

*School of Social and Political Science
University of Edinburgh*

PLIT10093

political work

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Course description

What do people do when they are 'doing politics'? What does politics consist of? What is 'political work' and how is it done? This course seeks to explore the microsociology of the political process, drawing on a range of perspectives from different disciplines.

The course is organized in three sections, with varying emphases. A first section focuses on what we might take core activities of engagement or activism, representation and administration in turn. It establishes a sense of politics as 'people doing things', as something carried on between 'men and women with first and last names'. It takes the boundaries of politics to be those not of the territory, but of the room and the street; it begins to study politics from the inside out. The second section is based on the recognition that political life is essentially word-based, and turns on talk in meetings and on the production and circulation of documents and texts. A third section, in turn, explores its irreducible materiality, investigating the way politics is embedded in artefacts and instruments, machines and technologies, buildings, spaces and human bodies.

The course is designed for students on MA (Hons) programmes in Social and Political Science, and will normally be taken by students in their third year of study.

Learning outcomes

Students who complete this course will:

- acquire and explore a conception of politics and policy making as a domain of practice or 'work';
- have a detailed understanding of different instances and dimensions of political work;

- develop appropriate ways of interpreting and accounting for it through the critical appreciation of case studies;
- acquire and use essential skills of data collection and analysis in researching and writing case studies of their own;
- in delivering presentations, reflect critically on their own and others' work.

This is not a training course. It will not teach you to start a riot, get a job at the UN, form an NGO or become Home Secretary, but it will give you much to reflect on as you do each of these things. It will deepen your fascination with politics, your appreciation of its spectacle, your sense of wonder at the way things happen and that they happen at all. Its purpose is to help you to think critically about what it means to do politics.

Course schedule

<i>Block week</i>	<i>Course week</i>	<i>Date: Thursday</i>	<i>Session</i>
1	1	15 Jan	Introduction: Political Work: Occupy Wall Street
2	2	22 Jan	Protest and direct action
3	3	29 Jan	Bureaucracy and administration
4	4	5 Feb	Representation
5	5	12 Feb	Researching political work

Innovative Learning Week

1	6	26 Feb	Meetings
2	7	5 Mar	Speech and talk
3	8	12 Mar	Documents
4	9	19 Mar	Artefacts, bodies
5	10	26 Mar	Space
6	11	2 Apr	Case study workshop

Vacation

20-24 Apr Revision week

Assessment deadlines: (i) 100-word outline: end week 6: Friday 27 February;
(ii) research paper: **Monday 27 April, 1200.**

Teaching and learning

In this course, we want to identify and discuss a wide range of specific instances of people doing politics, and we do so by interrogating a series of case studies. At the same time, we also want to think more generically about what we mean by 'political

work', what it is, how it is done and what it amounts to. And we want to help you research and write a case study of your own.

The course runs in two-hour sessions, which will consist for the most part in the discussion of cases. You're asked to read three papers for each session. Two of these will be case studies that everybody reads, and these are starred (*) on the reading list below. You must also read a third paper from the list for each week, which may be either an additional case study or something more general and theoretical. For each paper you read, you're asked to bring three points for discussion in class.

In reading your case studies, it will be clear that they're not unadorned by the anthropologists, sociologists, political scientists and others who have used them to make some underlying argument. They're the product of particular visions and interests. They've been chosen, though, because their case material is presented fully enough to allow some independent discussion of them. In each case it's 'the story' we're primarily interested in, though of course we also want to know what each author makes of it.

As we begin the discussion of each case, we'll ask simply 'What happened?' in order to get the story, to establish 'the facts on the ground'. We'll look at who did what, when, how and begin to ask why and to what effect. We'll compare a case with others. We'll discuss the circumstances of the case, and try to identify what contextual variables must hold for this thing to happen in this way. We'll also ask what's missing and what might have been otherwise; we'll always return to the questions of what work is being done here and why it's political.

Assessment: writing your own case study

The case studies we discuss in seminars are meant to give you a sense of the scope and variety - and the ubiquity and mundaneness - of political work and how we might think about it. They are meant as a resource for you to conceive, develop and write a case study of your own.

You choose who and what to research and write about, and it can be any aspect of what you define as 'political work'. A typical case study might be based on an interview with a practitioner, observation of a meeting or event or the analysis of documents and material artefacts. It might be obvious or unusual; it might be something new to you or something you're familiar with and interested in on the basis of your own experience. We'll discuss different possibilities in class. You need to decide on a topic by the end of week 6, when we'll ask for a simple 100-word outline of what you want to do.

Your case study should be based in **empirical investigation** - you have to go out and do some real research, and we'll discuss how to do that in week 5. All research conducted in the school, whether by students or staff, must conform to **ethical**

guidelines: these are described at: <http://www.sps.ed.ac.uk/research/ethics>. Your project should be conceived and designed so as to meet the criteria identified as 'level 1'. We'll make time to address specific problems and questions as they arise.

Your case study should be no more than 4 000 words long. A good case study will:

1. provide some context or background to your topic;
2. briefly describe how you collected your data;
3. present the material of your case: be sure to 'tell the story';
4. offer some critical and theoretical assessment of what's going on (that is, be clear what your case is a case of);
5. make reference to the research literature, whether to elements of theory, other case studies, or methods of investigation.

This isn't a template, and these aren't sections of an assignment to complete in order. Write up your case study in a way that's true to the material and what you want to say about it. In respect of 2. and 3. above, think of a good case study in the way Roland Barthes thought of a good photograph, as the combination or interaction of *studium* and *punctum*, that is as a general view of a scene, object or event and then a specific facet of it, often an anomaly, quirk or gesture which draws the eye. You're trying to do equal and opposite but ultimately complementary things: 1. 'make it familiar', that is give a detailed and effective description of it in order to make it comprehensible; 2. 'make it strange', that is show how remarkable it is, how contingent it is on all sorts of things that can't be taken for granted. Make it vivid and interesting, and show how significant it is. 'Take us there...'

Case studies awarded a mark of 60 or above may be made available to students and others interested in the course, in the form of an **online portfolio**. If there is some reason why your work should not be included, please let us know.

1. political work: politics, policy and practice

politics as action; action and interaction; (political) action as work: work: trajectory and transformation; the idea of practice: action, knowledge and norms; dramaturgy; worlds, practices and materials

case study: Occupy Wall Street

Graeber, D *On playing by the rules: the strange success of #OccupyWallStreet*;
www.mauldineconomics.com/images/uploads/overmyshoulder/Occupy_Wall_Street.pdf

Greenberg, M 'In Zuccotti Park', *New York Review of Books*, 10 November 2011, 8 December 2011, 9 February 2012;
<http://www.nybooks.com/articles/archives/2011/nov/10/zuccotti-park/>

key reading

Adler, E and Pouliot, V (2011) 'International practices', *International Theory* 3 (1) 1–36

Callon, M and Latour, B (1981) 'Unscrewing the big Leviathan: how actors macro-structure reality and how sociologists help them to do so', in Knorr-Cetina, K D and Cicourel, A V (eds) *Advances in Social Theory and Methodology: toward an integration of micro and macro-sociologies*, London: Routledge and Kegan Paul

Markoff, J (1999) 'Where and when was democracy invented?', *Comparative Studies in Society and History* 41 (4) 660-690

(political) work

Ball, S J (1993) 'What is policy? Texts, trajectories, toolboxes', *Discourse* 13 (2) 10-17

Clarke, J (2012) 'The work of governing', in Coulter, K and Schumann, W R (eds) *Governing Cultures: anthropological perspectives on political labor, power and government*, New York: Palgrave

Colebatch, H K (2006) 'What work makes policy?', *Policy Sciences* 39 (4) 309-321

Colebatch, H and Degeling, P (1986) 'Talking and doing in the work of administration', *Public Administration and Development* 6 (4) 339-356

Davies, J S (2013) 'Just do it differently? Everyday making, Marxism and the struggle against neoliberalism', *Policy & Politics* 41 (4) 497-513

Enloe, C (2011) 'The mundane matters', *International Political Sociology* 5 (4) 447-450

Freeman, R 'Policy opportunities', draft ms, University of Edinburgh

Rhodes, R A W, 't Hart, P and Noordegraaf, M (eds) (2007) *Observing Government Elites: up close and personal*, Basingstoke: Palgrave Macmillan

practice theory

- Feldman, M S and Orlikowski, W J (2011) 'Theorizing practice and practicing theory', *Organization Science* 22 (5) 1240–1253
- Freeman, R, Griggs, S and Boaz, A (2011) 'The practice of policy making', *Evidence and Policy* 7 (2) 127-136
- Gomart, E and Hajer, M (2003) 'Is that politics?', in Joerges, B and Nowotny, H (eds) *Social Studies of Science and Technology: Looking back, ahead*, Dordrecht: Kluwer Academic Publishers
- Miettinen, R, Samra-Fredericks, D and Yanow, D (2009) 'Re-turn to practice: an introductory essay', *Organization Studies* 30 (12) 1309–1327
- Reckwitz, A (2002) 'Toward a theory of social practices. A development in culturalist theorizing', *European Journal of Social Theory* 5 243–263
- Wagenaar, H and Cook, S D N (2003) 'Understanding policy practices: action, dialectic and deliberation in policy analysis', in Hajer, M A and Wagenaar, H (eds) *Deliberative Policy Analysis. Understanding governance in the network society*, Cambridge: Cambridge UP

drama

- Borrecia, A (1993) 'Political Dramaturgy: a dramaturg's (re)view', *TDR* 37 (2) 56-79
- Rai, S M (2010) 'Analysing ceremony and ritual in Parliament', *Journal of Legislative Studies* 16 (3) 284-297

ethnography/anthropology

- Gledhill, J (2000) *Power and its Disguises. Anthropological perspectives on politics*, London: Pluto; ch 6 'From macro-structure to micro-process: anthropological analysis of political practice'
- Kubik, J (2009) 'Ethnography of politics: foundations, applications, prospects', in Schatz, E (ed) *Political Ethnography. What immersion contributes to the study of power*, Chicago: Chicago UP
- Paley, J (2002) 'Toward an anthropology of democracy', *Annual Review of Anthropology* 31 469–96

2. protest, activism and organization

strike, demonstration, protest; articulation; demonstration: political and scientific; activism; norms and alternatives; acting, performance and spectacle; network and organization

case studies

- *Barry, A (1999) 'Demonstrations: sites and sights of direct action', *Economy and Society* 28 (1) 75-94
- Dave, N N (2011) 'Activism as ethical practice: Queer politics in contemporary India', *Cultural Dynamics* 23 (1) 3-20
- Couldry, N (2001) 'The Umbrella Man: crossing a landscape of speech and silence', *European Journal of Cultural Studies* 4 (2) 131-152
- Hendriks, F and Tops, P (2005) 'Everyday fixers as local heroes: a case study of vital interaction in urban governance', *Local Government Studies* 31 (4) 475-490
- Hill, S (2010) 'Performing protest: mediatisation, embodiment and the visible in the case of Faslane 365', *Performing Politics: representation and deliberation in the public sphere*, PhD thesis, University of Edinburgh
- *McBride, J, Stirling, J and Winter, S (2013) "'Because we were living it": the hidden work of a strike', *Work, Employment and Society* 27 (2) 244-253
- Rigby, J and Schlembach, R (2013) 'Impossible protest: noborders in Calais', *Citizenship Studies* 17 (2) 157-172¹
- Sparks, H (1997) 'Dissident citizenship: democratic theory, political courage and activist women' *Hypatia* 12 (4) 74-110; see also Disch, L (1999) 'Judith Butler and the politics of the performative', *Political Theory* 27 (4) 545-559 and Clarke, M (2000) 'Rosa Parks' performativity, habitus, and ability to play the game', *Philosophy Today* 44 160-168

further reading: protest

- Graeber, D (2009) *Direct Action. An ethnography*, Oakland, CA: AK Press
- Gorringer, H and Rosie, M (2006) "'Pants to Poverty"? Making Poverty History, Edinburgh 2005', *Sociological Research Online* 11 (1)
- Ibrahim, J (2014) 'The moral economy of the UK student protest movement 2010-2011', *Contemporary Social Science: Journal of the Academy of Social Sciences* 9 (1) 79-91
- Jasper, J (1997) *The Art of Moral Protest*, Chicago: U Chicago P <googlebook>

¹ *Citizenship Studies* 17 (2) (2013) special issue on *Immigrant Protest* includes: Imogen Tyler & Katarzyna Marciniak (2013) Immigrant protest: an introduction, *Citizenship Studies*, 17:2, 143-156; Joe Rigby & Raphael Schlembach (2013) Impossible protest: noborders in Calais, *Citizenship Studies*, 17:2, 157-172; Imogen Tyler (2013) Naked protest: the maternal politics of citizenship and revolt, *Citizenship Studies*, 17:2, 211-226; Heide Castañeda (2013) Medical aid as protest: acts of citizenship for unauthorized im/migrants and refugees, *Citizenship Studies*, 17:2, 227-240; Cynthia Weber (2013) 'I am an American': protesting advertised 'Americanness', *Citizenship Studies*, 17:2, 278-292; Julie Rebouillat (2013) No Border: photo essay, *Citizenship Studies*, 17:2, 173-177

- Jossin, A (2010) 'How do activists experience transnational protest events? The case of young global justice activists from Germany and France', in Teune, S (ed) *The Transnational Condition: protest dynamics in an entangled Europe*, Oxford: Berghahn; <googlebook>
- Juris, J (2005) 'Violence performed and imagined: militant action, the Black Block and the mass media in Genoa', *Critique of Anthropology* 25 (4) 413-432
- Polletta, F (2006) *It was Like a Fever: storytelling in protest and politics*, Chicago: U Chicago P

further reading: activism

- Anderson, R (2014) 'Playing the fool: activists' performances of emotion in policy making spaces', *Emotion, Space and Society*
- Bang, H P and Sørensen, E (1999) 'The everyday maker: a new challenge to democratic governance', *Administrative Theory & Praxis* 21 (33) 325-341
- Breeze, M (2012) 'Skate names: intelligibility, seriousness and the problem of Roller Derby's sports recognition', working paper, University of Edinburgh
- Davis, K (2002) 'Feminist body/politics as world traveller. Translating Our Bodies, Ourselves', *European Journal of Women's Studies*, 9 (3) 223–247; also Thayer, M (2010) 'Translations and refusals: resignifying meanings as feminist political practice', *Feminist Studies* 36 (1) 200-230
- Newman, J (2012) *Working the Spaces of Power. Activism, neoliberalism and gendered labour*, Bloomsbury;
<https://www.bloomsburycollections.com/book/working-the-spaces-of-power-activism-neoliberalism-and-gendered-labour/ch2-talking-politics>
- Smith, A (2010) *Devolution and the Scottish Conservatives. Banal activism, electioneering and the politics of irrelevance*, Manchester: Manchester UP
- Stubbs, P (2012) 'Networks, organizations, movements: narratives and shapes of three waves of activism in Croatia', draft ms

further reading: organization

- Berry, C and Gabay, C (2009) 'Transnational political action and "global civil society" in practice: the case of Oxfam', *Global Networks* 9 (3) 339–358
- DeFilippis, J, Fisher, R and Shragge, E (2009) 'What's left in the community? Oppositional politics in contemporary practice', *Community Development Journal* 44 (1) 38–52
- Maiba, H (2005) 'Grassroots transnational social movement activism: the case of People's Global Action', *Sociological Focus* 38 (1) 41-63
- Redfield, P (2005) 'Doctors, Borders and Life in Crisis', *Cultural Anthropology* 20 (3) 328-361
- Riles, A (2001) *The Network Inside Out*, Ann Arbor: U Michigan P; ch 6 'Filling in the action'
- Super, E H (2009) *Everyday Party Politics: local volunteers and professional organizers in grassroots campaigns*, PhD thesis, University of Edinburgh; chs 3 'Organization' and 4 'Learning'

3. bureaucracy and administration

the civil servant; the street-level bureaucrat; drafting the law; applying the rules; knowledge: mobilization and distribution; holding things together

case studies

- *Barnett, M N (1997) 'The UN Security Council, Indifference, and Genocide in Rwanda', *Cultural Anthropology* 12 (4) 551-578
- Bevir, M and Rhodes, R A W (2006) *Governance Stories*, London: Routledge, includes ch 7 'Everyday life in a ministry'²
- Biegelbauer, P and Grießler, E (2009) 'Politische Praktiken von MinisterialbeamtInnen im österreichischen Gesetzgebungsprozess', *Österreichische Zeitschrift für Politikwissenschaft* 1 61–77 [English translation available as pdf]
- Healey, P (1992) 'A planner's day: knowledge and action in communicative practice', *Journal of the American Planning Association* 58 (1) 9-20
- *Wagenaar, H (2004) 'Knowing' the rules: administrative work as practice', *Public Administration Review* 64 (6) 643–656

further reading: ministries

- Barry, A (2002) 'In the middle of the network', in Law, J and Mol, A (eds) (2002) *Complexities. Social studies of knowledge practices*, Durham: Duke UP
- Hay, C and Richards, D (2000) 'The tangled webs of Westminster and Whitehall: the discourse, strategy and practice of networking within the British core executive', *Public Administration* 78 (1) 1-28
- Hecló, H and Wildavsky, A (1974) *The Private Government of Public Money*, London: Macmillan³
- Landers, B (1999) 'Encounters with the Public Accounts Committee: a personal memoir', *Public Administration* 77(1) 195-213
- Maybin, J C (2013) 'Policy-making as articulation work', in *Knowledge and Knowing in Policy Work: A case study of civil servants in England's Department of Health*, PhD thesis, University of Edinburgh
- Stevens, A (2011) 'Telling policy stories: an ethnographic study of the use of evidence in policy-making in the UK', *Journal of Social Policy* 40 (2) 237-255
- Richards, D and Smith, M J (2004) 'Interpreting the world of political elites', *Public Administration* 82 (4) 777-800

further reading: international bureaucracy

² See also: Rhodes, R A W (2011) *Everyday Life in British Government*, Oxford: Oxford UP; Rhodes, R A W, t'Hart, P and Noordegraaf, M (eds) (2007) *Observing Government Elites: up close and personal*, Basingstoke: Palgrave Macmillan; Bevir, M and Rhodes, R A W (2010) *The State as Cultural Practice*, Oxford: Oxford UP

³ see also: Parry, R (2003) 'The influence of Hecló and Wildavsky's *The Private Government of Public Money*', *Public Policy and Administration* 18 (3) 3-19

- Bueger, C (2011) 'The clash of practice: political controversy and the United Nations Peacebuilding Commission', *Evidence and Policy* 7 (2) 171–191
- Harper, R H R (1997) *Inside the IMF: an ethnography of documents, technology and organizational action*, San Diego: Academic Press; ch 7 'Desk officers'
- Geuijen, K, t'Hart, P, Princen, S and Yesilkagit, K (2008) *The New Eurocrats: national civil servants in EU policy-making*, Amsterdam: Amsterdam UP

further reading: street-level bureaucracy

- Durose, C (2009) 'Front-line workers and "local knowledge": neighbourhood stories in contemporary UK local governance', *Public Administration* 87 (1) 35–49
- Escobar, O (2013) 'Public-making' and 'Scripting' in *Transformative Practices: the political work of public engagement practitioners*, PhD thesis, University of Edinburgh
- van Hulst, M, de Graaf, L and van den Brink, G (2012) 'The work of exemplary practitioners in neighborhood governance', *Critical Policy Studies* 6 (4) 434-451
- Lipsky, M (1980) *Street-Level Bureaucracy: dilemmas of the individual in public services*, New York: Russell Sage Foundation;
<http://www.youtube.com/watch?v=ZX1livgPspA>⁴
- Maynard-Moody, S and Musheno, M (2000) 'State agent or citizen agent: two narratives of discretion', *Journal of Public Administration Research and Theory (J-PART)* 10 (2) 329-358

further reading: development

- Jackson, J T (2005) *The Globalizers: development workers in action*, Baltimore: Johns Hopkins UP; ch 5 'Global governance', ch 10 'Rebuilding after Hurricane Mitch'
- Li, T (2007) *The Will to Improve: governmentality, development, and the practice of politics*, Durham, NC: Duke UP
- Mosse, D (2005) *Cultivating Development: an ethnography of aid policy and practice*, London: Pluto Press
- Mosse, D (ed) (2011) *Adventures in Aidland: the anthropology of expertise and professionals in international development*, Oxford: Berghahn Books

further reading: advisers and experts

- Gains, F and Stoker, G (2011) 'Special advisers and the transmission of ideas from the policy primeval soup', *Policy and Politics* 39 (4) 485-498
- Honig, O A (2008) 'The whisper in the leader's ear: how do foreign policy advisers perform their job?' *International Relations* 22 (2) 221-241
- Stubbs, P (2011) '"Managing" consultancy? Charisma, competence and translation in transnational spaces', draft ms

⁴ See also: Rowe M (2012) 'Going back to the street: revisiting Lipsky's *Street-level Bureaucracy*', *Teaching Public Administration* 30 (1) 10-18

4. representation

the parliamentarian; the diplomat; officials; representation: political, pictorial, scientific; advocacy; committee work; roles and scripts: bureaucratic and heroic; performance: front stage and back stage

case studies

Busby, A and Belkacem, K (2013) '[Coping with the information overload: an exploration of assistants' backstage role in the everyday practice of European Parliament politics](#)', *European Integration Online Papers* 17 (1) 1-28

*Fenno, R F (1977) 'U.S. House Members in their constituencies: an exploration', *American Political Science Review* 71 (3) 883-917

Freeman, R (2006) 'Translating trauma', draft ms

Neumann, I B (2005) 'To be a diplomat', *International Studies Perspectives* 6 72-93

*Wodak, R (2009) *The Discourse of Politics in Action: politics as usual*, Basingstoke: Palgrave MacMillan; ch 4: 'One day in the life of an MEP'

further reading: parliamentary work

Bradbury, J and Mitchell, J (2007) '[The constituency work of members of the Scottish parliament and national assembly for Wales: approaches, relationships and rules](#)', *Regional and Federal Studies* 17 (1) 117-145

Busby, A (2013) '["Bursting the Brussels bubble": using ethnography to explore the European Parliament as a transnational political field](#)', *Perspectives on European Politics and Society* 14 (2) 203-222

Costa, O, Schnatterer, T and Squarcioni, L (2013) '[The French constitutional law of 23 July 2008 as seen by MPs: working or talking parliament?](#)' *Journal of Legislative Studies* 19 (2) 261-277

Crawford, M and Pini, B (2011) '[The Australian parliament: a gendered organisation](#)', *Parliamentary Affairs* 64 (1) 82-105

Halpin, D, MacLeod, I and McLaverty, P (2012) '[Committee hearings of the Scottish parliament: evidence giving and policy learning](#)' *Journal of Legislative Studies* 18 (1) 1-20

McCooley, D and Lowe, D (2010) 'Autobiography in Australian parliamentary first speeches', *Biography* 33 (1) 68-83

McLaverty, P and MacLeod, I (2012) '[Civic participation in the Scottish Parliament Committees](#)', *International Journal of Public Administration* 35 (7) 458-470

Michon, S (2008) '[Assistants in the European Parliament, a springboard for a European career](#)', *Sociologie du Travail* 50 (2) 169-183

Rosenblatt, G (2007) 'From one of us to one of them: the socialisation of new MPs', *Parliamentary Affairs* 60 (3) 510-517

Steger, B (2003) '[Getting away with sleep - social and cultural aspects of dozing in parliament](#)', *Social Science Japan Journal* 6 (2) 181-198

Winzen, T (2011) '[Technical or political? An exploration of the work of officials in the committees of the European Parliament](#)', *Journal of Legislative Studies* 17 (1) 27-44

further reading: various

- Harlow, B (2011) "'Extraordinary renditions': tales of Guantánamo, a review article', *Race & Class* 52 (4) 1-29
- Mehan, H (1996) 'The construction of an LD student: a case study in the politics of representation' in Silverstein and Urban (eds) *Natural Histories of Discourse*
- Neumann, I B (2002) 'Returning practice to the linguistic turn: the case of diplomacy', *Millennium: Journal of International Studies* 31 627–652
- Pitkin, H F (1967) *The Concept of Representation*, Berkeley: U California P
- Stewart, E A (2012) 'PPF Members' perspectives', in *Governance, participation and avoidance: everyday public involvement in the Scottish NHS*, PhD thesis, University of Edinburgh

5. researching political work

interviews, observation; working with documents, images, artefacts; research ethics; writing and analysing case studies

key reading

- Busby, A (2011) "'You're not going to write about that are you?": what methodological issues arise when you do ethnography in an elite political setting?' Sussex European Institute Working Paper, University of Sussex
- Dargie, C (1998) 'Observation in political research: a qualitative approach', *Politics* 18 (1) 65-71
- Gilliat-Ray, S (2011) "'Being there": the experience of shadowing a British Muslim Hospital chaplain', *Qualitative Research* 11 (5) 469-486
- McCoy, L (2006) 'Keeping the institution in view: working with interview accounts of everyday experience', in Smith, D E (ed) *Institutional Ethnography as Practice*, Oxford: Rowman and Littlefield
- Moug, P (2007) 'Non-participative observation in political research: the 'poor' relation?', *Politics* 27 (2) 108-114
- Puwar, N. (1997) 'Reflections on Interviewing Women MPs', *Sociological Research Online* 2 (1) <<http://www.socresonline.org.uk/socresonline/2/1/4.html>>
- Richards, D (1996) 'Elite interviewing: approaches and pitfalls', *Politics* 16 (3) 199-204

further reading

- Becker, H (2007) *Telling about Society*, Chicago: U Chicago P
- Bevir, M (2011) 'Public administration as storytelling', *Public Administration* 89 (1) 183-195
- Bueger, C (2014) 'Pathways to practice: praxiography and international politics' *European Political Science Review* 6 (3) 1-24
- Burawoy, M (1998) 'The extended case method', *Sociological Theory* 16 (1) 4-33
- Dalton, E (2011) '[Reflections on interviewing Japanese female members of parliament](#)', *Intersections* 25
- Escobar, O (2013) 'Ethnography of practice: research design and methods', in *Transformative Practices: The political work of public engagement practitioners*, PhD thesis, University of Edinburgh
- Fenno, R F (1986) 'Observation, context, and sequence in the study of politics', *American Political Science Review* 80 (1) 3-15
- Gerring, J (2004) 'What is a case study and what is it good for?' *American Political Science Review* 98 (2) 341-354
- Lezaun, J and Calvillo, N (2013) 'In the political laboratory: Kurt Lewin's atmospheres', *Journal of Cultural Economy*
- Maanen, J van (1988) *Tales of the Field. On writing ethnography*, Chicago: U Chicago P

- Mosse, D (2006) 'Anti-social anthropology? Objectivity, objection and the ethnography of public policy and professional communities', *Journal of the Royal Anthropological Institute* 12 935-956
- Nicolini, D (2009) 'Zooming in and out: studying practices by switching theoretical lenses and trailing connections', *Organization Studies* 30 (12) 1391-1418
- Pachirat, T (2009) 'The political in political ethnography: dispatches from the kill floor', in Schatz, E (ed) *Political Ethnography. What immersion contributes to the study of power*, Chicago: Chicago UP
- Paley, J (2002) 'Toward an anthropology of democracy', *Annual Review of Anthropology* 31 469-96
- Prior, L (2008) 'Repositioning documents in social research', *Sociology* 42 (5) 821-836
- Smith, K.E. (2006) 'Problematizing power relations in 'elite' interviews' *Geoforum* 37(4): 643-653
- Strangleman, T (2004) 'Ways of (not) seeing work: the visual as a blind spot in WES?', *Work, Employment and Society* 18 (1) 179-192
- Willner, R (2011) 'Micro-politics: an underestimated field of qualitative research in political science', *German Policy Studies* 7 (3) 155-185
- Yanow, D (2000) *Conducting Interpretive Policy Analysis*, Thousand Oaks: Sage
- Forester, J, Peters, S and Hittleman, M (2005) *Profiles of Practitioners. Practice stories from the field* <http://courses2.cit.cornell.edu/fit117/index.htm>

6. meeting

kinds of meeting and kinds of participation; form and content; uncertainty and resolution; decision-making: proposal, confirmation, acceptance; sensemaking; staging

case studies

- Escobar, O (2014): 'Scripting deliberative policy-making: dramaturgic policy, analysis and engagement know-how', *Journal of Comparative Policy Analysis: Research and Practice*
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- Armato, M (2013) 'Wolves in sheep's clothing: men's enlightened sexism and hegemonic masculinity in academia', *Women's Studies* 42 (5) 578-598
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7. speech and talk

politics as a form of talk: monologue and dialogue; speech, debate, interview; interruption; elaborated speech: presentation

case studies

- *Gavin, W F (2001) 'His Heart's Abundance: notes of a Nixon Speechwriter', *Presidential Studies Quarterly* 31 (2) 358-368
- Heritage, J and Greatbatch, D (1986) 'Generating applause: a study of rhetoric and response at party political conferences', *American Journal of Sociology* 92 (1) 110–157
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- Self, J W (2005) 'The first debate over the Debates: how Kennedy and Nixon negotiated the 1960 Presidential Debates', *Presidential Studies Quarterly* 35 (2) 361-375
- *Stark, D and Paravel, V (2008) 'PowerPoint in public: digital technologies and the new morphology of demonstration', *Theory, Culture & Society*, 25 (5) 30–55

key reading

- Finlayson, A (2001) 'The problem of the political interview', *Political Quarterly* 72 (3) 335-344
- Forester, J (1989) 'Listening: the social policy of everyday life', in Forester, J, *Planning in the Face of Power*, Berkeley: U California Press; or Forester, J (2006) 'Policy analysis as critical listening', in Rein, M, Moran, M and Goodin, R E (eds) *The Oxford Handbook of Public Policy*, Oxford: Oxford UP
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- Black, J (2002) 'Regulatory conversations', *Journal of Law and Society* 29 (1) 163-196
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- Risse, T (2000) "'Let's argue!": Communicative action in world politics', *International Organization* 54 (1) 1-39
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- Yates, J and Orlikowski, W J (2007) 'The PowerPoint presentation and its corollaries: how genres shape communicative action in organizations', in Zachry, M and Thralls, C (eds) *The Cultural Turn: Communicative Practices in Workplaces and the Professions*, Amityville, NY: Baywood Publishing
- Younge, G (2013) *The Speech. The story behind Dr Martin Luther King Jr's dream*, London: Guardian Books;
<http://www.theguardian.com/world/2013/aug/09/martin-luther-king-dream-speech-history>

other resources

<http://www.britishpoliticalspeech.org/>

8. documents

ministerial files; summarizing science at the IPCC; a WHO report; the CV; report writing; the document as dart, medium and artifact; government at a distance and over time; the work the document does; distributed authorship and distributed readership; paper work

case studies

- *Cambrosio, A, Limoges, C and Pronovost, D (1990) 'Representing biotechnology: an ethnography of Quebec science policy', *Social Studies of Science* 20 (2) 195-227
- Edwards, G (2007) 'How the World Health Organization 1977 report on alcohol-related disabilities came to be written: a provisional analysis', *Addiction* 102 1711-1721
- Espeland, W (1993) 'Power, policy and paperwork: The bureaucratic representation of interests', *Qualitative Sociology* 16 (3) 297-317
- Feldman, M S (1989) *Order without Design. Information production and policy making*, Stanford, CA: Stanford UP; part II What Bureaucratic analysts do: ch 4 'Report writing' [googlebook]
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- *IPCC (Intergovernmental Panel on Climate Change) Principles and Procedures; http://www.ipcc.ch/organization/organization_procedures.shtml; also: *Procedures for the Preparation, Review, Acceptance, Adoption, Approval and Publication of IPCC Reports* [download]; and: Sundqvist, G, Bohlin, I, Hermansen, E and Yearley, S 'Formalisation and separation: an anatomy of approaches to summarising science for climate policy', unpublished paper

key reading

- Brown, J S and Duguid, P (1996) 'The social life of documents'; <http://firstmonday.org/issues/issue1/documents/index.html>
- Cooren, F (2004) 'Textual agency: how texts do things in organizational settings', *Organization* 11 (3) 373-393
- Freeman, R and Maybin, J (2011) 'Documents, practices and policy', *Evidence and Policy* 7 (2) 155-170
- Smith, D E (1984) 'Textually mediated social organization', *International Social Science Journal* 36 (1) 59-76; repr Smith (1990) (below)

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- Apthorpe, R (1997) 'Writing development policy and policy analysis', in Shore, C and Wright, S (eds) *Anthropology and Policy*, London: Routledge; googlebook

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- Gayon, V (2009) 'Un atelier d'écriture internationale: l'OCDE au travail. Éléments de sociologie de la forme «rapport»', *Sociologie du Travail* 51, 324–342
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www.research.microsoft.com/.../paper%20supported%20work%2095.pdf
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- Riles, A (ed) (2006) *Documents: Artifacts of Modern Knowledge*, Ann Arbor: U Michigan P
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- Smith, D E (1990) *Texts, Facts and Femininity. Exploring the relations of ruling*, London: Routledge
- Smith, D E (2001) 'Texts and the ontology of organizations and institutions', *Studies in Cultures, Organizations and Societies* 7 159-198

9. political things: artefacts, bodies

the politics of things: polling stations, passports and pigswill; nuclear warheads; community centres and eco-showhomes; children's drawings; tables; technology and power; bodies; emotions; boundaries and boundary objects

case studies

- Aradau, C and Hill, A (2013) 'The Politics of Drawing: Children, Evidence, and the Darfur Conflict', *International Political Sociology* (2013) 7, 368–387
- *Carter, P (2011) 'Governing welfare reform symbolically: evidence based or iconic policy?', *Critical Policy Studies* 5 (3) 247-263
- *Coles, K A (2004) 'Election day: the construction of democracy through technique', *Cultural Anthropology* 19 (4) 551–580
- Kitchens, Allen H (1974) 'Shape-of-the-table negotiations at the Paris peace talks on Vietnam', Department of State; in Loo, C M (ed) (1974) *Crowding and Behaviour*, MSS Information Corporation; <googlebook>
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- Mahler, M (2006) 'Politics as a vocation: notes toward a sensualist understanding of political engagement', *Qualitative Sociology* 29 281-300
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key reading

- Reckwitz, A (2002) 'The status of the "material" in theories of culture: from "social structure" to "artefacts"', *Journal for the Theory of Social Behaviour* 32 (2) 195-217
- Marres, N and Lezaun, J (2011) 'Materials and devices of the public: an introduction', *Economy and Society* 40 (4) 489-509
- Star, S L and Griesemer, J R (1989) 'Institutional ecology, 'translations' and boundary objects: amateurs and professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39', *Social Studies of Science* 19 387-420
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further reading

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- Barry, A (2013) *Material Politics: disputes along the pipeline*, Chichester: John Wiley; ch 1 'Introduction' available as free download
- Foucault, M (1980) 'On popular justice: a discussion with Maoists', in Foucault, M *Power/Knowledge. Selected interviews and other writings 1972-1977*, edited by Colin Gordon, Brighton: Harvester

- du Gay, P, Hall, S, Janes, L, Koed Madsen, A, Mackay, H and Negus, K (2013) *Doing Cultural Studies: the story of the Sony Walkman*, second edition, London: Sage
- Holmes, M (2004) 'Introduction: The importance of being angry: anger in political life', *European Journal of Social Theory* 7 (2) 123-132
- Marres, N (2013) 'Why political ontology must be experimentalized. On eco-showhomes as devices of participation', *Social Studies of Science* 43 (3) 417-443
- Ng, K H and Kidder, J L (2010) 'Toward a theory of emotive performance: with lessons from how politicians do anger', *Sociological Theory* 28 (2) 193-214
- Paley, J (2001) 'Making democracy count: opinion polls and market surveys in the Chilean political transition', *Cultural Anthropology* 16 (2) 135-164
- Torpey, J (2000) *The Invention of the Passport. Surveillance, citizenship and the state*, Cambridge: Cambridge UP
- Yanow, D (1993) 'The communication of policy meanings: implementation as interpretation and text', *Policy Sciences* 26 41-61

Jacqueline Hassink: *The Table of Power*: <http://www.jacquelinehassink.com/>

10. space

parliaments; airports; cities; coffee-houses; architecture as expression: the meaning of buildings; multiple and connected sites; space to talk; space, seeing and being seen; closed and open space

case studies

- Cochrane, A (2006) 'Making up meanings in a capital city: power, memory and monuments in Berlin', *European Urban and Regional Studies* 13 (1) 5–24
- Davies, A (2009) 'Ethnography, space and politics: interrogating the process of protest in the Tibetan freedom movement', *Area* 41 (1) 19–25
- Laurier, E and Philo, C (2007) 'A parcel of muddling muckworms': revisiting Habermas and the English coffee-houses', *Social and Cultural Geography*, 8 (2) 259–281
- *Puwar, N (2010) 'The archi-texture of Parliament: flaneur as method in Westminster', *Journal of Legislative Studies* 16 (3) 298–312
- *Salter, M B (2007) 'Governmentalities of an airport: heterotopia and confession', *International Political Sociology* 1 49–66

further reading

- Darian-Smith, E (2002) 'Beating the bounds: law, identity and territory in the new Europe', in Greenhouse, C J, Mertz, E and Warren, K B (eds) *Ethnography in Unstable Places*, Durham, Duke UP
- Danyi, E (2011) *Parliament Politics. A material semiotic analysis of liberal democracy*, PhD thesis, Lancaster University
- Featherstone, D and Painter, J (eds) (2013) *Spatial Politics: Essays For Doreen Massey*, Chichester: Wiley-Blackwell
- Goodsell, C (1988) 'The architecture of Parliaments: legislative houses and political culture', *British Journal of Political Science* 18 (3) 287–302
- Heaney, M and Rojas, F (2006) 'The place of framing: multiple audiences and antiwar protests near Fort Bragg', *Qualitative Sociology* 29 485–505
- Lawn, M (1999) 'Designing teaching: the classroom as a technology', in Grosvenor, I, Lawn, M and Rousmaniere, K (eds) *Silences and Images. The social history of the classroom*, New York: Peter Lang
- Lazarus-Black, M and McCall, P L (2006) 'The politics of place: practice, process, and kinship in domestic violence courts', *Human Organization* 65 (2) 140–155
- Parkinson, J (2013) 'How legislatures work – and should work – as public space', *Democratization* 20 (3) 438–455
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- Sloterdijk, P (2008) 'Foam city', *Distinktion: Scandinavian Journal of Social Theory* 9 (1) 47–59

Yanow, D (1998) 'Space stories: studying museum buildings as organizational spaces while reflecting on interpretive methods and their narration', *Journal of Management Inquiry* 7 (3) 215-239

Global Instant Objects: *Pneumatic Parliament* <http://www.g-i-o.com/pp1.htm>

Luca Zanier: *Corridors of Power*: <http://www.anzenbergallery.com> [go to: artists: luca zanier]

Appendix 1 - Student Information

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 2 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 Politics addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this handbook 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>

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. ELMA automatically runs all submissions through 'Turnitin', our plagiarism detection software, and 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/schools-departments/academic-services/students/undergraduate/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>

Appendix 2 – Submission and Feedback

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 information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at <https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA>. Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.

Occasionally, there can be technical problems with a submission. We request that you monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser's responsibility to inform you of the reasons.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.

Word Count Penalties

Your short essay should be between (enter word limits here) words (excluding bibliography)*. Essays above (enter word limit here) words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between (enter word limit and word limit plus 20) words will lose one mark, between (enter word limit and word limit plus 40) 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.

Lateness Penalties

Unlike in Years 1 and 2, NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK At HONOURS LEVEL.

Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours. Timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility at this stage in your university career. Unexcused lateness can put at risk your prospects of proceeding to Senior Honours and can damage your final degree grade.

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 five calendar days (25 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. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at 12.01pm will be marked as one day late, work submitted at 12.01pm on Wednesday will be marked as two days late, and so on.

Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.

Please be aware that all work submitted is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on ELMA is therefore subject to change following the consideration of the Lateness Penalty Waiver Panel (please see below for further information) and the Board of Examiners.

How to Submit a Lateness Penalty Waiver Form

If there are extenuating circumstances beyond your control which make it essential for you to submit work after the deadline you must fill in a 'Lateness Penalty Waiver' (LPW) form to state the reason for your lateness. This is a request for any applicable penalties to be removed and will be considered by the Lateness Penalty Waiver Panel.

Before submitting an LPW, please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Such circumstances should be serious and exceptional (e.g. not a common cold or a heavy workload). Computer failures are not regarded as justifiable reason for late submission. You are expected to regularly back-up your work and allow sufficient time for uploading it to ELMA.

You should submit the LPW form and supply an expected date of submission as soon as you are able to do so, and preferably before the deadline. Depending on the circumstances, supporting documentation may be required, so please be prepared to provide this where possible.

LPW forms can be found in a folder outside your SSO's office, on online at: http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours

Forms should be returned by email or, if possible, in person to your SSO. They will sign the form to indicate receipt and will be able to advise you if you would like further guidance or support.

Please Note: Signing the LPW form by either your SSO or Personal Tutor only indicates acknowledgment of the request, not the waiving of lateness penalties. Final decisions on all marks rest with Examination Boards.

There is a dedicated SSO for students in each subject area in SPS. To find out who your SSO is, and how to contact them, please find your home subject area from the list below:

Politics

Ruth Winkle: ruth.winkle@ed.ac.uk 0131 650 4253

Room 1.11, Chrystal MacMillan Building

International Relations

Rebecca Shade rebecca.shade@ed.ac.uk 0131 651 3896

Room 1.10, Chrystal MacMillan Building

Social Anthropology

Vanessa Feldberg vanessa.feldberg@ed.ac.uk 0131 650 3933

Room 1.04, Chrystal MacMillan Building

Social Policy

Louise Angus L.Angus@ed.ac.uk 0131 650 3923

Room 1.08, Chrystal MacMillan Building

Social Work

Jane Marshall jane.marshall@ed.ac.uk 0131 650 3912

Room 1.07, Chrystal MacMillan Building

Sociology

Karen Dargo Karen.Dargo@ed.ac.uk 0131 651 1306

Room 1.03, Chrystal MacMillan Building

Sustainable Development

Sue Renton sue.renton@ed.ac.uk 0131 650 6958

Room 1.09, Chrystal MacMillan Building

If you are a student from another School, you should submit your LPW to the SSO for the subject area of this course (Politics).

Return of Feedback

Feedback for coursework will be returned online via ELMA on 18.05.15