Sociology 1a: The Sociological Imagination: Individuals and Society
SCIL08004
Semester 1, Year 1
Key Information

**Course Organiser**
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Room 6.29 Chrystal MacMillan Building, 15a George Square  
Guidance & Feedback hours: Tuesdays 10.00 - 12 noon

**Lecturers**
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Room 6.26 Chrystal MacMillan Building, 15a George Square  
Guidance & Feedback hours: Mondays 14.00 - 16.00

Prof Nasar Meer  
Email: Nasar.Meer@ed.ac.uk  
22a Buccleuch Place  
Guidance & Feedback Hours: by appointment

Dr Kate Orton-Johnson  
Email: K.orton-Johnson@ed.ac.uk  
Room 2.06, 18 Buccleuch Place  
Guidance & Feedback Hours: Tuesdays 11.00 - 13.00

**Location**
Tuesdays and Fridays 14.10 - 15.00  
George Square Lecture Theatre

**Senior Tutor**
Tim Squirrell  
Email: tsquirre@exseed.ed.ac.uk

**Course Secretary**
Joanne Blair  
Email: Joanne.Blair@ed.ac.uk  
Undergraduate Teaching Office

**Assessment Deadlines**
- Midterm essay: 25 October 2017 12 noon  
- Final essay: 11 December 2017 12 noon

**Aims and Objectives**

‘The sociological imagination is the capacity to range from the most impersonal and remote transformations to the most intimate features of the human self—and to see the relations between the two.’


This course introduces you to the key ideas of sociology by examining the relationship between individuals and societies. The course explores how social processes shape individual lives, and how changes that occur around us influence our sense of self. It draws on C. Wright Mills' idea of the 'sociological imagination'. Mills makes three claims: that individuals live within society, that they live a biography or a personal history, and that this takes place within a distinct historical sequence. It is the sociological imagination that provides a means of mapping and understanding the relationships among these three elements, and allows us as individuals to relate our personal lives to the often impersonal social world around us. That is the promise of sociology.
Contents

Key Information .................................................................................................................. 2
Aims and Objectives........................................................................................................... 2
Learning Outcomes........................................................................................................... 4
Teaching Methods............................................................................................................. 4
  Lectures .......................................................................................................................... 4
  Tutorials .......................................................................................................................... 4
Assessment ....................................................................................................................... 9
Communication and Feedback ......................................................................................... 15
Reading Materials and Resource List ............................................................................. 16
Lecture Summary .............................................................................................................. 17
Course Lectures and Readings ......................................................................................... 18
Appendix 1 – General Information ................................................................................. 39
  Students with Disabilities ............................................................................................. 39
  Learning Resources for Undergraduates ..................................................................... 39
  Discussing Sensitive Topics ......................................................................................... 40
  Tutorial Allocation ....................................................................................................... 40
  External Examiner ....................................................................................................... 40
Appendix 2 - Course Work Submission and Penalties ..................................................... 41
  Penalties that can be applied to your work and how to avoid them. ......................... 41
  ELMA: Submission and Return of Coursework ............................................................ 41
  Extensions: New policy-applicable for years 1-4 ......................................................... 41
  Plagiarism Guidance for Students: Avoiding Plagiarism ........................................... 42
  Data Protection Guidance for Students ..................................................................... 42

Learning Outcomes

1. Students will be introduced to the discipline and study of sociology using several different in-depth units which apply sociology to contemporary social life and social problems.

2. Students will gain a broad knowledge of key sociological concepts and the concept of ‘society’.

3. Students will understand the relationship between sociological argument and evidence and be able to develop their own arguments drawing on sociological evidence.

4. Students will be able to analyse the behaviour of individuals in groups and the influences on individual experience and action.

5. Students will be able to analyse contemporary issues sociologically. They will be able to apply a critical perspective to social problems and personal experiences discussed in the course.

Teaching Methods

Lectures
There are two 50 minute lectures every week:

- Tuesday 14.10 – 15.00 in George Square Lecture Theatre
- Friday 14.10 – 15.00 in George Square Lecture Theatre

Lectures start promptly at 14.10 so please be seated by that time.

Tutorials
Tutorials provide an opportunity for you to reflect on the readings and lectures by engaging in discussions with other students. The tutors will facilitate these discussions, assist with tutorial tasks, and provide guidance for the essay assignments.

Each tutorial consists of approximately 12 students. Tutorials meet weekly, starting in the second week of the course. Your first tutorial will take place in the week 2 starting Monday, 25 September 2017.

Please note that pressure of work or problems of time management are not considered an acceptable reason for non-attendance at tutorials.

A list of tutors and contact email addresses will be made available on Learn during the first week of teaching.

What will we be doing in tutorials?
Tutorials are a core part of the course, which is why you are expected to attend all of them. In addition to discussing the readings assigned each week, you will also participate in tasks designed to enhance and extend the material presented in lectures. To help you prepare, here is the schedule of tutorial tasks:

Week 2 “Serious games”

Come ready to discuss the results of the experiment performed in the lecture on Tuesday of week 1, how you played the ‘ultimatum’ game on Friday of week 1, and
what you answered when faced with the two versions of the Wason selection task. We will also play and discuss a further game (a ‘public goods’ game, investigating what social scientists call ‘collective action’) in this tutorial.

Key reading for this task:

Week 3 “Making an exhibition of oneself?”
Among the many issues raised by the growth of social media and the large amounts of time many users spend on them is whether fundamental conceptualisations of social interaction, such as Goffman’s ‘presentation of self’, need rethought. For this tutorial, you should:

a. Go through the slides for lecture 4 to remind yourself of Goffman’s conceptualisation of the presentation of self as a performance.

b. Think about how you present your self in face-to-face settings and online.

c. Read Hogan’s article and assess his argument that the online presentation of self is often better thought of as an ‘exhibition’ (which audiences can access at times of their choosing, and which includes, e.g., the selection of what to display, how to display it, and ‘what narrative to tell’ about it) than a ‘performance’.

Key reading for this task:

Recommended:


Week 4 “Essay writing skills”
This tutorial is designed to equip you with the skills and tools you need to write undergraduate essays. Along with the linked resources, the exercises in the tutorial will cover aspects of essay writing including: how to answer a question effectively; structuring arguments; making and analysing arguments; using supporting evidence; and referencing. The resources provided address many of the common issues students encounter, particularly in their early undergraduate career, and attempt to give concrete, accessible guidance on how to maximise performance.

Essential materials for this task:

Squirrell, T. “How to Write Better Essays”, video series available at https://www.youtube.com/watch?v=CaHTr5Ls0vs&list=PLHvRjIcrXonLSnNL3W MHKj04KG5VzKvB

Recommended Materials:

Week 5 “Race in the news”

In advance of the tutorial, please download or cut out an old or new newspaper article from the British press in which you think you can see the discussion of race. A good place to look for an article is a tabloid newspaper (such as the Daily Mail, the Daily Express, or the Sun), or one of the national broadsheet papers (such as the Guardian or the Daily Telegraph) – you can browse all of these papers for free online. The article might be about Brexit, or British history, or about migration, or about Islam, or about something else in either more or less obvious ways. Think about the connections between the topic and the literature covered in the course, and ask yourself how the material helps you to better critique the article you have brought in.

The key reading to help you understand the significance of print media and race:

Week 6 “Race on display: how museums portray non-white people”

In advance of this tutorial, visit one of the following museum exhibitions:

a. The sword presented to General Sir David Baird by the field officers who served under him for his capture of the fortress of Seringapatam, Mysore, India, 1799, in the National Museum of Scotland (Chambers Street, EH1 1JF).

b. The permanent exhibition celebrating the life and contribution of Field Marshal Earl Haig at the Museum of Edinburgh (142-146 Canongate, Edinburgh EH8 8DD via the Royal Mile). Closed Tuesdays and Wednesdays. Call ahead to confirm opening times (0131 529 4143).

c. The phrenology collection (phrenology cabinet, measuring instruments, life masks and death masks) on permanent exhibition at the Edinburgh University Anatomical Museum (Doorway 3, Medical School, Teviot Place, Edinburgh EH8 9AG). This museum does not have regular public access; watch for announcements on Learn about when to visit. Please note that photography is not allowed in the museum due to the law which governs the display of human remains. Warning: the anatomical museum exhibits specimens, objects and skeletal remains that some people may find upsetting.

If you are unable to arrange a visit to any of these museums, take a careful look at the photographs posted on Learn. Ask yourself the following questions, and come prepared to discuss them:

1. How are non-white people portrayed in the stories related to these exhibitions? If they are not explicitly referred to, what terms are used which might indicate that each exhibition is also related to a story of race?
2. In what ways is Empire mentioned in each exhibition? What impression do you think the visitor might come away with if they hadn’t studied the Sociology of Race we have covered on this course?

The key reading to help you understand the significance of how race is curated includes the sections in:


Week 7 “Nomophobia: Know the Signs”

Are you nomophobic? Millions apparently suffer from “no mobile phobia” which has been given the name nomophobia. During the first week of this unit I asked you to experiment with going without technology for as long as you could. Come to the tutorial prepared to discuss your digital blackout:

1. How long did you manage to go without using your mobile, Facebook, email, google etc?
2. What did you miss most and least? Is there any technology that you would be glad to be without?
3. How different would your life be without digital technologies?
4. What technological objects do you use to access the internet? How do they fit into your life?
5. Do you think the internet and email is changing the way we interact?

After your blackout experiment and before the tutorial have a look at this:
http://theworldunplugged.wordpress.com/

And the 99 days experiment:
http://globalnews.ca/news/1444183/could-you-give-up-facebook-for-99-days-group-launches-socialexperiment/

Week 8 “Digital footprints”

We all leave Digital footprints and traces when we use our digital devices and the Internet. Do you know what your Digital footprint is?

Use the trace my shadow tool here - https://myshadow.org/trace-my-shadow - to get an idea of the data traces you are leaving behind you. Now do some investigation about what your digital footprint looks like:

- Log out of your email and social media accounts and clear your browser history and cookies
- Create a list of all your usernames then do a search for your name and all of your different usernames in a search engine
- Do a search of social media platforms (Facebook, Twitter, Instagram, Flickr, Pinterest etc) and search for your name and username

Come to the tutorial prepared to discuss what you find and to discuss what privacy means in a networked society.

Key reading:
Boyd, D. and Hargittai, E. (2010) ‘Facebook privacy settings: Who cares?’ First Monday. 15(8). (This reading can be found on the resource list or online at:
http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3086/2589)
Week 9 “How do people live transnationally?”

Robert Courtney Smith (2006) discusses what he calls ‘transnational life’: the important and repeated ‘practices and relationships linking migrants and their children with the home country’ (p.6). The task for this tutorial has four parts:

a) Get your head around the difference between this view of migration and the earlier ‘clean break’ view.

b) Think about any experiences you may have had, be having or expect to have of transnational life.

c) Think about the extent of the effects of transnational life on current politics, in the UK or elsewhere.

d) Consider the advantages and disadvantages of Smith’s ‘ethnographic’ (largely observational) way of studying transnational life, compared to examining it quantitatively.

Key reading for this task:

An example of studying transnational life quantitatively is:

Week 10 “How are nations made?”

If you are Scottish, draw upon McCrone’s chapter and your own experience to identify salient features of how ‘Scotland’ has been ‘made’, and of the role of culture in the making of Scotland. If you are not Scottish, draw upon your own experience to do the same thing for another country with which you are familiar. Come to tutorial prepared to share your thoughts.

Key reading for this task:
Assessment

Students will be assessed by:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit (excluding bibliography)</th>
<th>Weighting</th>
<th>Submission date</th>
<th>Return of feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Essay</td>
<td>2000 words max</td>
<td>50%</td>
<td>Wednesday, 25 October 2017, 12noon</td>
<td>15 November 2017</td>
</tr>
<tr>
<td>Final essay</td>
<td>2000 words max</td>
<td>50%</td>
<td>Monday, 11 December 2017, 12noon</td>
<td>11 January 2018</td>
</tr>
</tbody>
</table>

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find here: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/submission_guidance

Refer to the SSPS Common Essay Marking Descriptors to find out what each grade signifies in terms of your performance: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/marking_descriptors

Midterm Essay (50% of the overall mark)

The midterm essay allows students to develop their critical thinking and writing skills and to explore in more depth a topic from the first half of the course. Students will demonstrate their knowledge of sociological concepts and theories by explaining them in a concise manner and in their own words. Successful essays will display command of the course material by organising a discussion of several course readings. Stronger essays will develop an argument that involves a critical evaluation of the relevant literature. Academic essays are not the place for personal opinions but should instead display that you have read, comprehended, and reflected on the arguments of the authors we have read this semester.

Your midterm essay should be between 1800 and 2000 words (excluding bibliography). Essays above 2000 words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 2001 and 2041 words will lose one mark, between 2001 and 2041 two marks, and so on. You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

The essay is marked by your tutor. The course organisers and lecturers will second-read a sample of essays from each tutorial group to ensure equal marking standards across tutorial groups.
You must submit your essay by **12 noon on Wednesday 25 October 2017**. Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work. Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

Please refer to the assessment and submission procedure information on our webpages which you will find here: [http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/submission_guidance](http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/submission_guidance).

**Midterm essay topics**

Choose ONE of the following:

1. **Social order requires social behaviour to be predictable and individuals to cooperate.** Among the explanations of social order are five sets of ideas outlined by Hechter and Horne: ‘individuals’, especially their shared meanings, ‘hierarchies’, ‘markets’, ‘groups’ and ‘networks’. Critically assess how at least **two** of these sets of ideas might account for social order.

   For this essay, it is best to use the second (2009) edition of Hechter, M. and Horne C. *Theories of Social Order: A Reader*. Stanford, CA: Stanford University Press (the Library holds 36 copies of this edition). It won’t be enough simply to use Hechter and Horne’s introductions to their sections. You must also draw upon the readings in those sections.

   If you are using the 2003 first edition, you will find Hechter and Horne’s explanations of social order organised rather differently as ‘meaning’, ‘values and norms’, ‘power and authority’, ‘spontaneous order’ and ‘groups and networks’. It’s fine if you want to choose two or more of these five instead.

2. **Explain, with examples, what Cooley means by the ‘looking-glass self’ and what Goffman means by the ‘presentation of self’. Are the two views intrinsically opposed (if so, why)? Or can they usefully be combined (if so, how)?**


   There’s also quite a good account of Cooley’s view on YouTube: [https://www.youtube.com/watch?v=bU0BQUa11ek](https://www.youtube.com/watch?v=bU0BQUa11ek)

   Goffman’s view is to be found in Goffman, E. (1990) *The Presentation of Self in Everyday Life*. London: Penguin. Chapter 1, ‘Performances’, is in the Resource List (Lecture 4) but to assess the strength of the evidence for Goffman’s view you may have to draw on the rest of the book (the University Library holds various editions: you are free to use any of them).

   There is a brief account of differences between Cooley’s and Goffman’s viewpoints in Hewitt, J. (2007) *Self and Society: A Symbolic Interactionist Social Psychology*. Boston: Allyn and Bacon, pp. 111-113, although the differences don’t simply
concern self-esteem as a casual reading of those pages might suggest. Those pages are included in the passage from Hewitt in the Resource List (Lecture 4).


3. What did W. E. B. Du Bois mean by ‘double consciousness’? To what extent does this remain a feature of racial identities today?

The key readings for this essay are:


You might also want to consider:


4. How - and in what ways - can we anticipate our racial future by recalling how societies have acted on race in the past?

The key readings for this essay are:


You might also want to engage with the discussions on post-race in:

Final essay (50% of overall mark)
The final essay provides students with an opportunity to build on the experience gained in the midterm essay and to explore in more depth a topic from the second half of the course. Students will demonstrate their knowledge of sociological concepts and theories by explaining them in a concise manner and in their own words. Successful essays will display command of the course material by organising a discussion of several course readings. Stronger essays will develop an argument that involves a critical evaluation of the relevant literature. Academic essays are not the place for personal opinions but should instead display that you have read, comprehended, and reflected on the arguments of the authors we have read this semester.

Your final essay should be between 1800 and 2000 words (excluding bibliography). Essays above 2000 words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 2001 and 2021 words will lose one mark, between 2001 and 2041 two marks, and so on. You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

The essay is marked by your tutor. The course organisers and lecturers will second-read a sample of essays from each tutorial group to ensure equal marking standards across tutorial groups.

You must submit your essay by 12 noon on Monday 11 December 2017. Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work. Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked coursework or feedback.

Please refer to the assessment and submission procedure information on our webpages which you will find here: [http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/submission_guidance](http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/submission_guidance).

Final essay topics
Choose ONE of the following:

1. "Thirty years ago we asked what we would use computers for. Now the question is what don’t we use them for" (Turkle 2011). Using two examples, critically evaluate the impact digital technologies have had on contemporary social life.

This question invites you to think about the idea of technological ubiquity and then reflect on the impacts and implications of this ubiquity by using example. You can draw on any of the themes discussed in the unit.

The key readings for this essay are found in:


2. Evaluate the claim that social media makes us more social.

This question aims to be a provocation to get you to think critically about how digital technologies are shaping how Sociology understands community and social relationships.

The key readings for this essay are found in:


3. ‘International migration creates transnational communities that transcend the division of the world into separate states.’ Discuss, drawing your evidence from Robert Courtney Smith’s *Mexican New York* and other research.

The three central readings for this essay are:


Other research relevant to this essay can be found in the following four readings (the fourth of them is a literature review that you can use, if you wish, as a source of further readings):


4. Discuss the role that culture plays both in fostering the division of the world into nation states and in creating what Meyer calls ‘world society’.


Although the above are the central readings, you might want also remind yourself of the analysis of culture in:


It might also be worth looking at:


**Overall Course Result**

There are two parts to the assessment: the mid-semester essay (50% of the overall mark), and the final essay (50% of the final mark). In order to achieve a Pass in Sociology 1A, students need to earn an overall mark of at least 40%.
Your final grade will be decided by your tutor, the course organiser, and the Board of Examiners. You will have many opportunities during tutorials to discuss criteria and processes of assessment.

Students who fail Sociology 1a by receiving a final overall result of less than 40% must resit any piece of coursework which received a failing mark. You do not re-take coursework you already passed.

**Communication and Feedback**

During the semester, all important information for the class will be announced on Learn. You should also remember to check your university email account on a regular basis as this is the only way staff will be able to contact you about course matters. It is quite natural to run into problems or be unsure of yourself – you cannot go wrong by contacting one of the course team as soon as possible.

For course registration, joining a tutorial group and anything related to assessment, contact the **course secretary:**

Joanne Blair  
Undergraduate Teaching Office  
Room G05, Chrystal Macmillan Building  
Phone: 0131 650 4457  
Email: Joanne.Blair@ed.ac.uk

For problems with tutorials, contact your course tutor. The list of tutors’ emails can be found on Learn. You can also contact the **senior tutor:**  
Tim Squirrell  
Email: tsquirre@exseed.ed.ac.uk

To join the course, to discuss problems, and for any other advice, contact the **course organiser:**  
Dr Lisa McCormick  
Room 6.29, Chrystal Macmillan Building  
Phone: 0131 651 1339  
Email: lisa.mccormick@ed.ac.uk

For further **guidance and feedback:** Each week during the teaching term lecturers hold ‘guidance and feedback’ hours in their office. Students are welcome to drop by if they wish to discuss academic matters such as the content of the lectures or readings. Guidance and feedback hours are listed on staff page: [http://www.sps.ed.ac.uk/staff](http://www.sps.ed.ac.uk/staff).

More serious personal problems are best dealt with by your Personal Tutor or Student Support Officer, who will let us know, for example, if you have been ill or, for some other serious reason, unable to keep up with the work for part of the course.

There are various avenues for you to provide us with feedback about the course:

- Tutorials: By asking questions and raising concerns during tutorial, tutors can identify common problems and pass on comments to the course organisers.
- Each class will have one or more class representatives based on the size of the class. Class representatives (Class Reps) are a link between students and staff and will collect feedback for the course review meeting. They will also have opportunities to feedback to Staff Student Liaison Committees.
Your Class Rep(s) contact details will be available on the course Learn page should you wish to contact them. If you would like to apply to be a Class Rep, or are looking for more information, please see our Student Representation webpage.

- Course evaluations: At the midpoint of the semester and at the end of the course, we ask all students to fill in a questionnaire about the lectures and other aspects of the course. We do hope you will take note of what you like and dislike as the course progresses, and that you then take the time to share your experience with us. We do our best to include your constructive suggestions into the program for subsequent years.

**Reading Materials and Resource List**

To get the best out of this and other courses, start reading early and keep reading throughout the course. Each unit has identified several readings to provide some background and get you started. For each lecture and each tutorial, there are a few essential readings which you should do to prepare. These are listed under **Read this** in this handbook, or tagged as “essential” on the resource list. There are also further readings that you can do to expand on the lecture. These are listed here under **Read further**, and on the resource list they are tagged as “recommended” or “further reading” (the former indicating a higher priority). These readings will help you to clarify and deepen your understanding of the lectures and tutorials. They are also critical for essay preparation.

To make this as straightforward as possible, we have assembled a ‘Resource List’ with links to online resources and library holdings. Log into Learn and look for the ‘Resource List’ icon. (If you don’t log into Learn first, the links won’t work!)

We do not have a single textbook for the course as we prefer you to look at a range of different texts which gives you a better feel for evidence and how to use it. However, if you are new to sociology it would help you to read this introduction:

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<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>19 September</td>
<td>Introduction to the Course</td>
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<td></td>
<td>Friday</td>
<td>22 September</td>
<td>The Selfishly Rational and Norm-Following Human</td>
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<tr>
<td>2</td>
<td>Tuesday</td>
<td>26 September</td>
<td>Norms, Roles and Social Order</td>
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<td></td>
<td>Friday</td>
<td>29 September</td>
<td>The Self and Mutual Susceptibility</td>
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<td>3</td>
<td>Tuesday</td>
<td>3 October</td>
<td>Social Networks and Social Capital</td>
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<td></td>
<td>Friday</td>
<td>6 October</td>
<td>Imitation</td>
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<tr>
<td>4</td>
<td>Tuesday</td>
<td>10 October</td>
<td>Race – A Global Story</td>
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<td></td>
<td>Friday</td>
<td>13 October</td>
<td>Whiteness and Social Norms</td>
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<td>5</td>
<td>Tuesday</td>
<td>17 October</td>
<td>Race-Making in Contemporary Norms</td>
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<td></td>
<td>Friday</td>
<td>20 October</td>
<td>The Angel of History and Our Racial Future(s)</td>
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<tr>
<td>6</td>
<td>Tuesday</td>
<td>24 October</td>
<td>Living in a Digital Society</td>
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<td></td>
<td>Friday</td>
<td>27 October</td>
<td>Social Networking: Digitally Mediated Friendships and Relationships</td>
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<tr>
<td>7</td>
<td>Tuesday</td>
<td>31 October</td>
<td>Consuming Digital Culture</td>
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<td></td>
<td>Friday</td>
<td>3 November</td>
<td>Power and Knowledge in the Digital Society</td>
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<td>8</td>
<td>Tuesday</td>
<td>7 November</td>
<td>Division and Privacy in a Digital Society</td>
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<td></td>
<td>Friday</td>
<td>10 November</td>
<td>Globalisation and Migration</td>
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<td>9</td>
<td>Tuesday</td>
<td>14 November</td>
<td>Transnationalism and the Migrant Experience</td>
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<td></td>
<td>Friday</td>
<td>17 November</td>
<td>Making Nations</td>
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<td>10</td>
<td>Tuesday</td>
<td>21 November</td>
<td>Culture</td>
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<td></td>
<td>Friday</td>
<td>24 November</td>
<td>World Society</td>
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<tr>
<td>11</td>
<td></td>
<td></td>
<td>Reading Week And Final Essay Preparation</td>
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</table>
Sociology is the discipline that studies ‘society’. But what is society? Does it really exist? Is it not simply a collection of individuals? Unit 1 examines five answers to the question ‘what is society?’ That what we call ‘society’ is simply a collection of individuals, each rationally seeking the maximum personal benefit;

a. That ‘society’ is a set of roles (for example, ‘doctor’, ‘mother’, ‘student’), with associated ‘norms’ (the do’s and don’ts of social life) and values (e.g., ‘put your children first’);

b. That ‘society’ is our susceptibility to each other, in particular our anticipation of how we will look in others’ eyes;

c. That ‘society’ is a network of relationships amongst people who know each other personally

d. That ‘society’ is imitation, the way in which we do what others do and learn to like what they like.

We shall touch on how to apply these ideas to some of life’s practical problems: for instance, how to be happy; how to be healthy; and why as a country we are putting on weight (but some people are nonetheless dying of eating disorders). You will learn a means of predicting whether a marriage or other long-term relationship will last, and even a – scientifically tested – tip for making yourself more sexually attractive. Through matters such as this, we’ll explore the famous maxim from Aristotle’s Politics – that the human being is a ‘social animal’ – and take a literal approach to the animal nature of human beings. We will have some fun, for example playing a game (for real money which you can really take away with you) in the first lecture of the unit and a further game – not, alas for real money – in the first tutorial.

Two closely-related overall questions run through Unit 1:

1. ‘How can a collection of individuals manage to live together?’ (Hechter and Horne 2003: 27). This is what sociologists call ‘the problem of social order’.

2. What is the self? We will explore the ‘symbolic interactionist’ argument that the self is not an entity inside us, but ‘something named, to which attention is paid and toward which actions are directed’ (Hewitt 2007:76).

If either of those questions interests you, you can investigate further by choosing topic 1 or 2 for the midterm essay.

Readings for Unit 1:

We will be using two main books:

Goffman, E. (1990) *The Presentation of Self in Everyday Life*. London: Penguin. The 20 copies held by the University Library include other editions, but it is fine to use any of them.

Those numbers of copies should be enough even for a class of the size of Sociology 1A, but if anyone wants to buy their own we’ve asked Lighthouse – Edinburgh’s Radical Bookshop, 43-45 West Nicholson Street, to stock them.

**Week 1.**

**Lecture 1: Introduction**

The course will be outlined and staff will introduce their units.

**Lecture 2: The Selfishly Rational Human and the Norm-Following Human**

Having first played the Ultimatum Game, this session will examine two views of human beings: that we are self-seeking, rational individuals (the view labelled ‘a’ above) and, very much in contrast, that we follow norms and values (view ‘b’ above). As you’ll see, the evidence, including that of your own recent experience, strongly supports the latter.

There is no essential reading for this lecture, because the approach we are taking is specific to this course. However, it would be a good idea to browse at least the Hechter and Horne and Weber readings below.

**Read further:**

Hechter, M. and Horne C. (2009) ‘Theory is Explanation’ and ‘Motives and Mechanisms’ in *Theories of Social Order: A Reader*. Stanford, CA: Stanford University Press. First edition: pp. 3-8, 15-21. Second edition: pp. 7-11, 17-22. Because of a copyright difficulty, the University Library has not been able to make those pages available in Resource List, but we would strongly encourage you to read them in one of the large number of physical copies that you will find in the HUB on the ground floor of the Library.


Cosmides, L. and Tooby, J. (1992) ‘Cognitive Adaptation for Social Exchange’, in Barkow, J.H., Cosmides, L. and Tooby, J. (Eds.) *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*. New York: Oxford University Press, pp. 181-184. (If you go directly to the e-book version of this book, you will find that the pagination is different, and this section in it is on pp. 407-12.) This section explains the Wason selection task which you will do during the lecture, so it might be best to leave reading it until after the lecture.

**Week 2.**

**Lecture 3: Norms, Roles and Social Order**

This session continues our examination of the ‘selfishly rational’ view and (especially) the ‘norm-following’ view of human beings. We will elaborate the ‘norm-following’ view to take into account the fact that many norms are specific to particular social roles, and begin our discussion of ‘social order’ explaining how phenomena as diverse as ‘happiness’ and suicide are both very much the products of social processes.
Read this:


Read further:


**Lecture 4: The Self and Mutual Susceptibility**

This session explores sociological views of the self, especially that first proposed by George Herbert Mead, and considers examples drawn from medicine and the classroom of how human beings are 'mutually susceptible' (strongly affected by how others regard them). We conclude with Goffman’s now famous argument of how, in order to produce a desirable ‘self’, we sometimes deliberately manipulate social situations.

Read this:


Read further:


**Week 3.**

**Lecture 5: Social Networks and Social Capital**

This session discusses the importance of networks of relationships amongst people who know each other personally, and of the patterns of ties in such networks. We will explore Putnam’s argument that the strength of social networks (an aspect of what is called ‘social capital’ is a crucial explanation of a wide range of phenomena, including health, happiness and prosperity.
Read this:

Read further:

Lecture 6: Imitation

A powerful aspect of social behaviour is the propensity of human beings to imitate each other. In this session, focusing on the sometimes worrying power which social groups can exert over us, we will examine the phenomenon of mass suicide and review the classic experimental work on this topic done by Solomon Asch. We will also discuss examples of the implications of imitation, including how it influences eating disorders, behaviour in the stock market and judgements of sexual attractiveness.

Read this:

Read further:

UNIT 2: Us, Them and the Others: Understanding Race and Society – Prof Nasar Meer

This unit will provide you with an introduction to ways in which race has significance in society, and of the connections between what race means in one society and another. The unit will examine a number of key topics, as well as cover both theoretical perspectives and some current research, and introduce you to a range of historical and contemporary public policy concerns. Over the four lectures you will be encouraged to (i) develop and apply a sociologically informed approach to the study of race; (ii) appreciate and treat race as a historically variable and contextually situated social construct; (iii) understand and conceptualise race at the intersection of both structure and agency; and (iv) consider and recognise variation in the meaning of race across different social contexts.

Readings for each lecture are divided between ‘essential readings’ and ‘further reading’. The essential readings are recognised as major contributions on the lecture’s topic; the ‘further reading’ section includes more readings on the topic along with materials of related interest.

Every effort has been made to make readings maximally available, but the lists of readings provided in the unit outline should be viewed as both a guide and starting point for exploring pertinent topics. Bibliographies of available readings are a good starting point for reading further on a selected topic. So too are subject and keyword
searches conducted through the university library’s website and, exercising great care
and scrutiny, through the internet. Review articles in reputable journals also provide
useful encapsulations of relevant scholarship. You are encouraged, indeed required,
to develop and exercise creative and critical skills in familiarising themselves with the
reading material for the unit. A number of sources may be particularly useful throughout
the unit. The following contain general introductions to and/or key readings on race
and ethnicity. All of these readings are available at the University Library.

General Readings


Debates and Perspectives*. Cambridge: Cambridge University Press.


Journals

There are numerous journals that deal with questions of race. Many journals are
available electronically through the University Library Website. Several of the leading
specialist journals are:

- *Ethnic and Racial Studies*
- *Ethnicities*
- *Patterns of Prejudice*
- *International Migration Review*
- *Journal of Ethnic and Migration Studies*
- *Race Ethnicity and Education*

Other more mainstream journals that often publish research on different aspects of
race and ethnicity include *Sociology*, the *British Journal of Sociology*, the *American
Journal of Sociology*, and the *American Sociological Review*. In addition, area-specific
journals related to Asia, the Americas, and Africa can be consulted. Discretion should
always be exercised in consulting unfamiliar journals.

Websites and the press

The problem with websites is there are too many. Surfing the web for topics related to
race and ethnicity must always be done very carefully. Websites are operated not only
by established universities and research institutes but also by fringe racist groups. The
perspectives represented on websites reflect the orientation of their sponsors. There
is no shortage of information on the web, but the content contained therein should be
scrutinised very carefully. That said, a number of useful academic websites pertaining
to the study of race and ethnicity include:

The Global Social Theory Project ([https://globalsocialtheory.org/](https://globalsocialtheory.org/))

The Center for Comparative Immigration Studies (CCIS), University of California, San
Diego, US ([http://ccis.ucsd.edu/](http://ccis.ucsd.edu/))
The Center for the Study of Ethnicity and Race, Columbia University (CSER), US (http://www.columbia.edu/cu/cser/)

European Research Centre on Migration and Ethnic Relations (ERCOMER), Utrecht University, Netherlands (http://www.ercomer.eu)

The Centre on Migration Policy and Society (COMPAS), Oxford University, UK (http://www.compas.ox.ac.uk/)

Lecture 7: Race – A Global Story

In this lecture we will consider how and why ideas of race have played a role in organising social relations, and shaping the ways people believe societies ought to operate. In everyday usage the term ‘race’ is a common means of distinguishing groups, yet sociology tells us that ‘race’ is a socially constructed category. This is one reason why sociologists consider race to be a myth (in the title of a book by Montagu (1942), it is in fact Man’s Most Dangerous Myth). Many sociologists thus present ‘race’ in inverted commas to indicate we are referring to a problematic idea. This critical consensus, however, is relatively recent because for much of modernity race was deemed to be very real indeed. In this lecture we will explore the historical evolution of the category of ‘race’ in a global perspective. We will consider how, following the colonial encounters between European and non-European populations, from the late fifteenth and sixteenth centuries onwards, race began to play a powerful political role that in the age of Enlightenment gained a scientific credibility. In this lecture we will consider why understanding this story is important in helping us to think critically about seeing differences through ideas of race today.

Read this:


Read further:


**Lecture 8: Whiteness and Social Norms**

Whiteness as a sociological concept sits at an intersection between historical privilege and identity, something that has a contemporary dynamic but which is not universally shared in (or can be distant to) how many white people experience their identities. In this lecture we will explore how in thinking about whiteness there is often a tension between its study from societies marked by historical segregation and apartheid (e.g. the US and South Africa), or where it has ordered social relations in colonial states overseas (e.g., India), or where whiteness has functioned as a ‘banal’ repository of white majorities (e.g., in the given identity of Britishness, Englishness or Scottishness). In the third of these examples, whiteness is invisible and yet able to order our social norms: it is the convention against which non-whiteness is measured. This lecture will especially explore the relationship between whiteness and social norms, or what Twine and Gallagher (2008: 8) describe as whiteness as a ‘public and psychological wage’, and how a sociology of whiteness sheds light on these processes.

**Read this:**


**Read further:**


Lecture 9: Race-making in Contemporary Europe

In this lecture we will consider the ways in which contemporary European societies continue to make and remake racial categories in ways that illustrate that racial categories are dynamic and not fixed. Two examples are covered, one 'negative' and one 'positive'. The negative case will focus on studies that have shown the ways the mass media, perhaps through 'moral entrepreneurs', can generate 'moral panics' by creating racialized 'folk devils', and especially of Muslim groups in particular. In the more positive case, the lecture will consider how public and social policies of anti-discrimination rely on and recreate racial categories for the purposes of anti-racism. For example, in Britain the Race Relations Acts and the European Commission (EC) Race Directive both challenge discrimination on the grounds of race, colour, nationality. In focusing upon how society can achieve fair treatment for 'racial groups', these frameworks have used ‘racial’ categories on the grounds that these are socially salient, and ignoring them is an insufficient response.

Read this:


Read further:


Lecture 10: The Angel of History and Our Racial Future(s)

In 1940, as Nazi armies approached his city of Paris, the sociologist Walter Benjamin contemplated the rise of racism and fascism across Europe through the metaphor of the ‘Angel of History’. He portrayed this figure as battling in vain against civilization’s long march through destruction. Benjamin was Jewish and his tragic death soon after perhaps confirmed his warning. In this lecture we will consider what race looks like in the present and where it might go in the future, or what our ‘Angel of History’ may tell us today. Part of this requires thinking about how just as categories of race change, so can ideas and practices of racism. One of the implications of this possibility is that it’s not always obvious who is being ‘racialised’ by whom in what ways. For example, does racism have to be based on colour? Does religious discrimination count as racism? And what are the current ‘structural’ implications of racism (and how might this be related to the ways in which we use language)?

Read this:


Read further:


Unit 3: Digital Societies
Dr Kate Orton-Johnson

This unit will argue that digital technologies have transformed the way we experience our social lives and have shaped the ways in which we connect (and disconnect) with
each other and wider society. The unit will explore these debates by considering the ways in which our social spaces, relationships and activities are mediated by and through digital technologies.

The unit begins with ideas about space and place – asking questions about what it means to live in a networked society and what it means when boundaries of time, geography and culture are eroded by information and communication flows. We will explore the ways in which technology is changing how we communicate and manage personal relationships and ask questions about how technology has shaped the ways in which culture and knowledge is negotiated in digital environments.

The unit will draw on some key sociological themes: community, the self, gender, consumption, power, and exclusion, and use these to evaluate the extent to which contemporary culture is digitally mediated.

**General readings** (these will be useful background text for all of the lectures, tutorials and assignments):


**Key Journals**
Some of the most up to date literature can be found in these key journals – I would encourage you to search through the contents list to find additional readings of interest.

- New media and society - [http://nms.sagepub.com/](http://nms.sagepub.com/)
- Information, Communication and Society - [http://www.tandfonline.com/loi/rics20#Vgl4tl_BzRY](http://www.tandfonline.com/loi/rics20#Vgl4tl_BzRY)
- Social Media + Society - [http://journals.sagepub.com/home/sms](http://journals.sagepub.com/home/sms)

**Fiction:**

**Film, TV, Podcasts and news series:**
- Black Mirror ([available to download on All4](http://all4.co.za/))
- Catfish (2010)
- Digital human (podcasts) [available to download on BBC Radio 4](http://www.bbc.co.uk/radio4)
- We Live in Public (2009) (Documentary available on iTunes and Netflix – [details here](http://www.imdb.com/title/tt0867394/))
- An anthropological introduction to YouTube (2008) ([available to view on youtube](http://www.youtube.com))

**Lecture 11: Living in a digital society**

This session will look at the various ways in which digital technologies have become part of our social lives. We will explore the rise of what has been called the ‘networked’ or ‘information’ society and look at the ways in which our lives are increasingly digitally mediated by ubiquitous technologies. The lecture will use the example of ‘community’ to consider the impact of a dissolution of temporal and geographical boundaries in a networked world. We will look at the ways in which the internet can be a space that strengthens community and, conversely, as a technology that erodes and weakens traditional ways of connecting.

**Read this:**

Read further:


Lecture 12: Social networking: digitally mediated friendships and relationships

Virtual environments are used to socialise, communicate and connect with friends and strangers. What implications does ‘being there together’ have for social relationships? This lecture will consider the ways in which mediated communications and forms of social networking are shaping our interpersonal relationships and identities. What impact does microblogging and vast networks of ‘friends’ have on our sense of self and on how we negotiate our social networks? How do relationships move between online and offline spaces? What potentials and what risks are afforded by digitally mediated communication and relationships? What impact does perpetual contact and digital memory have on our self-identity?
Read this:


Watch this:

As we expect more from technology, do we expect less from each other? In this TED talk Sherry Turkle studies how our devices and online personas are redefining human connection and communication — and asks us to think deeply about the new kinds of connection we want to have. http://www.ted.com/talks/sherry_turkle_alone_together

Read further:


Continuum: Journal of Media & Cultural Studies Volume 26 Issue 3 focusing on Mediated Youth cultures: http://www.tandfonline.com/toc/ccon20/26/3#.UdKikj5AQbG (There are a number of useful articles in this special edition which related to this unit)

Information, Communication & Society Volume 10 Issue 5 2007 on e-Relationships http://www.tandfonline.com/toc/rics20/10/5 (There are a number of useful articles in this special edition which related to this unit)


Lecture 13: Consuming digital culture

The rise of social networks and online communities of interest have created powerful networks of people that can create and share information, globally and immediately. This has important implications for traditional media and for the ways in which we produce and consume culture. Is traditional media losing its monopoly over how we consume information? Does the internet enhance the scope for individualism and creativity, or does it homogenize society and simply provide more options for consumption and entertainment? How do we digital media for activism, protest and anti social behavior?

Read this:


Read further:


Lecture 14: Power and knowledge in the digital society

The internet has had a profound effect on the ways in which information and knowledge is generated, consumed and distributed. What does this mean for institutions traditionally considered to be sources of formal and valid knowledge or for individuals held to be gatekeepers of professional knowledge and expertise? Using 2 examples (1) The university as a place of knowledge and (2) media manipulation/ ‘fake news’ this session will explore the ways in which new models of knowledge generation and circulation provide ‘consumers’ with a wealth of resources but also with the challenges of establishing the ‘truth’ and ‘validity’ of online information.

Read this:


Read further:


**Lecture 15: Division and privacy in a digital society**

What does it mean to live in a networked society where you leave digital footprints? It may seem obvious that you shouldn't post risqué photos of yourself online but even an innocent-seeming comment or the mention of your birthday can have serious effects. Digital and mobile technologies have been particularly good at blurring the line between private life and public life and any participation in digital networks is subject to some version of surveillance simply by virtue of these blurred lines. Do we understand what this surveillance means for us as individuals and society more widely? This lecture will explore the fundamental tension between the way we use and imagine the Internet and the way powerful actors use and imagine the Internet.

Finally the unit will conclude by suggesting that far from opening up accessible networks of communication and opportunity, technologies have the potential to create and exacerbate existing inequalities in society. We will examine the concept of a ‘digital divide’ that contributes to material, social and educational inequality.

**Read this:**


**Read further:**


UNIT 4: Transnationalism, Culture and Global Society Prof. Donald MacKenzie

We began Sociology 1a with the 'little', with the individual and society. We end it with the 'big', with global processes: indeed, in the final session we turn to the very large scale, examining the thesis put forward by the American sociologist John Meyer that in an important sense ‘global society’ is the level at which sociologists should be looking.

We will discover, however, that the basic sociological ideas introduced in unit 1 remain useful on this bigger canvas. (The themes discussed in units 2 and 3 can also be explored at this level too.) We will, however, find that we also need another idea, largely implicit earlier in the course: the idea of ‘culture’.

In the background of our discussion in this unit is the general issue of globalisation: the flows of people, ideas, things and money across national boundaries around the world, and the shaping of social processes within one ‘nation’ by wider international and global processes. For two very different introductions to the idea of globalisation, take a look at:


Does what it says on the tin. It's not profound, but it is a useful way in to the topic, and it is indeed short.


More sophisticated, and of course longer, than Steger. Particularly useful for us are chapters 5 and 6, dealing with globalisation and culture, but the other chapters are also worth dipping into.
Lecture 16: Globalisation and migration

This session will introduce the notion of globalisation, and begin our discussion of international migration, focussing today on the reasons people migrate. We will employ Douglas Massey’s influential synthesis of theories of migration, and examine the applicability of these theories to the main case of migration that we are discussing, the flow of Mexican migrants to the United States.

Read this:


Read further:


Week 9.

Lecture 17: Transnationalism and the Migrant Experience

In the 1990s, researchers started to focus on migrant populations that kept up active links to their home societies, a phenomenon that, following an influential 1992 article by Nina Glick Schiller and colleagues, was christened ‘transnationalism’ or ‘transmigration’. In this session, we will examine that idea and discuss a critique of it by sociologists Roger Waldinger and David Fitzgerald. We will weigh up the different positions by drawing on the best single study of the phenomenon, Robert Courtney Smith’s Mexican New York.

Read this:


You should also browse the other chapters to get a fuller sense of Smith’s analysis. Because this book was published back in 2006, I interviewed Rob Smith, who has kept in active touch with the community on which the book is based, in New York in May 2013. A transcript of our conversation is available via Resource List. Please do not circulate this transcript outside of Sociology 1a.

Read further:


**Lecture 18: Making Nations**

Waldinger and Fitzgerald remind us of the importance of the forces that seek to reproduce ‘container societies’ (societies with strong boundaries between ‘inside’ and ‘outside’), even in the face of globalisation and transnationalism. The most important form of container society is the ‘nation’, and this session turns to that, using Scotland as its main example.

‘[W]hat if Scotland only exists in the imagination? – if its potent imagery has overpowered a puny reality?, asks David McCrone in *Understanding Scotland* (second edition, p. 127). In this session, we will examine how ‘Scotland’ has been forged culturally, focussing in particular on the change that took place from other Scots viewing Highlanders with ‘contempt occasionally sharpened by fear’ (Trevor-Roper, H. (2008). *The Invention of Scotland: Myth and History*, New Haven, CT: Yale University Press, p. 83) to the embracing of the Highlands as the essence of Scotland. We will then broaden the discussion to examine the senses in which all nations are culturally made, and in which nationalism is not age-old, but a phenomenon of modernity.

Read this:


Read further:

Trevor-Roper, H. (1983) ‘The Invention of Traditions: The Highland Tradition of Scotland’. In Hobsbawm, E. and Ranger T. (Eds.) *The Invention of Tradition*. Cambridge, Cambridge University Press, pp. 15-42. (Get the gist of Trevor-Roper’s argument, but beware the fact that the account of the invention of the short kilt is probably wrong.)


Smith A.D. (1986) ‘Are nations modern?’, Chapter 1 in *The Ethnic Origins of Nations*. Oxford: Basil Blackwell, pp. 6-18. (Pages 13-16 are especially important. Smith marshals arguments against the modernist account of nations and nationalism (such as by Gellner), but presents a strongly culturally-inflected account of their ethnic origins.)

**Week 10.**

**Lecture 19: Culture**

In his book, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 1983), Benedict Anderson ends his first chapter with a crucial question: ‘What makes the shrunken imaginings of recent history (scarcely more than two centuries) generate … colossal sacrifices’, in the form of wartime casualties. He answers it as follows: ‘I believe that the beginnings of an answer lie in
the cultural roots of nationalism.’ But what is culture, through which we make nations for which people are prepared to die? The notion of ‘culture’ haunts discussion of globalisation, and it is time to confront the meaning of this complex idea, and to discuss how culture relates to human behaviour.

**Read this:**


**Read further:**

Swidler, A. (1986) ‘Culture in Action: Symbols and Strategies’, *American Sociological Review* 51: 273-86. (Swidler’s ‘tool-kit’ notion of culture is discussed by Vaisey and is one of the main versions of the idea that we will explore in this session.)

Markowitz, F. (2004) ‘Talking about Culture: Globalisation, Human Rights and Anthropology’, *Anthropological Theory* 4(3): 329-352. (Explores the paradox that as ‘closed’ container cultures disappear, we seem to want them more, and indeed the notion of ‘culture’ is often found in expressions of that desire, even by those with no direct contact with the academic social sciences.)


**Lecture 20: World Society**

‘Culture’ plays an important role in the theorisation of globalisation with which we shall end: John Meyer’s ‘world society’ thesis. In this final session we will examine and assess this thesis, e.g. contrasting it with realism in political science.

**PLEASE NOTE:** a small part of the lecture discuss genital cutting and intimate partner violence, which (although the discussions are not at all graphic) may be upsetting. A version of the slides without that material will be made available on Learn.

**Read this:**


**Read further:**

It’s worth reading another of the papers in which Meyer explains the ‘world society’ thesis. Although the argument in both is largely the same, the different ways in which it is developed are helpful in understanding the idea.


mechanisms by which policies spread, some of which, it can be argued, are different from those posited by the ‘world society’ explanation.)


Appendix 1 – General Information

Students with Disabilities

If you are a student with a disability (including those with specific learning difficulties such as dyslexia), you should get in touch with the Student Disabilities Service as soon as possible. You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service.

The School welcomes disabled students with disabilities and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

Further guidance and information for Students with Disabilities can also be found in your Programme Handbook.

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates.

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation http://www.ed.ac.uk/institute-academic-development/postgraduate/taught/study/study-on-campus.

Academic English support can also be accessed at http://www.ed.ac.uk/english-language-teaching/students/current-students.
Discussing Sensitive Topics

The discipline of Sociology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling.

Tutorial Allocation

You will be automatically assigned to a Tutorial group by the beginning of week 1. This allocation is done using Student Allocator, a tool which will randomly assign you to a suitable tutorial group based on your timetable. The benefits of this system are that students will be able to instantly view their tutorial group on their personal timetable and timetable clashes will be more easily avoided.

Please check your timetable regularly in week 1 to see which group you have been assigned. Guidance on how to view your personal timetable can be found at http://www.ed.ac.uk/student-administration/timetabling/students/timetabling-systems.

Please note that there are limited spaces in tutorial groups and there will be little room for movement. If you are unable to attend the tutorial group you have been allocated for a valid reason, you can submit a change request by completing the online Tutorial Change Request form. You can access the form via the Timetabling webpages here.

External Examiner

The External Examiner for this course is: [TBC].
Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

There are three types of penalties that can be applied to your course work and these are listed below. Students must read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- Incorrect submission Penalty
  When a piece of coursework is submitted to our Electronic Submission System (ELMA) that does not comply with our submission guidance (wrong format, incorrect document etc) a penalty of 5 marks will be applied to students work.

- Lateness Penalty
  If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- Word Count Penalty
  The penalty for excessive word length in coursework is one mark deducted for each additional 20 words over the limit. Word limits vary across subject areas and submissions, so check your course handbook. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information.
  You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages here. Remember, there is a 5 mark incorrect submission penalty, so read the guidance carefully and follow it to avoid receiving this.

Extensions: New policy-applicable for years 1-4

From September 2016, there will be a new extensions policy that applies to all courses in the school from years one to four.

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance
on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- Extension requests must be submitted no later than 24 hours before the coursework deadline.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else’s work (including another student’s work or material from the Web or a published author) as your own is plagiarism and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. For further details on plagiarism see the Academic Services' website:

http://www.ed.ac.uk/academic-services/staff/discipline/plagiarism

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents