kinship and gender
relations in new forms. Cross-cultural studies of same-sex and heterosexual relationships and especially friendships will be examined so as to better theorise the ways in which care is being reconfigured both within and outside normative kinship configurations. The new theorisation of care builds upon the new ways of caring for the sick, frail and elderly as well as the young and examines policy concerns about the failures of parents in the care of children. It also examines care as a form of governance and identifies the ways in which the multiple and culturally specific ways of "caring" are often not recognised by the state which increasingly seeks to standardise practices of care and divest them of their socio-cultural meanings and significances.

Themes to be addressed include: new reproductive technologies, gender and work/family balance, migration and the international division of reproductive labour (employed care givers and global “care-chains”), new models and practices of parenting, domestic and state coercions, public planning and state policy in the realm of care.

**Sociology papers (HSPS Tripos)**

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

This paper aims to:

- introduce and explore a selection of global social problems and dynamics of resistance from a sociological perspective.
- introduce the sociological notion and methodological tool of intersectionality, bringing gender, race and class to the fore, for the understanding of social problems and dynamics of resistance.
- develop a critical understanding of key sociological concepts, approaches and analyses to social problems such as inequality, neoliberalism, development, nationalism, globalisation, social movements, protest, transnationalism, discourse, representation, democracy, political economy and power.

**SOC4. Concepts and arguments in sociology**

TBC

**Psychology and Behavioural Sciences Tripos**

**PBS 3: Social and Developmental Psychology**

*Course organiser:* MT – Dr David Good ([dq25@cam.ac.uk](mailto:dq25@cam.ac.uk)), LT & ET – Dr Sander Van der Linden ([sv395@cam.ac.uk](mailto:sv395@cam.ac.uk))

This paper aims to provide representative coverage of classic and contemporary theory and research in social and developmental psychology. In the first term, students will learn key meta-theories in social psychology in a series of introductory lectures, and then will examine specific core topics of the field in subsequent lectures, including social cognition, sociocultural approaches, the self, well-being, and prosociality. In the second term, students will study the key processes involved in the developmental transformation of social, emotional, and cognitive behaviour across the life span.
PBS 4: Cognitive Neuroscience and Experimental Psychology Paper

Course organiser: Dr Amy Milton (alm46@cam.ac.uk)

Cognitive Neuroscience and Experimental Psychology approaches topics in Psychology from a scientific perspective using laboratory studies to explore cognitive and neural mechanisms of behaviour. This course introduces you to the mental and brain processes involved in perception, attention, learning and memory, language, action, awareness and thinking and reasoning. A number of you may well be surprised by the 'openness' of the subject. There are plenty of 'hard facts' in psychology but there are also many theories, some of them, indeed, of a highly speculative nature. This is because, even after more than 100 years of its scientific study, many of the capacities of the mind and the brain remain mysterious. There are three lectures per week, and up to two practical classes.
Administrators
If you have any queries about a particular subject, or need to notify us of any changes, please contact the relevant Administrator:

Archaeology: Anna O'Mahony, ao419@cam.ac.uk
Politics & IR: Patrycja Koziol, ugadmin@polis.cam.ac.uk
Social Anthropology: Jennifer Broadway, jcb213@cam.ac.uk
Sociology: Odette Rogers, ohmr3@cam.ac.uk
Or you may contact the Faculty Teaching Administrator, Barbora Sajfrtova, bs481@cam.ac.uk at any time.
NOTES:
(This page has been left blank so you can make notes if you wish)