Psychological and Behavioural Sciences Tripos

Part IB Handbook

Academic Year 2017–2018

The information contained in this Handbook is correct at the time of going to press (23/08/2017), but all matters covered are subject to change from time to time.
Contents

1 Introduction .................................................................................................................. 3
2 Student Workload ....................................................................................................... 5
3 Facilities and Resources ............................................................................................. 5
4 Office Staff, Communication & Information .............................................................. 9
5 Part IB: The Papers ..................................................................................................... 10
6 Part IIB Overview ....................................................................................................... 25
7 Plagiarism ................................................................................................................... 26
8 Complaints & Problems .............................................................................................. 35
9 Important Websites & Links ....................................................................................... 36
1 Introduction

The second year of the Psychological and Behavioural Sciences Tripos builds on the foundation of knowledge and skills developed in the first year. The broad areas of social, developmental and experimental psychology are explored further by compulsory papers. Optional papers in Part IB continue to examine many topics covered in Part IA, such as biological and social anthropology; education; philosophy; sociology; and biological sciences.

Similar to the first year, content provided by different disciplines may differ substantially in the way in which it is taught. Certain academic disciplines may require different skills and different types of knowledge, thus different styles of teaching and learning may be required. This means that certain papers will be more demanding for PBS students than for those for which the papers are primarily aimed at. Students should therefore speak with their Directors of Studies before confirming their paper choices, to ensure that they take papers which they can successfully manage.

Supervisions for each paper in Part IB are organised by their respective Course Organisers, unlike Part IA which were organised by each College. Students should expect to be contacted by their supervisor in the first few weeks of term. If you have not been contacted by the end of October you should notify the relevant Course Organiser or your Director of Studies immediately.
Educational Aims

The course aims to:

- provide an education in psychological and behavioural sciences of the highest calibre in order to produce graduates of the quality sought by industry, the professions, and the public service, and to provide academic teachers and researchers for the future;

- provide students with knowledge and skills in social, developmental, biological and experimental psychology within the broader context of the behavioural sciences appropriate to future professional work;

- encourage students to develop a critical approach to their studies, evaluating theory and evidence accordingly;

- allow students to develop specialised knowledge and research skills in one or more subjects, by studying these in depth if they so choose, equipping them with skills to communicate effectively in written and numerical forms;

- produce graduates who can think independently and are capable of applying their knowledge and skills effectively and with integrity;

- provide an intellectually stimulating environment in which students have the opportunity to fulfil their potential.
2 Student Workload

Academic life at Cambridge can be exciting and stressful at times. Students are driven and strive for excellence in their work, and naturally spend considerable amounts of time working. However, being successful academically does not mean that students must be working continuously around the clock every single day. On the contrary, being successful depends on effective time management and working efficiently. With that in mind, students are recommended to work up to about 48 hours per week during a normal term time week. This includes time spent at lectures, practicals, supervisions, in private study, and preparing for supervisions. However, you may find that in occasional weeks, work demands require less time than this. On the other hand, there may be moments when you find yourself doing more. The important point is that although there will be occasional fluctuations in work demands, you should to try to establish a regular pattern of work and effective time management.

3 Facilities and Resources

Current Students Website

The Tripos maintains a webpage for current students, where you can find current timetables, information on writing essays, deadlines, and other policy documents. All students should visit the pages at www.pbs.tripos.cam.ac.uk/current as a first resource for information.

Libraries

Library provision in Cambridge is excellent. As well as facilitating access to print and electronic resources to support teaching and learning, libraries offer a range of excellent study environments.
The **Department of Psychology Library** ([www.library.psychol.cam.ac.uk](http://www.library.psychol.cam.ac.uk)) is a specialist psychology library housed on the first floor of the Psychological Laboratory. It holds copies of all core psychology texts for the PBS Tripos. The Library stocks multiple copies of books that are in high demand.

The **Social and Political Sciences Library** ([www.hsps.cam.ac.uk/sps-library/](http://www.hsps.cam.ac.uk/sps-library/)) on Free School Lane has an extensive social and developmental psychology collection. The SPS Library holds multiple copies of many essential texts.

The Psychology Library and SPS Library maintain CamTools sites that provide access to many articles and book chapters referenced on reading lists. Access to these materials is course-specific and requires a Raven password.

**Other libraries** that may be useful to you during the PBS course include the **University Library**, the **Central Science Library**, the **Casimir Lewy Library** (philosophy), the **Computer Laboratory Library**, the **Haddon Library** (archaeology and anthropology), the **Marshall Library** (economics), the **Radzinowicz Library** (criminology), and the **Seeley Historical Library**.

**College libraries** complement the specialist libraries found in the faculties, departments, and the University Library. College libraries aim to buy most recommended reading for Part I and as much as possible for Part II. College libraries have a yearly budget for PBS. Inform your Director of Studies, Tutor or College Librarian if you would like to request the purchase of particular items.

To search for print and electronic books and journals across the University, use iDiscover [http://idiscover.lib.cam.ac.uk/](http://idiscover.lib.cam.ac.uk/).
The A-Z list of databases that the University subscribes to can be found here [http://libguides.cam.ac.uk/az.php](http://libguides.cam.ac.uk/az.php) and the complete list of e-journals can be searched here [http://tf5lu9ym5n.search.serialssolutions.com/](http://tf5lu9ym5n.search.serialssolutions.com/) . Apollo [https://www.repository.cam.ac.uk/](https://www.repository.cam.ac.uk/) is the University repository which holds research output from members and is managed by the Office of Scholarly Communications ([http://osc.cam.ac.uk/](http://osc.cam.ac.uk/)).

**E-Learning Sites**

The department uses Moodle as the e-learning platform and all second-year students taking PBS papers are added as participants to the PBS Tripos Part IB Moodle site. This site provides resources such as handouts and example exam papers.

For your optional papers, the department that offers the papers will enrol you on to the relevant moodle site. If you change paper once term has started do make the teaching administrators aware so you can be enrolled on to the relevant site.

The PBS Tripos Part IB Moodle site: [https://www.vle.cam.ac.uk/course/view.php?id=64992](https://www.vle.cam.ac.uk/course/view.php?id=64992)

It is very important that you check that you have access to this site and inform the administrative staff immediately if you do not.
The Department of Psychology holds a Gold Green Impact award and is committed to reducing its impact on the environment by saving energy and minimizing waste. You will see throughout the department a number of recycling bins provided for paper, cardboard, plastic, cans and tins and would encourage all students to use these and to be considerate of switching off lights, reducing waste etc.

If you would like to get more involved, here’s how:

- Keep up-to-date with news and opportunities by subscribing to the Greenlines newsletter.
- Visit the Environment and Energy Section’s student webpage to find out more about projects including Green Impact and the Living Laboratory for Sustainability.
- Email environment@admin.cam.ac.uk with any questions or to find out more about any particular opportunity.
- Contact your Environment and Energy Coordinator Kayleigh Paske (kjp37@cam.ac.uk) to find out what opportunities there are to get involved in the
Department, and to pass on your ideas for how the Department could be more sustainable.

- **Opportunities** include paid **internships**, support running your own environmental project, and Institute of Environmental Management and Assessment (IEMA) accredited auditor training and experience through **Green Impact**.

# 4 Office Staff, Communication & Information

The administrative staff are always helpful and can usually provide up-to-date information on most matters related to the PBS Tripos. However, students can often find information more quickly in the first instance on the PBS website, or in this handbook.

The Department Offices communicate by email with students using email lists for Part IA, Part IB and Part IIB. For messages related to particular papers, emails carry a heading to signal which paper. Academic staff and supervisors also use email to notify students of meetings, necessary changes and so on. It is therefore important to read your emails regularly and carefully.

Directors of Studies are students’ first and main port of call for information on all matters related to your studies and academic choices. Director of Studies are fully informed about the structure of the Tripos and choices therein. We advise you to make use of their expertise and their knowledge of your individual interests and strengths.

The office of the Teaching Administrator, Jo Simmonds, is located on the first floor in the Department of Psychology main
building on the Downing Site. PBS administrative queries should be sent to:

Teaching Administrator: Jo Simmonds – ims311@cam.ac.uk
or
Teaching Secretary: Louise White – law23@cam.ac.uk.

Student Representation and Feedback
At least one student representative will sit on the PBS Management Committee and Staff/Student Committee, and both bodies welcome student input for the new Tripos. A request for students interested in acting as the Part IB representative for either Committee is made at the start of the academic year. If you are interested in being a representative please email the Teaching Administrator.

Feedback on the course can be given in several ways. Surveys are sent out to students towards the end of each term, asking for anonymous feedback on specific papers. Feedback should be given to the student representative to pass on to staff, but students can directly contact Directors of Studies, Course Organisers and the Teaching Administrator for feedback. Students will be encouraged to complete the National Student Survey, which gives the opportunity to provide feedback to the University on a larger scale.

Key Committees
Discussions and decisions that relate to the Tripos take place within the following committees:

The ultimate decision-making body of the Tripos is the PBS Tripos Management Committee. It deals with matters relating to finance and organisation, as well as ratifying decisions made by other bodies. It meets approximately once
per term and is attended by representatives of all Departments which contribute to PBS.

The **Department of Psychology Teaching Committee** is the forum for discussion of, and policy development on, undergraduate teaching provided by the Department of Psychology.

The **Department of Psychology Staff/Student Committee** is chaired by the Director of Undergraduate Teaching, and includes representatives of undergraduate students from all courses taught by the Department. The Committee meets once each term.

The **Directors of Studies Committee** meets once per term, and is a forum for discussion between Colleges and the Tripos.

### 5 Part IB: The Papers

**Part IB Overview**

Compulsory papers:

- **PBS 3** Social and Developmental Psychology
- **PBS 4** Cognitive Neuroscience and Experimental Psychology

Students must then take **two optional papers**. The papers available in 2017-18 are displayed below.

At the Options Day at the end of the previous year, students were given an optional paper form to complete and return. This was to gather information to book suitable rooms for lectures, and to arrange supervisors and practical classes, so a student’s choice of papers was not final. All students must register their final paper choices with their Director of Studies.
by **Thursday 12 October** at the latest. This is to ensure students can be contacted regarding their papers, and for exam enrolment. Some optional papers, noted below, have limited spaces available for PBS students or pre-requisites. Some paper combinations may not be available, due to timetable constraints, particularly those from different Triposes.

**PBS 3: Social and Developmental Psychology**

**Course organiser:** MT – Dr David Good ([dg25@cam.ac.uk](mailto:dg25@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](mailto: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.

BAN 2: Behavioural Ecology and Adaption

BAN 2, from Part IIA of the HSPS Tripos.

This paper examines the structure and functioning of social networks. We start with an examination of how characteristic social network structures appear repeatedly in human affairs, resulting in equally characteristic patterns in the transmission of disease, attitudes, culture and other quantities. We then examine how the structure and dynamics of social networks are influenced by the cognitive mechanisms that individuals apply in making social decisions. We focus particularly on the way that social influence affects decision making, using examples from both internet social networks such as Facebook and contemporary “real world” social networks. We then compare and contrast these contemporary examples with examples from traditional foraging societies, non-human primates, and other animals.

BAN 3 Human Evolution and Palaeolithic Archaeology

ARC 10, from Part IIA of the HSPS Tripos.

This course provides a foundation in Human Evolution and Palaeolithic Archaeology. The paper looks at human evolution from ca. 10 million years ago to 10,000 years ago. We will be exploring 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. We examine the first tool use of hominins more than 2.5 Mio years ago, and the factors shaping the evolution of early Homo and their technology.
within Africa. From shortly after 2 million years ago, hominins dispersed beyond Africa, and we will look at the fossil and archaeological record for these dispersals and adaptations, and the world of the iconic hand-axes and their makers. We examine in detail the emergence and dispersal of anatomically modern humans, giving particular focus on the diversity of their technology and adaptations in different parts of the world, and their relationship to both the climate in which they evolved and the archaic competitors such as Neanderthals whom they out-survived. We will explore the modern human dispersal(s) into nearly all parts of the world during the Late Pleistocene. How did modern humans respond to the environmental changes that occurred during the last glacial maximum about 22,000 years ago? We will finish with exploring the variability and diversity of human adaptations and responses to the climatic changes towards the end of the last ice age around 11,500 years ago.

BAN 8: Health and Disease
BAN 4, from Part IIA of the HSPS Tripos.
This paper explores how disease has shaped the way humans have evolved, and how diseases have evolved to exploit humans. From conception to death, humans undergo a process of development that is shaped by both genes and environment. The patterns of such development can be framed in terms of life history theory, the role of nutrition, and the interactions between demography and threats to life such as disease, and the way in which reproduction is integrated into the lifespan. The paper also addresses the questions why do we share so many diseases with gorillas and chimpanzees, how do demography, social behaviour, economics, development policy, and globalization influence disease transmission within and between ape species.

CS 1: Introduction to Computer Science
Paper 9, Part IA of the Computer Science Tripos.
In the Michaelmas Term we lay the foundations of the course: you will gain an overview of the core concepts from the Foundations of Computer Science course and develop key programming skills in the Object Oriented Programming course. The Lent term is devoted to the study of algorithms: how important algorithms work, how to devise data structures and how to analyse and assess your implementations quantitatively. In the Easter term we focus on the numerical issues found when using computers for science, from number overflow to limited precision to chaotic behaviour.

This paper is particularly challenging and students wishing to study it must demonstrate their readiness for it by passing the online (“pre-arrival”) course. This course introduces and tests computing and programming fundamentals. In addition it is strongly recommended that students considering this option read some of the following books. They are recommended by lecturers for CS 1, so represent the paper well and will strongly prepare students if the books are studied before the year begins.

Sierra, K. (2005), Head First Java, O’Reilly (2nd ed.)

This paper presupposes training in mathematics to at least A level (or its equivalent). In order to arrange practicals it needs to be known how many students will take the paper before the term begins.

**ED 3: Modernity, Globalisation and Education**

*Modernity, Globalisation and Education from Part I and Prelim to Part II of the Education Tripos.*
NOTE: There is a cap of 15 students who can offer this paper; the paper will be allocated on a first-come, first-served basis. This paper examines the concepts, contestations and transformations of Modernity and its consequences for education in a globalising and unequal world.

Section 1: Modernity and questions of justice in education
The first section raises the general problem of ‘modernity’ in terms of its relationship to the Western age of enlightenment. It examines historical frameworks and postcolonial theories of modernity to critically consider ‘modern’ educational projects of ‘justice’, ‘peace’ and ‘cosmopolitanism’.

Section 2: Globalisation, Pluralism, and Education
In this section, we explore theoretical and practical questions that seek to confront the relationship between globalisation, pluralism and education in global contexts. We examine globalisation through sociological, historical and philosophical lenses to consider the implications of pluralism and connectedness for education in contexts of global inequality. Sessions explore issues of migration, faith and secularisation in education.

Section 3: Education, inequalities, and global change
This section of the paper will focus on understanding the relationship between education and global social justice. Through a multi-disciplinary perspective, we explore the educational consequences of poverty, issues of human rights, and gender inequalities. We critically examine in the ways in which modernity and globalisation are contested in and by arenas concerned with social change, for example, in international development, youth movements, and women’s movements.

HPS 1: History of Science
From Part IB of the Natural Sciences Tripos.
NOTE: This paper cannot be offered with HPS 2; there are no pre-requisites.

History of science seeks to understand how different groups of people, in different times and places, have sought out knowledge about the world around them. It considers what questions these groups have asked, what tools they have used to pursue their questions, and how they have organised this exploration within various political and social contexts. The authority of science, technology and medicine in our own culture make this history particularly important: if we wish to understand the significance attached to science and technology today, we need to know how this status was achieved and how it has changed over the centuries. Thus this paper explores the role of the sciences - over more than 500 years - in religious, philosophical and political debates, in social and technological change, in medical practice, and in the transformation of everyday life. This paper has 28 required lectures, divided into two courses called “Natural Philosophy” (Michaelmas Term) and “History of Science and Medicine” (Lent and Easter Terms). In addition, students are invited to attend any lectures they find most relevant from the offerings for HPS 2: Philosophy of Science.

HPS 2: Philosophy of Science
From Part IB of the Natural Sciences Tripos.
NOTE: This paper cannot be offered with HPS 1; there are no pre-requisites.

Philosophy of science addresses fundamental questions concerning the aims and methods of science. It also raises questions about the value of scientific knowledge for general society, and the impact of social and political values on the conduct of scientific research. Roughly half of this paper deals with general epistemological, metaphysical and ethical questions that are pertinent to all sciences. The other half of the paper introduces issues that are specific to particular sciences: physical, psychological, social, and biological. For
example, concerning the psychological sciences, we address questions such as the following. Is the mind a sort of thing that can be studied by the scientific method? Is psychology reducible to neuroscience? Do the latest findings of cognitive science undermine our vision of humans as having a self and free will? This paper has 32 required lectures, divided into the following courses: “What Is Science?”; “Philosophy of the Physical Sciences” (Michaelmas Term); “Science in Practice”, “The Sciences of Mind and Brain” (Lent Term); “Is Social Science an Oxymoron?”, “Philosophy of Biology” (Easter Term). In addition, students are invited to attend any lectures they find most relevant from the offerings for HPS 1: History of Science.

**NS 2: Neurobiology**

A sub-section of Neurobiology, from Part IB of the Natural Sciences Tripos. NOTE: There are a limited number of places available for PBS students. Students are advised that as this course is prepared for full-time NST students, those whose background is from PBS are likely to find this a very challenging option. In order to study this subject successfully at PBS IB, students would usually be expected to have studied NS 1 in PBS Part IA, and to have at least one of Biology or Chemistry A level (or equivalent). Students without this level of scientific background are advised that they will need to devote a significant amount of time in preparatory study in order to succeed on this course.

This course is an interdepartmental collaboration between four biological departments (Pharmacology; Physiology; Development and Neuroscience; Psychology; and Zoology). It aims to provide a unified approach to the teaching of neurobiology at Part IB level. The lecture course begins at the cellular and molecular level with the electrical and chemical properties of individual neurons. It next examines in turn the major sensory systems: vision, hearing, olfaction and taste, and somatosensation and pain. The motor system is then
explored in detail followed by consideration of the mechanisms underlying development of the nervous system, the origin of neuronal types and neuronal architecture, and the way that connections between neurons develop and are regulated. The modulation of synaptic activity is then discussed, followed by motivation and emotion at the end of the Lent term. Easter term lectures are devoted to learning, memory and higher functions of the nervous system, including language. NS 2 is a sub-section of the NST paper: PBS students will be required to answer the 3 hour essay paper from the NST Part IB Neurobiology exam, which requires students to answer four questions drawn from ten topics. To prepare for this a suggested outline of 40 lectures (from 54) will be provided to students, although students may (in consultation with DoS & supervisors) select from other lectures to prepare for the examination.

**PHIL 4: Metaphysics and Epistemology**

*Paper 1, from Part IB of the Philosophy Tripos.*

This paper aims to develop students’ knowledge of metaphysics and to introduce them to the central questions in epistemology, the theory of knowledge. Metaphysics has traditionally been concerned with the most general aspects of reality. One broad topic on this paper is the question of the extent to which reality is mind-dependent. Another topic on this paper is the nature of modality: that is, possibility and necessity. Are necessities and possibilities genuine features of reality, or are they just dependent on how we think about reality? The remaining topics on this paper are epistemological. One concerns the nature of knowledge itself. Knowledge has traditionally been understood as requiring justification or warrant or reason for belief. How should justification itself be understood? Another epistemological topic is scepticism. Sceptical arguments aim to show that we do not have the knowledge we think we have. Empirical knowledge is knowledge that is based on experience in some
way; a priori knowledge is knowledge that is not so based. We also gain knowledge from the testimony of others.

**PHIL 5: Logic**

*Paper 2, from Part IB of the Philosophy Tripos.*

*It is recommended that students only take this paper if they had previously taken PHIL 2: Logic in Part IA due to the cumulative content.*

What is the connection between the meaning of a sentence and (i) the meaning of its parts, (ii) its verification conditions? Does truth have a nature? Or is talk of truth a redundant device that has no metaphysical implications? What is the interest in translating sentences of English into sentences of a formal logic? Are we uncovering the deep and hidden structure of the original English sentence? Is there a significant difference between names and descriptions? We like to classify truths as necessary and as contingent (true but possibly false) and we seem to accept some patterns of inference involving these modal notions as valid (necessarily P; so, P). So how might we go about constructing a modal logic (for example, should we accept as valid: necessarily P; so necessarily necessarily P? Or should we accept: P; so necessarily possibly P?).

Intuitionistic logic Intuitionists refuse to regard the law of excluded middle as a law of logic. Likewise, they refuse to treat tertium non-datur, and double-negation elimination, as logical rules of inference. Are they right? To construct a theory of a certain subject matter, such as arithmetic, geometry psychological states or gravitational forces, is at least to offer true generalisations about it. But what more is needed? Should the theory be presented as a set of axioms from which the rest of theory can be deduced? Should the axioms be self-evident or certain? Can we be content with an informal theory or must a theory be made formal?

**PHIL 6: Ethics**
Paper 3, from Part IB of the Philosophy Tripos.
The first two sections deal with normative questions. Helping and Harming, is concerned with normative questions about the nature and scope of our moral obligations. How demanding are moral requirements? What obligations do we have to future people? Why does consent alter what we are allowed to? These questions are considered both in the abstract, as well as applied to specific moral issues: poverty, climate change, and abortion. The second section, Promising, considers a central moral practice and asks about its foundation. The next two sections, Reasons for action and Kantian Constructivism concern foundational questions in metaethics. What is the relationship between the considerations that justify our actions and those that explain why we acted a particular way? The paper considers these questions both from a historical perspective as well as looking at contemporary debates.
The final section of the paper focuses on what it is for us to be good. Does moral motivation require that we deliberate about what reasons we have? Is being virtuous a matter of having certain character traits and dispositions? What does psychology tell us about character traits and how we acquire them? And what is the relationship between being good and having a good life?

PHIL 7: Political Philosophy
Paper 7, from Part IB of the Philosophy Tripos.
There is a maximum cap of 10 students taking Philosophy papers across the 2nd year (this could be 10 on one paper, or a mix, or equal split between PHIL papers on offer).
On one view of contemporary political philosophy its central question is: what should the state do? This course examines three topics that go to the heart of this question. The first topic, democracy, asks whether a government is legitimate only if it is democratic, and what democracy requires. There are many
different forms of democracy and this topic explores their competing strengths and weaknesses.
The second topic is a value with hidden complications: equality. Contemporary political philosophy sits on an “egalitarian plateau”: the idea that human beings have equal worth is seldom contested. However, it is obvious that humans are far more different than they are the same, so what does it mean to say that people are equal? And given that human beings are in some important sense equal, what normative implication does this have for how the state should treat them? In what sense, if any, should people be treated equally?
The third topic addresses one of the fundamental values of contemporary political philosophy: liberty. At least in Western societies, more freedom is widely regarded to be better than less, and governments are thought to do better the more freedom they allow their citizens. But what is liberty and what exactly is its value? This question is explored through the writings of both classical and contemporary political theorists.

SAN8: Anthropology and Development
SAN 8, from Part IIA of the HSPS Tripos.
This paper addresses social, economic, political and moral aspects of development. We draw on anthropology’s capacity to look beyond the obvious institutional and bureaucratic parameters of ‘development’ as an industry, and examine the links between ‘development’, poverty and social justice. Poverty is not only a state of material and physical deprivation but also raises questions of moral obligation and social justice, both among the underprivileged themselves and in the global North. We explore the theories and practical involvement of anthropologists and others in development bureaucracies (governmental and non-governmental) and in movements for social justice. We study these in the context of global political economy and ideas about morality and ethics – of involvement in development, of what counts as humanitarianism or human rights, of how we define poverty, and what ‘we’ collectively
choose to do about ‘it’. Key themes in this paper are: the political--economic and discursive context for development interventions in the global South; the aid industry and its workers; advocacy and ethics; lived experiences and bureaucratic definitions of poverty; political agency among the poor; social movements; health and social policy; infrastructures of development. We seek to relate global dynamics to the lived experiences of people. Most importantly, throughout the course students are encouraged to maintain a critical stance towards the very concept of ‘development’.

**SOC 2: Social Theory**
SOC 2, from Part IIA of the HSPS Tripos.
The paper on contemporary social theory builds on students’ knowledge of classical theory from Part IA and explores the development of social theory through to the present day. The paper aims to provide students with a firm grasp of key theoretical approaches and enables them to read the work of some of the great thinkers of the 20th Century in some depth. The time period runs from roughly 1920 to the present day, but the emphasis is placed on recent (i.e. post-1960) literature and developments. Topics covered include: symbolic interactionism and ethnomethodology; hermeneutics and theories of interpretation; 20th Century Marxism; the Frankfurt School; structuralism and post-structuralism; functionalism; rational choice theory; feminist theory; theories of modernity and post-modernity; Habermas; Foucault; Bourdieu; Giddens; Beck; and Bauman.

**SOC 3: Modern Societies II: Global Transformations**
SOC 3, from Part IIA of the HSPS Tripos.
The paper on contemporary societies and global transformations builds on the analysis of modern societies in the first-year paper and explores in much more detail the nature of globalization and its social, political, economic, cultural and environmental consequences in the modern
world. The paper examines theories of global transformation with reference to a wide range of comparative empirical material. There is a core lecture course in Michaelmas that begins by looking at a number of classic texts which have shaped the dominant ways of thinking about globalization today. It then uses these theories to guide an empirical assessment of globalization in a number of areas including the causes and consequences of economic globalization in the rich and poor countries; the different outcomes of incorporation into the global economy experienced by China, the former Soviet Union, and the New Europe; the globalization of war and violence, using the war in Iraq as an example; and global environmental crises, using the example of global warming. This core course is followed by up to three modules which may vary from year to year. The topics covered by these modules may include the following: the nature and development of global inequalities; the development of multinational corporations and the changing role of the state and supra-national institutions in regulating the global economy; the rise of global communication and information networks; migration, diaspora and problems of cultural identity in a global age; and the relationship between globalization and public health, focusing on the global AIDS epidemic. The overall aim of the paper is to develop a systematic understanding of the forces driving globalization and of its consequences; to provide an understanding of the key debates about globalization and how it should be managed; and to explore potential alternatives to the contemporary forms of globalization.

**Students entering the PBS Tripos at Part IB**

Student who transfer to PBS at Part IB must take two Part IA papers: **PBS 1**: Introduction to Psychology and **PBS 2**: Psychological Enquiry and Methods (unless they have been
previously taken as 'borrowed' papers on other Triposes). Students must also take two Part I papers: **PBS 3**: Social and Developmental Psychology, and **PBS 4**: Biological and Cognitive Psychology. These four papers ensure that students entering the second year of PBS will have received the same level of psychological teaching as other students by their third year, and will confer eligibility for the Graduate Basis for Chartered Membership (GBC) in the British Psychological Society (as long as all other requirements are met). Please note any transfer to PBS will need to be discussed with your College and must be approved by the Department of Psychology.

**6 Part II Overview**

Third year PBS students must complete a **research dissertation**, based on empirical research and 7,000 words long. Along with the research dissertation, students must take three additional papers, from a range of advanced psychological topics based around the research strength of the Department, including topics in social and developmental psychology, and modules from the Natural Sciences Tripos Part II Psychology course. Papers are also available which cover a range of topics building on those available in the first two years.

A Part II Options Day will be scheduled for the Easter Term, when further information about what papers are available in the third year will be presented.

**BPS Accreditation**

The PBS Tripos is accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership (GBC),
provided the Part IIB research dissertation receives a pass mark and that a Lower Second Class Honours (2.2) or higher is achieved in Part II. GBC is an entry requirement for all BPS accredited postgraduate training courses and is also required to work towards becoming a Chartered Psychologist. Information on how to become a psychologist can be found on the BPS website: http://www.bps.org.uk/.

7 Plagiarism

The following guidance has been issued by the Faculty of Biology. Students should also ensure that they read and understand the University-wide statement on plagiarism, http://www.admin.cam.ac.uk/univ/plagiarism/.

Plagiarism is defined as presenting as your own work words and thoughts that are not your own. It is a form of cheating and treated as such by the University's ordinances. If you are in any doubt about what constitutes plagiarism, ask your Director of Studies to talk you through the issue.

The scope of plagiarism

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 acknowledgement. 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.

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.

**How to avoid plagiarism**

The stylistic conventions for different subjects vary and you should consult your Course Organiser or project supervisor about the conventions pertaining in your particular subject area. Most courses will issue written guidance on the relevant scholarly conventions and you are expected to have read and to follow this advice. However, the main points that apply to submitted work (e.g. dissertations, project reports) are:

- when presenting the views and work of others, include in the text an indication of the source of the material, e.g. 'as Sharpe (1993) has shown,' and give the full details of the work quoted in your bibliography.

- if you quote text verbatim, place the sentence in inverted commas and give the appropriate reference, e.g. 'The elk is of necessity less graceful than the gazelle' (Thompson, 1942, p 46) and give the full details in your bibliography as above.
• if you wish to set out the work of another at length so that you can produce a counter-argument, set the quoted text apart from your own text (eg by indenting a paragraph) and identify it by using inverted commas and adding a reference as above. NB long quotations may infringe copyright, which exists for the life of the author plus 70 years.

• if you are copying text, keep a note of the author and the reference as you go along, with the copied text, so that you will not mistakenly think the material to be your own work when you come back to it in a few weeks' time.

• if you reproduce an illustration or include someone else's data in a graph include the reference to the original work in the legend, eg (figure redrawn from Webb, 1976) or (triangles = data from Webb, 1976).

• if you wish to collaborate with another person on your project, you should check with the Course Organiser to see whether this might be allowed and then seek their permission.

• if you have been authorised to work together with another candidate or other researchers, you must acknowledge their contribution fully in your introductory section. If there is likely to be any doubt as to who contributed which parts of the work, you should make this clear in the text wherever necessary, e.g. 'I am grateful to A. Smith for analysing the sodium content of these samples'.

• be especially careful if cutting and pasting work from electronic media; do not fail to attribute the work to its source. If authorship of the electronic source is not given, ask yourself whether it is worth copying.
Please note that during written answers for unseen examination papers, you will not be penalised for failures to reference information in this manner.

The Golden Rule:

The examiners must be in no doubt as to which parts of your work are your own original work and which are the rightful property of someone else.

Turnitin UK software use

Turnitin UK is a program which matches text in work submitted to the software, to that of a large database of online sources.

The program will be used to check the originality of assessed work, such as the Part II dissertation. Cases of suspected unfair practice including plagiarism, potential data fabrication, or collusion will be investigated by the Chair of Part II Exams on a case-by-case basis. This investigatory meeting may involve examiners, supervisors, College Tutors or the University Proctors. Following the investigatory meeting, the Chair may recommend that penalties be applied to the final mark. All penalties to be applied will be agreed at the final Examiners’ meeting.

Further guidance on the use of Turnitin UK will be given to students who must submit assessed work.
In Part IB students are assessed by written examination papers. Some of the optional papers also have assignment components that contribute to your exam marks. Copies of past exam papers are available on the PBS Part IB Moodle site. Examinations are held at the end of the Easter term; a timetable will be released in April. Most course organisers offer revision lectures or seminars in the Easter term before exams.

**Marking Criteria for exam scripts**

Papers borrowed from other Triposes have their own marking criteria, so students should check the necessary course websites for information on borrowed papers. The marking criteria for PBS papers are based on those used by the Faculty of Biology:

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Work which is excellent in the range and command of the material covered. Work that is excellent in its understanding of the subject; that has engaged closely with the question; and that is well planned and complete.</td>
</tr>
</tbody>
</table>

A first class mark may be awarded on more than one set of criteria: there may be a great deal of relevant information, displaying substantial knowledge and understanding; the arguments and presentation may be stylish; the approach may be original, critical or unorthodox. An upper first would be an outstanding performance, meeting all, or
virtually all, of these criteria; a low first would meet at least some of these criteria.

**Upper Second**

Work that shows a good knowledge of the topic and the material covered in lectures; that is presented in an organised way; and clearly argued and focused on the set question.

**Lower Second**

Work that overall shows a reasonable competence in the understanding and presentation of the relevant material.

Certain types of uneven work would fall into this class: detailed factually-correct work that did not relate a broad knowledge of the topic to the specific question asked, or work with clear organisation and some insight but with serious omissions of factual knowledge.

**Third**

At the upper end of the class, work that just shows competent knowledge of the basic, core material.

At the lower end of the class, work that shows some knowledge of the material but with serious deficiencies in understanding, coverage and organisation; this will include work that is unduly brief or largely misses the point of the question.

**Fail**

Work that is irrelevant, shows a considerable degree of ignorance or is short and superficial. Where the question is barely attempted.
PBS Classing Criteria

The Part IB PBS examination contains a variety of different subjects, which use different criteria and marking schemes, and produce marks of different distributions.

- The classing criteria for PBS are designed to ensure that all four papers of the examination are weighted equally.

- The Examiners responsible for each paper will award the candidate a mark which determines their class for that paper.

- The following Class boundaries are applied to marks:
  
<table>
<thead>
<tr>
<th>Class</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class I</td>
<td>70</td>
</tr>
<tr>
<td>Class II.i</td>
<td>60</td>
</tr>
<tr>
<td>Class II.ii</td>
<td>50</td>
</tr>
<tr>
<td>Class III</td>
<td>40</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt;40</td>
</tr>
</tbody>
</table>

- In order to achieve any overall class for Part IB PBS, a candidate must attain that target class, or higher, in at least two papers; and also must attain at least the next lower class, in all papers. Alternatively, a candidate must attain an average mark across all four papers that is equal to that target class, or higher. Candidates will be awarded the higher of the two classes.

- Candidates who fail one paper or more will be considered for failing but examiners have discretion.

- For the purposes of ranking candidates within each overall class for the Tripos as a whole, each mark is scaled to give a rank mark. The mean of a candidate’s rank marks is used to determine their ranking within each class. Discretion will
be exercised by the Examiners in considering the class of individual candidates at the boundaries.

As an illustration, to achieve a first, a candidate must receive marks of 60 or above (at least an upper second) in all papers, two of which are 70 or above. Similarly, to achieve an upper second, they must achieve at least 50 in all papers, and 60 or above in two papers.
9 Complaints & Problems

We hope that your studies on the Tripos will run smoothly; however, if you have a problem, the following people can help you:

For any problems Contact: concerning:

Supervisions
Step 1: Director of Studies
Step 2: Course Organiser (Dr William Skylark, wjm22@cam.ac.uk)

Please note that if your supervisor holds either of these roles and you wish to speak to someone else, you may contact any of the people below.

Teaching/Structure of Papers
Step 1: Paper Organizer
Step 2: PBS Course Organiser (Dr William Skylark, wjm22@cam.ac.uk)

Timetable/Tripos Structure
Teaching Administrator: Jo Simmonds (jms311@cam.ac.uk)

General Issues
Teaching Administrator (Jo Simmonds, jms311@cam.ac.uk), Teaching Secretary (Louise White, law23@cam.ac.uk) or Student Representative
10 Important Websites & Links

Current Students webpage
http://www.pbs.tripos.cam.ac.uk/current
These pages include:
Timetables, paper guides, marking criteria.

PBS Tripos Moodles Page, Part IB
https://www.vle.cam.ac.uk/course/view.php?id=64992
These pages include:
Past/example exam papers, lecture handouts and resources.

Library Homepages
http://www.hsps.cam.ac.uk/sps-library/
http://www.library.psychol.cam.ac.uk/
These pages include:
Catalogue Searches, help & support, referencing information & resources.

Libraries Gateway
http://www.lib.cam.ac.uk/libraries/
These pages include:
Catalogue searches, contacts/opening hours, EJournals.

SPS Society
http://sps-society.co.uk/