Image: Simon Terrill, *Huddle*, type C print, 1.8m x 2.4m, 2007; [http://simonterrill.com/Crowds](http://simonterrill.com/Crowds).
### Key Information

**Course Organiser**
Dr Tod Van Gunten  
Email: tvangun@exseed.ed.ac.uk  
Room 6.10 Chrystal MacMillan Building, 15a George Square  
Guidance & Feedback hours: Tuesdays 11:00-13:00  
To book a meeting, please go to: https://calendly.com/todvangunten/office-hours

**Lecturers**
Prof Donald MacKenzie  
Email: DonaldMacKenziePA@ed.ac.uk  
Room 6.26 Chrystal MacMillan Building, 15a George Square  
Guidance & Feedback hours: Mondays 14.00 - 16.00

Dr Kate Orton-Johnson  
Email: K.Orton-Johnson@ed.ac.uk  
Room 2.06, 18 Buccleuch Place  
Guidance & Feedback Hours: Tuesdays and Wednesdays 10:00-11:00

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

**Senior Tutor**
Dora Jandric  
Email: Dora.Jandric@ed.ac.uk

**Course Administrator**
Laura Thiessen  
Email: laura.thiessen@ed.ac.uk  
Undergraduate Teaching Office  
Room 1.16, Chrystal MacMillan Building, 15a George Square

**Assessment Deadlines**
- Midterm essay: Monday, 28 October, 12:00 Noon  
- Final essay: Monday, 9 December, 12:00 Noon

### Aims and Objectives

‘Neither the life of an individual nor the history of a society can be understood without understanding both.’


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’, which has inspired generations of sociologists. Mills captures the core vision of sociology: the idea that we cannot understand individual biographies outside of their social context.
## Course calendar at a glance

*Note: when viewing this document electronically, clicking on the underlined text will take you to the relevant section below.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Date</th>
<th>Lecture topic</th>
<th>Tutorial task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 17 September</td>
<td>Course introduction</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Friday 20 September</td>
<td>1. What is the sociological imagination?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Unit 1: No such thing as society? (Prof. Donald MacKenzie)</td>
<td></td>
<td>Developing your sociological imagination</td>
</tr>
<tr>
<td></td>
<td>Tuesday 24 September</td>
<td>2. The Selfishly Rational and Norm-Following Human</td>
<td></td>
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<tr>
<td></td>
<td>Friday 27 September</td>
<td>3. Norms, Roles and Social Order</td>
<td></td>
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<tr>
<td>3</td>
<td>Tuesday 1 October</td>
<td>4. The Self and Mutual Susceptibility</td>
<td>Serious games</td>
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<tr>
<td></td>
<td>Friday 4 October</td>
<td>5. Social Networks and Social Capital</td>
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<tr>
<td>4</td>
<td>Tuesday 8 October</td>
<td>6. Imitation</td>
<td>Essay writing</td>
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<tr>
<td></td>
<td>Unit 2: Social inequality (Dr. Tod Van Gunten)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Friday 11 October</td>
<td>7. Inequality and social class</td>
<td></td>
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<tr>
<td>5</td>
<td>Tuesday 15 October</td>
<td>8. Equality of opportunity or social reproduction?</td>
<td>The Great British Class Survey</td>
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<td></td>
<td>Friday 18 October</td>
<td>9. Social and cultural capital</td>
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<tr>
<td>6</td>
<td>Tuesday 22 October</td>
<td>10. Gender inequalities</td>
<td>Cultural capital and higher education</td>
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<tr>
<td></td>
<td>Unit 3: Digital Societies (Dr. Kate Orton-Johnson)</td>
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<tr>
<td></td>
<td>Friday 25 October</td>
<td>11. Living in a digital society: Communities and networks</td>
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<tr>
<td>7</td>
<td>MID-TERM ESSAY DUE MONDAY, 28 OCTOBER</td>
<td></td>
<td>Nomophobia</td>
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<tr>
<td></td>
<td>Tuesday 29 October</td>
<td>12. Social networking: digitally mediated friendships and relationships</td>
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<tr>
<td></td>
<td>Friday 1 November</td>
<td>13. Digital culture: Consumption, activism and 'the truth'</td>
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</table>

*Continues on next page*
Course calendar at a glance (continued)

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Date</th>
<th>Lecture</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Tuesday 5 November</td>
<td>14. Division and privacy in a digital society</td>
<td>Digital footprints</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unit 4: Transnationalism, Culture and Global Society (Prof. Donald MacKenzie)</strong></td>
<td></td>
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<tr>
<td></td>
<td>Friday 8 November</td>
<td>15. Globalisation and Migration</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Tuesday 12 November</td>
<td>16. Transnationalism and the Migrant Experience</td>
<td>Transnational lives</td>
</tr>
<tr>
<td></td>
<td>Friday 15 November</td>
<td>17. Making Nations</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tuesday 19 November</td>
<td>18. Culture</td>
<td>How are nations made?</td>
</tr>
<tr>
<td></td>
<td>Friday 22 November</td>
<td>19. World Society</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Reading week (25-29 November)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td><strong>FINAL ESSAY DUE MONDAY, 9 DECEMBER</strong></td>
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</tbody>
</table>
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 Gordon Aikman Lecture Theatre
- Friday 14.10 – 15.00 in Gordon Aikman Lecture Theatre
Lectures start promptly at 14.10 so please be seated by that time.

Lecture Recording

Please note that we will not be video recording lectures on this course. This decision springs from a number of reasons: most importantly the university is still in the process of working out policies about storage and proper use of recordings, and the research on whether recorded lectures help or hinder student learning is mixed.

Lectures are live events – they are not simply content that we expect you to passively receive and regurgitate. They require your active engagement and – often – participation. Learning to listen, prioritise, and critically evaluate arguments raised in lectures in real time are important transferable skills that require practice.

Students are free to audio-record lectures for personal use. Slides are posted on Learn prior to lectures. If there are any aspects of the lecture that you are unclear about (whether you were there or not) please make use of the support available. If something is unclear, then discuss it. Lecturers, tutors and classmates are all invaluable when thinking through key concepts and ideas. All the course team set aside time for guidance and feedback so feel free to get in touch. This will keep you involved and engaged with the course.

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 (beginning Monday, 23 September 2018).
Please note that pressure of work or problems of time management are not 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. A schedule of tutorial tasks appears below beginning on page 29. Students should read the task description and complete any exercises in advance of their tutorial session.

Assessment

Essay topics are outlined beginning on page 33. Information about submission, marking, etc. is provided here.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weight</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>Monday, 28 October 2019</td>
<td>Monday, 18 November 2019</td>
</tr>
<tr>
<td></td>
<td>(excl. bibliography)</td>
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<td></td>
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</tr>
<tr>
<td>Final essay</td>
<td>2000 words max</td>
<td>50%</td>
<td>Monday, 9 December 2019</td>
<td>Thursday, 9 January 2020</td>
</tr>
<tr>
<td></td>
<td>(excl. bibliography)</td>
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</tbody>
</table>

Note: do not exceed the word count limit or penalties will be applied. See Appendix 2 and http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Students will be assessed by one midterm and one final essay. Each is worth 50% of the final course mark. Both essays should be between 1800 and 2000 words (excluding bibliography). Essays above 2000 words will automatically receive a 5 mark penalty. 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. See Appendix 2 for more information.

Academic misconduct includes plagiarism (giving the false impression that the ideas and words submitted are your own when they are the work of someone else) as well as some forms of inadequate referencing, self-plagiarism, and other forms of poor conduct. You should familiarise yourself with ways to avoid misconduct, including the information included in Appendix 2. If you have doubts about proper practices, please ask your tutor or the course organizer.

You must submit your essay by the dates noted in the course calendar. 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 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
Your tutor will mark your essays. All course work is moderated. This means that the course organisers and lecturers will second-read a sample of essays from each tutorial group to ensure equal marking standards across tutorial groups. 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/marketing_descriptors

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.

Adjustment schedules- student absence/illness

If you are a student with an adjustment that states you should not be penalized for absence due to illness/disability, you must contact your tutor/course organiser to let them know each time you are unable to attend.

If the condition for which you have learning adjustments has worsened, and this is causing excessive absences, you must apply for special circumstances. Please speak to your Student Support Officer.

Resits

To pass this course students must achieve an overall final course mark of 40% or above.

If you fail to pass the course overall and need to take the resit, you must re-take all failed assessments. Any component of assessment that has been passed will be carried forwards and included as part of your final mark. The weightings of each component will stay the same. The format of the component being re-sat may be different then the first attempt. If you are required to resit components of the course, you will be contacted by the Course Administrator.

Please note that if you are required to take a resit as a result of failing the course you may incur a reassessment fee. More information can be found on the Scholarships and Student Funding webpage - https://www.ed.ac.uk/student-funding/tuition-fees/undergraduate/additional-fees

Any student who is resubmitting an assignment or resitting an examination as a result of a valid Special Circumstances application will not be charged this fee.
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 anything related to submitting assessments and for any problems with ELMA or LEARN, contact the course administrator:

Laura Thiessen
Undergraduate Teaching Office
Room 1.16, Chrystal Macmillan Building
Phone: 0131 650 3932
Email: laura.thiessen@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:

Dora Jandric
Email: Dora.Jandric@ed.ac.uk

To join the course, to discuss problems, and for any other advice, contact the course organiser:

Dr Tod Van Gunten
Room 6.10 Chrystal MacMillan Building, 15a George Square
Phone: 0131 650 4637
Email: tvangun@exseed.ed.ac.uk

To book an appointment, please go to: https://calendly.com/todvangunten/office-hours

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 the front page of the handbook and the staff webpage: 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.

- **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 strengths and areas needing improvement 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 course planning in 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. The resource list can be accessed via Learn (look for the ‘resource list’ icon) or at the following link: https://eu01.alma.exlibrisgroup.com/leganto/readinglist/lists/22068142970002466

You must log in via EASE in order to access library materials.

A few essential readings are not available electronically and you will need a physical copy of the book. The library has many copies available on reserve. Because of the large enrolment on this course we have also asked Lighthouse Books (43-45 W Nicolson Street) and Blackwell’s Bookshop (53-62 South Bridge) to stock these books:


Please note that it may be particularly useful to purchase your own copy if you write an essay on the topic(s) associated with these books. However, purchasing books is strictly optional.
 Outline of lectures and readings  

Course introduction: What is the sociological imagination? (Dr. Tod Van Gunten)  

This course takes its name and core theme from the classic book *The sociological imagination* by C. Wright Mills. Originally published in 1959, Mills' book remains a classic statement of the goals and mission of sociology as a discipline. In the opening chapter, 'The promise', Mills lays out his vision of the sociological imagination: the capacity to put the trials and tribulations of individual biographies into a broader social, collective context, so as to understand both. The epigraph on page 2 captures the core of Mills' formulation: 'Neither the life of an individual nor the history of a society can be understood without understanding both.' That is to say, sociology looks beyond the details and idiosyncrasies of individual experience to understand the larger social forces that shape personal biographies.

**Read this:**  

**Read further:**  
Continue reading Mills' book *The Sociological Imagination*. Focus your reading on chapters 6-10, which further develop Mills' vision for sociology in a way that remains fresh and applicable. The appendix 'On intellectual craftsmanship' provides practical guidance on how to develop one's sociological imagination. And Todd Gitlin's 'Afterword' in the 2000 edition provides insight into Mills' own biography and his legacy.

**Unit 1: No Such Thing as Society? (Prof. Donald MacKenzie)**

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?'

a. That what we call 'society' is simply a collection of individuals, each rationally seeking the maximum personal benefit;

b. 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');

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

d. That 'society' is a network of relationships amongst people who know each other personally

e. 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. You will learn a — scientifically tested — tip for making yourself 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. Blackwell’s, 53-62 South Bridge, will also have copies.

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.

Read this:

Giddens A and Sutton P W (2017) “What is Sociology?” Chapter 1 of Giddens and Sutton *Sociology* Cambridge: Polity, 8th edition. This chapter offers an introduction to sociology that is different from (but compatible with) that offered
in this unit, and it includes a useful overview of the development of the discipline that will help you locate authors we draw on such as Durkheim and Mead.

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.

**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 of how human beings are ‘mutually susceptible’ (strongly affected by how others regard them). We conclude with Goffman’s famous argument of how we produce a desirable ‘self’.

Read this:


Read further:


2019-20 Sociology 1A 13
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: Social Inequality (Dr. Tod Van Gunten)

In recent years, inequality has assumed an increasingly prominent role in public discourse. Mainstream policy organizations like the International Monetary Fund, Organization for Economic Cooperation and Development (OECD) and European Commission all emphasize that growing economic inequality is a problem for the global economy. This unit explores the field of social stratification, the sociological approach to the study of inequality. We focus on themes including class, social mobility and reproduction, cultural and social capital, and categorical inequalities such as those based on gender, race and ethnicity. Sociologists increasingly see inequality as an inherently relational phenomenon: that is, rather than simply the result of individual attributes and resources (e.g. income), the fortunes and life chances of individuals (and groups of individuals) are deeply interdependent, such that the advantages of one group are often the disadvantages of another. This relational approach to inequality embodies Mills’ arguments about the intersection of biography and history.

General readings:

Several readings below are taken from Lucinda Platt’s Understanding Inequalities: Stratification and Difference. The book as a whole is a good introduction to the field of social stratification.

Savage, Michael et. al. (2015). Social class in the 21st Century. London: Pelican. Several core readings come from this book and it is also relevant for essay topics. The book is not available electronically and the library has a limited number of course. This book costs less than £10 and will be available from Lighthouse Books and Blackwells, and is also stocked by most major bookstores.

Lecture 7: Inequality and social class

Social Class is arguably the oldest and still one of the most important ways of thinking about inequality. While sociologists have long studied class, they have used competing definitions and theoretical frameworks. The two most central (though not the only) conceptions of class are the Marxist and Weberian approaches. Marxist approaches emphasize that class is rooted in individuals’ position in the capitalist system (e.g. workers versus capitalists), and argue that relations of exploitation and domination are critical to understanding class. Weberian approaches emphasize focus on the ‘life chances’ associated with different positions in the labour market and within organizations. This lecture emphasizes that these approaches reflect different aspects of the study of social class. It also addresses debates about the proper definition of the ‘middle class’ and whether class has become less important as a dimension of social structure as a result of changes in the economy.

Read this:

Wright, Erik Olin (2016), ‘Two normative approaches to inequality and their normative implications.’ Social Science Research Council ‘What is inequality’ Series (originally published at https://items.ssrc.org/category/what-is-inequality/). This short piece provides a succinct introduction to what it means to think sociologically about inequality.

Read further:

Continue with chapter 2 of Platt's *Understanding Inequalities*, called “Class”.

Savage, Michael et. al. (2015). *Social class in the 21st Century*. London: Pelican. This book the most widely read work on social class in the UK in recent years. It presents results from ‘the Great British Class Survey’, an unusually large survey run by the BBC. We will take the survey in the tutorial following this lecture. Chapters 3 and 4 of Savage’s book are required reading for lecture 9.

**Lecture 8: Equality of opportunity or social reproduction?**

One of the key distinctions in the study of social inequality is that of *equality of opportunity* versus *equality of outcome*. Equality of opportunity is the ideal, often termed meritocracy, that at birth all individuals have equal chances of becoming wealthy or poor. Equality of outcome focuses on the actual distribution of advantage and disadvantage, whether understood in terms of income distribution or (as emphasized in the previous lecture) class structure. Social mobility refers to the extent of inter-generational transmission of class (or income): to what extent to the children of wealth or poor parents remain wealthy or poor. The tendency towards relatively high rates of inter-generational transmission (equivalently, low rates of social mobility) is termed social reproduction. This lecture explores the long history of sociological research on social mobility, emphasizing an international, comparative perspective.

**Read this:**


**Read further:**

Continue reading in Friedman and Laurison’s book *The Class Ceiling*.


**Lecture 9: Cultural and social capital**

So far in this unit, we have emphasized ‘materialist’ approaches to class focused on income, occupations, and position in the capitalist system. However, sociologists have also increasingly focused on cultural approaches to class analysis. Among the most important contribution in this domain is Pierre Bourdieu’s concept of cultural capital: the idea that tastes and ‘dispositions’ in consumption are strongly related to class background and play a significant role in social reproduction. This lecture introduces the idea of cultural capital, the debate between cultural and more ‘economistic’ approaches to class analysis, and recent research on the evolving content of cultural capital. In addition, we also discuss the distinct concept of social capital, associated with Bourdieu and other sociologists (such as James Coleman). Whereas cultural capital refers to valuable endowments of knowledge and taste, social capital refers to
the social relations and networks that also play a key role in shaping processes of social mobility and reproduction.

Read this:

  Chapter 3 and 4: ‘Highbrow and emerging cultural capital’ and ‘Social Capital: networks and personal ties’

Read further:

Chapter 7 of Savage’s Social class in the 21st Century (above) is also very relevant.


Lecture 10: Gender inequalities

Alongside inequalities based on class, the study of categorical inequality – the study of the advantages and disadvantages facing socially constructed ‘groups’ (or categories) of people – is central to the field of sociology. Gender inequality is a key area of study: despite the fact that the ‘gap’ between men’s and women’s (average) wages substantially shrunk in industrialized economies during the 20th century (alongside other notable advances, such as political rights), a substantial gap remains. Moreover, there is evidence that the decline of this gap has stalled in recent decades. This lecture considers the reasons for this gap, paying particular attention to recent research focusing on the role of caregiving (i.e. parenting) roles in producing gender inequities. A key distinction (also relevant to the next lecture on inequalities based on race and ethnicity) is between explanations based on discrimination and those that rest on structural inequality. This lecture also begins to address the intersection of different dimensions of inequality by considering the interaction of gender and class.

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 our personal relationships. The lectures in the unit then go on to explore our digital identities and what it means to live in a digital culture. The unit concludes by reflecting on some of the implications of living in an increasingly data driven world.

General readings (these will be useful background texts 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#.Vgl4tI_BzRY](http://www.tandfonline.com/loi/rics20#.Vgl4tI_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 Netflix](http://www.netflix.com/))
- *Catfish* (2010)
- *Digital human* (podcasts) ([available to download on BBC Radio 4](http://www.bbc.co.uk/))
- *We Live in Public* (2009) ([Documentary available on iTunes and Netflix – details here](http://www.youtube.com))
- *An anthropological introduction to YouTube* (2008) ([available to view on youtube](http://www.youtube.com))

**Lecture 11: Living in a digital society: Communities and Networks**
This introductory lecture 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 concept of **community** to consider the impact of a dissolution of temporal and geographical boundaries in a networked world. Using social media as an example 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 the ways in which we connect.
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 we present the self online? Using the example of selfies as a form of online identity work the lecture will explore some of these issues and ask what impacts perpetual contact and digital memory may have on our understandings of self.

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](http://www.ted.com/talks/sherry_turkle_alone_together)

Read further:


Lecture 13: Digital culture: Consumption, activism and “the truth”

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? This lecture will explore some of the ways in which the internet enhances our scope for individualism and creativity as well as providing us with spaces for activism and protest. Finally, the lecture will explore the ways in which new models of knowledge generation and circulation provide us with a wealth of resources but also challenge us to think about what is true in an age of “fake news”.

Read this:


Read further:


Lecture 14: 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 for 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 15: 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.

**PLEASE NOTE:** the slides for this lecture will include an image of the bodies of migrants who died crossing the US-Mexico border. Students not wishing to see this image can enter the lecture theatre five minutes late; a version of the slides without the image will be posted to learn. Students are welcome to contact the course organizer and/or senior tutor to discuss any concerns.

Read this:

Read further:


Lecture 16: 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 17: 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.
‘What 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.)

**Lecture 18: 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 (scarce 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: Globalization, 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 19: 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.


Those of you who are studying international politics will immediately see connections between that and Meyer’s thesis. See, for example, the section subtitled ‘The Argument’ in chapter 1 of:
Tutorial schedule

Week 2: Developing your sociological imagination

This tutorial builds on lecture 1: What is the sociological imagination?

One of C. Wright Mills’ examples of using the sociological imagination is unemployment: while one person’s job loss seems purely the result of idiosyncratic facts of their own biography, a change in the unemployment rate reflects large-scale social trends. Similarly, the introductory lecture gives the example of divorce: while we often think that divorce happens because of the particular conflicts and problems that lead to the dissolution of a couple, often these factors are similar for large numbers of couples. Drawing on these ideas, this task has two parts:

1. What are some possible “individual” and “social” explanations of divorce?
2. Think of other social phenomena that could be explained in both individualist or social terms. What would the differences between these explanations be?

Key reading for this task:


Week 3: Serious games

This tutorial builds on lecture 2: The selfishly rational and norm-following human

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 Tuesday of week 2, 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 4: Essay writing skills

This tutorial prepares students for essay writing in advance of the mid-term essay

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=CaHTrsLsovs&list=PLHvRjIcrXonLSnNL3WHKj04KG5VzKvvB

Recommended Materials:

Week 5: The Great British Class Survey

This tutorial builds on lecture 7: Inequality and social class

The Great British Class Survey is a unique online survey conducted by the BBC and analyzed by several sociologists, including Mike Savage and colleagues in the book Social Class in the 21st Century. Read the description of the class categories here before you take the survey: 
https://www.bbc.co.uk/news/magazine-21953364

Think about how you would classify yourself or your family in these categories. Then, before your tutorial session, take the survey at this link: https://www.bbc.co.uk/news/magazine-22000973

In this task, each tutorial group will (anonymously) collect the class assigned by the BBC class calculator. Your tutor will reveal the distribution of class categories (i.e. what percentage of your classmates fall into each category. Before you learn this, discuss your expectations about the distribution. After your tutor tells you, discuss whether the actual distribution conforms with your expectations. If you are willing to reveal the class assigned to you, did it conform with your self-classification? More broadly, what do you think about this set of class categories? Are any categories omitted, or included when they shouldn’t be? What are the advantages and disadvantages of this set of class categories relative to a simple Marxian framework of ‘bourgeoisie and proletariat’ as expressed in the Communist manifesto (discussed in the lecture)?

Week 6: Cultural capital and higher education

This tutorial builds on lecture 9: Social and cultural capital

Application, admission and attendance to university are critical moments in inter-generational social reproduction and social mobility. Many sociologists argue that cultural capital plays an important role in social reproduction and mobility processes, but cultural capital is notoriously difficult to measure. What have you seen in your own experience that either confirms or challenges the importance of cultural capital in university admissions and achievement?

Second, Bourdieu (the first to define the concept) understood cultural capital in terms of ‘highbrow’ culture (e.g. appreciation of classical music, avant-garde art, etc.). Many sociologists think that the content of cultural capital has changed, such that highbrow culture is less central and a more diverse set of tastes are now markers of
status. What (if anything) do you think constitutes high-status cultural capital in the UK in 2018?

Key reading:


Week 7: Nomophobia: Know the Signs

This tutorial builds on lecture 11: living in a digital society

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

This tutorial builds on lecture 14: division and privacy in a digital society

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?

This tutorial builds on lectures 15: globalization and migration and 16: transnationalism and the migrant experience.

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?

This tutorial builds on lecture 17: making nations

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 the tutorial prepared to share your thoughts.

Key reading for this task:
Essay topics

Midterm Essay

- Due 12 noon on Monday 28 October 2019
- 50% of overall mark
- Word count: 1800-2000 words (excluding bibliography)

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.

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. ‘The self is not a thing, nor is it equivalent to the body, nor is it mysteriously located somewhere inside the person. Rather… the self is something … to which attention is paid and toward which actions are directed’ (Hewitt, Self and Society, p. 76).

   Compare the views of the self put forward by Cooley, Mead and Goffman. Is Goffman’s view fundamentally different from those of Cooley and Mead? If so, to what extent does the evidence marshalled by Goffman show his view to be superior? If not, what are the crucial similarities among Cooley’s, Mead’s and Goffman’s views?


Goffman E (1990) *The Presentation of Self in Everyday Life*, London: Penguin. Chapter 1, ‘Performances’ (pp. 28-82), is in the Resource List, but you will need to consult the rest of the book to give a full answer. The various editions held by Edinburgh University Library differ in only minor ways, so don’t feel that you need to use the Penguin edition. (Resource List Lecture 4 and Midterm Essay Readings)


3. What is social class?

Sociologists and others have offered many different definitions of ‘class’ over the years. Karl Marx defined class in terms of ownership of the means of production and predicted that capitalist society would evolve towards only two classes: bourgeoisie and proletariat. Max Weber defined class in terms of ‘life chances’, that is the probability of achieving a certain level of material well-being. This definition is linked to current research on social mobility (discussed in lecture 8). Pierre Bourdieu and those following his work (including Mike Savage) include cultural tastes and consumption patterns (i.e. cultural capital) in their understandings of class. Which of these conceptions of class do you think is most suited to 21st-century societies?


https://newleftreview.org/II/60/erik-olin-wright-understanding-class
4. **What counts as ‘cultural capital’ in the United Kingdom (or another country you chose to discuss) in the 21st century, and how does this cultural capital contribute to social reproduction (if at all)?**

Pierre Bourdieu’s early treatment of cultural capital argued that competence in ‘highbrow’ culture (such as classical music and avant-garde art) was an important marker of distinction, which contributed to (inter-generational) social reproduction. On this theory, for example, familiarity with Bach (for example) facilitates access to elite social circles, which contributes to gaining a high-status position in society. Many sociologists today subscribe to Bourdieu’s theory of cultural capital as a factor in social reproduction, but not the sense that ‘highbrow’ forms of cultural consumption are key markers of ‘distinction.’ For example, Peterson and Kern (1996) and others argue that cultural ‘omnivorosity’ (i.e. enthusiasm for a wide variety of cultural forms) is now a marker of elite culture. This question asks you to evaluate, in concrete terms, what ‘counts’ as cultural capital in the contemporary UK or other country you analyse, and how this cultural capital contributes to social reproduction (for example, in the university setting).

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Khan, Shamus (2012). *Privilege: The Making of an Adolescent Elite at St Paul’s School*. Princeton University Press. Chapter 1 is available


Final essay

- **Due 12 noon on Monday 9 December 2019**
- **50% of overall mark**
- **Word count: 1800-2000 words (excluding bibliography)**

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.

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 two examples. You can draw on any of the themes discussed in the unit.

The key readings for this essay are found in these texts:


The specific chapter(s) you will find helpful will depend on the examples you choose. If you were looking at relationships and families for instance chapters 5 and 6 of *Networked* focus on these. This is true of most of the general readings that are provided later in the handbook under the unit 3 section. Choose your examples then have a look at the contents page of these general readings to help you explore the readings.

2. Mark Zuckerberg famously said that “Privacy is no longer a social norm”. Comparing two social media platforms (of your choice), explain and evaluate how the concept of social surveillance (Marwick and boyd) helps us to understand competing visions of online privacy.

The key readings for this essay are:


Most of the general texts in the readings also have chapters about digital privacy that you will find useful.

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 five readings (the fifth 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:

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 available at 'Study Hub'. Follow the link from the IAD Study Development web page: www.ed.ac.uk/iad/undergraduates. This page also offers links to workshops on study skills and Exam Bootcamp, a self-enrol online resource to help students do well in exams.

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 https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations.
English Language Support
Students looking for Academic English support can accessed this at: https://www.ed.ac.uk/studying/international/student-life/language-support

Students for whom English is a second language can also take the ELSIS training course. More details can be found at https://www.ed.ac.uk/english-language-teaching/ele-courses/elsis

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 https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables.

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 Group Change Request form. You can access the form via the Timetabling webpages here.

Attendance Monitoring
In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at: https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement.

External Examiner
The External Examiner for this course is: Wendy Bottero, University of Manchester
Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.
Below is a list 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.

- **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**
  Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

  If you go over the word length, you will receive a 5 mark penalty. These 5 marks will be deducted, regardless of how much you have exceeded the word count (whether it is by 5 words or by 500!). In exceptional circumstances, a Course Organizer may decide that, instead of a 5 marks penalty, any text beyond the word limit will be excluded from the assignment and be marked only on the text up to the word limit.

  In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information and if you are unsure, contact the Course Organiser to check.

  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.
Please note that all submissions to ELMA should be formatted as a Word document (doc or .docx.). If you are permitted or required to submit in a different format, this will be detailed in your course handbook.

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions
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.
- 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.

Guidance on how to avoid academic misconduct (including plagiarism)
Academic misconduct is not just deliberate cheating; it can be unintentional and, whether intended or not, significant grade penalties can be applied. Academic misconduct comes in a variety of forms, including collusion (working together when not allowed), falsification (knowingly providing false information, data etc. in assignments), and the use of online essay mills or essay-writing services. The university takes a zero-tolerance approach to these forms of cheating, and students found guilty of these practices can be subject to formal disciplinary procedures and very heavy grade penalties.

The most common form of misconduct we encounter in the School of Social and Political Science is plagiarism. Plagiarism is giving the impression that something you have written is your own idea or your own words, when actually it is not. It can come from copying and pasting sections of text from books, articles, webpages or other sources into your assignments, or simply from poor standards of referencing.

To avoid plagiarism, use a recognised referencing system such as the Harvard system or the Chicago/numbered note system. (The Harvard system is recommended because the reference list at the end is not included in assignment
word counts. The numbered notes of the Chicago system are included, leaving you with fewer words overall to write the main body of your assignments). Whichever system you use, you must be open and honest about where you get your ideas from, and reference sources appropriately. Do this by referencing all works from which you have taken ideas or information, each time you use them in your assignments. Use quotation marks (“ ”) to indicate where you have quoted (used the exact words of) someone else, and provide page numbers from the original source when they are available. As far as possible, paraphrase others by writing in your own words to avoid over-quoting, but provide a reference to show whose ideas you are using.

Copying from an assignment you previously submitted for credit – either at this university or another – is self-plagiarism, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

To detect plagiarism we use Turnitin, which compares students assignments against a constantly-updated global database of existing work. Students found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for investigation. In extreme cases, assignment grades can be reduced to zero. Do not put your work through Turnitin yourself before submission. This can lead to you being investigated for academic misconduct by making it seem that an identical assignment already exists.

For further details on plagiarism and other forms of academic misconduct, and how to avoid them, visit the university’s Institute for Academic Development webpage on good academic practice:
https://www.ed.ac.uk/institute-academic-development/undergraduate/good-practice

Also see this useful video and further information on the University website:
https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct

If you would like to discuss anything related to matters of academic misconduct, speak with your personal tutor or the School Academic Misconduct Officer (SAMO), Dr Oliver Turner (oliver.turner@ed.ac.uk).

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: