The Social Life of Food

SCIL10081
2016-2017

Semester 2

Thursdays, 9:00-10:50, Appleton Tower Room 2.12

Course Convenors: Dr Niamh Moore and Dr Isabelle Darmon
### Key Information

| **Course Organiser** | Dr Niamh Moore  
| Email: Niamh.Moore@ed.ac.uk  
| Room No. 3.09, on the third floor of 18 Buccleuch Place  
| Guidance & Feedback Hours: Tuesday 11:00 – 13:00 or by appt |  
| Dr Isabelle Darmon  
| Email: isabelle.darmon@ed.ac.uk  
| Room: No. 6.27, Chrystal MacMillan Building  
| Guidance & Feedback Hours: Tuesdays 3:00-5:00pm |  
| **Location** | Semester 2  
| Thursdays 09:00-10:50  
| Appleton Tower, Room 2.12 |  
| **Course Secretary** | Emma Thomson  
| Email: Emma.Thomson@ed.ac.uk  
| Undergraduate Teaching Office |  
| **Assessment Deadlines** | Short essay: 13\(^{th}\) February 2017, 12noon  
| Long essay: 27\(^{th}\) April 2017, 12 noon |
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A warm welcome to The Social Life of Food

This is a relatively new course in Sociology developed by Niamh and Isabelle, and we are both excited to have the opportunity to co-convene this course, which draws on our own research and long standing interest in food. We will also be joined in the course by Isabel Fletcher who works on food and public health, Valeria Skaifa who researches food policy and families, and Imogen Bevan who works on food and the senses.

Hello also from Ming-Tse Hung, the course tutor, who researches discourses of ‘real food’ in Taiwan.

Food Researchers In Edinburgh network (FRIED)

Niamh, Isabelle, Isabel, Imogen, Valeria and Ming-tse are all members of the Food Researchers In Edinburgh network (FRIED), which is enthusiastically supporting the development of this course. FRIED run regular seminars and events for those of you interested in further food activities. For more information on the activities of the network, for current seminars and to subscribe to the mailing list, please see http://www.sps.ed.ac.uk/research/research_centres/cross_school_research_clusters/food_researchers_in_edinburgh_fried

About The Social Life of Food

We focus on food in this course, because food has long been, and will continue to be, an intense socio-cultural, material, ethical and political issue. Taking sustainability as a specific lens for examining food issues, the course examines what we eat, how we eat, where that food comes from, and goes, what food is wasted, and who gets to eat and grow food, how does food bring us together and how does food divide us, who is excluded or disadvantaged at different points in the process of producing, consuming and wasting food. Sustainability is introduced as not only an ecological issue but also a social and economic issue.

Food appears in the course:
• as good to think (and act) with;
• as an area of debate and inquiry in its own right;
• as a force which acts on us and on the world;
• as a site where we can explore the use of, and apply, key concepts in social science study – these include, but are not limited to: globalization; industrialization; colonialism; sustainability; standardisation and measurement; normalisation; inequalities and social justice; family relations and sociability; identity; the body; gender and feminism; illness, health and well-being; naturalisation, nature/culture dualisms and posthumanism. We will not address all of these in equal depth each year; our focus will depend on what comes up in different sessions.
Two interrelated cross-cutting themes of the course are: the social life of food and sustainability: while food is an ‘object’ of much discussion and debate, this course brings attention to what we call the social life of food. Here we mean food’s ability to act on and move us. In drawing attention to how food moves us, as well as to how we move food in various ways, across the world, from the ground or laboratory to shops and to our homes and our bodies and our lives, the course also extends many debates about sustainability through bringing them into dialogue with discussions of anti-dualistic and agentic accounts of naturecultures.

This course aims to introduce students to key debates about food practices through a range of different case studies each week, and thus to build towards a set of analytic and critical skills which students will be able to continue to apply to emerging food issues. Case studies will be systematically introduced through historical, theoretical and comparative spotlights, so as to introduce students to the diversity and complexity of current questions, controversies and initiatives around food. The course is designed to provide students with key critical analytic skills and to enable them to continue to apply them as new theories, practices and controversies over food, and how to transform, the current food system, emerge. Readings include a range of academic texts (theory; methodology; ethnographic case studies; different disciplines etc.) as well as policy documents, food industry and alternative food movement literature, blogs, websites and other literature from a range of food activists.

Aims, Objectives and Outcomes

By the end of the course you will have an understanding of key concepts and contemporary debates about food, and be able to critically evaluate how past, current and future issues are framed and dealt with locally and globally. You will be able to analyse how food emerges as a key social issue, and identify and evaluate major debates within the study of food.

More specifically you will be able to:

1. Demonstrate knowledge of some of the main terminologies, theories and disciplinary boundaries in the study of food, including through the lens of sustainability
2. Apply the newly acquired knowledge by using methodological and theoretical skills to make sense of historical, contemporary and newly emerging food debates
3. Apply the acquired methodological and theoretical skills to critically identify, define, conceptualise and analyse complex problems around food
4. Apply the acquired methodological and theoretical skills to assess currently debated ‘solutions’ to issues of food sustainability
5. Present and convey information about contemporary debates around food to informed audiences.
Participation

The course involves one two-hour participatory session every week. Each session will vary in structure and throughout the course activities might include lectures and mini-lectures, discussions, working alone, in pairs, in groups, and as a whole class, games, impromptu presentations, film and video, quiet time and some noise, writing, making notes, summarising, synthesis, drawing, playing, thinking, debating, and even some eating! So please come prepared for active participation each week, and please do readings in advance, so we are all prepared for discussions during the weekly sessions.

To support learning in the course we will organise students into study groups of 6-8, and students will remain with that group throughout the course. The purposes of the study groups are:

- to help each other with the readings: whilst everybody is expected to do the required readings, recommended readings can be distributed among the members of the group – for example each member might be in charge of one additional reading and make sure that they brief their peers on the purpose of the reading, its structure, key arguments and points of discussion.
- To collectively discuss key take home points for each session.
- to support each other for the assignments: members of each group will pair up with another member, read each other’s draft mid-term essays and hold a work session outside of class time to discuss each other’s drafts, make suggestions etc.

Office Hours

Please discuss with us as soon as possible if you have any suggestions for the course, or questions, or if are having any problems with the course, if you would find it helpful to have an individual chat about group work or essays, or if there are any other aspects of the course you would like to chat about. We are always happy to discuss ideas, questions or problems with any students.

Niamh’s office hours are Tuesdays 11:00-1:00pm, or by appointment. Her office is Room 3.09, on the 3rd floor of 18 Buccleuch Place.

Isabelle’s office hours are Tuesdays 3:00-5:00pm. Her office is 6.27 on the 6th floor of the Chrystal MacMillan Building.

Ming-tse’s office hours are Fridays 10:00-11:00 am in the break out room on the 6th floor of the Chrystal Macmillan building (by the kitchen).
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lead lecturers</th>
</tr>
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<tbody>
<tr>
<td>1: 19 January</td>
<td>Introduction to the course: Food pedagogies, food knowledges and (re)imagining food</td>
<td>Niamh Moore (NM), Isabelle Darmon (ID)</td>
</tr>
<tr>
<td>2: 26 Jan</td>
<td>Theorizing food: thinking with, through and about food</td>
<td>ID</td>
</tr>
<tr>
<td>3: 2 Feb</td>
<td>Measuring food: calories, food pyramids, food miles</td>
<td>NM</td>
</tr>
<tr>
<td>4: 9 February</td>
<td>Governing food</td>
<td>Isabel Fletcher (IF)</td>
</tr>
<tr>
<td>5: 16 Feb</td>
<td>Food security</td>
<td>IF</td>
</tr>
</tbody>
</table>

**Festival of Creative Learning, 20 – 24 February 2017**

**SHORT ESSAY DUE BY MONDAY 13th FEBRUARY, 12 NOON**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lead lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6: 2 March</td>
<td>Food and collectivities</td>
<td>Sophia Woodman</td>
</tr>
<tr>
<td>7: 9 March</td>
<td>Food policy, families and feeding children</td>
<td>Valeria Skafida</td>
</tr>
<tr>
<td>8: 16 March</td>
<td>Food and the senses</td>
<td>Imogen Bevan</td>
</tr>
<tr>
<td>9: 23 March</td>
<td>Sharing food</td>
<td>ID</td>
</tr>
<tr>
<td>10: 30 March</td>
<td>Sustaining food and food fights</td>
<td>NM, ID</td>
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</tbody>
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**FINAL ESSAY DUE BY THURSDAY 27th APRIL, 12 NOON**

### Assessment

Students will be assessed by:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weighting</th>
<th>Submission date</th>
<th>Return of feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay</td>
<td>Between 1501-1700 words max (excluding bibliography)*</td>
<td>25%</td>
<td>13/02/2017 (all coursework is due at 12 noon on the date of submission)</td>
<td>06/03/2017</td>
</tr>
<tr>
<td>Long Essay</td>
<td>Between 3,501 and 4,000 words max (excluding bibliography)*</td>
<td>75%</td>
<td>27/04/2017 (all coursework is due at 12 noon on the date of submission)</td>
<td>18/05/17</td>
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*Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).
Indicative General Readings


**Relevant journals** include *Agriculture and Human Values; Appetite; Food and Foodways; Food, Culture and Society; Gastronomica; The Anthropology of Food; and the British Food Journal*. Also see *Ecology of Food & Nutrition, Food Policy, Food & History*, and *Petits Propos Culinaires*. 
Detailed Course Outline

Week 1:
Introduction to the course – Food pedagogies, food knowledges and (re)imagining food
Niamh Moore and Isabelle Darmon

This first session introduces the course through asking us to reflect on different ways we have learned about food thus far in our lives. We explore different food pedagogies, asking who is allowed to have knowledge about food, what food knowledges are valued and how food knowledges are changing.

If we have time we will also discuss some examples of knowing food through imaging food to be otherwise than it is now – including Starhawk’s ecofeminist utopian vision of a world ‘where no one goes hungry’ in her novel The Fifth Sacred Thing, where food is reimagined as a commons to be shared amongst all; to efforts to grow ‘in vitro meat’; to a young women’s community allotment which brought about some unanticipated outcomes.


To go further:
YouTube: The Young Women’s Group Allotment ‘I love you allot,’ at http://www.likt.org.uk/activities/allotment/
**Week 2: Theorising food: thinking with, through and about food**

**Isabelle Darmon**

This session introduces formalisations of food and cooking by three of the many key theorists who have classically written and reflected on food: Claude Lévi-Strauss’ ‘culinary triangle’; Jack Goody’s ‘processes, phases and locus’ of food production and consumption; and Pierre Bourdieu’s ‘food space’. Not that we’ll stop referring to ‘social thought’ on food after that, but rather to have a few key references helping us throughout this journey! To make things a bit lighter, we ‘pair up’ each of the classical thinkers with recent papers discussing or drawing, more or less freely, on their thought.

For this session there are necessarily more than 2 key readings, but responsibility for dealing with them more in-depth will be distributed among peers in the study groups.


Critiques and engagements:

**To go further:**


Week 3: Measuring food: calories, food pyramids, food miles

Niamh Moore

Food is commonly measured in calories – but what is a calorie and is a calorie always the same? We also explore other ways of measuring food, such as the food pyramid, and the notion of a balanced diet. Food activists have also created new measurements, such as the concept of the food mile, to point to the environmental impact of such food travels. The concepts of measurement, standardisation and normalisation are key to our debates about food, and also crop up in accounts of ‘balance’, ‘moderation’ and ‘greed’ in our talk about food.


To go further


Week 4: Governing Food

Isabel Fletcher

Food governance is increasingly complex with many actors – including governments, civil society organisations and corporations – operating at regional, national and international levels. Such complexity is seen as an important cause of problems in the contemporary food system. This lecture will outline critiques of existing food governance structures, including questioning the value of alternative forms of production such as organic agriculture.

To go further:


Tansey, Geoff (2015) The food system: An overview (talk). Food Systems Academy, Food system overview (there are lots of other relevant talks on this website)

Week 5: Food Security

Isabel Fletcher

This week will provide an introduction to contemporary debates about global food security. It will examine contemporary accounts of the complex causes of current food insecurity in both developed and developing countries. We will also consider more critical accounts that emphasise the role of inequity in causing food insecurity, and propose solutions that go beyond increasing production through greater use of technology.

Commission on Sustainable Agriculture and Climate Change (2011) Achieving food security in the face of climate change (summary for policy makers)


To go further

De Schutter, O (2009) Countries tackling hunger with a right to food approach. Significant progress in implementing the right to food at national scale in Africa, Latin America and South Asia, Briefing Note 1, by the Special Rapporteur on the right to food.


Week 6: Questions of justice and salmon farming: how collectivities matter for thinking about what food sources mean

Sophia Woodman

Salmon has always been a global fish, but since the 1960s, it has become global in a new way, with a massive expansion in salmon aquaculture in many parts of the world, led by Norwegian multinationals. In this class, we’ll explore some of the reasons why campaigns against salmon farming are so different in Scotland (and Ireland) and in the Pacific coast of Canada. We’ll particularly consider collective identities and how they matter for thinking about how people perceive a food source such as salmon, and the resources such identities can provide for campaigns to protect traditional ways of provisioning.


To go further


Week 7: Food policy, Families, and Feeding children

Valeria Skafida

In this lecture we will look at the role that health related Food Policy plays in shaping our food consumption. More specifically, we will look at how different types of policies aim to change either consumption or supply of food, and what the assumptions are behind these about the roles of the individual, the market and the state when it comes to food and eating. We will then look at the case study of school meal policy, and start with a historical overview of how school meal policy in the UK has changed over time and how this reflects general shifts in social policy more generally. We will use the school meal example as a backdrop to look at conceptualisations of childhood, and the role that the family plays in implementing food policy.


To go further

Lang, T., Barling, D., & Carafer, M. (2009). Food policy: Integrating health, environment and
Dowler & Connor (2012) Rights-based approaches to addressing food poverty and food insecurity in Ireland and UK. Social Science & Medicine 74: 44e51

Week 8: Food and the Senses

Imogen Bevan

Our sensory relations with food are increasingly mobilised — by food marketers who urge us to “indulge” our senses, by obesity research scientists interested in sensory feedback mechanisms, and in the context of new therapies focused on mindful eating and pleasure. Other projects meanwhile require radically tasteless subjects – the case of humanitarian food aid for example. This session explores how social scientists might engage with the notion of the ‘sensorium’. How is the sensorium employed by different social actors, and to what ends? How might we use our sensory capacities as both an object of study and a means of inquiry?


To go further

**Week 9: Sharing food. Conviviality and boundaries: who is (not) at the table?**

**Isabelle Darmon**

Food is a social act, food brings people together and divides people, yet food sociability is still an understudied theme. In this class we reflect on limits, boundaries, inclusions and exclusions at the table and the differentiated role of drinks and food to that end as well as the issue of table manners.


**To go further**

Douglas M. (1972) Deciphering a meal. *Daedalus* 101(1): 61-81. *This is a great paper. Please read but do not get worried by the details of the argument: aim is to get her overall thesis*


**Week 10: Sustaining food and food fights**

**Niamh Moore and Isabelle Darmon**

While the alternative food movement is sometimes accused of being elitist, expensive and exclusionary, it is also the case that the food movement is itself constantly in movement,
reflecting on its own practices and continuing to innovate and develop new concepts and ways of thinking about food. The range of food movements includes: organic food, fair trade, food security, food sovereignty, food banks, slow food, permaculture, guerrilla gardening, as well as ‘healthy at every size’, and fat activism. This session explores tensions between different movements as well as reasons for the ongoing proliferation of alternative food movements.


To go further

Course Assessment

Undergraduates and visiting students are assessed via:

(1) A mid-term Short Essay which makes up 25% of your marks for the course.

You must submit your Short Essay through ELMA (see below) no later than 12 noon on Monday 13th February 2017. Penalties apply for late submission.

Word Count/Penalties

• Your short essay should be between 1501-1700 words.
• This word count includes any footnotes or endnotes, but excludes the bibliography.
• Essays above 1,700 words will be penalized using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 1,701 and 1,720 words will lose one point, between 1,721 and 1,740 two points, and so on.
• Note that the lower 1501 figure is a guideline for students which you will not be penalized for going below. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.
• Please also state a precise word count.
• Essays submitted on time will be returned to you through ELMA on the 6th of March 2017.

(2) A Long Essay which makes up 75% of your marks for the course.

Word Count/ Penalties

Long essays must be submitted through ELMA no later than 12 noon on Thursday 27st April 2017. Penalties apply for late submission.
• Your long essay should be between 3,501 and 4,000 words.
• This word count includes any footnotes or endnotes, but excludes the bibliography.
• Essays above 4,000 words will be penalized using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 4,001 and 4,020 words will lose one point, between 4,021 and 4,040 two points, and so on.
• Note that the lower 3,500 figure is a guideline for students which you will not be penalized for going below. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.
• Please also state a precise word count.
• Essays submitted on time will be returned to you through ELMA on the 18th of May.
The short essay

You have the choice between two types of essays:

1) Take one food measurement or standard and sketch out how this standard is produced, and discuss some of the consequences this measurement/standard has for our food practices; eg calories; food miles; the ‘traffic lights system’; the food pyramid; ‘a balanced diet’; ‘carbon footprint’.

2) Illustrate and discuss the contemporary relevance of

Long essays

Topics for long essays will be provided in week 3, and will be made available on LEARN. You are also free to generate your own topic after these have been announced. If you choose to generate your own topic, you must have it approved by one of the course convenors (Niamh or Isabelle) no later than Thursday 16 March.
Appendix 1 – General Information

Students with Disabilities
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) 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.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, 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

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.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).

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
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, no cover sheet 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.

Exam Feedback and Viewing Exam Scripts:
General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

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