Fundamentals 2: Sociology 1

University of Edinburgh
School of Social & Political Science
Sociology
2019 – 2020

Fundamentals 2:
Sociological Concepts, Evidence and Skills
SCIL08011
Semesters 1 and 2

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# Key Information

| **Course Organiser** | Niamh Moore  
Email: niamh.moore@ed.ac.uk  
Phone number: +44 (0)131 6508 260  
Room 3.08.  
3F2, 18 Buccleuch Place  
*Guidance & Feedback Hours:* Tuesdays 10.30 – 12.30 |
|----------------------|-------------------------------------------------|
| **Tutors**           | Isy Hart: Isobel.Hart@ed.ac.uk  
Laura Wright (from week 5): s1797192@sms.ed.ac.uk |
| **Location**         | Tuesdays, 9:00 – 9:50  
Semester 1: David Hume Tower, LG.07  
Semester 2: G.3 – Bayes Centre |
| **Course Administrator** | Laura Thiessen  
Email: laura.thiessen@ed.ac.uk  
Undergraduate Teaching Office |
Aims and Objectives

Welcome to Fundies 2!
Fundies 2 is a space for meeting with other sociology students and learning and learning together. Fundies 2 is for reflecting on learning, developing new skills, or consolidating existing skills. It is space to think and perhaps to play, to play with and about learning. While we will focus on specific skills, like writing and doing literature searches, we also have the opportunity to explore aspects of learning as they arise, and to reflect more broadly on how we learn and different ways of learning and knowing.

Learning Outcomes
This course is provided exclusively for year 2 students who are taking a Sociology degree programme (single or combined honours) or a degree in Sustainable Development with Sociology as their main subject. The course will build on year 1 Fundamentals by continuing to develop the necessary academic skills and knowledge for studying sociology at university and will also help you to acquire practice-oriented skills that are transferable beyond university and potentially useful for your future careers. But, just as importantly, the course aims to encourage you to take enjoyment in sociological ideas and see their relevance to everyday life. Finally, the course will help you to continue to get to know the other year 2 Sociology students throughout your degree programme. Fundamentals 2 runs parallel to Sociology 2a and 2b and aims to support students’ learning in these new courses.

The course has a range of learning outcomes. Some of these are quite specific, and by the end of the course, students should:

1. gain practice in key academic skills including:
   a. critical thinking
   b. writing essays and other assignments
   c. understanding the role of theory and research
   d. the ability to engage with, explain and apply sociological theories and concepts
   e. communication skills and team-work
   f. literature searching and evaluating sources
2. learn how sociological ideas can be applied in a range of everyday contexts including news and media consumption; as well as how sociology we can help explain aspects of everyday life
3. Students will also have gained experience in reflecting critically on their own learning practices and exploring creative ways of learning and thinking

Teaching Methods
This course runs throughout the academic year. In total there are 20 weekly sessions. The sessions will start promptly at 9am and finish at 9.50am on Tuesdays.

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.

Assessment
Fundamentals 2 is a compulsory course for Sociology students and a key part of the degree programme. While there are no credits attached to the course, students are required to pass this course in order to proceed to year 3. Awards are made on a pass/fail basis and the assessment is based on participation and engagement with the course, as well as producing a zine. This will be explained further in class.

Participating, learning, talking, listening, and making a zine
The aim of Fundies 2 is provide an open space for additional support and skills to help you through your degree. Some weeks we will have specialist input on particular topics like writing sociologically, analysing visual materials and so on. Some weeks will focus more on reflecting on learning. Some weeks will be focused more on sociological concepts. Some weeks will focus more on reflecting on learning and support around basic academic skills. Some week swill be linked more specifically with what is happening in the core courses of Soc 2a and Soc 2b. Sometimes our sessions might involve – plasticine, scribbling, experimenting, moving. And with the aim of being responsive to what you might be needing through the year, we will try and keep some flexibility in the programme and may shift sessions around so we can do this.

This handbook provides standard information on Fundies 2 – but what is it that you need to learn and know and remember for the years ahead? During the course you will create your own personal handbook – your own zine – with what it is that we are learning and need to learn and with tips to remember, which should help to take us into junior honours and beyond.

On zines see: ‘advice for ziners’ in the ‘Ways of Knowing Zine’: https://waysofknowingresearch.wordpress.com/. We will discuss this more in class as the year unfolds.

Communication and Participation
You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the
Student Portal. This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use ‘private’ email addresses such as yahoo or hotmail; it is therefore essential that you check your university email regularly, preferably each day.

We are very keen to have your input to the course and there are various avenues for you to provide us with your thoughts and feedback about the course:

- During each session, there will be an opportunity to provide ideas and suggestions. If it is possible for us to meet these during the current year we will endeavour to do this.
- You can also raise any issues or questions with the convenor and tutors before or after each class.
- You can email the course convenor or tutors at any time during the semester (see Key Information for email addresses).
- We will also do a creative evaluation at the end of the course. We are very interested in your thoughts on Fundamentals 2

Please check Learn regularly for announcements and individual messages.

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.

Please note that participation is an assessed component of this course. If you are unable to attend for a prolonged period, your participation mark is likely to be low as a result. If you have any concerns, please contact the course organiser to discuss options.
Reading Materials and Resource List

Websites:

- Academic Diary: http://www.academic-diary.co.uk/ especially section on ‘teaching and learning’
- David Gauntlett on Making is Connecting: http://www.makingisconnecting.org/
- Phd Comics: http://phdcomics.com/comics.php
- The Research Whisperer: https://theresearchwhisperer.wordpress.com/
- The Thesis Whisperer: http://thesiswhisperer.com/
- Ways of Knowing: https://waysofknowingresearch.wordpress.com/

Books ... sources of inspiration ...

## Fundamentals 2 2019-2020

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<td>1</td>
<td>17 September</td>
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<td>Niamh Moore</td>
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<td>7</td>
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<td>On zines and creative research</td>
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<td>5 November</td>
<td>On soc 2a (Hugo)</td>
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<td>Martin Booker</td>
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<td>21 January</td>
<td>On finding sources</td>
<td>(Christine Love-Rodgers)</td>
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<td>On critical reading/writing</td>
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<td>On Soc2b</td>
<td>(Sophia Woodman)</td>
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<td>20</td>
<td>17 March</td>
<td>On play-based research</td>
<td>Laura Wright</td>
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<td>21</td>
<td>24 March</td>
<td>On finishing your zine!</td>
<td>Martin Booker</td>
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Indicative list of topics

1: Welcome and introduction
In this first session, we’ll introduce the core team, and each other – and we’ll talk about how the course is going to run.

2. On doing research
A pop-up research project in 50 minutes!

3. Reflecting on doing research
What did you learn from doing your impromptu research project? What would you do differently if you were setting out on a more substantive project?

4. On stats and seminars
Guest lecturer Gil Viry will provide a provocative introduction to reading statistics, through some data on the difference attending tutorials and Fundamentals sessions makes to final grades!

5. & 6. Isy will lead sessions 5 and 6

7. On zines – an introduction from Niamh

8. Hugo Gorringe will join from Soc 2a - Do you have any further questions following on from the lecturers and tutorials?

9. [Guest] On using storyboarding to plan essays (Karen Gregory)
There’s more than one way to plan an essay. In this session we take visual sociology into our own practice, thinking about what it means for our own research and writing.

10. On making zines: learning through making and creating
We’ll introduce the idea of learning through play and through making. We’ll also introduce what a zine is, and make a collective zine in class.

Preparation: Read these two short blogs in advance:
http://davidgauntlett.com/creativity/meaningful-connections/
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: https://www.ed.ac.uk/institute-academic-development/undergraduate. 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](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](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](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](http://www.ed.ac.uk/schools-departments/student-counselling)

**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](https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement)

**External Examiners**
The External Examiners for Sociology are Dr Wendy Bottero (University of Manchester) and Prof Kate Reed (University of Sheffield).

**The Student Development Office**
The SDO offers skills and employability training through a range of workshops, interactive seminars, 1-1 career coaching and professional development awards. Open to all students in the School, it is the framework through which we connect you with the world beyond academia and boost your skills for employability. Run by
experienced tutors and guest speakers, our interactive sessions are tailored for different levels of study allowing you to select the level of expertise most appropriate to your interests and needs.

**Building strong foundations for your degree studies**
In 2019 the SDO will run a new series of academic skills workshops, ‘Skills for Success’. These workshops will help you to develop a range of core academic skills, supporting you as you begin your university-level education. Sessions include: learning skills, reading skills, writing skills, speaking skills and exam skills.

**Professional Development Awards**
Our range of Professional Development Awards recognise your involvement in activities undertaken alongside your degree programme. Our Awards enhance employability and demonstrate commitment to your wider professional development.

All students registered on one of our Professional Development Awards are eligible to receive **career coaching** from a member of our accredited coaching team. We will work with you to help you identify your career goals and the smaller incremental steps to help you achieve your potential.
Appendix 2 - Course Work Submission

Fundamentals is a compulsory course which carries no credit. Students have to pass Fundamentals in order to be admitted to Junior Honours. Assessment consists of participation and one piece of course work, which is a zine. Further information will be provided about making a zine and submitting your zine during the class.

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

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: https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents