



UNIVERSITY OF CAMBRIDGE

ARCHAEOLOGY AND ANTHROPOLOGY

PART I HANDBOOK

2012/2013

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INTRODUCTION TO PART I – ARCHAEOLOGY & ANTHROPOLOGY

Archaeology and Anthropology are concerned with the study of human beings in the broadest sense - their evolution, behaviour and adaptation; their cultural and social life; and the different theoretical and practical ways in which human variation and the conditions in which humans live can be understood.

This variation is viewed from different, but inter-connected disciplines, which have historically developed their own distinct perspectives. The Part I year aims to provide an understanding of the contribution of each of these disciplines to the study of human-kind, and insights into the inter-relations between the fields.

The unity and variety of humankind are approached in different, but overlapping ways. The interaction of society, culture, and biology in human experience may be viewed through the perspective of time: from the early precursors of human beings (which is dealt with by Biological Anthropology), over the millennia when human beings developed their early societies and cultures (the subject matter of Archaeology), to the range of peoples who inhabit the modern world (the principal focus of Social Anthropology).

The theoretical and practical emphases of the contributing disciplines, while related, are distinct.

ARCHAEOLOGY is the study of past human societies through their material remains and covers the millennia during which humans developed their patterns of behaviour. It is concerned with both reconstructing the nature and development of particular societies and with explaining the variation that can be documented among past societies.

BIOLOGICAL ANTHROPOLOGY explores human variation in terms of biological principles and methods. It covers the place of humans and other primates in nature, the pattern of our evolution as a species, and the way in which individuals and populations interact with their environment today.

SOCIAL ANTHROPOLOGY concentrates on the variety of peoples living in every part of the world today: Europe, Africa, Asia, the Pacific and the Americas. Social anthropology is concerned with all contemporary societies and forms of cultural life, placing them in both an historical and comparative perspective, and examining complex processes of their interaction and social change. Our main question is what can one learn about social life and culture through comparison and sympathetic study?

Undergraduate teaching in the languages, history and archaeology of Egypt and Mesopotamia recently transferred from the former Faculty of Oriental Studies to the Department of Archaeology. The Egypt and Mesopotamia courses offer the opportunity to learn ancient languages (Middle Egyptian and/or Akkadian) from the first year, together with a broad introduction to the history and cultures of Egypt and Mesopotamia.

Undergraduates may take one paper in sociology, politics or social & developmental psychology, from the Politics, Psychology and Sociology Tripos.

Part I Archaeology and Anthropology offers the opportunity to study the broad range of the subject prior to further specialisation in Part II. Part I is designed to emphasise the scope of the subject, from the molecular to the societal, the methodologies underlying the study of humans from the different perspectives, and the major issues in understanding of the human condition from earliest times to the present day. Part I students have the choice of pursuing interdisciplinary topics within Archaeology and Anthropology, or taking a paper from the Politics, Psychology and Sociology (PPS) Tripos to explore further areas of the social sciences.

Part I is usually taken by students in their first year at the University. Most students intend to continue with Part II Archaeology and Anthropology, but some transfer to another Tripos (e.g. Law, History, History of Art or PPS). Part I may, however, also be read by students who have completed a two year Part I in another Tripos (e.g. Anglo-Saxon, Norse and Celtic, Classics, Medical or Natural Sciences, Geography).

Part I students **mostly** study each of the three subjects, archaeology, biological anthropology and social anthropology with a fourth paper chosen from the following options:

- an interdisciplinary paper that combines perspectives from archaeology, social anthropology and biological anthropology
- papers taught by Politics, Psychology, Sociology and International Studies (PPSIS) in politics, sociology and social & developmental psychology
- a paper introducing Egyptian and Mesopotamian cultures.

Students with an interest in the Ancient Near East and Egypt, however, have a different Part I structure. They take either Akkadian or Ancient Egyptian language as well as the paper Introduction to Egyptian and Mesopotamian Cultures and choose two out of three papers in archaeology, biological anthropology and social anthropology. Alternatively students may if they wish study both Akkadian and Egyptian languages and take only one core Archaeology and Anthropology option.

Archaeology and Anthropology at Cambridge is the longest established and one of the most respected of such courses in the country. We also have one of the largest teaching establishments in the field within the UK, large numbers of staff, wide-ranging research interests, and strong teaching support in terms of the Haddon Library and the Faculty's Museum of Archaeology and Anthropology. In contrast to most universities where either Archaeology or Anthropology is taught on its own, at Cambridge they are integrated into a single course in the first year, allowing students uncommon scope for exploring related issues across the three disciplines of Social Anthropology, Biological Anthropology and Archaeology. In their second and third years of study, all students can then specialise in one particular area of interest and can also explore subjects from related fields.

THE PART I COURSE STRUCTURE

The examination in Part I consists of four papers, taken at the end of the year. The papers on offer are as follows:

Paper 1. The development of human society (also serves as Paper 6 of Part I of the Politics, Psychology, and Sociology (PPS) Tripos)

Paper 2. Humans in biological perspective (also serves as Paper 7 of Part I of the PPS Tripos)

Paper 3. Human societies: the comparative perspective (also serves as Paper 8 of Part I of the PPS Tripos)

Paper 4A. Being human: an interdisciplinary approach

Paper 4B. Modern societies (Paper 2 of Part I of the PPS Tripos)

Paper 4C. The analysis of modern politics I (Paper 1 of Part I of the PPS Tripos)

Paper 4D. Society, interaction, and the individual (Paper 3 of Part I of the PPS Tripos)

Paper 5. Introduction to the cultures of Egypt and Mesopotamia

Paper 6. Akkadian language I

Paper 7. Egyptian language I

A candidate for Part I shall offer one of the following:

Either (i) Papers 1, 2, and 3, and one of Papers 4A, 4B, 4C, 4D, and 5;

or (ii) Paper 5; Paper 6 or 7; two further papers chosen from Papers 1, 2, and 3;

or (iii) Paper 5; Papers 6 and 7; and one further paper chosen from Papers 1, 2, and 3.

All Part I candidates thus take four papers. They can take one paper from the PPS Tripos. They can also take up to three papers concerned with Egyptology/Assyriology and related languages. However, the same candidate cannot take both PPS and Egyptology/Assyriology papers.

The formal regulations for the Tripos appear in the University's *Statutes and Ordinances*. Changes to the regulations and Form and Conduct notices (which indicate if the assessment of a paper has changed since the last such notice was published) will appear from time to time in the *Cambridge University Reporter*. If there is any discrepancy between the wording in this Handbook and that given in *Statutes and Ordinances* or the *Cambridge University Reporter*, the wording in *Statutes and Ordinances* or the *Cambridge University Reporter* is to be considered as the correct version

ORGANISATION

Academic activities are organised by the Divisions of Archaeology, Biological Anthropology and Social Anthropology, as well as the Museum and Haddon Library, which are all grouped in the Department of Archaeology and Anthropology under the Faculty Board of Human, Social and Political Sciences. Each Division has its own buildings, teaching facilities and administrative staff. The Haddon Library is located on the first Floor at Downing Street, and students should register

with the Librarian at the start of their course. The Museum, which can be explored for pleasure and learning, is also on the Downing Site.

The Part I Archaeology & Anthropology Administrator's Office is located in Room 37, Dept of Biological Anthropology, Pembroke Street. All students taking Part I must register here in the first week of Michaelmas Term (1- 4 October). See timetable p. 30 and maps p. 34.

Part I is organised and administered by the Part I and Admissions Committee of the Department. The Part I Committee and Faculty Board both have twice-termly meetings attended by elected student representatives. Students are also represented on the Library and Museum Committees, and are encouraged to take an active role in the decision-making processes of the Faculty through membership of the Faculty Board and representation on the Departmental Committees. These allow students to raise matters of concern with regard to teaching or other academic issues. For more information see the section on Student Representation on p. 29

Students who wish to discuss specific interests and problems are encouraged to contact senior members of the University. Within the Colleges, Directors of Studies and Tutors can help with educational and personal issues. In the Part I year, each paper has a Co-ordinator, who can be contacted for advice specific to that paper.

The Part I noticeboard is in the entrance hall of the building which houses both the Haddon Library and the Department of Archaeology. It is on the right hand side as you enter the building, just past the Office of the Division of Archaeology. It is a student's responsibility to keep an eye on this noticeboard on a regular basis, although many communications are also sent by email to the entire Part I cohort.

Who's Who?

Chair of Part I and Admissions Committee for 2012-2013: Dr David Sneath (ds114@cam.ac.uk).

Part I co-ordinators for each paper:

Paper 1:	Dr Elizabeth deMarrais (ed226@cam.ac.uk)
Paper 2:	Dr Leslie Knapp (lak26@cam.ac.uk)
Paper 3:	Dr Nikolai Ssorin-Chaikov (ns267@cam.ac.uk)
Paper 4a:	Dr David Sneath (ds114@cam.ac.uk)
Paper 4b:	Dr Filipe Carreira da Silva (fcs23@cam.ac.uk)
Paper 4c:	Dr Helen Thompson (het20@cam.ac.uk) MT and LT; Dr Glen Rangwala (gr10009@cam.ac.uk), ET
Paper 4d:	Dr Jason Rentfrow (pjr39@cam.ac.uk)
Paper 5:	Dr Kate Spence (kes1004@cam.ac.uk)
Paper 6:	Prof Nicholas Postgate (jnp10@cam.ac.uk)
Paper 7:	Prof John Ray (jdr1000@cam.ac.uk)

Individual lecturers, supervisors, Faculty Board and Departmental administrators can provide further information on whom to contact if problems arise.

SUPPLEMENTARY TEACHING

In addition to lectures in Part I, there are a number of other activities. An introductory tour of the Museum and Library is given at the start of the Term on Thursday 4th October. Early in every year **(20-21 October 2012)**, Part I students have the opportunity to go on a weekend field trip to Wessex a chance to see great and famous sites first-hand and with an expert guide. We stay

overnight in Salisbury Youth Hostel. Students pay for their bed-and-breakfast, expected to be £25; other costs are paid for by the Department. The field trip is introduced by a special lecture on **Tuesday 16 October at 12.00 noon (Mill Lane Lecture Room 9)**. Further field trips and museum practicals follow later in the year.

Ethnographic films are presented in bi-weekly video classes organised by the Department of Social Anthropology, and opportunities for handling skeletal, fossil and genetic material are provided in optional practicals in the Department of Biological Anthropology.

For papers 1, 2, 3, 4b, 4c, 4d and 5, Directors of Studies in each college arrange attendance at supervisions in small groups, where students are expected to do assigned reading and prepare an essay or other written work, as well as to discuss issues and problems. There are usually between three and four supervisions for each paper in the first two terms, and 3-4 essays are expected. Some supervision and revision work is also usual in the final term.

Paper 4A is taught by seminars and supervisions, with one seminar and two supervisions for each module. Supervisions are centrally organised by the Department. Details will be posted on the Part I Notice Board and emailed to students early in the Michaelmas Term.

Papers 6 and 7 are taught by language classes, ideally supplemented by one supervision weekly, the exact number to be agreed between the Directors of Studies and supervisors.

PART I SYLLABUS

INTRODUCTION TO ARCHAEOLOGY AND ANTHROPOLOGY

Syllabus:

Four introductory lectures present an overview of Archaeology and Anthropology at Cambridge and more generally. They situate the constituent disciplines in the wider fields of academic discourse; provide a historical sketch of their development; and outline an approach to studying Archaeology and Anthropology.

At the start of each paper, detailed lecture lists and options for further readings will be made available.

One additional meeting gives introductory information on the Part I language papers in Egyptology and Assyriology: this will be held in the West Building Seminar Room on Thursday 4th October at 11am.

There will be an examinations forum, to provide advice on examinations in all three subjects on **Wednesday May 1st in Mill Lane Lecture Room 1, at 12 noon.**

PAPER 1 THE DEVELOPMENT OF HUMAN SOCIETIES (Introduction to Archaeology) Coordinator: Dr Elizabeth deMarrais (ed226@cam.ac.uk)

Lecturers:

Elizabeth DeMarrais, Catherine Hills, Augusta MacMahon, Philip Nigst,
Cameron Petrie, Colin Renfrew, John Robb & Marie-Louise Stig Sørensen

Structure:

Lectures: 2 x 1 hour each week (Michaelmas, Lent & Easter terms)

Practicals: 4 practicals (2 in Michaelmas & 2 in Lent)

Supervisions: Usually 10 supervisions (4 in Michaelmas, 4 in Lent, & 2 in Easter)

Mode of examination:

Final written paper: 100% of the final mark

Aims of the course:

Paper 1: Introduction to Archaeology is an undergraduate course that introduces Part I students to the key concepts and practical approaches to archaeology and their application in interpreting the human past. Emphasis will be placed on the types of questions that archaeologists ask (both in the present and the past), and how they go about addressing and answering those questions both practically and theoretically. As such, Paper 1: Introduction to Archaeology will explain how the historical and theoretical perspectives are put into archaeological practice, and it will also introduce students to the recovery and interpretation of the various types of archaeological information that relate to the broad span of human history. The recursive links between archaeological theory and method will be illustrated with case studies and examples drawn from a wide range of time periods and geographic regions.

Learning outcomes:

On the successful completion of Paper 1: Introduction to Archaeology students will be able produce high quality written work that demonstrates an informed and critical understanding of a range of key archaeological concepts and themes, the underlying premises and applications of

different archaeological methods, and the way that archaeologists address questions by using combinations of analytical techniques and interpretative approaches.

Course structure:

Paper 1: Introduction to Archaeology is taught through a combination of lectures and practicals that are taught throughout Michaelmas and Lent terms. There are 32 lectures for Paper 1: Introduction to Archaeology, 16 in each term. Lectures are presented at 11am each Tuesday and Wednesday in Mill Lane Lecture Room 1 (see timetable below).

In addition to the lectures, Paper 1. Introduction to Archaeology also includes 4 practicals that are held in the Keyser Room in the Museum of Archaeology and Anthropology. There are two practicals in Michaelmas Term and two in Lent Term. These sessions provide an important complement to the information that you receive in lectures, and you should attend one of the six sessions that are run for each practical (see timetable below).

There are sign-up sheets on the Part I notice board → sign up early to get your preferred slots.

There will also be two discussion and summary sessions held in the first week of Easter Term (see separate timetable which will be published/circulated early in the Michaelmas term).

General Reading:

Renfrew, C. and Bahn, P. (2012). *Archaeology: Theory, Methods and Practice*, 6th edition, Thames and Hudson, London.

Scarre, C. (ed.). 2009. *The Human Past: World Prehistory and Development of Human Society*, 2nd edition, Thames and Hudson, London.

More detailed reading lists to follow.

PAPER 2 HUMANS IN BIOLOGICAL PERSPECTIVE

Coordinator: Dr L A Knapp (lak26@cam.ac.uk)

Paper aims and objectives:

This paper provides a broad introduction to biological anthropology, from the genome to variation between populations. It covers major subject areas from the primate biological and behavioural background to human evolution, and the fossil record of the human lineage to the molecular basis of life and human genetic diversity from the level of the gene to the population. The paper investigates behavioural and gene-environment interactions, and the ecology and adaptations of modern peoples in the context of their growth, health and cultural variability. The paper concludes with two special topic modules: 1) an exploration of the relationship between culture and evolution and 2) an introduction to primate conservation.

General Reading:

Boyd, R. and J.B. Silk (2010) *How Humans Evolved*. N.Y.: Norton.

Dawkins, R. (1989) *The Selfish Gene*. New edit. Oxford University Press.

de Waal, F. (2001) *Tree of Origin. What Primate Behavior Can Tell Us about Human Social Evolution*. Harvard University Press.

Dawkins, R. et al. (1994) *The Cambridge Encyclopaedia of Human Evolution*. Cambridge University Press.

Lewin, R. & Foley, R. (2003) *Principles of Human Evolution*. 2nd edit. Blackwell Scientific Press.

Moran, E. (2007) *Human Adaptability: An Introduction to Human Ecology*. 3rd edition. Westview Press.

Ridley, M. (2003) *Nature via Nurture. Genes, Experience and What Makes Us Human*. Fourth Estate.

Syllabus:

This paper begins with exploration of the comparative biology and behaviour of non-human primates (apes, monkeys, prosimians), and proceeds to investigate the evolution of the human lineage in an ecological and biological context. The origins, distribution and divergence of the genus *Homo* are considered, and the origin and dispersal of modern *Homo sapiens*. The course covers basic evolutionary concepts and mechanisms of the molecular basis of life and natural selection. Principles and mechanisms for understanding human genetics are presented, and the applications of genetic research in anthropology are stressed. Patterns of human diversity are described with respect to population variation, and the relationship between genes and the environment are considered from the perspective of nature and nurture. The ecology of modern peoples, along with their climatic and nutritional adaptations, is described with particular reference on the interface between culture and nature. The paper concludes with a case study of how different biological and social factors influence human body size and then an investigation of the relationship between evolution and culture.

Assessment:

This paper is assessed by a three-hour written examination. All topics are covered in a single undivided paper, and candidates must answer three questions from a choice of approximately ten.

Supplementary Teaching:

Students are expected to have supervisions arranged by their Director of Studies. Four supervisions per term are usual, and three to four essays are typically expected. Practicals introduce students to fossil hominid material and primate biology and identification.

General topics to be covered in the course:

Introduction to Biological Anthropology and Evolutionary Principles

Current perspectives on and major issues in the field of Biological Anthropology are introduced and key concepts about evolution are introduced.

Readings:

Cartwright, J. (2008) *Evolution and Human Behaviour*. MacMillan Press.
Boyd, R. and J.B. Silk (2010) *How Humans Evolved*. N.Y.: Norton.
Ridley, M. (2003) *Nature via Nurture*. Fourth Estate.

The Comparative Framework

Non-human primate (apes, monkeys, prosimians) evolution, biology and behaviour from a comparative perspective.

Readings:

Campbell, C. et al., eds. (2007) *Primates in Perspective*. Oxford University Press.
De Waal, F., ed. (2001) *Tree of Origin*. Harvard University Press.
Fleagle, J. (1999) *Primate Adaptation and Evolution*. 2nd edit. Academic Press.
McGrew, W. C. (2004) *The Cultured Chimpanzee*. Cambridge University Press.
Corbey, R. (2005) *The Metaphysics of Apes. Negotiating the Animal-Human Boundary*. Cambridge Rowe, N. (1996) *The Pictorial Guide to the Primates*. Pogonias Press.
Strier, K.B. (2006) *Primate Behavioral Ecology*. 3rd ed. Allyn & Bacon.

Human Evolution

Human origins and evolution from ape ancestors to modern humans are discussed, with a focus on the evolution of diversity.

Readings:

Boyd, R. and J.B. Silk (2010) *How Humans Evolved*. N.Y.: Norton.
Conroy, G. and H. Ponsler (2012) *Reconstructing Human Origins: a Modern Synthesis*. W.W. Norton.

Lewin, R. & Foley R.A. (2003) *Principles of Human Evolution*. 2nd ed. Blackwell.

Introduction to Human Genetics

Human genetics, molecular anthropology and the genetics of modern human origins are introduced and their relevance to modern human populations is outlined.

Readings:

Griffiths, A.J.F. (2011) *Introduction to Genetic Analysis*. NY: WH Freeman.

Jobling, M.A., Hurles, M.E., Tyler-Smith, C. (2004) *Human Evolutionary Genetics: Origins, Peoples & Disease*. Garland Science.

Jurmain, R. *et al.* (2009) *Introduction to Physical Anthropology*. N.Y.: Wadsworth.

Lewin, R. (1999) *Patterns in Evolution: The New Molecular View*. Scientific American Library.

Plomin, R. de Fries, J.C. & McClearn, G.E. (1990) *Behavioral Genetics: A Primer*. W.H. Freeman.

Human Ecology

The concept of human ecology is explored using ecological and physiological adaptations to past and current environments.

Readings:

Bogin, B. (1999) *Patterns of Human Growth*. 2nd edition CUP.

Frisancho, R. (1995) *Human Adaptation and Accommodation*. University of Michigan Press.

Harrison, G.A. *et al.* (1988) *Human Biology* (3rd Edition). Oxford University Press.

Moran, E. (2007) *Human Adaptability: An Introduction to Human Ecology*. 3rd edition. Westview Press.

Schutkowski, H. (2005) *Human Ecology: Biocultural Adaptations in Human Communities*. Springer, Ecological Studies 182

Wells, J.C.K. & Stock, J.T. (2007) Biology of the colonising ape. *Yearbook of Physical Anthropology* 50:191-222.

Special Topic 1: Evolution of Human Cognition, Behaviour and Culture

How human cognition, behaviour and culture evolved and what the implications are for the way in which we look at human behaviour and social organization today.

Readings:

Barrett, L., R. Dunbar, and J. Lycett. (2005) *Human Evolutionary Psychology*. Princeton University Press.

Boyd, R. and J.B. Silk (2010) *How Humans Evolved*. N.Y.: Norton.

Boyer, P. (2002) *Religion Explained*. Vintage.

Richerson, P. and R. Boyd. (2006) *Not by Genes Alone: How Culture Transformed Human Evolution*. University of Chicago Press.

Special Topic 2: Primate Conservation

This module discusses basic principles of conservation biology and reviews the role of bushmeat hunting, habitat loss and disease in the global decline of primate species. The effectiveness of alternative conservation strategies is evaluated.

Readings:

A. Purvis, J. L. Gittleman, G. Cowlishaw and G. M. Mace. (2000) Predicting extinction risk in declining species. *Proc. Roy. Soc. B* 267:1947-1952.

Peter D. Walsh*, Kate A. Abernethy*, Magdalena Bermejo, *et al.* (2003). Catastrophic ape decline in western equatorial Africa. *Nature* 422:611-614.

A. G. Bruner, R. E. Gullison, R. E. Rice, G. A. B. da Fonseca. (2001). Effectiveness of Parks in Protecting Tropical Biodiversity. *Science* 291:125-128.

PAPER 3 HUMAN SOCIETIES: THE COMPARATIVE PERSPECTIVE

Coordinator: Dr Nikolai Ssorin-Chaikov (ns267@cam.ac.uk)

Paper aims and objectives:

To provide a general introduction to the aims, scope and methods of Social Anthropology through an exploration of three complementary avenues to the comparative study of human society and culture: ethnographic description and analysis of particular societies and cultures; the comparative study of social institutions; and the different theoretical approaches involved in description, analysis and comparison.

General Reading:

Barnard, A. & Spencer, J. (Editors) (1996) *Encyclopaedia of Social and Cultural Anthropology* Routledge.
Eriksen, T.H. 1996 *Small Places Large Issues: an introduction to social and cultural anthropology* (Pluto Press)
Ingold, T. (ed.) 1994 *Companion Encyclopedia of Anthropology: Humanity, Culture and Social Life*, London: Routledge
Kuper, A. (1983) *Anthropology and Anthropologists*. Routledge.
Layton, R. (1977) *An introduction to Theory in Anthropology*. Cambridge.
Monaghan J. and P. Just (2000) *Social & Cultural Anthropology: a very short introduction*. Oxford University Press

Core Ethnographies:

Evans-Pritchard, E. E. 1940. *The Nuer: a description of the modes of livelihood and political institutions of a Nilotic people*. Oxford: The Clarendon Press.
Abu-Lughod, Lila 1986. *Veiled sentiments: honor and poetry in a Bedouin society*. Berkeley and London: University of California Press.

See also background information and suggested introductory reading at the Royal Anthropological Institute's online page 'What is Anthropology?':

http://www.therai.org.uk/pubs/resguide/1_what_anthropology.html

Syllabus:

The paper provides: (1) An introduction to the key anthropological concepts such as society and culture, examining different approaches to social and cultural analysis through empirical case studies; (2) a framework for understanding variations in social organisation, with an emphasis on politics and economic life, kinship and symbolism; (3) an overview of the history of anthropological theory in relation to changing social contexts; (4) an introduction to the ethnographic method and other research methodologies. These themes will be covered by separate lecture courses and video classes during the Michaelmas and Lent terms; they will be brought together in the Easter term through the in-depth analysis of two social groups via the "core" ethnographies.

Assessment:

This paper is assessed through a three-hour written examination. All topics are covered in a single undivided paper, and candidates must answer three questions from a choice of (approximately) 12. Credit will be given to students who display a wide range of ethnographic knowledge.

Structure of Teaching:

In addition to attending lectures, students should normally expect to have six supervisions covering the key topics of this course. Supervisions are arranged by individual student's Director of Studies, and are ideally distributed across the three terms. Essays are typically expected at supervisions. Throughout the Michaelmas and Lent Terms, there will be fortnightly video classes.

Students and their supervisors are encouraged to incorporate material from these video classes into their regular supervisions and essays.

Lectures provided on the course:

Introduction to Part I Social Anthropology

This lecture introduces theory and practice in social anthropology.

The Symbolic and the Real

These lectures provide a broad introduction to anthropology's concerns with the role of symbols and symbolism in human society.

Readings:

- Douglas, M. (1975) *Implicit Meanings*, Routledge.
Geertz, C. (1993) *The Interpretation of Cultures*, Fontana.
Leach, (1978) *Culture and Communication*, CUP.
Tambiah, S. (1900) *Magic, science, religion and the scope of rationality*, CUP.

Introduction to Anthropological Theory

Explores major themes and perspectives in the 20th century social and cultural theories employed by anthropologists.

Readings:

- Bloch, M. (1983) *Marxism and Anthropology*. Oxford.
Evans-Pritchard, E.E. (1937) *Witchcraft, Oracles and Magic Among the Azande*. Oxford.
La Fontaine, J. (1997) *Speak of the Devil*. CUP.
Gudeman, S. (1986) *Economics as Culture*. Routledge.
Leacock, E. & Lee, R. (Editors) (1982) *Politics and History in Band Societies*. CUP.
Levi-Strauss, C. (1976) *Tristes Tropiques*. Penguin.
Geertz, C. (1973) *The Interpretation of Cultures*. Harper.

Identity and Difference

Considers the socio-cultural bases of people's identities

Readings:

- Cohen, A.P. (1985) *The Symbolic Construction of Community*. Tavistock.
Erikson, T. (1996) *Ethnicity and Nationalism*. Pluto.
Gittins, D. (1993) *The Family in Question*. MacMillan.
Goody, J.R. (1973) *The Character of Kinship*. Cambridge.
Lafontaine, J. (1985) *Initiation*. Penguin.
MacCormack, C. & Strathern, M. (Editors) (1980) *Nature, Culture and Gender*. Cambridge .
Holy, L. (1997) *Anthropological Perspectives on Kinship*. Pluto.

Politics and Economic Life

Presents political and social organisation in cross-cultural perspective.

Readings:

- Malinowski, B. (1922) *Argonauts of the Western Pacific*. Routledge.
Mauss, M. ([1925] 1974) *The Gift: Forms and Function of Exchange in Archaic Society*. Routledge.
Evans-Pritchard, E. (1940) *The Nuer*. Clarendon.
Clastres, P. (1977) *Society Against the State*. Blackwell.
Chagnon, N. (1977) *Yanomamo: the fierce people*, 2nd edition. Holt, Rinehart and Winston.
Bohannan, P. and Bohannan, L. (1968) *Tiv Economy*. Longmans.
Miller, D. (1997) *Capitalism: an Ethnographic Approach*. Berg.

Ethnography

This section focuses on two core ethnographies to discuss the nature of ethnographic fieldwork and of ethnographic texts.

Core ethnographies:

Evans-Pritchard, E. E. 1940. *The Nuer: a description of the modes of livelihood and political institutions of a Nilotic people*. Oxford: The Clarendon Press.

Abu-Lughod, Lila 1986. *Veiled sentiments: honor and poetry in a Bedouin society*. Berkeley and London: University of California Press.

Background readings:

Asad, T (1986) "The Concept of Cultural Translation in British Social Anthropology," in *Writing Culture*, eds. J Clifford and G Marcus. Berkeley: U of California Press.

Cruikshank, J (1998), Introduction, *Life lived like a story*, University of Nebraska Press.

Evans-Pritchard, EE (1976) "Some Reminiscences and Reflections on Fieldwork," Appendix to the abridged paperback ed. of *Witchcraft, Oracles, and Magic among the Azande*. Oxford.

Rabinow, P (1977) *Reflections on Fieldwork in Morocco*. Berkeley, U of California Press.

Weiner, A, (1988), Introduction, *The Trobrianders of Papua New Guinea*, Fort Worth: Harcourt Brace.

Gupta, A. and J. Ferguson (1997) Introduction, *Anthropological locations: boundaries and grounds of a field science*, University of California Press.

Marcus, G.E. (1998) *Anthropology through thick and thin*, Princeton University Press.

Ethnographic Film

This section introduces visual anthropology and discusses the role of film and visual representation in understanding social life.

Background readings

Turton D. and P.I.Crawford (eds.) (1997) *Film as Ethnography* Manchester University Press: Manchester

P. Hockings (ed.) (1975) *Principles of Visual Anthropology* Mouton: The Hague

Museum Visit

This visit introduces students to collections and resources of the Haddon Museum of Archaeology and Anthropology.

Background Readings

Bouquet, Mary (ed.) (2001) *Academic anthropology and the museum: back to the future*. Berghahn Books: Oxford

Peers, Laura, and Alison K. Brown (eds.) (2003) *Museums and source communities*. Routledge: London

Introduction to Part II Social Anthropology (Tuesday, 14 May, 2013 at 2 pm – Mill Lane Room 1)

This lecture introduces the structure and content of Part II Social Anthropology.

PAPER 4A BEING HUMAN: AN INTERDISCIPLINARY APPROACH

Coordinator: Dr D Sneath (ds114@cam.ac.uk)

Paper aims and objectives:

To combine approaches from Archaeology, Biological Anthropology and Social Anthropology in order to study the human condition. Questions addressed concern the origins and evolution of human society; symbols, communication and culture; problems of human ecology and adaptation; and sex and gender. The main aim is to present a perspective from the different fields, which can be used to develop an inter-disciplinary view of issues in human behaviour and society.

The course typically contains five modules, which are as follows in 2012/13:

Michaelmas

1. Sex and Gender

(module coordinator Dr Marie Louise Sorensen, email mlss@cam.ac.uk)

Syllabus:

This section considers the biological, behavioural and cultural distinctions covered by the term gender, and places these into a societal framework. The genetics of sexual differentiation and the biology of sex roles in non-humans are explored in the light of cultural expectations, norms and values placed on 'maleness' or 'femaleness'. The archaeological record provides a time depth for sexual differentiation in human culture, and examples drawn from modern societies explore the variety of gender roles.

Readings:

Conkey, M.W. & Specter, J.D. (1984) Archaeology and the study of gender. In: *Advances in Archaeological Theory and Method* (M.B. Schiffer, ed), Vol. 7, pp. 1-38. Academic Press.
Engels, F. (1884/1985) *The Origins of the Family, Private Property and the State*. Penguin.
Gero, J.M. & Conkey, M.W. (eds) (1991) *Engendering Archaeology: Woman and Prehistory*. Basil Blackwell.
Lee, R.B. (1979) *The !Kung San: Men, Women and Work in a Foraging Society*. Cambridge University Press.
Sayers, J. (1982) *Biological Politics*. Tavistock.
Short, R.V. & Balaban, E. (eds) (1994) *The Differences Between the Sexes*. CUP.

2. Life Cycles

(module coordinator Dr Jay Stock, email jts34@cam.ac.uk)

Syllabus:

Why do anthropologists and archaeologists place such as emphasis on life cycles, and how can we best define these? Using the fundamentals of biological processes, the social and symbolic constructs of life crises, age, generation classes, and issues of birth marriage and death, we will explore human life cycles. We ask if these cycles are indeed cyclical, or do they also have historical depth. Variation between cultures and over time will be explored, and we examine how an archaeological reconstruction of life cycles is achieved.

Readings:

Bloch, M. & Parry, J. (1982) *Death and the Regeneration of Life*. CUP.
Boddington, A., Garland, A.N. & Janaway, R.C. (1987) *Death, Decay and Reconstruction*. Manchester University Press, Manchester.
Brothwell, D.R. (1981) *Digging Up Bones: the Excavation, Treatment and Study of Human Skeletal Remains*. British Museum, London.

- Hill, K. (1993) Life history theory and evolutionary anthropology. *Evolutionary Anthropology* 1, 78-88.
- Hodder, I. (1982) *The Present Past*. Batsford Press, London.
- La Fontaine, J. (1978) *Sex and Age as Principles of Social Differentiation*. ASA Monographs, Academic Press, London.
- La Fontaine, J. (1985) *Initiation: Ritual Drama and Secret Knowledge across the World*. Penguin, Harmondsworth.

Lent

3. Language, Symbols and Material Culture

(module coordinator Dr John Robb, email jer39@cam.ac.uk)

Syllabus:

This section explores the continuities and discontinuities between modes of communication and human language and rational thought. It presents an overview of systems of communication in the animal and human worlds, and integrates current understanding of the role of language in intentional thought, symbolic behaviour and social organisation.

Readings:

- Blench, R. & Spriggs, M. (1977-1999) *Archaeology and Language*. 4 Vols. Routledge.
- Cheney, D.L. & Seyfarth, R.M. (2007) *Baboon Metaphysics. The Evolution of a Social Mind*. Univ. of Chicago Press.
- Crystal, D. (1987) *Cambridge Encyclopaedia of Language*. CUP.
- Goody, J. (1976) *The Domestication of the Savage Mind*. CUP.
- Hodder, I.R. (1991) *Reading the Past*. CUP.
- Mithen, S. (1996) *The Prehistory of the Mind*. Thames and Hudson.
- Pinker, S. (1994) *The Language Instinct*. Allen Lane.
- Renfrew, A.C. (1985) *The Archaeology of Cult*. Thames and Hudson.
- Tilly, C. (1999) *Metaphor and Material Culture*. Blackwell.
- Trudgill, P. (1993) *Sociolinguistics*. Penguin.

4. Food and the Meal

(module coordinator Professor Martin Jones, email mkj12@cam.ac.uk)

Syllabus

Sharing food is an activity in which the two facets of being human, as biological 'organism' and social 'person' are inseparable; it provides a meeting point for some quite distinct avenues of archaeological and anthropological enquiry, including; bio-archaeology and the search for past food remains and food-ways, nutritional and evolutionary studies in the human food quest, and social analyses of meals and feasting.

Readings

- Dietler M. and B. Hayden (eds.) (2001) *Feasts: Archaeological and Ethnographic Perspectives on Food, Politics, and Power*. Washington: Smithsonian
- Douglas M. (1984) *Food in the Social Order: Studies of Food and Festivities*. New York: Russell Sage Foundation
- Goody J. (1998) *Food and love: a cultural history of East and West*. London Verso
- Harris M. and E.B. Ross (eds) (1987) *Food and evolution: towards a theory of human food habits*. Philadelphia: Temple University Press
- Jones M. (2007) *Feast: why humans share food*. Oxford University Press
- Wiessner P and W Schiefenovel (eds) (1996) *Food and the Status Quest : An Interdisciplinary Perspective*. New York: Berghahn Books

Easter

5. Transformations in Human Society

(module coordinator Dr D Sneath, email ds114@cam.ac.uk)

Syllabus:

This module uses the broad patterns of change and development in prehistory and history to explore some central issues and ideas in archaeology and anthropology. Humans have over time developed many unique characteristics, such as culture, technology, political organisations language, etc. Many of the central ideas and concepts in the discipline have arisen from the way these have been approached by different branches of the subject, and so the aim of its module is to provide a framework of the human experience and a critical understanding of some of the major ideas of the subject. The course will consider such issues as the origins of society and culture, how agriculture and civilisation changed the human world, and how the modern world developed.

Readings:

Carrithers, Michael (1992) *Why Humans Have Cultures*. Oxford, Oxford University Press.
Diamond, J. (1998) *Guns, Germs and Steel*. Vintage Books.
Foley, R.A. (1987) *Human before Humanity*. Blackwell.
Gellner, E. (1989) *Plough, Sword and Book*. Blackwell.
Jones, M. (2001) *The Molecule Hunt*. Penguin: Allen Lane (ch5-7).
Wenke, R. (1984) *Patterns in Prehistory*. Oxford.
Wilson, E.O. (1999) *Consilience*. Vintage Books.

Assessment:

This paper is assessed through a three-hour written examination. All topics are covered in a single undivided paper, and candidates must answer three questions out of a choice of approximately 12. It is expected that candidates will be able to use examples from at least two different disciplines to illustrate their answers.

Supplementary Teaching:

There will be one seminar and two supervisions per module. These are organised by the Department and students are expected to attend the seminars in the groups assigned to them.

PAPER 4B MODERN SOCIETIES

Coordinator Dr [Felipe Carreira da Silva](mailto:fcs23@cam.ac.uk) (fcs23@cam.ac.uk)

Paper aims and objectives

The course has three interconnected aims and objectives:

- to introduce students to the systematic study of society and social life
- to introduce students to the central debates concerning the nature of the modern era and its social consequences by exploring a selection of key sociological texts by Karl Marx, Max Weber and Emile Durkheim
- to provide students with a fundamental understanding of the major institutions that comprise, and issues that confront, modern societies

Course Content

The course introduces students to the discipline of sociology in two parts. In the Michaelmas term students are thoroughly acquainted with core sociological concepts and concerns (e.g. class, bureaucracy, social solidarity, social change). We do this through a critical engagement with the ideas of three central figures in the history of modern sociological thought: Karl Marx, Max Weber, and Emile Durkheim. Towards the end of Michaelmas and throughout Lent, we build on the foundations laid by the classical theorists and develop a systematic analysis of key institutions and

aspects of modern societies including the following: the modern state and the rise of nationalism; citizenship and the welfare state; the media and public life; class and inequality; gender and the family. We conclude with a broader reflection on the changing nature of modern societies in our contemporary global age.

Modes of teaching

The paper is taught by lectures (34 over three terms). Supervision is essential for this paper and should be arranged in consultation with a Director of Studies. It is recommended to have six to eight supervisions in total for this paper (including revision supervisions). A list of supervision topics is included in the on-line paper guide (www.hsps.cam.ac.uk/pps/current/part1) and will also be available from the Social Sciences Office. Students will be expected to supplement the material acquired in lectures through their own reading of the literature recommended by lecturers and supervisors.

Modes of assessment

There is one three-hour written examination at the end of the year. Candidates must answer three questions from an undivided paper.

Background reading

A full paper guide with background reading for each module can be found at:
<http://www.hsps.cam.ac.uk/pps/current/undergraduate/part1papers.html>

PAPER 4C THE ANALYSIS OF MODERN POLITICS

Coordinator: Dr Helen Thompson (het20@cam.ac.uk) (MT & LT)
Dr Glen Rangwala (gr10009@cam.ac.uk) (ET)

Paper aims and objectives:

To provide a structured introduction to some of the ideas and concepts that are necessary to understand modern politics; to consider twelve central political themes and ideas through particular texts and to understand their implications for understanding the practical politics of particular places in the modern world; to encourage students to see the continuing dependence of many aspects of modern political life on conceptions shaped in the European and American pasts; to teach students to read texts carefully, to engage with detail, and to reflect upon the construction of arguments; to introduce students to constructing their own arguments in politics; and to prepare students who choose Politics for Part II for the papers in Part IIA.

Course content:

The modern state is the predominant basis on which political authority and power are constructed across the world today. Where there is no modern state, there tends to be civil war or occupation by other states. Where modern states are ineffective, politics is unstable and sometimes violent, and governments struggle to manage the economy. The first section of this paper looks at the origins of the modern state, the arguments that were first used to justify it, the dangers and dilemmas that the power of the modern state created in politics.

Within modern states, representative democracy has become over the past two decades the predominant form of government in the world. It both excites because it appears to offer equality, liberty and self-rule, but frequently disappoints in practice as it rarely does and the goods it promises frequently clash with each other. The second section of the paper looks at the origins of representative democracy in the American republic, the paradoxes of the rise of the United States as a democratic society, the kinds of politics created by representative democracy today in view of

the expectations about the "rule of the people" that accompany it, and ends with some general reflections about the relationship between representative democracy and the modern state.

The final section of the paper asks how far the political hopes and ideals embodied in the intellectual and political movements associated with the Enlightenment and the modern state have been realised or disappointed, and what is left of these aspirations in the twenty-first century.

Modes of teaching:

The paper is taught by lectures, supervisions and classes. There are classes in the Easter Term to help students to see the connections between the different ideas and arguments examined in the paper. The classes run for two weeks. Students will be divided into four groups at the end of Lent term. Director of Studies will organise supervisions. The paper organiser will provide a list of supervisors for them to use.

Modes of assessment:

The exam paper is divided into three sections. Candidates must answer three questions taking one from each section.

Background reading

A full paper guide with background reading for each module can be found at:

<http://www.hsps.cam.ac.uk/pps/current/undergraduate/part1papers.html>

PAPER 4D SOCIETY, INTERACTION AND THE INDIVIDUAL

Coordinator:

Dr Jason Rentfrow (pjr39@cam.ac.uk)

Aims and objectives

This paper provides an introduction to the psychological study of psychological development and human social life through the examination of developmental and social psychology. The aims of the course are:

- to promote interest in psychology, provide knowledge of social and developmental psychology to complement the other disciplines studied at Part I, and provide a foundation for Part II;
- to explain how psychologists study and understand individual, group, and developmental phenomena;
- to provide an overview of the different kinds of theories and conceptual frameworks psychologists use; and
- to introduce the research methods used by social and developmental psychologists.

Brief description of the paper

Social and developmental psychology encompass broad approaches to understanding people, their interactions, and their relationships. As social beings, we all operate within complex networks of social relations and environmental and institutional contexts, and in its broadest sense psychology is concerned with understanding the factors which shape human thought, feeling and action. How are we influenced by other people and the situations and contexts in which we find ourselves? These influences might come from parents, siblings and peers, or from our experiences in small groups, crowds or the broader social and cultural contexts. In addressing these themes, this paper introduces the study of psychology through a focus on a number of key issues in social and developmental psychology. These issues will also introduce students to the variety of methods which psychologists have employed in their research.

The Michaelmas Term focuses on developmental psychology. After an introduction to the field, the first lectures describe early development and the diverse family forms in which children are raised

in contemporary society. Thereafter, we examine the role of peers in shaping the way children understand their world, and various approaches to cognitive development, before concluding with an examination of developmental psychopathology. Throughout, we address enduring issues or controversies, including the relative importance of nature and nurture.

The Lent Term focuses on social psychology. Following an introduction, the first set of lectures considers the nature and consequences of social influence processes operating in small groups, while the second set of lectures considers the ways in which social psychologists have tried to understand the character of larger groups and crowds. Lectures on the psychology of gender provide an opportunity to address both the social and developmental aspects of this central and powerful dimension of social life. Finally, the lectures on the person and situation consider the ways in which social psychologists have debated the relative influence of these sources on beliefs and behaviours.

Modes of teaching

For many students, arrangements for supervisions will already have been made by their Director of Studies, and where this is not the case, arrangements will be made by Prof Michael Lamb in Michaelmas and Dr. Jason Rentfrow in Lent.

It is normal to have a total of six to eight supervisions, including revision supervisions in Easter term, which leaves some room for choice of topics within the course. Each supervisor for the paper is normally prepared to provide all the supervisions necessary. Suggested essay titles for supervision are included with each set of readings in the list below. Further examples of essay questions can be found in past exam papers, but you should be aware that the course was recently re-organized, so you may not find questions about every topic in past papers.

Modes of assessment

There will be one three-hour written examination at the end of the year. Candidates must answer three questions, one from each of three sections. One section includes question about developmental psychology, the second section includes questions about social psychology, and the third includes questions addressing broader issues and topics that are addressed throughout the course.

Background reading

A full paper guide with useful background reading can be found at:

<http://www.hsps.cam.ac.uk/pps/current/undergraduate/part1papers.html>

PAPER 5 INTRODUCTION TO THE CULTURES OF EGYPT AND MESOPOTAMIA

Coordinator Dr Kate Spence (kes1004@cam.ac.uk)

2012–13 Syllabus

Lecturers:

Dr. Kate Spence (kes1004@cam.ac.uk) Course co-ordinator

Dr. Augusta McMahon (amm36@cam.ac.uk)

Dr. Sian Thomas

Aims and Objectives:

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

Lecture Schedule: (see detailed schedule below):

The paper consists of two lectures a week; one lecture deals with ancient Egypt and one lecture covers Mesopotamia.

The Introductory Lecture for this paper will take place on Friday, 5th October, 11–12 in the North Lecture Room, Division of Archaeology.

All subsequent lectures will be held at the following times:

Wednesdays 2–3 (Egypt) in the South Lecture Room, Division of Archaeology
Thursdays 2–3 (Mesopotamia) in the South Lecture Room, Division of Archaeology

Seminars:

Four seminars on common themes, designed to bring together approaches and materials from Egypt and Mesopotamia, will be held; one in Michaelmas term, one in Lent term and two in Easter term.

Mode of Assessment:

There will be a three-hour written examination at the end of the academic year. The paper is divided into two sections: Section A consists of 5 comparative questions in which candidates are expected to refer to both Egyptian and Mesopotamian cultures; Section B consists of 5 questions relating specifically to Egyptian history, archaeology and culture and 5 relating to Mesopotamian history, archaeology and culture. Candidates must answer three questions, with at least one taken from each section.

Supervision arrangements:

Students should expect four essay supervisions per term in Michaelmas and Lent, arranged by their Director of Studies in consultation with the lecturers and recommended supervisors for the paper. Revision supervisions will be arranged for the Easter term.

General Reading:

Egypt:

- K. Bard, Introduction to the archaeology of Ancient Egypt (Malden MA: Blackwell 2008)
- T. G. H. James, Pharaoh's people: scenes from life in Imperial Egypt (London: Bodley Head 1984).
- M. Lichtheim, Ancient Egyptian literature; a book of readings I-III (Berkeley. Los Angeles, London: University of California Press 1973, 1976, 1980).
- B. Manley, The Penguin historical atlas of Ancient Egypt (London: Penguin 1996).
- S. Quirke, Ancient Egyptian Religion (London: British Museum Press 1992).
- G. Robins, The Art of Ancient Egypt (London: British Museum Press 1997).
- I. Shaw (ed.), The Oxford History of Ancient Egypt (Oxford: Oxford University Press 2000).
- I. Shaw. Exploring Ancient Egypt (Oxford: Oxford University Press 2003).

Mesopotamia:

- H. Crawford. 2004 ed. Sumer and the Sumerians. (Cambridge: Cambridge University Press)
- R. Matthews. 2003. Archaeology of Mesopotamia: Theories and Approaches. (London: Routledge)
- J. Oates. 2005 ed. Babylon. (London: Thames & Hudson)
- N. Postgate. 1994. Early Mesopotamia: Society and Economy at the Dawn of History. (London: Routledge)
- M. van de Mieroop. 2007 ed. A History of the Ancient Near East, ca. 3000-323 BC. (Oxford: Blackwell)
- <http://www.etana.org/coretexts.shtml> (books and articles available online)
- <http://www.etana.org/abzu/> (keyword search facility)

Detailed reading lists will accompany lectures.

Paper 5 Detailed Lecture Schedule

After a joint introductory lecture, one lecture per week will cover Egypt and one lecture per week will cover Mesopotamia.

Michaelmas Term			
5 Oct	11am <i>Environment and landscapes of Egypt and Mesopotamia</i>		
Egypt: Wednesday 2pm		Mesopotamia: Thursday 2pm	
10 Oct	Chiefdom to state in ancient Egypt	11 Oct	Village to chiefdom in Mesopotamia, "painted pottery prehistory"
17 Oct	The Early Dynastic Period: kingship and the elite	18 Oct	Social complexity and heterarchy: Uruk Period urbanism
24 Oct	The Old Kingdom and the materialisation of power	25 Oct	City-states and networks: Early Dynastic
31 Oct	The Middle Kingdom and the power of word and image	1 Nov	Nation-states, ideology and ethnicity: Akkadian "empire"
7 Nov	Provincial power including the First and Second Intermediate Periods	8 Nov	Warfare and conflict
14 Nov	The New Kingdom: kings and the political power of the gods	15 Nov	Bureaucratic states: Ur III
21 Nov	The New Kingdom Egyptian Empire	22 Nov	Territorial states: Old Babylonian
28 Nov	2pm <i>Seminar1: Power, order and hierarchy</i>		
tba	Visit to the Fitzwilliam museum		
Lent Term			
Egypt: Wednesday 2pm		Mesopotamia: Thursday 2pm	
23 Jan	Dr Sian Thomas Writing, knowledge and the role of literacy in ancient Egypt	17 Jan	Mesopotamian texts and modern historiography
30 Jan	Trade and exchange in ancient Egypt	24 Jan	Trade/Exchange: local networks
6 Feb	Religious practices in ancient Egypt	31 Jan	Internationalism: private trade and state-organized exchange
13 Feb	Death and funerary practices in ancient Egypt	7 Feb	Religious practice in Mesopotamia
20 Feb	Settlement archaeology and urbanism	14 Feb	Death and Funerary practices in Mesopotamia
27 Feb	Egyptian art	21 Feb	Empires and art
6 Mar	Egyptian monumental architecture	28 Feb	Neo-Assyrian empire
13 Mar	Egypt in the First Millennium BC	7 Mar	Neo-Babylonian neo-urbanism
14 Mar	2pm <i>Seminar 2: Texts and historical archaeology</i>		
Easter Term			
tba	<i>Seminar 3: Death and identity</i>		
tba	<i>Seminar 4: Art and the human body</i>		

PAPER 6 **AKKADIAN LANGUAGE I**

Coordinator: Professor Nicholas Postgate (jnp10@cam.ac.uk)

Aims and objectives:

In the course of the year this Paper aims to give students a working knowledge of the Akkadian language. "Akkadian" refers to the twin dialects of Assyrian and Babylonian, which were used in ancient Mesopotamia from about 2500 BC till the end of the first millennium BC. The language was written in the cuneiform script, which was deciphered in the mid-19th century AD. Hundreds of thousands of texts written in this language survive (many in the British Museum) and apart from the most famous work of literature, the Gilgamesh Epic, these include the Lawcode of Hammurapi, royal inscriptions, treaties, legal and commercial documents, the original correspondence of kings and commoners, myths, epics, scholarly and scientific texts and a variety of religious compositions.

This paper forms the foundation for further study of the languages and literatures of ancient Mesopotamia, with 2nd and 3rd year courses in Akkadian and in literature, religion and science. In the first year we begin by learning the basic grammar and vocabulary, and later in the Michaelmas Term start to read selections from the cuneiform text of the Code of Hammurapi in the Old Babylonian dialect and script (c. 1750 BC), followed in the Lent and Easter Term by excerpts from the Annals of Sennacherib, King of Assyria 705-681 BC, in Standard Babylonian dialect and Assyrian script. In the examination you will be given selections from both these texts to transliterate and translate in your own words, and you will also be asked to translate from English into Akkadian and transliterate and translate an unseen text (see the Form and Conduct notices).

The lectures for the course are supported by the Assyriological holdings in the Haddon Library, where you will find the texts, dictionaries, grammars and sign lists listed below. It will certainly help to have your own copy of the asterisked grammar and dictionary. Books can be ordered either from <http://www.amazon.co.uk> or from <http://www.eisenbrauns.com>. Eisenbrauns is a US bookseller so delivery times may be longer.

Cuneiform texts

The Code of Hammurapi in: E. Bergmann (ed.), *Codex Hammurabi* (1953).

The Annals of Sennacherib in : R. Borger, *Babylonisch-Assyrische Lesestücke* (2nd ed. 1979; or other editions).

Transliterations

The Code of Hammurapi in: R. Borger, *Babylonisch-Assyrische Lesestücke* (2nd ed. 1979).

The Annals of Sennacherib in: R. Borger, *Babylonisch-Assyrische Lesestücke* (2nd ed. 1979).

Language

*R. Caplice, *Introduction to Akkadian* (3rd ed. 1988)

J. Huehnergard, *A grammar of Akkadian* (1997)

A.R. George, "Babylonian and Assyrian: A history of Akkadian", in J.N. Postgate (ed.), *Languages of Iraq, Ancient and Modern* (2007), 31-71.

Dictionary

*J.A.Black, A.R. George & J.N. Postgate, *A Concise Dictionary of Akkadian* (1999).

Cuneiform sign list

R. Labat & F. Malbran-Labat, *Manuel d'Épigraphie Akkadienne*

R. Borger, *Assyrisch-Babylonische Zeichenliste* (out of print but in library).

Assessment

This paper is assessed through a three-hour written examination, which consists of passages for transliteration from cuneiform and translation from Akkadian taken from the texts read in class

(which are specified by the Faculty Board and published in the University Reporter), a passage for translation from English into transliterated Akkadian, and a passage for transliteration and translation from an unseen text. Candidates have to answer all questions.

Structure of teaching

Students attend language classes twice weekly, initially being taught the grammar and then in the second half of the Michaelmas Term starting to read and translate Akkadian texts. The text reading classes continue throughout the Lent Term and the first half of the Easter Term. The location of the classes will be decided at the beginning of the Michaelmas Term when numbers are known. These classes will be backed up by supervisions, preferably once a week, which will be arranged by the course Co-ordinator in consultation with Directors of Studies.

Students are strongly encouraged to attend both the lectures and the supervisions throughout the year, as failure to attend regularly will mean an inadequate knowledge of Akkadian and correspondingly poor results.

PAPER 7 EGYPTIAN LANGUAGE I

Coordinator: Professor John Ray (jdr1000@cam.ac.uk)

Aims and objectives:

This paper offers a first-year introduction to Egyptian hieroglyphs. The aim is to acquire a working knowledge of Middle Egyptian, the classical phase of the language which the Egyptians themselves considered canonical. The textbook used is the third edition of Sir Alan Gardiner's *Egyptian Grammar*, a work which has never been out of print. Gardiner's treatment of the hieroglyphic script has never been surpassed. Research on the grammar has moved on since he wrote, and one of the purposes of the course is to update his work and show how approaches to the study of the language have progressed. Another feature of the course is the fact that Egyptian belongs to a very different linguistic family from that of most European languages, and this can serve as an introduction to the ways in which the human mind comes to terms with the world around it. 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 which are found on an excavation.

Teaching

The course consists of two hour-long classes in every week of teaching. Supervisions will vary according to the supervisors available at any one time, but they normally concentrate on reading texts which are not set for the examination.

Assessment

This paper is assessed through a three-hour written examination, which consists of three passages for transliteration and translation from Middle Egyptian written in hieroglyphic. These are taken from the texts read in class (which are specified by the Faculty Board and published in the University Reporter). A fourth passage is selected from an unseen text of comparable level.

The set texts are the later extracts contained in Gardiner's *Grammar*, together with four more advanced ones taken from K. H. Sethe's *Ägyptische Lesestücke*, namely:

1. Reading Lessons from A. H. Gardiner, *Egyptian Grammar* (Third edn. Oxford 1957), chaps 14, 15, 17, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30 (i-iii), 31, 32, 33.
2. Papyrus Westcar (= Les. text 3)
AEL I, 215-222. The opening chapter (not set) is republished by A. M. Blackman (rev. W. V. Davies), *The Story of King Kheops and the Magicians*.
3. Stela of Ikhnofret (= Les. text 14)

AEL I, 123-125. Original text and discussion by H. Schäfer, *'Die Mysterien des Osiris in Abydos unter König Sesostri III', Untersuchungen 4/2* (Leipzig 1904). Commentary in E. Otto, *Egyptian Art and the Cults of Osiris and Amun*, Part One. Parallels and background are discussed by J. J. Clère, ZÄS 84 (1959), 86-104, M. A. Leahy, JEA 75 (1989), 41-60, and H. de Meulenaere, *Pyramid Studies and Other Essays presented to I. E. S. Edwards*, 68-72. Archaeological and textual background in W. K. Simpson, *The Terrace of the Great God at Abydos*.

4. Stela of Khusobek (= Les. text 22)
ANET, 230. Relevant CAH chapters on Middle Kingdom foreign policy and second-millennium Palestine.
5. Boundary stela from Semna (= Les. text 23)
AEL I, 118-120; BAR I, 293-7. Commentary in T. Säve-Söderbergh, *Ägypten und Nubien*, 76ff. and W. Y. Adams, *Nubia. Corridor to Africa*, 185 ff. The duplicate from Uronarti is published by J. M. A. Janssen, JNES 12 (1953), 51-5, and the site and statue are discussed in G. A. Reisner and D. Dunham, Semna Kumba.

Abbreviations

Les.	K. H. Sethe, <i>Ägyptische Lesestücke. Texte des mittleren Reiches</i> (Third edn. repr. Hildesheim 1959)
AEL	M. Lichtheim, <i>Ancient Egyptian Literature</i> . (Three vols., California 1973, 1976 and 1980)
Untersuchungen	<i>Untersuchungen zur Geschichte und Altertumskunde Ägyptens</i> (Leipzig, later Berlin)
ANET	J. B. Pritchard, <i>Ancient Near Eastern Texts relating to the Old Testament</i> (Supplementary edn, Princeton 1969)
BAR	J. H. Breasted, <i>Ancient Records of Egypt</i> (5 vols., Chicago 1906-7)
CAH	Cambridge Ancient History
JEA	Journal of Egyptian Archaeology (London)
JNES	Journal of Near Eastern Studies (Chicago)
ZÄS	Zeitschrift für Ägyptische Sprache und Altertumskunde (Leipzig, later Berlin)

ADVICE ON ESSAY WRITING

Essay writing is one of the main means of study as well as a form of preparation for the exams, in which students are expected to draw on lecture material, supervision work (which is not meant to reproduce lecture content), and independent reading. Over the course of the three years, students are increasingly encouraged to supplement supervisors' suggested readings with sources they have encountered using their growing research skills. Here is some advice on essay writing in the three disciplines of Archaeology and Anthropology:

Archaeology

You should organise your thoughts into a logical structure that responds directly to the question. Undertake your reading, and write your essay, with a careful combination of ideas/theories and supporting data. Since Time and Space are important components of archaeology, chronology and geography should be clearly expressed. You are advised to include relevant detail of sites, artefacts and other data rather than to offer mere generalisations. Aim to structure your answer into a sequence of interlinked paragraphs which each contain clearly defined components of your argument. It will often be useful to make an essay plan to guide your thoughts. The precise structure of an essay can vary (e.g. sequential, hierarchical, thesis/antithesis), but you should aim to reformulate the information discovered in lectures, reading and discussion, in response to the issue discussed. Diagrams and drawings may also be used to support your argument since the visual is very important in archaeological debate. The introductory paragraph should define and situate your approach to the question and the conclusion give a synthesis of your argument. Each essay is an experiment with the ideas and data that you are encountering, so, particularly after the first few weeks, you can use it as an opportunity to be adventurous.

Biological Anthropology

The Department of Biological Anthropology suggests that you obtain general information on essay writing from your Director of Studies. In Biological Anthropology, you typically will be asked to write essays for supervisions in order to enhance your understanding of a topic and to explore a broader perspective than can be gained simply from lectures. Therefore, you should aim to convey an adequate knowledge base of the key concepts of a topic and include relevant factual details when possible. Since you will be expected to show evidence in your essay of having read widely, you should seek information from more than just lecture notes. Your essays should also demonstrate that you can think critically and synthesise material into a logical argument. Essay-writing in biological anthropology is intended to promote your capacity to reason clearly, to think independently, and to present an argument logically and lucidly. It is important to remember that in discussing ideas or evidence, there may not be a single correct answer.

Social Anthropology

The 'supervision essay' is the medium in which, in answer to a question from a supervisor, you develop your views about what you have read and heard. Some essays will be more conceptual, or theoretical, some more ethnographic, but most will be a mixture of the two. At any event, in Social Anthropology, the answer to a question is an argument. A good essay will almost always be a defence of your own position or positions while indicating those that have been taken on these by others and the range of considerations at issue. The essays work towards a definite conclusion, even if that conclusion identifies an area of still unresolved debate. A supervision essay is not the final word on a subject. You should regard it as evidence of thought and work in progress, to be revised or extended during supervision as well as in your further work.

Advice on Learning Ancient Languages

Learning ancient languages is very different from learning modern languages. Sentence structure, which is commonly not taught in modern language learning is a key to reading and translating ancient texts and gaining a good command of the language. Regular attendance of both lectures and supervisions is of utmost importance to succeed in language courses. When texts are read in

class it is expected that you will have prepared them in advance in your own time, which will enable you to take full advantage of the teaching.

PLAGIARISM

The General Board, with the agreement of the Board of Examinations and the Board of Graduate Studies has issued this guidance for the information of candidates, Examiners and Supervisors.

Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgment. It is both poor scholarship and a breach of academic integrity.

Examples of plagiarism include copying (using another person's language and/or ideas as if they are a candidate's own, by:

- quoting verbatim another person's work without due acknowledgement of the source;
- paraphrasing another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source.
- using ideas taken from someone else without reference to the originator;
- cutting and pasting from the Internet to make a pastiche of online sources;
- submitting someone else's work as part of a candidate's own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

Plagiarism might also arise from colluding with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

Plagiarism can occur in respect to all types of sources and media:

- text, illustrations, musical quotations, mathematical derivations, computer code, etc;
- material downloaded from websites or drawn from manuscripts or other media;
- published and unpublished material, including lecture handouts and other students' work.

Acceptable means of acknowledging the work of others (by referencing, in footnotes, or otherwise) vary according to the subject matter and mode of assessment. Faculties or Departments should issue written guidance on the relevant scholarly conventions for submitted work, and also make it clear to candidates what level of acknowledgement might be expected in written examinations. Candidates are required to familiarize themselves with this guidance, to follow it in all work submitted for assessment, and may be required to sign a declaration to that effect. If a candidate has any outstanding queries, clarification should be sought from her or his Director of Studies, Course Director or Supervisor as appropriate.

Failure to conform to the expected standards of scholarship (e.g. by not referencing sources) in examinations may affect the mark given to the candidate's work. In addition, suspected cases of the use of unfair means (of which plagiarism is one form) will be investigated and may be brought to one of the University's Courts. The Courts have wide powers to discipline those found guilty of using unfair means in an examination, including depriving such persons of membership of the University, and deprivation of a degree.

MARKING AND CLASSING CRITERIA FOR PART I OF THE ARCHAEOLOGICAL AND ANTHROPOLOGICAL TRIPOS

The Faculty Board of HSPS will be reviewing all marking and classification schemes for all Parts of the Tripos during the Michaelmas term 2012. A final scheme will be published before the end of the Michaelmas term to apply to all examinations and assessment during the 2012-13 academic year. Students requesting information on marking schemes or classification in the interim should contact their Director of Studies.

SUPERVISIONS

Undergraduate supervisions in Cambridge are formally organised by the Colleges: a Director of Studies will set up supervisions for his or her students.

There are some specific arrangements for Part I students in Archaeology and Anthropology, as follows:

Paper 1 supervisors – a list of recommended supervisors is provided for Directors of Studies by the Department of Archaeology.

Paper 2 supervisors - a list of recommended supervisors can be provided for Directors of Studies by the paper coordinator.

Paper 3 supervisors - a list of recommended supervisors can be provided for Directors of Studies by the paper coordinator.

Paper 4a supervisors – Supervision for this paper is undertaken by the four Department Assistants in Teaching.

Paper 4b, Paper 4c and Paper 4d are taught by the Faculty of Faculty of Politics, Psychology, Sociology and International Studies, which provides lists of recommended supervisors for Directors of Studies.

Supervisors for papers 5, 6 and 7 can be recommended by the ANE Coordinator, Dr Kate Spence (kes1004@cam.ac.uk) or by the UTO responsible for each paper (Paper 5: Dr Kate Spence, Dr Augusta McMahon (amm36@cam.ac.uk); Paper 6: Prof Nicholas Postgate (jnp10@cam.ac.uk); Paper 7: Prof John Ray (jdr1000@cam.ac.uk).

DEPARTMENT ASSISTANTS IN TEACHING

For paper 4A, students are divided into four groups. Each group is allocated one of the four Department Assistants in Teaching (DATs), who are usually PhD students in one of the Departments of the Faculty. Paper 4a supervisions for students in each group will be given by the relevant DAT. There will be two supervisions per module.

SEMINAR GROUPS FOR PAPER 4A

For paper 4A, students are divided into six seminar groups. Each module (of which there are five) has a seminar, as well as the usual lectures and supervisions. One member of academic staff will take each seminar group.

CAMTOOLS AND THE FACULTY WEBSITE

The main Archaeology & Anthropology website is <http://www.archanth.cam.ac.uk/> and you will find the lecture timetable here with the latest updates.

You will find a good deal of electronic material available for Part I papers, as follows:

CAMTOOLS is an on-line document store where course materials are held. It can be accessed from <https://camtools.cam.ac.uk/> using your CRSID (the letters and numbers which precede @cam.ac.uk in your Cambridge email address, e.g. ab123) and your Raven password.

Paper 1, 2, 3, 4a and 5

See http://www.archanth.cam.ac.uk/TeachingMaterials/teaching_materials.html for basic outlines. Further documentation will be placed on the CAMTOOLS site during the course of the year. If you are taking any of these papers, you will be given access to the materials on CAMTOOLS.

Papers 4b, 4c and 4d: see the PPS website at:

<http://www.hsps.cam.ac.uk/pps/current/undergraduate/part1papers.html>

If you are taking any of papers 4b, 4c or 4d you should contact Odette Rogers (ohmr3@cam.ac.uk) in HSPS in order to gain access to relevant CAMTOOLS materials.

Paper 6 and 7

See http://www.archanth.cam.ac.uk/TeachingMaterials/teaching_materials.html

COMPUTING FACILITIES FOR STUDENTS

The central Department of Archaeology and Anthropology has no Public Work Facility (PWF) machines under its own control, but Part I students are welcome to use the machines in the Haddon Library for printing out articles (at cost). Students may use their own laptops in the Haddon, where there is a wireless network connection.

<http://www.cam.ac.uk/localuseronly/cs/pwf/facilities/> gives information about PWF machines managed by the University's Computing Service, which are available for student use at various sites across the University.

Students are also, of course, encouraged to use the computing facilities available in their College.

RECORDING OF LECTURES

No student may record lectures without the permission of the lecturer. This is true even if the student is disabled. If the student is disabled it may well contravene the Disability Discrimination Act for the lecturer to withhold this permission, but still the permission needs to be sought. If the student is not disabled then the lecturer has every right to deny permission.

If a student wishes to record the lectures of a whole paper (which may be given by a range of lecturers), they need to seek permission from each of the individual lecturers.

Students should consult their Directors of Studies if they feel they need to improve their note-taking skills.

CONTINUING IN ARCHAEOLOGY AND ANTHROPOLOGY

In Archaeology and Anthropology, both a one-year and a two-year Part II are available, the former for students transferring into the Faculty after completion of a two-year Part I in another Faculty, and the two-year course for students continuing from the Part I in Archaeology and Anthropology, or coming in from a one-year Part I in another Faculty. Students considering a one-year Part II should consult the University Regulations and their College Director of Studies about entry into Part IIA in Social Anthropology or Archaeology.

Part IIA students begin to follow in detail one of the three subject disciplines that make up Archaeology and Anthropology. There are four examined papers in Part IIA in each discipline, one of which may consist of a paper (or two half-papers) from one of the other disciplines.

At Part IIB, there is specialisation within a single discipline and candidates are given the opportunity to write a dissertation. Part IIB candidates may take one paper (or two half-papers) from one of the other disciplines. The Part IIB is for final year candidates who have taken the Part IIA in any of the three disciplines, or for those entering Biological Anthropology only from Natural Sciences or Medical and Veterinary Sciences. Each year is examined separately, although the final degree result depends on the final year's examination.

Further information is available from the Divisional websites, at:

<http://www.arch.cam.ac.uk/for-current-undergraduates/>

<http://www.bioanth.cam.ac.uk/undergraduates.html>

<http://www.socanth.cam.ac.uk/currentStudents/undergraduate/index.html>

STUDENT REPRESENTATION

The Faculty has created a tiered system of representation to ensure that students from its various disciplines have a clear voice. Students are represented by both a Faculty Board representative for their Tripos overall and by a local, departmental representative on the Student Forum (for example, the Part II Archaeology rep, or the IIB SocAnth rep).

There are three formal student representatives who sit on the Faculty Board, the main decision-making body of the Faculty: one representing all students on the PPS Tripos, one representing all students on the Archaeological & Anthropological Tripos, and one representing all graduate students in the Faculty. These representatives are elected at the end of November, and serve for the following calendar year (Jan-Dec).

The current Archaeological & Anthropological Tripos Faculty Board Representative is:

Maurice Schroff (Pembroke) aa-tripos-rep@hsps.cam.ac.uk

In addition, the Faculty has created the Student Forum, which is made up of both graduate and undergraduate students from each of the subjects, along with Part I representatives for each of the two Triposes. There are usually eight undergraduates and seven graduates who make up the Forum, and Forum members often also serve on local departmental committees (for example, the Part II BioAnth rep will attend both the Forum and the BioAnth Academic Board meetings). The Forum is Chaired by the Faculty Board Student Representatives, and meets once or twice per term, as agreed by the members. Forum representatives are elected at the start of the Michaelmas term, and serve for the academic year (Oct-June).

Representatives are always available to help students across any area of the Tripos.

IMPORTANT DATES/EVENTS AT THE START OF MICHAELMAS TERM 2012

Date	Place/ Activity	Time
Mon 1 Oct - Thur 4 Oct	Registration with Kate Nix in Room 37, Department of Biological Anthropology, Pembroke Street – registration forms will also be available at the Introductory Lecture for all Part I Archaeology and Anthropology students on Thurs 4 October. Please bring your Cambridge email address with you. You will need to make your choice of four papers out of the possible ten.	9:00 – 16:00 Mon-Thur
Thur 4 October	<p>Part I Introductory Briefing for Papers 6 or 7 (Egyptian or Akkadian language) (West Building Seminar Room, Downing Site)</p> <p>Paper 4c - Sidgwick Lecture Block, Room 3</p> <p>Introductory Lecture for ALL Part I Archaeology & Anthropology students in Mill Lane Lecture Room 1: <i>Archaeology and Anthropology: Introduction & history of the course</i></p> <p>Part I Introductory Briefing and tour of Museum and Library - Starts in Lecture Theatre, Department of Biological Anthropology, Pembroke Street, ends with tea in the McDonald Institute.</p>	<p>11.00</p> <p>10.00</p> <p>12.00</p> <p>14.00 – @ 16.30</p>
Fri 5 October	<p>Introductory Lecture for Paper 3 in Mill Lane Lecture room 9: <i>Archaeology and Anthropology and the social sciences</i></p> <p>Paper 4b - Mill Lane, Room 9</p> <p>Introductory Lecture for Paper 5 in North Lecture Room, Division of Archaeology, Downing Site</p>	<p>10.00</p> <p>11.00-13.00</p> <p>11.00</p>
Mon 8 October	<p>Paper 6 (Akkadian) FAMES, Room 204</p> <p>Introductory Lecture for Paper 2 in the Department of Biological Anthropology Lecture Theatre, Pembroke Street: <i>Archaeology and Anthropology and the Biological Sciences</i></p> <p>Paper 4a - Mill Lane, Room 1</p> <p>Registration for the Archaeology Wessex Field Trip (21-22 October 2012): this takes place in the Archaeology Department Office (make your cheques payable to University of Cambridge). FIRST COME FIRST SERVED!!</p> <p>Paper 7 (Egyptian Language)- FAMES, Room 313</p> <p>Paper 4d - Arts School, Room A</p>	<p>09.00</p> <p>10.00</p> <p>12.00</p> <p>13.00 – 14.00</p> <p>14.30</p> <p>15.00</p>
Tue 9 October	<p>Paper 3 - Mill Lane, Room 9</p> <p>Introductory Lecture for Paper 1 in Mill Lane Lecture Room 1: <i>Introduction: What is Archaeology?</i></p> <p>Paper 4d - Arts School, Room A</p>	<p>10.00</p> <p>11.00</p> <p>12.00</p>

From Wed, 10th October please refer to main Michaelmas term timetable on the next page

TIMETABLE PART I, MICHAELMAS TERM 2012 – Please see separate sheet for additional Introductory Lectures in Week 1

	Monday Oct 8, 15, 22, 29 Nov 5, 12, 19, 26	Tuesday Oct 9, 16, 23, 30 Nov 6, 13, 20, 27	Wednesday Oct 10, 17, 24, 31 Nov 7, 14, 21, 28	Thursday Oct 11, 18, 25 Nov 1, 8, 15, 22	Friday Oct 5, 12, 19, 24 Nov 2, 9, 16, 23
9	9:00 Paper 6 (Akkadian) FAMES Room 204		9:00 Paper 6 (Akkadian) FAMES Room 204		
10	10:00 Paper 2 BioAnth Lecture Theatre, Pembroke St	10:00 Paper 3 Mill Lane Room 9	10:00 Paper 2 BioAnth Lecture Theatre, Pembroke St	10:00 Paper 4C Sidgwick Lecture Block, Room 3	10:00 Paper 3 Mill Lane Room 9
11		11:00 Paper 1 Mill Lane Room 1	11:00 Paper 1 Mill lane Room 1 11:00 Paper 4C – Sidgwick Lecture Block, Room 3		11:00-13:00 Paper 4B Mill Lane Room 9 ↓
12	12:00 Paper 4A Mill Lane Room 1	12:00 Paper 4D Arts School Room A		12:00 Paper 4A Mill Lane Room 1 12:00 Paper 7 (Egyptian Language) FAMES Room 313	↓
13					
14	14:30 Paper 7 (Egyptian Language) FAMES Room 313		14:00 Paper 5 (Egypt) South Lecture Room Division of Archaeology 14:00-17:00 Paper 4c Film, week 5 only (6 Nov); MLR 9	14:00 Paper 5 (Mesopotamia) South Lecture Room Division of Archaeology	
15	15:00 Paper 4D Arts School Room A				
16			16:15-17:45 Paper 3 Ethnographic films 10 and 24 October only Sidgwick Lecture Block Room 3 ↓		
17			↓		

WHO'S WHO IN ARCHAEOLOGY AND ANTHROPOLOGY, 2012/2013

Department Staff: Professor Nick Mascie-Taylor (Head of Department)
Dr Mary Griffin (Faculty Administrator),
Mrs Petra Georgoulis Hluzova (Senior Accounts Clerk)
Mrs Kate Nix (Archaeology & Anthropology Administrator)

Chair of the Part I and Admissions Committee, and Chair of the Part I Examiners:

Dr David Sneath

Part I co-ordinators:

Paper 1: Dr Elizabeth deMarrais (ed226@cam.ac.uk)
Paper 2: Dr Leslie Knapp (lak26@cam.ac.uk)
Paper 3: Dr Nikolai Ssorin-Chaikov (ns267@cam.ac.uk)
Paper 4a: Dr David Sneath (ds114@cam.ac.uk)
Paper 4b: Dr Filipe Carreira da Silva (fcs23@cam.ac.uk)
Paper 4c: Dr Helen Thompson (het20@cam.ac.uk) MT and LT; Dr Glen Rangwala (gr10009@cam.ac.uk), ET
Paper 4d: Dr Jason Rentfrow (pjr39@cam.ac.uk)
Papers 5: Dr Kate Spence (kes1004@cam.ac.uk)
Paper 6: Prof Nicholas Postgate (jnp10@cam.ac.uk)
Paper 7: Prof John Ray (jdr1000@cam.ac.uk)

Department Assistant Teachers:

Dr Jake Dunn (Biological Anthropology)
Ms Kathrin Felder (Archaeology)
DATs for Social Anthropology to be advised

and for each module in Paper 4a:

Sex and Gender – Dr Marie-Louise Sørensen
Life Cycles – Dr Jay Stock
Symbols, Language and Communication – Dr John Robb
Food and the Meal – Professor Martin Jones
Transformations in Human Society – Dr David Sneath

Part I Admin, Dept of Archaeology & Anthropology:

Kate Nix
Room 37, Biological Anthropology Building
Pembroke Street
Cambridge
CB2 3QY

Tel: 01223 335454 /E: kn221@cam.ac.uk

HSPS Faculty Teaching Admin:

Melissa Rielly
Teaching Administrator
Faculty of Human, Social, and Political Science
Free School Lane
CB2 3RQ

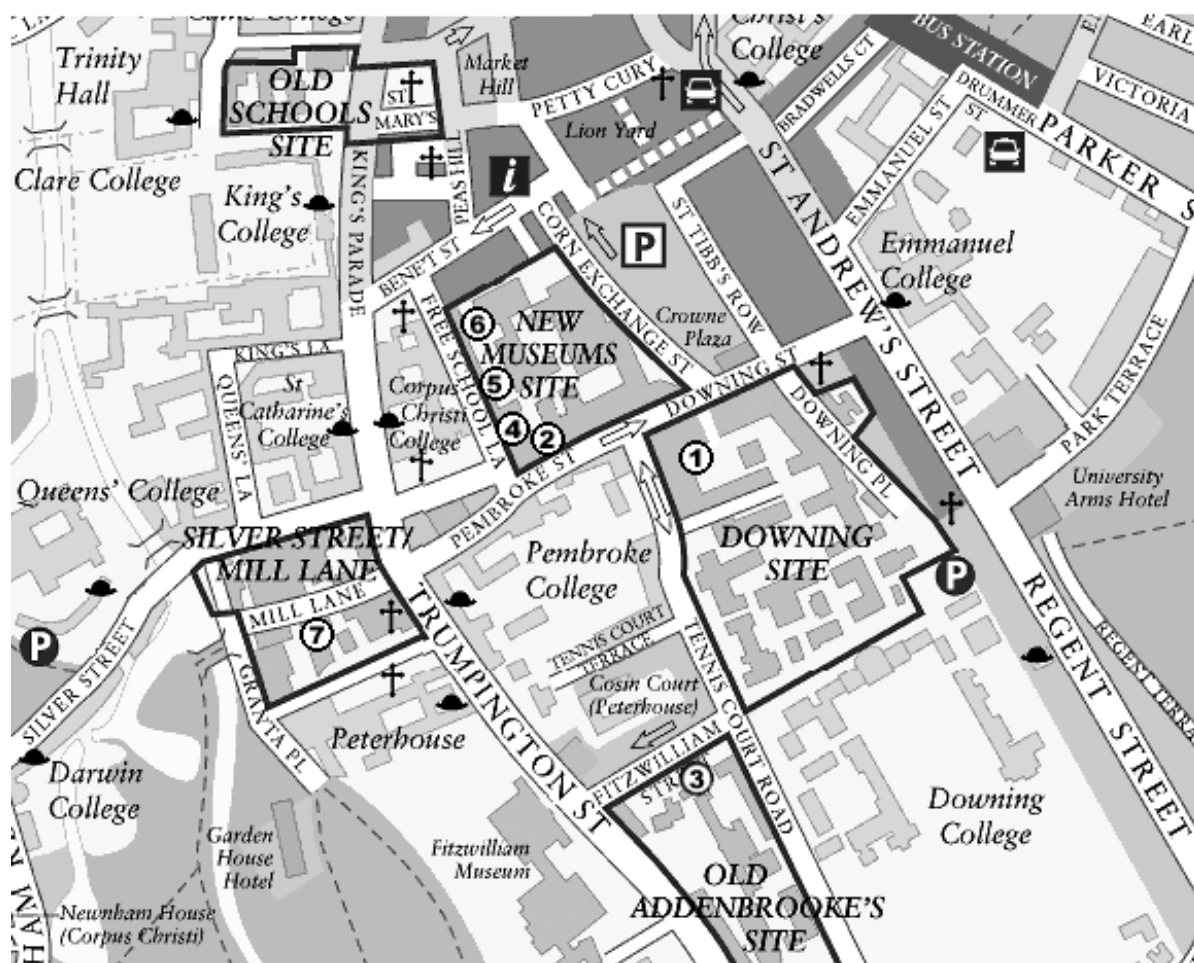
Tel: +44(0) 1223 334 521 /E: mnr27@cam.ac.uk

PART I DIRECTORS OF STUDY BY COLLEGE

Christ's	Dr Susan Bayly (sbb10@cam.ac.uk)
Churchill	Dr Elizabeth deMarrais (ed226@cam.ac.uk)
Clare	Dr Sheila Kohring (sek34@cam.ac.uk) (MT, LT, ET)
	Dr Sian Lazar (sl360@cam.ac.uk) (MT)
Corpus Christi	Professor William McGrew (wcm21@cam.ac.uk)
Downing	Dr Jay Stock (jts34@cam.ac.uk) (MT)
	Professor William McGrew (wcm21@cam.ac.uk) (LT)
Emmanuel	Dr Leslie Knapp (lak26@cam.ac.uk)
Fitzwilliam	Dr John Robb (jer39@cam.ac.uk)
Girton	Dr Lila Janik (lj102@hermes.cam.ac.uk)
Gonville & Caius	Dr Liana Chua (lcl2@cam.ac.uk) (MT)
	Dr Helen Watson (hew1001@hermes.cam.ac.uk) (LT, ET)
Homerton	Dr Katie Boyle (kvb20@cam.ac.uk)
Hughes Hall	Dr Corinne Roughley (cfa1001@cam.ac.uk)
Jesus	Dr Marie Louise S Sørensen (mlss@cam.ac.uk)
King's	Dr James Laidlaw (jal6@cam.ac.uk)
Lucy Cavendish	Dr Catherine Hills (ch35@cam.ac.uk)
Magdalene	Dr Simon Stoddart (ss16@cam.ac.uk) (LT, ET)
	Dr Simon Cohn (simon.cohn@medschl.cam.ac.uk) (MT)
Murray Edwards	Dr Evaleila Pesaran (ep336@cam.ac.uk) (MT)
	Dr Paola Filippucci (pf107@cam.ac.uk) (LT, ET)
Newnham	Dr Catherine Hills (ch35@cam.ac.uk)
Pembroke	Dr Marta Magalhaes (msradm2@cam.ac.uk) (MT)
	Dr Barbara Bodenhorn (bb106@cam.ac.uk) (LT, ET 2013)
Peterhouse	Dr Britt Baillie (bab30@ca.ac.uk)
Queens'	Dr Sheila Kohring (sek34@cam.ac.uk)
Robinson	Dr Maryon McDonald (mem26@cam.ac.uk)
St. Catharine's	Dr Gilly Carr (gcc20@hermes.cam.ac.uk)
St. Edmund's	Dr Corinne Roughley (cfa1001@cam.ac.uk)
St. John's	Miss Sylvana Tomaselli (st240@cam.ac.uk)
Selwyn	Dr Uradyn Bulag (ueb10@cam.ac.uk)
Sidney Sussex	Dr Janice Stargardt (js119@cam.ac.uk)
Trinity	Dr Cameron Petrie (cap59@cam.ac.uk)
Trinity Hall	Dr Tamsin O'Connell (tco21@cam.ac.uk)
Wolfson	Dr David Barrowclough (dab32@hermes.cam.ac.uk)

Map of Buildings employed for teaching in Part I

1. Department of Archaeology Offices, Museum and Library. The West Building Seminar Room is found here, and the McDonald Institute is opposite (in the "courtyard building").
2. Part I Archaeology & Anthropology Administrator's Office (Room 37, Level 3), also Department of Biological Anthropology Lecture Theatre (Room 41, Level 4).
3. Department of Biological Anthropology Offices.
4. Department of Social Anthropology Offices.
5. Department of Sociology and PPS Tripos Office.
6. Arts School Lecture rooms.
7. Mill Lane lecture rooms.
8. The Faculty of Law, and the Faculty of Asian and Middle Eastern Studies (FAMES) is to be found on the Sidgwick Site which is at B on the second map overleaf.



The Faculty of Law, and the Faculty of Asian and Middle Eastern Studies (FAMES) is to be found on the Sidgwick Site which is at B

