



SOCIOLOGY 1A:
The Sociological Imagination:
Individuals & Society
2011/2012

School of Social and Political Science
Chrystal Macmillan Building



SOCIOLOGY

THE UNIVERSITY OF EDINBURGH
School of Social and Political Science
SOCIOLOGY 1a
The Sociological Imagination: Individuals & Society
(SCIL08004)
COURSE HANDBOOK 2011-2012

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Welcome to Sociology 1a

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

C. Wright Mills, *The Sociological Imagination*, Oxford, 1959

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

In Unit 1 the course introduces a range of perspectives that can be used to understand social order and social action. How these perspectives aid our understanding of violence and ‘the city’ and their impact upon social relations is the focus of Units 2 and 3 respectively. Finally, Unit 4 explores how nationalism can affect and shape individual identities.

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Senior Tutor: Dr Kanykey Jailobaeva, K.J.Jailobaeva@sms.ed.ac.uk. Please email if you require information or an appointment.

Course Aims and Objectives

Aims

This introductory course has four broad aims and four objectives:

1. It is an introduction to the discipline of **sociology** particularly for those with little or no previous systematic experience of it. The course both ‘stands alone’ for those for whom it is their only exposure to the subject and also provides a basis for further study – Sociology 1b, Sociology 2 and eventually joint or single Honours.
2. It is an introduction to key sociological themes, especially the link between individuals and society.
3. It will allow individual students to locate themselves in society and so develop an understanding of themselves in sociological terms. Students should be able to relate biography to social structure, and to realise that while they make their own lives it is not always in circumstances of their own choosing.
4. It will give students a flavour of several substantive topics of sociological analysis, their definition, investigation and presentation.

Objectives

By the end of the course, students should be able to:

1. Show an understanding of key sociological concepts such as self, groups, institutions, social class, social change and gender.
2. Give an account of the changing nature of social life in modern societies.
3. Recognise and understand the processes by which social groups, whether small scale or organised at a macro, affect our attitudes and behaviour.
4. Develop an introductory understanding of the relationship between sociological argument and evidence.

Course Regulations and Procedures

Both Sociology 1a and 1b are taught within the School of Social and Political Science. You **must** read this current booklet in conjunction with the Social and Political Studies Student Handbook as all the regulations detailed there apply to this course. Here we outline either aspects that are specific to this course or matters that are so essential that they deserve to be repeated. Keep this manual safe: it acts as a kind of contract between you and us. We shall expect you to know what it contains.

Time and Place

Lectures: Tuesday and Friday, 14.00-14.50, George Square Lecture Theatre.

NB: lectures will start **promptly** at 14.00 so please be seated by that time.

Teaching Units

Please email the relevant member of staff to arrange an appointment if required.

Unit 1 Weeks 1-3	No Such Thing as Society? Tom McGlew, t.mcglew@ed.ac.uk , Room 2.02, 7 Buccleuch Place
Unit 2 Weeks 4-5	Violence in Social Life Hugo Gorringer, h.gorringer@ed.ac.uk , Room 6.30 Chrystal Macmillan Building
Unit 3 Weeks 6-8	The City Nick Prior, n.prior@ed.ac.uk , Room 6.24 Chrystal Macmillan Building
Unit 4 Weeks 8-10	National Identity and Everyday Nationalism James Kennedy, j.kennedy@ed.ac.uk , Room 6.28 Chrystal Macmillan Building

Tutorials

Tutorial attendance and the prompt submission of coursework are requirements for all students. **Students who fail to attend at least seven out of ten tutorials without good reason will have their final mark reduced by one percentage point for each unapproved absence above the threshold, and will not have their final marks raised if their performance overall is borderline.**

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

Tutorial Sign-Up

Tutorial sign-up is done online, using WebCT. Full instructions on how to do this are available in Appendix 5 of this booklet. You must sign up for a tutorial by Friday 23rd September (the end of Week 1) or you will be randomly assigned to a group.

Tutorials will be held weekly in weeks 2-10. Week 11 is for revision.

Assessment

Please visit the following page for detailed clarification on all coursework and assessment regulations:

http://www.sps.ed.ac.uk/undergrad/year_1_2/assessment_and_regs/coursework_requirements

Our aim in assessment is to encourage students to cover a wide range of the themes raised through reading, discussion and writing, and to examine knowledge of the course materials. With this in mind, we seek to differentiate each item of assessment, and to minimise the extent to which it is possible to pass the course by focussing excessively on just one or two elements.

One essay and a two-hour degree examination constitute the assessment for the course.

- In order to **pass** Sociology 1a you must achieve an overall mark of at least 40%. This mark is based on a weighted combination of essay and exam marks – see below. **You must also achieve a mark of at least 40% in the exam.**
- In order to **proceed to Sociology Honours**, a pass mark of at least 50% overall must be achieved in Sociology 2, Social and Political Theory 2h and Social and Political Enquiry 2h.

Sociology uses the University's extended common marking scheme (see **Appendix 6**). Marks for essays and examinations are totalled separately.

Your final mark will be made up as follows: **Your essay contributes 40% and the Degree Examination contributes the remaining 60%.**

The essay and examination script of any candidate falling on a margin (e.g. between passing and failing, or at a merit border) will be seen additionally by the external examiner before the final mark is awarded at the examiners' meeting in late May 2012. There is no fixed percentage of passes or of merits.

The most common cause of failure is that students do not complete the coursework or do not attend the examination. All students who fail the course must take the re-sit examination in August 2012. Visit the following site for details: [http://www.sps.ed.ac.uk/undergrad/year 1 2/assessment and regs/examination requirements](http://www.sps.ed.ac.uk/undergrad/year_1_2/assessment_and_regs/examination_requirements)

Essays

You **must** submit one essay for this course. See **page 30** for essay topics, and readings. **Your essay must be no more than 1500 words.** Essays which are over-length will be penalised (please see SSPS School handbook for further details).

You **must** upload an electronic copy of your essay onto WebCT, as well as submitting ONE hard copy to the essay box by 3pm on the day of deadline. See **Appendix 2** at the back of this booklet for further information.

There are formal procedures for requesting an extension and penalties apply for late essays submitted without formal approval. The penalty will be a reduction by **five marks per working day (i.e. excluding weekends) for up to five days. Please note that the daily boundary is 12 Noon as per the deadline. For work handed in more than five days late a mark of zero will be recorded.** Check here for full details on electronic submission penalties:

[http://www.sps.ed.ac.uk/undergrad/year 1 2/assessment and regs/coursework requirements](http://www.sps.ed.ac.uk/undergrad/year_1_2/assessment_and_regs/coursework_requirements)

If you have good reason for not meeting a coursework deadline, you may request an extension before the deadline, either from your **tutor** (for extensions up to five working days) or the course administrator (for extensions of six or more working days), normally before the deadline. The tutor or course administrator must support the request in writing (email) to the Undergraduate Teaching Officer (UTO), and extensions over five working days may require supporting evidence. If you think you will need a longer extension or your reasons are particularly complicated or of a personal nature, you should discuss the matter with your Director of Studies. We may ask him/her to confirm that you have done so before granting an extension. In fairness to other students, permission to submit an essay more than two weeks after the due date will be very rare, and will only be agreed where compelling mitigating circumstances are provided via your Director of Studies.

Coursework submission dates:

Essay Deadline – 12 Noon, Friday 4th November 2011 (Week 7)

Essays must be put into the essay pod OUTSIDE G04/05, Chrystal Macmillan Building before the 12 Noon deadline. A School coursework cover sheet which will be provided outside room G04/05 should also be attached.

We aim to give you your provisional result with appropriate comments within three weeks of submission, if handed in on time.

Avoiding Plagiarism:

Material you submit for assessment, such as your essays, must be your own work. You can and should draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely. You will be asked to sign a declaration attached to the front sheet of the essay stating that the work is your own and the electronic copy of your essay will be submitted to 'Turnitin', our plagiarism detection software. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the University's Discipline Committee. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the School of Social and Political Studies handbook or the school website.**

Choosing Appropriate Language:

The language we use to write about social life can hide some very problematic assumptions. The British Sociological Association has published useful guidelines on the way language can easily reflect racist and sexist views of the world. The gist of our advice is that you should never use male nouns and pronouns when you are referring to people of both sexes (use a plural 'they', 'their' or think of a different way to phrase your argument; or use 's/he', 'his/her'). You should also never use language which suggests that human races exist with distinct biologies, nor language which suggests that people disabled in some way are less than full members of society. You should also check the geographical dimension: for example is your source based on data from Britain, or only from England and Wales?

Referencing

Adequate referencing is an important academic skill that we want all our students to learn. Your essays **MUST** include a list of references at the end. For the appropriate format, check one of the major Sociology journals held in the Library such as *The British Journal of Sociology*. If in doubt, consult your tutor. Points may be deducted for essays where the referencing is not well done. **See appendix 1 for further information about referencing.**

Examination

- There are no "class examinations" in Sociology and there are no exemption arrangements.
- Sociology 1a will have a two hour examination in December. You will be required to answer **two** questions.
- In order to ensure that you have learned material from the second two units of the course, the examination will be divided into **two** sections, corresponding to the third and fourth units of the course and you will be required to answer one question from each section.
- You **must** pass the examination (with a grade of 40% or above) to pass the course.

- The examination marks contribute 60% of the overall assessment.
- A copy of last year's December examination paper is at the end of this manual.

WebCT Readings

We have assembled a course reading pack, some of which will be available on WebCT under the 'Resources' icon. This contains readings used in the tutorials. Some of these readings are either required or recommended for essay questions. There will be no hard copy of this reading pack available. Not all readings will be on WebCT but those that are are clearly marked as such in this handbook. Other readings will be available online or in the library.

Student Representation

The Sociology Department welcomes student input into the management of the course and its assessment, and runs a Staff-Student Liaison Committee, on which Sociology 1a is entitled to three class representatives. Class representatives are chosen from a pool of tutorial representatives from each tutorial group, and this will be arranged during the first half of semester 1. Any problems with the course should first be raised with your tutor or with the course organiser, Dr James Kennedy. We will also ask you to fill in an overall assessment form at the end of the course.

Course Information

During the course of the year, all important information for the class will be announced in lectures. Information will also be posted on the notice boards outside the SSPS Undergraduate Teaching Office, room G04/05, CMB. Course handouts, overhead slides, details of class reps, etc. will be posted on the Sociology 1a webCT page. You should also remember to **check your university and WebCT email accounts on a regular basis** as this is the only way sociology staff will be able to contact you about course matters.

Timetable at a glance

Week of Course	Tuesday Lecture	Friday Lecture	Tutorial No:	Notes
Wk 1	20/09/11	23/09/11	<i>No tutorial</i>	Tutorial sign-up
Wk 2	27/09/11	30/10/11	Tutorial 1	
Wk 3	04/10/11	07/10/11	Tutorial 2	
Wk 4	11/10/11	14/10/11	Tutorial 3	
Wk 5	18/10/11	21/10/11	Tutorial 4	
Wk 6	25/10/11	28/10/11	Tutorial 5	
Wk 7	01/11/11	04/11/11	Tutorial 6	Essay Due
Wk 8	08/11/11	11/11/11	Tutorial 7	
Wk 9	15/11/11	18/11/11	Tutorial 8	
Wk 10	22/11/11	25/11/11	Tutorial 9	
Wk 11	Revision	Revision	Revision	

<i>Wk 12</i>	<i>Exams</i>			
<i>Wk 13</i>	<i>Exams</i>			<i>Semester 1 ends 21/12/11</i>

WEEK 1

Tuesday 20/09/11: Introductory Lecture: Course Team

An organisational lecture in which the main regulations and procedures of the course will be outlined and in which staff will introduce their units.

UNIT 1: No Such Thing as Society? (Weeks 1-3): Tom McGlew

Readings for Unit 1:

We'll be using four main books: all are in the library in multiple copies (at least 12 of each). The two we'll use most often are Michael Hechter and Christine Horne, *Theories of Social Order: A Reader* (Stanford, CA: Stanford University Press, 2003) and John P. Hewitt, *Self and Society: A Symbolic Interactionist Social Psychology* (Boston: Allyn and Bacon, 2007).

For the tutorial in week 3, you'll need to read Norah Vincent, *Self-Made Man: My Year Disguised as a Man* (London: Atlantic, 2006). Those choosing essay topic 2 will also need to make heavy use of Erving Goffman, *The Presentation of Self in Everyday Life* (Edinburgh: Social Sciences Research Centre, 1956; published in the US in 1959 by Doubleday Anchor; current publisher Penguin). It's somewhat preferable to use one of the published editions, which are rather more explicit on some key points than Goffman's original report.

To the extent permitted by copyright legislation, we've made key readings available electronically via WebCT: such readings are indicated below by an asterisk. In the case of the authors in Hechter and Horne's reader, these extracts are usually from the original version: look in WebCT for the name of the author of the extract.

Buying books: not compulsory, but we'll be using Hewitt and especially Hechter & Horne quite a bit, and even books that are in the library in multiple copies can be hard to get hold of close to an essay deadline. So you might find it useful to buy either or both, and also Goffman if you are doing essay 2. Word Power (43-45 West Nicholson St.) has agreed to stock all three. You can also order via www.word-power.co.uk

'No Such Thing as Society'?

Interviewed by *Woman's Own* in 1989, Margaret Thatcher said: 'And, you know, there is no such thing as society. There are individual men and women, and there are families'. The point she was making was political – that people shouldn't be too reliant on the state – but her remark is also a challenge to the very idea of sociology. It's 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 indeed 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’ll touch on how to apply these ideas to some of life’s practical problems: how to be happy; how to be healthy; why as a country we’re putting on weight (but some people are dying of eating disorders). You’ll learn a means of predicting whether a marriage or other long-term relationship will last, and even a – scientifically-tested – tip for making yourself more attractive to others, including the opposite sex! Through matters such as this, we’ll explore the famous, if sexistly expressed, maxim from Aristotle’s *Politics* – ‘man is a social animal’ – and take a literal approach to the animality of human beings. We’ll 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, *Theories of Social Order*, p. 27). This is what sociologists call ‘the problem of social order’.
2. What is the self? We’ll 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, *Self and Society*, p. 76).

If either of those questions interests you, you can investigate further by choosing essay topic 1 or 2 from the list that you’ll find towards the end of this Handbook.

WEEK 1

Friday 23/09/11: The Selfishly Rational Human and the Norm-Following Human

This session will examine two views of human beings: that they are self-seeking, rational individuals (see view a above) and that they follow norms and values (view b above).

Readings

Michael Hechter and Christine Horne, *Theories of Social Order: A Reader* (Stanford, CA: Stanford University Press, 2003), pp. 3-8, 15-21, **(WebCT)**, *22-24 (Weber, ‘Types of Social Action’), 91-100. **(WebCT)**

*Leda Cosmides and John Tooby, ‘Cognitive Adaptation for Social Exchange’, in *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*, edited by J. H. Barkow, L. Cosmides, and J. Tooby (New York: Oxford University Press, 1992), pp. 181-184. **(WebCT)**

WEEK 2

Tuesday 27/09/11: 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, begin our discussion of 'social order', making use of examples such as the causes of 'happiness' and suicide.

Readings

*John P. Hewitt, *Self and Society: A Symbolic Interactionist Social Psychology* (Boston: Allyn and Bacon, 2007), pp. 59-66.

Michael Hechter and Christine Horne, *Theories of Social Order: A Reader* (Stanford, CA: Stanford University Press, 2003), pp. *27-32, 91-100 (**WebCT**), *112-117 (Durkheim, 'Egoistic Suicide') (**WebCT**), *118-128 (Durkheim, 'Anomic Suicide') (**WebCT**), *170-173 (Hobbes, *Leviathan*) (**WebCT**) and *251-260 (Smith, 'The Division of Labour') (**WebCT**).

*Avner Offer, *The Challenge of Affluence: Self-Control and Well-Being in the United States and Britain since 1950* (Oxford: Oxford University Press, 2006), pp. 28-30, 138-153.

Friday 30/09/11: The Self and Mutual Susceptibility

This session explores sociological views of the self, examines the way in which human beings are 'mutually susceptible' (strongly affected by how others regard them), and touches on the extent to which this explains why people cooperate even in situations in which it is individually costly for them to do so.

Readings

*John P. Hewitt, *Self and Society: A Symbolic Interactionist Social Psychology* (Boston: Allyn and Bacon, 2007), pp. 54-59, 66-69 and 111-113.

*Erving Goffman, *The Presentation of Self in Everyday Life* (Edinburgh: Social Sciences Research Centre, 1956; or later editions), chapter one, 'Performances'. (**WebCT, essay and tutorial topic readings**)

*Thomas J. Scheff, 'Shame and Conformity: The Deference-Emotion System', *American Sociological Review* 53 (1988): 395-406. (**WebCT**)

*Malcolm Gladwell, *Blink: The Power of Thinking Without Thinking* (London: Allen Lane, 2005), pp. 18-34. (**WebCT**)

*Scott Barrett, *Environment and Statecraft: The Strategy of Environmental Treaty-Making* (Oxford: Oxford University Press, 2003), pp. 3-5. (Please don't read until after your tutorial in week 2.) (**WebCT, essay and tutorial topic readings**)

*Barry Barnes, *The Elements of Social Theory* (London: UCL Press, 1995), pp. 53-60.

(WebCT)

Tuesday 04/10/11: 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.

Readings

Michael Hechter and Christine Horne, *Theories of Social Order: A Reader* (Stanford, CA: Stanford University Press, 2003), pp. 283-290 and *299-309 (Granovetter, 'Strength of Weak Ties'). **(WebCT)**

*Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community* (New York: Touchstone, 2001), pp. 18-19, 290-295 and 326-335. **(WebCT)**

*Ronald S. Burt, *Brokerage and Closure: An Introduction to Social Capital* (Oxford: Oxford University Press, 2005), pp. 10-19, 93-97 and 167-169. **(WebCT)**

Friday 07/10/11: Imitation

A powerful aspect of social behaviour is the propensity of human beings to imitate each other. In this session, we will examine the classic experiment on this topic by Solomon Asch. We will also discuss examples of the implications of imitation, including judgements of the attractiveness of the opposite sex, eating disorders and behaviour in the stock market.

Readings

*Asch, S.E. 1959. 'Effects of Group Pressure upon the Modification and Distortion of Judgments'. Pp. 174-183 in *Readings in Social Psychology*, edited by Eleanor.E. Macoby, Theodore M. Newcombe and Eugene L. Hartley. London: Methuen. **(WebCT)**

Robert Baron, *et al.*, *Social Psychology* (12th Ed.) (London: Pearson International Student Editions, 2008), Chapter 8: 'Social Influence.'

*Benedict C. Jones, *et al.*, 'Social Transmission of Face Preferences Among Humans,' *Proceedings of the Royal Society B* 274 (2007): 899-903. **(WebCT)**

*Mervat Nasser and Melanie Katzman, 'Sociocultural Theories of Eating Disorders: An Evolution in Thought'. Pp. 139-150 in *Handbook of Eating Disorders*, edited by Janet Treasure, Ulrike Schmidt and Eric van Furth (Hoboken, NJ: Wiley, second edition 2003). **(WebCT)**

*James Surowiecki, *The Wisdom of Crowds* (London: Little, Brown, 2004), pp. 3-22. **(WebCT)**

UNIT 2: Violence in Social Life (Weeks 4-5) (Hugo Gorringe)

This unit will take its cue from Norbert Elias' important work on the 'civilizing process'. Elias' historical sociology shows how our understanding of what constitutes desirable and pleasurable behaviour transforms over time. His account shows how societies in Western Europe underwent a process of 'civilisation' through which they came to shun the enjoyment of violence in everyday life. He argues that battle-lust and aggressiveness now find a regulated outlet in sports and the media. Crucially he did not see 'civilisation' as a linear form of progress. His is a descriptive rather than a moral category. "People speak of a 'death instinct' or a 'need for esteem' in the way they do of various chemical substances. Detailed observations regarding these different instinctual manifestations may be extremely fruitful" (Elias).

Elias is quite difficult reading and so is not listed in the readings below. For those who wish to chase up this reference, see:

Elias, N. (1978) 'On Transformations of Aggressiveness', *Sociology* 5(2): pp229-242 (**e-journal**).

Week 4

Tuesday 11/10/11: Sociological Understandings of Violence

Definitions and debates: What is highlighted, and what is hidden by dominant definitions? The well-known maxim that 'one person's terrorist is another person's freedom fighter', captures the ambiguities and silences in dominant definitions of 'violence'. This lecture seeks to offer a sociological account.

'Crime in the inner-cities figures as violence, but not always the brutality of the Los Angeles police; so does public beheading, but not the electric chair' (Pandey 2006).

Homework Exercise: Think about what you think of as 'violent'? Why do you describe some actions as violent and not others?

Key Readings (All Journal articles are available electronically unless otherwise stated)

Jackman, M (2002). 'Violence in Social Life', *Annual Review of Sociology* 28: pp387-415. (**e-journal**)

Stanko, E (2002). 'Introduction: Searching for the Meanings of Violence', in E. Stanko (ed.) *Violence*. Dartmouth: Ashgate: ppixiii-xxiv [[HV6493 Vio.](#)]

Stanko, E (2000). 'Rethinking Violence, Rethinking Social Policy', in G. Lewis et al (eds) *Rethinking Social Policy*. London: Sage: pp245-258 [HN17.5 Ret.] (**e-book**)

Other Readings

Brubaker, R and Laitin, D 1998. 'Ethnic and Nationalist Violence', *Annual Review of Sociology* 24: pp423-52. (**e-journal**)

Conley, C (1999). 'The Agreeable Recreation of Fighting', *Journal of Social History* 33(1): pp57-72. (**e-journal**)

McKie, L (2006). 'Sociological Work on Violence: Gender, Theory and Research', *Sociological Research Online* 11(2). <http://www.socresonline.org.uk/welcome.html>

Morrison, D et al. (1999). *Defining Violence: The Search for Understanding*. Luton: Luton University Press: Chapter 1. [HM281 Def.] (WebCT)

Riches, D (1986). 'The Phenomenon of Violence. In *The Anthropology of Violence*, D. Riches, ed. Oxford: Blackwell: pp1-27 [GN495.2 Ant.]

Scheper-Hughes, N and Bourgois, P (2004). 'Introduction: Making Sense of Violence' in N.Scheper-Hughes and P.Bourgois (eds): *Violence in War and Peace: An Anthology*. Oxford: Blackwell: pp1-31 [GN495.2 Vio].

Spiereburg, P (1994). 'Faces of Violence: Homicide Trends and Cultural Meanings: Amsterdam, 1431-1816', *Journal of Social History* 27(4): pp701-716 (e-journal)

Waddington, P, Badger, D & Bull, R. (2005). 'Appraising The Inclusive Definition Of Workplace 'Violence'', *British Journal of Criminology* 45(2): pp141-164 (e-journal)

Friday 14/10/11: Institutionalised Violence? State, Authority & Obedience

The worst instances of violence and death occur when states and other authorities are involved. State crimes are often not described as violence because of our focus on one-on-one crime. States, however, are not objective entities and require armies of soldiers, citizens and subjects to actually inflict violence. This lecture looks at conditions under which 'ordinary people' engage in horrendous violence.

We take false pride in believing that 'I am not that kind of person' (Zimbardo 1974)

Homework Exercise: Read a newspaper, listen to the radio or watch TV. What are the dominant forms of violence in social life? How are they described? Are they always condemned?

Key Readings

Bauman, Z (1988). 'Sociology after the Holocaust', *British Journal of Sociology* 39(4): pp469-97. (e-journal)

Zimbardo, P (2004). 'A Situationist Perspective on the Psychology of Evil', in A. Miller (ed) *The Social Psychology of Good and Evil*. New York: Guilford Press: pp21-50. Available online at: <http://www.prisonexp.org/pdf/evil.pdf> (e-book)

Other Readings

Arendt, H (1977). *Eichmann in Jerusalem: A report on the banality of evil*. Harmondsworth: Penguin [New College DD247.E5 Are.]

Bauman, Z (1989). *Modernity and the Holocaust*. (Chs 1,4,6). Cambridge: Polity [D810.J4 Bau.]

Milgram, S (1974). *Obedience to Authority*. New York: Harper & Row [BJ1459]. See especially 'Epilogue' [Offprint].

Pandey, G (2006). *Routine Violence*. Introduction. New Delhi: Permanent Black [JC328.6 Pan.]

*Ron, J (1997). 'Varying Methods of State Violence', *International Organization* 51(2): p275-300. **(e-journal)**

Relevant Discussions

<http://www.zmag.org/GlobalWatch/chomskymit.htm> - Noam Chomsky on 'The New War Against Terror'.

<http://www.chomsky.info/debates/20020530.htm> - a debate over whether the USA is a terrorist state or not.

For more on the Stanford Prison Experiment

<http://www.prisonexp.org/slide-42.htm>

<http://www.prisonexp.org/pdf/blas.pdf>

Week 5

Tuesday 18/10/11: The Impact of Media Violence and Computer Games

A key debate in violence related research is the extent to which media violence or violent computer games encourage aggression or desensitise us to violence – hence the recurrent soul-searching about viewer effects and copy-cat violence. This lecture touches on the wider question of representations of violence before focussing in on the two sides of the media/violence debate.

'The debate is over. Over the last three decades, the one overriding finding in research on the mass media is that exposure to media portrayals of violence increases aggressive behaviour in children' (American Psychiatric Association).

'The claims about the possible 'effects of violent media' are not just false, they range from the daft to the mischievous' (Barker & Petley 2001).

Homework Task: Think about how violence is portrayed in computer games and how playing them makes you feel. Also consider how violence is portrayed in the media.

Key Readings

Bushman, B & Anderson, C (2001). 'Media Violence & the American Public', *American Psychologist* 56(6/7): pp477-489 **(e-journal)**

Barker, M (2001). 'The Newson Report: A case study in 'common sense', in M. Barker and J. Petley (eds) *Ill Effects: The Media/Violence Debate*. London: Routledge: pp27-46 (also Intro and article by Guantlett). [New College [P96.V52 Ill.](#)] **(e-book)**

Other Readings

*American Psychiatric Association (2000) 'Psychiatric Effects of Media Violence', available online at: <http://www.healthyminds.org/mediaviolence.cfm>

Anderson, C (2004). 'An Update on the Effects of Playing Violent Video Games', *Journal of Adolescence* 27(1): pp113-22 [also see other articles in that volume]. **(e-journal)**

*Anderson, C et al. (2003). 'The influence of media violence on youth', *Psychological Science in the Public Interest* 4 (3): pp81–110. **(e-journal)**

Browne, K & Hamilton-Giachritsis, C (2005). 'The Influence of Violent Media on Children and Adolescents', *The Lancet* 365: pp702-10. **(e-journal)**

Bushman, B., & Gibson, B. (2011). 'Violent Video Games Cause an Increase in Aggression Long After the Game Has Been Turned Off', *Social Psychological and Personality Science* 2(1): pp129-132.

Felson, R (1996). 'Mass media Effects on Violent Behaviour', *Annual Review of Sociology* 22: pp103-28. **(e-journal)**

Freedman, J (1984). 'Effect of TV Violence on Aggressiveness', *Psychological Bulletin* 96(2): pp227-246. **(e-journal)**

**Jones, G (2002). *Killing Monsters. Chapter 2*. New York: Basic Books [P94.5.C55Jon & Offprint]

*Kirsh, S (2006). *Children, Adolescents & Media Violence Ch.13* London: Sage ([HQ784.M3 Kir](#))

Morrison, D et al. (1999). *Defining Violence: The Search for Understanding*. Luton: Luton University Press: Chapter 1. [New College [HM281 Def](#)].

Stasburger, V (2007). 'Go Ahead Punk, Make My Day: It's Time for Pediatricians to Take Action Against Media Violence', *Pediatrics* 119(6): pp1398-1399. **(e-journal)**

Readings on how Violence is Represented

Baudrillard, J (2004 [1995]). *The Gulf War did not Take Place*. Sydney: Power Publications. [[DS79.72 Bau.](#)].

Salmi, J (1993). *Violence and the Democratic State*. Introduction: London: Zed [HM281 Sal.]

Friday 21/10/11: Explaining Violence?

This lecture confronts normative accounts that portray violence in social life as senseless or meaningless and asks why people resort to violence. We will draw on the work of classical sociologists as well as more recent scholars and focus on the recent English riots as a case study.

'They say violence is senseless, it has its reasons however' (Girard in Blok 2001).

Homework Exercise

Are murderous crimes always committed by those who are mad, bad and dangerous to know? Consider why someone might engage in violent behaviour?

Key Readings

Blok, A (2001). *Honour & Violence*. Cambridge: Polity: Chapter 6. [[HV6453.182 Blo](#)] **(WebCT)**

Luckenbill, D and Doyle, D (1989). 'Structural Position and Violence: Developing a Cultural explanation', *Criminology* 27(3): 419-36. **(e-journal)**

Young, J (2003). 'Merton with Energy, Katz with Structure', *Theoretical Criminology* 7(3): pp389-414 **(e-journal)**

Other Readings

Cohen, D & Vandello, J (1998). 'Meanings of Violence', *Journal of Legal Studies* 27(2): pp567-84. **(e-journal)**

*Collins, R (2008). *Violence: A Micro-Sociological Theory*. Chapter One [HM1121 Col. Short Loan]. Chapter available from: <http://press.princeton.edu/titles/8547.html> **(e-book)**

Dobash, R & Dobash, R (1984). 'The Nature and Antecedents of Violent Events', *British Journal of Criminology* 24(3): pp269-88. **(e-journal)**

Gorringer, H (2006). 'Banal Violence? The everyday Underpinnings of Collective Violence'. *Identities: Global Studies in Culture & Power* 13(2): pp237-60. **(e-journal)**

Jackman, M (2002). 'Violence in Social Life', *Annual Review of Sociology* 28: pp387-415 **(e-journal)**

King, A (1995). 'Outline of a Practical Theory of Football Violence', *Sociology* 29(4): pp635-51. **(e-journal)**

Mason, G (2005): 'Hate Crime and the Image of the Stranger', *British Journal of Criminology* 45(6): pp837-859. **(e-journal)**

May, H (1999): 'Who killed Whom? Victimization and culpability in the social construction of murder,' *British Journal of Sociology* 50(3): pp489-506. **(e-journal)** Also in Stanko(ed) *Violence*: pp477-94

Millbank, J (1998): 'Review Essay: Hateful Feelings, Violent Acts', *Sydney Law Review* 22: <http://kirra.austlii.edu.au/au/journals/SydLawRw/1998/22.html>

Muro-Ruiz, D (2002). 'The Logic of Violence', *Politics* 22(2): pp109-117. **(e-journal)**

Pandey, G (2006). *Routine Violence (Intro)*. Delhi: Permanent Black.

Richardson, D and May, H (1999). 'Deserving Victims?: Sexual Status and the Social Construction of Violence', *The Sociological Review* 47(2): pp308-331. **(e-journal)**

Schinkel, W (2004). 'The Will to Violence', *Theoretical Criminology* 8(5): pp5-31. **(e-journal)**

Scully, D & Marolla, J (1985). "'Riding the Bull at Gilleys": Convicted rapists describe the Rewards of Rape', *Social Problems* 32(3): pp43-55. **(e-journal)**

For analyses of the recent English riots see:

BSA Blog: Various sociologists have contributed thought-pieces to the BSA Blog. These are not peer-reviewed, but give you a sense of how sociologists have tried to explain the events:

<http://sociologyandthecuts.wordpress.com/2011/08/15/sociology-and-the-riots-by-mark-doidge/> (and other pieces in the same series).

The Conversation: Again, lots of thought-pieces from academics:

<http://theconversation.edu.au/the-english-riots-it-wasnt-youth-gangs-2805> (and others in the series)
Prof Jack Goldstone offers his take on the riots here:
<http://newpopulationbomb.wordpress.com/2011/08/10/london-is-burning-will-new-york-or-l-a/>

UNIT 3: The City (Weeks 6 – 8): Nick Prior

This unit argues that the birth of the modern city has transformed the way social life is experienced, the forces that influence our behaviour and the way we relate to one another. Beginning with the 19th century city and ending with the cybercity, the unit will examine the various forms that urbanism takes, how these forms raise questions about the idea of “community” and whether they encourage or discourage meaningful social interaction, diversity and attachment. The recent riots in London and other cities in England present an opportunity to reflect, sociologically, on the social problems encountered in cities, and you’ll be encouraged to engage with questions around the causes and implications of urban unrest, as well as how we self-manage our urban environments and moods using technologies like iPods.

You can find useful overviews of the city as a topic of sociological analysis in the following four introductory texts. There are multiple copies in the HUB RESERVE section of the main library. Please also see the core readings and links to online articles available on WebCT.

1) John Macionis and Ken Plummer, *Sociology: A Global Introduction*, Third Edition (Prentice Hall, 2005).

The relevant chapter is chapter 23 and is called “Populations, Cities and the Shape of Things to Come”. However, in the Fourth Edition, 2007, this has become chapter 24.

2) James Fulcher and John Scott, *Sociology*, Second Edition (Oxford University Press, 2003).

The relevant chapter is chapter 13 and is called “City and Community”.

3) Anthony Giddens, *Sociology*, Fifth Edition (Polity, 2006).

The relevant chapter is chapter 21, “Cities and Urban Spaces”. In earlier editions, the numbering and pagination might be different.

4) Jan Lin and Christopher Mele (eds), *The Urban Sociology Reader*, (Routledge, 2005).

An edited collection of classic (mainly American) works in urban sociology which covers a lot of relevant content.

WEEK 6

Tuesday 25/10/11: The Modern City and the Metropolitan Type

The city is a primary site of modern society. This session will assess some classic statements on the way the city impacts upon our experience and the possibility that

urban environments produce particular personalities or social types. A key question is to what extent the birth of modern sociology is inseparable from the birth of the modern city. Why did sociologists in the late 19th and early 20th centuries find the city to be such a compelling place, what features of the city did they highlight as significant and how did they assess the impact of the city on social relations?

***Denotes core readings**

Readings:

* [Georg Simmel, “The Metropolis and Mental Life”, 1903, in *On Individuality and Social Forms*; extract from Roger Bocoock and Kenneth Thompson (eds), *Social and Cultural Forms of Modernity*, (Open University Press/Polity, 1992). **(WebCT)**

* [Fran Tonkiss, “Community and Solitude: Social Relations in the City”, chapter 1 of *Space, the City and Social Theory: Social Relations and Urban Forms* (Polity, 2006).

* Charles Dickens, “Coketown”, chapter 5 of *Hard Times*, 1853 (Longman, 2003)
http://www.dickens-literature.com/Hard_Times/4.html

David Lee and Howard Newby, “Urbanism as a Way of Life”, chapter 3 of *The Problem of Sociology* (Hutchinson, 1987).

Friedrich Engels, “The Great Towns”, from *The Condition of the Working Class in England*, 1845, reprinted in Richard LeGates and Frederic Stout (eds), *The City Reader* (Routledge, 1996).

Deborah Stevenson, “Landscapes of Shadow and Fog: The Emergence of the Industrial City”, chapter 2 of *Cities and Urban Cultures* (Open University Press, 2003).

Robert Bocoock and Kenneth Thompson, “Metropolis: The City as Text”, chapter 9 of *Social and Cultural Forms of Modernity* (Open University Press, 1992).

Friday 28/10/11: Urbanism as a “Way of Life”

Here we focus on the Chicago School of sociology and delve deeper into the “urban personality”. Are urban relations warm or cold? What does Wirth mean when he says that urbanism is a “way of life”? Can we make sense of incidents like the “Kitty Genovese” murder case and other examples of urban violence using the Chicago’s School’s ideas, or use such ideas to understand the collapse of civic engagement in contemporary society?

Readings:

* Louis Wirth, "Urbanism as a Way of Life", 1938, reprinted in *The City Reader*, edited by R. LeGates and F. Stout (Routledge, 1996). **(WebCT)**

* [Robert Ezra Park, "Human Ecology", 1936, reprinted in *The Urban Sociology Reader* (London: Routledge, 2005).

* “All about the Kitty Genovese Murder”, Mark Gado.

http://www.crimelibrary.com/serial_killers/predators/kitty_genovese/1.html?sect=2

Robert D. Putnam, *Bowling Alone: The Collapse and Revival of American Community* (Simon and Schuster, 2000).

John Fulcher and John Scott, *Sociology* (Oxford University Press, 2003), pp494-506.

David Lee and Howard Newby, “Urbanism as a Way of Life?”, chapter 3 of *The Problem of Sociology* (Hutchinson, 1987).

Herbert Gans, *The Urban Villagers: Group and Class in the Life of Italian-Americans* (Free Press of Glencoe, 1962).

Herbert Gans, *The Levittowners: Ways of Life and Politics in a New Suburban Community* (Penguin, 1967).

Michael Young and Peter Wilmot, *Family and Kinship in East London* (Penguin, 1962).

Mike Savage and Allan Warde, “The Roots of Urban Sociology”, chapter two of *Urban Sociology, Capitalism and Modernity* (Macmillan, 1993).

Robert E. Park, “The City: Suggestions for the Investigation of Human Behaviour”, 1915, reprinted in chapter 3 of *The Subcultures Reader*, Kenneth Gelder and Sarah Thornton (eds) (Routledge, 1997).

Mike Savage and Allan Warde, *Urban Sociology, Capitalism and Modernity* (Macmillan, 1993).

Fran Tonkiss, “Community and Solitude: Social Relations in the City”, chapter 1 of *Space, the City and Social Theory: Social Relations and Urban Forms* (Polity, 2006).

WEEK 7

Tuesday 01/11/11: London’s Burning: Urban Decline, Social Dissolution and the Crisis of the City

Various attempts have been made to make sense of the recent disorder in UK cities. While some commentators have blamed a culture of irresponsibility and criminality, others have pointed to entrenched social problems faced by disenfranchised urban populations. This is a clear test of sociology’s explanatory power and relevance. What were the causes and consequences of the recent riots in London and other cities in England in the summer of 2011? What role does poverty and social inequality play in urban social disorder and dislocation. And if there is a crisis in our cities, what are the implications for concepts like “community” and the everyday experience of public spaces?

Note on Readings: at the time of compiling this list, academic material on the riots in England is scant. Hence, the following list relies on broadsheet journalism and interviews. However, it’s worth checking journals like “Sociological Research Online” and other quick-response journals for current attempts to make sense of the riots from a sociological perspective.

Readings:

* “Looting 'fuelled by social exclusion’”, Alexandra Topping, *The Guardian*, 8th August 2011.

<http://www.guardian.co.uk/uk/2011/aug/08/looting-fuelled-by-social-exclusion>

* “Interview with Zygmunt Bauman on the UK Riots”, *Social Europe Journal*, 15th August, 2011.

<http://www.social-europe.eu/2011/08/interview-zygmunt-bauman-on-the-uk-riots/>

* Peter Marcuse, “Cities in Quarters”, extract from *A Companion to the City*, Gary Bridge and Sophie Watson (eds) (Blackwell, 2003). **(WebCT)**

* Richard Sennett, "Community Becomes Uncivilized", chapter 13 of *The Fall of Public Man*, London: Faber, 1977: pp. 294-312.

“Cameron’s Broken Windows”, Richard Sennett and Saskia Sassen, *New York Times*, August 10, 2011.

http://www.nytimes.com/2011/08/11/opinion/when-budget-cuts-lead-to-broken-windows.html?_r=2

“UK riots: the list of magistrate cases and convictions so far”, *The Guardian*, 11th August, 2011.

<http://www.guardian.co.uk/news/datablog/2011/aug/11/uk-riots-magistrates-court-list>

“No riots here. Just quiet, ever-deeper misery”, Nick Cohen, *The Guardian*, 7th August 2011.

<http://www.guardian.co.uk/commentisfree/2011/aug/07/nick-cohen-recession-misery?INTCMP=SRCH>

Deborah Stevenson, “Cities of Difference: Inequality, Marginalization and Fear”, chapter 3 of *Cities and Urban Cultures*, (Open University Press) 2003.

Mike Davis, “Fortress L.A.”, from *City of Quartz: Excavating the Future in Los Angeles* (Vintage, 1992), pp.221-263. **(WebCT)**

Loïc Wacquant, *Urban Outcasts: A Comparative Sociology of Advanced Marginality* (Polity, 2007).

George Mavrommatis, “Stories from Brixton: Gentrification and Different Differences”, *Sociological Research Online*, volume 16, no. 2, 2011.

<http://www.socresonline.org.uk/16/2/12/mavrommatis.html><http://www.socresonline.org.uk/16/2/12.html>

Sophie Watson, *City Publics: The (Dis)Enchantments of Urban Encounters* (Routledge, 2006).

Steve Busfield, “The Wire: Taking Sociology Forwards?”, *The Guardian*, 2009.

<http://www.guardian.co.uk/society/joepublic/2009/nov/27/the-wire-social-science-fiction>

Friday 04/11/11: The iPod and the City

Modern devices like personal stereos, iPods, mobile phones and laptops are increasingly common features of our urban landscapes and soundscapes. They are the means through which information, entertainment and knowledge are encoded and accelerated through increasingly mobile urban worlds. But if such devices are characterised by privatised acts of consumption what are the implications for the city and urban relations? Do iPods reinforce the blasé attitude, severing the urbanite from their environment or do city dwellers re-enchant their relations to the city through music? How best can we make sense of the rhythms, routines and narratives of city life when conjoined to a personalised urban soundtrack? And what are the implications for how we connect or disconnect from one another?

Readings:

* Michael Bull, "Sounding Out Cosmopolitanism", chapter 3 of *Sound Moves:iPod Culture and the Urban Experience*, London: Routledge, 2007: pp. 24-37. **(WebCT)**

* David Beer, "Tune out: Music, Soundscapes and the Urban Mise-en-Scène", *Information, Communication & Society*, 10(6), 2007: 846-866. **(WebCT)**

Michael Bull, 2000, "Filmic Cities and Aesthetic Experience", chapter 7 of *Sounding Out the City: Personal Stereos and the Management of Everyday Life*, Oxford: Berg, pp. 85-96.

Dylan Jones, 2005, "Journey to the Centre of the iPod", chapter 19 of *iPod Therefore I Am: A Personal Journey Through Music*, London: Phoenix.

Tia DeNora, "Music and the Body", chapter 4 of *Music in Everyday Life*, Cambridge: Cambridge University Press, pp. 75-108.

Michael Bull, 2005, "No Dead Air! The iPod and the Culture of Mobile Listening", *Leisure Studies*, vol. 24, no. 4, October 2005: pp. 343-355. **(e-journal)**

Sophie Arkette, 2004, "Sounds Like City", *Theory, Culture and Society*, vol. 21, no. 1: pp. 159-168. **(e-journal)**

Nick Prior, 2008, "OK Computer: Mobility, Software and the Laptop Musician", *Information, Communication and Society*, 11: 7, October 2008: pp912-932. **(e-journal)**

Steven Levy, 2007, *The Perfect Thing: How the iPod Shuffles Commerce, Culture and Coolness*, London: Simon and Schuster.

Jean-Paul Thibaud, 2003, "The Sonic Composition of the City", chapter 18 of *The Auditory Culture Reader*, Michael Bull and Les Back (eds), Oxford: Berg, pp. 329-342.

Leander Kahney, 2005, *The Cult of iPod*, San Francisco: No Starch Press, especially chapter 2, "New Listening Habits".

Steven Johnson, 1997, *Interface Culture: How New Technology Transforms the Way We Create and Communicate*, New York: Basic Books.

WEEK 8

Tuesday 08/11/11: The Virtual City

The final session will argue that the rise of the internet and associated technologies has opened up a series of questions regarding “real” and “virtual” space. It will examine the provocative assertion that cities as we know them are being “dematerialised” as more and more people go on-line and interact in virtual spaces and join “virtual communities”. How might the “virtual city” be transforming the way identity, the body and the self are constituted in society?

Readings:

* Keith Hampton, “Neighbourhoods in the Network Society: The e-Neighbours Study”, *Information, Communication and Society*, 10, 5, 2007: 714-748. **(WebCT)**

* William J. Mitchell, *City of Bits: Space, Place and the Infobahn*, (MIT Press, 1996), chapter 2.

Keith Hampton, “Netville: Community On and Offline in a Wired Suburb”, in *The Cybercities Reader*, edited by Stephen Graham (Routledge: London, 2004), pp. 256-261. **(WebCT)**

Lauren F. Sessions, “How Offline Gatherings Affect Online Communities: When Virtual Community Members ‘Meetup’”, *Information, Communication and Society*, 2010, 13, 3: 375 – 395. **(WebCT)**

“Sociology and, of and in Web 2.0: Some Initial Considerations”, David Beer and Roger Burrows, *Sociological Research Online*, vol. 12, no. 5, 2007.

<http://www.socresonline.org.uk/12/5/17.html>

Howard Rheingold, *The Electronic Version of Online Community*, available at <http://www.rheingold.com/vc/book/intro.html>

Michael Ostwald, “Virtual Urban Futures”, chapter 43 of *The Cybercultures Reader*, David Bell, Barbara M. Kennedy (eds) (Routledge, 2000).

William J. Mitchell, *Me + +: The Cyborg Self and the Networked City* (MIT Press, 2003).

Alessandro Aurigi and Stephen Graham, “Cyberspace and the City: The ‘Virtual City’ in Europe”, in *A Companion to the City*, Gary Bridge and Sophie Watson (eds) (Blackwell, 2003).

Michael Dear, “From Sidewalk to Cyberspace (and back to Earth again)”, chapter 11 of *The Postmodern Urban Condition* (Blackwell, 2000).

The Cybercities Reader, edited by Stephen Graham (Routledge, 2004).

Manuel Castells, *The Informational City* (Blackwell, 1989), chapter 3.

William J. Mitchell, *E-Topia: Urban Life, Jim – but not as we know it*, (MIT Press, 1999).

UNIT 4: National Identity and Everyday Nationalism (Weeks 8 – 10): James Kennedy

The modern world is a world of nations. 'Nation' and its 'concomitant 'nationalism', provide an accepted lens through which the world is viewed. This is reflected in the nomenclature used to describe organizations, from the 'United Nations' to the 'National Union of Students'. This section builds on the themes established in the previous sections of the course and examines them in relation to 'nations and nationalism': the role played by nations in the modern social order, the role of nationalism as an important source of identity and nations as territorially demarked space. More generally, this section argues that the study of nationalism is fundamental to an understanding of the modern world.

WEEK 8

Friday 11/11/11: What is a Nation?

Commonsense tells us that nations predate nationalism, that nations beget nationalism. However, sociological investigation suggests that 'nation' is an entirely modern construct along with its concomitant, nationalism. Focusing on Scotland, this lecture explores the ways in which traditions are manufactured.

Readings:

Anderson, Benedict 1991 'Introduction' (Ch.1), 'Cultural Roots' (Ch. 2) and 'Origins of National Consciousness' (Ch.3) *Imagined Communities*, Revised Edition, Verso.

* Gellner, Ernest 1994 [1964] 'Nationalism and Modernization' (Ch. 9) in J. Hutchinson and A.D. Smith (eds.) *Nationalism*, Oxford. **(WebCT)**

Hobsbawm, Eric 1983 'Introduction: Inventing Traditions' (Ch. 1) in E. Hobsbawm and T. Ranger (eds.) *The Invention of Tradition*, Canto.

*[McCrone, David 1998 'The Fall and Rise of Nationalism' (Ch. 1) *Sociology of Nationalism*, Routledge. **(e-book)**

Anthony Smith 2001 'Histories' (Ch. 6) *Nationalism*, Polity.

Trevor-Roper, Hugh 1983 'The Invention of Tradition: the Highland Tradition of Scotland' (Ch. 2) in E. Hobsbawm and T. Ranger (eds.) *The Invention of Tradition*, Canto.

DVDs:

'Braveheart' (Director: Mel Gibson, 1995)
'Culloden' (Director: Peter Watkins, 1964)

WEEK 9

Tuesday 15/11/11: Creating Nations: Nationalism as Cultural Homogeneity

The historical record suggests that nation-building is often, though not always, a bloody affair. This lecture examines the way in which nationalism both reinforces and breaks existing states, and creates new ones: Britain, the Czech Republic and the former Yugoslavia provide the examples. Nationalism's homogenizing drive can be seen in contemporary conflicts, and the associated plight of refugees, in Darfur. Michael Billig refers to this as 'hot' nationalism.

Readings:

Colley, Linda 1986 'Who's Nation? Class and National Consciousness in Britain, 1750-1830', *Past and Present* 113(1): 97-117. **(e-journal)**

Hroch, Miroslav 1996 'From National Movement to Fully-formed Nation: the Nation-building Process in Europe' (Ch. 3) G. Balakrishnan (ed.) *Mapping the Nation*, Verso OR *New Left Review* 198 (1993).

Ignatieff, Michael 1993 'Croatia and Serbia' (Ch. 1) *Blood and Belonging*, Vintage. [This offers a personal, journalistic account]

Magocsi, Paul R. (1993) *Historical Atlas of East Central Europe*, University of Toronto, esp. pp. 87-89, 97-99, 104-10, 149-51, 160-8, 173-6.

*Mann 2001 'The Dark Side of Democracy: The Modern Tradition of Ethnic and Political Cleansing' *New Left Review* I/235: 18-45. **(WebCT)**

Prunier, Gerard 2005 'Fear at the Centre: from Counter-Insurgency to Quasi-Genocide' (Ch. 4) *Darfur: the Ambiguous Genocide*, Cornell University Press.

Websites:

United Nations High Commission for Refugees (UNHCR) homepage:

<http://www.unhcr.ch/>

UNHCR in Bosnia and Herzegovina: <http://www.unhcr.ba/>

Friday 18/11/11: Reproducing Nations: Nationalism and Everyday Life

However, nationalism can also take a more mundane form. The very ubiquity of national myths and symbols, the use of key words such as 'we' and 'us' reveal the degree to which nationalism has become an everyday phenomenon. This lecture surveys its 'banal' incidence in the contrasting contexts of Scotland, Turkey, and Japan.

Readings:

*Billig, Michael 1994 'Introduction' (Ch. 1), 'Remembering Banal Nationalism' (Ch. 3), 'Flagging the Nation Daily' (Ch. 5) *Banal Nationalism*, Sage. **(WebCT)**

Fox, Jon E. and Cynthia Miller-Idriss 2008 'Everyday nationhood', *Ethnicities* 8(4): 536-63. **(e-journal)**

Goffman, Erving 19 'Performances', (Ch. 1) *Presentation of Self in Everyday Life*, Anchor.

Hearn, Jonathan 2000 'Egalitarian Myths' (Ch. 8) *Claiming Scotland: National Identity and Liberal Culture*, Polygon.

Hutchinson, John 2005 'Hot and Banal Nationalisms' (Ch. 4) *Nations as Zones of Conflict*, Sage.

Law, Alex 2001 'Near and far: banal national identity and the press in Scotland' *Media, Culture and Society* 23(3): 299-317. **(e-journal)**

Yumul, Arus and Umut Özkirmlı 2000 'Reproducing the nation: 'banal nationalism' in the Turkish press', *Media, Culture and Society* 22: 787-804. **(e-journal)**

Yoshino, Kosaku 2001 'Japanese Nationalism in a Marketplace Perspective' (Ch. 7) in M. Guibernau and J. Hutchinson (eds.) *Understanding Nationalism*, Polity.

Website:

http://www.institute-of-governance.org/major_projects/leverhume_trust

WEEK 10

Tuesday 22/11/11: Nationalism as Identity

Nationalism is also a key source of social identity. But, what does it mean to have a national identity? When does it become salient? Contemporary Israel and the multi-national contexts of Britain and Romania provide appropriate locales to explore these questions.

Readings:

*Brubaker, Rogers, Margit Feischmidt, Jon Fox and Liana Grancea 2007 'Mixings' (Ch. 10), *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town*, Princeton UP **(WebCT)**

*Cohen, Anthony 1996 'Personal Nationalism: a Scottish view of some rites, rights and wrongs', *American Ethnologist*, 23(4): 802-15. **(e-book)**

Devine, Tom and Paddy Logue (eds.) 2002 *Being Scottish: Personal Reflections on being Scottish Today*, Edinburgh University Press [skim].

Edensor, Tim 2002 'Performing National Identity' (Ch. 3) *National Identity, Popular Culture and Everyday Life*, Berg

Fox, Jon E. 2006 'Consuming the Nation: Holidays, Sports, and the Production of Collective Belonging', *Ethnic and Racial Studies* 29(2): 217-36. **(e-journal)**

McCrone, David 2001 'Roots and routes: seeking Scottish identity' (Ch. 7) *Understanding Scotland: the Sociology of a Nation*, Second Edition, Routledge.

McCrone, David 2009 'Scotland Days: Evolving Nation and Icons' (Ch. 3) in D. McCrone and G. MacPherson (eds.) *National Days*, Palgrave

Reicher, Steve and Nick Hopkins 2001 'Nation and mobilization' (Ch. 3) *Self and Nation: categorization, contestation and mobilization*, Sage.

Sela-Sheffy, Rakefet 2004 'What makes one an Israeli? Negotiating everyday identities in everyday representations of "Israeliness"' *Nations and Nationalism* 10(4): 479-98. **(e-journal)**

Taylor, Charles 1994 'The Politics of Recognition' in A. Gutmann (ed.) *Multiculturalism and the Politics of Recognition*, Princeton University Press.

Friday 25/11/11: Nationalism and Multiculturalism

A key issue facing contemporary Northern states and societies is their (in)ability to accommodate immigrant groups. Nationalism and multiculturalism are sometimes viewed as being diametrically opposed. This appears to have been the view of the mass murderer of 77 people in Norway in July of this year. This lecture asks whether multicultural nationalism is possible by drawing attention to the degree to which nationalisms are 'open' or 'closed'. It draws together some of the key themes from the previous four lectures by contrasting the experience of Europe and the USA.

Readings:

Bellah, Robert 1992 'America's Myth of Origin' (Ch. 1), 'America as a Chosen People' (Ch. 2) *The Broken Covenant: American Civil religion in Time of Trial*, University of Chicago Press, Second Edition.

*[Brubaker, Rogers 2004 'In the Name of the Nation: Reflections on Nationalism and Patriotism' *Citizenship Studies* 8(2): 115-27 **(WebCT)**

Erlanger, S. (2011) 'Amid Rise of Multiculturalism, Dutch Confront Their Questions of Identity', *New York Times*, 13 August. Available at: <http://www.nytimes.com/2011/08/14/world/europe/14dutch.html?scp=5&sq=norway%20massacre&st=cse>

Hussein, Asifa M. and William L. Miller (2006) 'Multicultural Nationalism' (Ch. 1), *Multicultural Nationalism: Islamophobia, Anglophobia, and Devolution*, Oxford University Press [electronic resource]

Kymlicka, Will 1995 'Toleration and Its Limits' (Ch. 8) *Multicultural Citizenship*, Oxford University Press.

Lindholm, Charles and John A. Hall 1997 'Is America Falling Apart?' *Daedalus* 126: 183-210. **(e-journal)**

Meer, Nasar and Tariq Modood (2009) 'The Multicultural State We're In: Muslims, 'Multiculture' and the 'Civic Re-balancing' of British Multiculturalism' *Political Studies* 57, 473-497

Vassenden, Anders 2010 'Untangling the different components of Norwegiansness' *Nations and Nationalism* 16(4): 734-752.

Waters, Mary 1990 'Flux and Choice in American Ethnicity' (Ch. 2), 'The Costs of a Costless Community' (Ch. 7) *Ethnic Options: Choosing Identities in America*, UC Press

WEEK 11

No lectures - Revision

Tutorial Topics

TUTORIAL TOPICS FOR UNIT 1 NO SUCH THING AS SOCIETY

WEEK 1 – NO TUTORIALS

WEEK 2

- Come ready to discuss the results of the experiment performed in the lecture on Tuesday of week 1, how you played the ‘ultimatum’ game on Friday of week 1, and what you answered when faced with the two versions of the Wason selection task. We’ll also play and discuss a further game (a ‘public goods’ game, investigating what social scientists call ‘collective action’) in this tutorial. This game is described in *Scott Barrett, *Environment and Statecraft: The Strategy of Environmental Treaty-Making* (Oxford: Oxford University Press, 2003), pp. 3-5, **but please don’t read this until after the tutorial.**

WEEK 3

- **‘Why can’t a woman be more like a man?’** sang Henry Higgins in *My Fair Lady*. Read as much as you can of Norah Vincent, *Self-Made Man: My Year Disguised as a Man* (London: Atlantic, 2006), which describes an informal experiment addressing Higgins’s question, in which she attempted, with some success, to pass as a man. *Pp. 20-61 of *Self-Made Man* are available on WebCT (the ‘Ned’ referred to in the chapter is the ‘man’ Vincent was enacting).

Studying what a woman has to do to pass as a man (or vice versa) is interesting because it throws light on what **men** have to do to pass as men, or **women** to pass as women: see pp. *180-181 of Garfinkel, *Studies in Ethnomethodology* (Englewood Cliffs, NJ: Prentice Hall, 1967). If you want, dip into the remainder of Garfinkel’s account of ‘Agnes’ (pp. 116-185), although it’s much harder going than Vincent. ‘Agnes’ was a biologically intersexed person, brought up as a male, who was seeking to pass as a woman.

Now imagine that you were able to disguise yourself so that you could pass ‘physically’ as a member of the opposite sex (as Vincent did). What would be involved in **behaving** as a man or woman? What does this reveal about:

- a) roles,
- b) norms, and
- c) the presentation of self? (Have you, e.g., come across instances of ‘tact’, in Goffman’s sense of an audience saving a failed self-presentation, for instance by tacitly ignoring a failure?)

Do you agree that women and men are, in Garfinkel’s words, ‘cultural events that members [of society] make happen’ (p. 181)?

WEEK 4

- Essay writing skills: this tutorial will review key issues that need to be considered when writing a University-level essay: planning, relevance, substance, argument, presentation and referencing

TUTORIAL TOPICS FOR UNIT 2 VIOLENCE AND SOCIAL LIFE

WEEK 5

- Is violence always deviant?

Readings:

Milgram, S 1974. *Obedience to Authority*. New York: Harper & Row [BJ1459]. Especially 'Epilogue' [Offprint].

Luckenbill, D and Doyle, D 1989. 'Structural Position and Violence: Developing a Cultural explanation', *Criminology* 27(3): 419-36 (**e-journal**)

WEEK 6

- Do violent video games and TV programmes increase the likelihood of aggressive and violent behaviour?

Readings:

Jones, G 2002. *Killing Monsters. Chapter 2*. New York: basic Books [P94.5.C55Jon]

Stasburger, V 2007. 'Go Ahead Punk, Make My Day: It's Time for Pediatricians to Take Action Against Media Violence', *Pediatrics* 119(6): pp1398-1399 (**e-journal**)

TUTORIAL TOPICS FOR UNIT 3 THE CITY

WEEK 7

- Discuss the causes and consequences of the recent riots in London and elsewhere in England.

1) What do you think were the main factors that gave rise to the riots?

2) Why do you think there were riots in (parts of) London, Birmingham, Salford, Nottingham, Bristol and Toxteth and not Edinburgh, Glasgow, Durham, Newcastle, York and Cambridge?

3) Why is it that the riots took the form of looting and the illegal acquisition of consumer goods? And why were Footlocker, H&M and Richer Sounds looted and not Waterstones?

4) Can the classic concepts of the Chicago School of urban sociology give us any sociological purchase on understanding the riots?

Readings:

Have a look at the various newspaper articles by Topping, Sennett/Sassen, Cohen and the interview with Bauman as well as the more academic, non-riot specific texts by Marcuse [WebCT], Wirth [WebCT] and Sennett [online].

WEEK 8

- Think about how, when and where you listen to your MP3 player. Does it change the way you relate to other people? Does it make you see the city differently? How does it structure your moods and rhythms, your thoughts and emotions in transit, your routines and habits?
- Do you think the internet and email is changing the way we interact? If so, does this herald the end of the city as we know it?

Readings:

Bull [WebCT], Beer [WebCT], Hampton [WebCT], Sessions [WebCT]

<p style="text-align: center;">TUTORIAL TOPICS FOR UNIT 4 NATIONAL IDENTITY AND EVERYDAY NATIONALISM</p>

WEEK 9

- Ernest Gellner makes the provocative assertion that nations and nationalism are entirely modern phenomena. Are you convinced? Or do they have a more ancient pedigree?
- What is nationalism? What is its relationship to nation?

Readings:

Gellner [WebCT], McCrone [e-book, WebCT]

WEEK 10

- National identity is said to be ubiquitous in the modern world. But what does it mean to have a national identity?
- Do you have a national identity? If so, how do you experience your national identity?
- Distinguish between national identity markers which are general and those that are peculiar to your own sense of national identity

Readings:

Cohen [e-journal, WebCT]; Brubaker et al. [WebCT]

Essay Topics

Essay is due 12 Noon, Friday 4th November 2011 (Week 7)

Your essay must be no more than 1500 words.

1. Social order requires social behaviour to be predictable and individuals to cooperate. Amongst the explanations of social order are five outlined by Hechter and Horne: (shared) 'meaning', 'values and norms', 'power and authority', 'spontaneous interaction' and 'networks and groups'. Describe how at least three of these (or other) factors might explain social order, and discuss the extent to which you find the explanations convincing.

Reading:

The main reading is Michael Hechter and Christine Horne, *Theories of Social Order: A Reader* (Stanford, CA: Stanford University Press, 2003), Don't restrict yourself to their introductions: also use in your essay some of the extracts they reprint from other authors, as well as any other readings from Unit 1 that seem to you to be helpful.

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 named, to which attention is paid and toward which actions are directed' (Hewitt, *Self and Society*, p. 76). Explain what is meant by this claim, and illustrate its meaning with examples taken from Goffman, *The Presentation of Self in Everyday Life* or elsewhere (including, if you wish, your own personal experience).

Reading:

Charles Horton Cooley, *Human Nature and the Social Order*, which is the second, separately-paginated section of Cooley, *Two Major Works* (Glencoe, IL: Free Press, 1956), pp. 183-185. The relevant passage, Cooley's 'The Looking-Glass Self', is also available (along with much other material) via Web CT at http://www.bolender.com/Sociological%20Theory/Cooley,%20Charles%20Horton/cooley,_charles_horton.htm

*George Herbert Mead, *Mind, Self, and Society from the Standpoint of a Social Behaviorist* (Chicago: University of Chicago Press, 1934), pp. 135-178. Part of this section of Mead's book is also to be found in Michael Hechter and Christine Horne, *Theories of Social Order: A Reader* (Stanford, CA: Stanford University Press, 2003), pp. 65-72.

John P. Hewitt, *Self and Society: A Symbolic Interactionist Social Psychology* (Boston: Allyn and Bacon, 2007).

Erving Goffman, *The Presentation of Self in Everyday Life* (Edinburgh: Social Sciences Research Centre, 1956; later editions published by Penguin and others). As noted, it's somewhat preferable to use one of the published editions, which are rather more explicit on some key points than the original report.

3. What social and cultural factors might explain an individual's use of violence?

Zimbardo, P 2004. 'A Situationist Perspective on the Psychology of Evil', in Miller (ed.) *The Social Psychology of Good and Evil*. New York: Guilford Press: pp21-50. Available online at: <http://www.prisonexp.org/pdf/evil.pdf>

Blok, A 2001. *Honour & Violence*. Cambridge: Polity: Chapter 6. [HV6453.182 Blo].
Luckenbill, D and Doyle, D 1989. 'Structural Position and Violence: Developing a Cultural explanation', *Criminology* 27(3): 419-36 (e-journal)

Cohen, D & Vandello, J 1998. 'Meanings of Violence', *Journal of Legal Studies* 27(2): pp567-84 (e-journal)

Dobash, R & Dobash, R 1984. 'The Nature and Antecedents of Violent Events', *British Journal of Criminology* 24(3): pp269-88 (e-journal).

Gorringe, H 2006. 'Banal Violence? The everyday Underpinnings of Collective Violence'. *Identities: Global Studies in Culture & Power* 13(2): pp237-60. (e-journal).

Schinkel, W 2004. 'The Will to Violence', *Theoretical Criminology* 8(5): pp5-31 (e-journal)

Also see other readings from the unit.

4. Assess both sides of the media/violence debate. Which position do you find most convincing and why? OR Is 'media violence' a public health issue? Discuss.

American Psychiatric Association (2000) 'Psychiatric Effects of Media Violence', available online at: <http://www.healthyminds.org/mediaviolence.cfm>

Anderson, C 2004. 'An Update on the Effects of Playing Violent Video Games', *Journal of Adolescence* 27(1): pp113-22 [e-journal – also see other articles in that volume].

Anderson, C et al. 2003. 'The influence of media violence on youth', *Psychological Science in the Public Interest* 4 (3): pp81–110. [e-journal]

Barker, M 2001. 'The Newson Report: A case study in 'common sense', in M.Barker and J.Petley (eds) *Ill Effects: The Media/Violence Debate*. London: Routledge: pp27-46 (see also Intro and article by Guantlett).[New College P96.V52 Ill.] (WebCT)

Browne, K & Hamilton-Giachritsis, C 2005. 'The Influence of Violent Media on Children and Adolescents', *The Lancet* 365: pp702-10 [e-journal]

Bushman, B & Anderson, C 2001. 'Media Violence & The American Public', *American Psychologist* 56(6/7): pp477-489 [e-journal]

Felson, R 1996. 'Mass media Effects on Violent Behaviour', *Annual Review of Sociology* 22: pp103-28 [e-journal].

Jones, G 2002. *Killing Monsters. Chapter 2*. New York: basic Books [P94.5.C55]on]

Messner, S 1986. 'Television Violence & Violent Crime', *Social Problems* 33(3): pp218-35 [e-journal].

Stasburger, V 2007. 'Go Ahead Punk, Make My Day: It's Time for Pediatricians to Take Action Against Media Violence', *Pediatrics* 119(6): pp1398-1399. (e-journal)

Appendix One: A Guide to Referencing

The fundamental purpose of proper referencing is to provide the reader with a clear idea of where you obtained your information, quote, idea, etc. In Sociology we insist on the Harvard system of referencing. The following instructions explain how it works.

1. After you have quoted from or referred to a particular text in your essay, add in parentheses the author's name, the publication date and page numbers (if relevant). Place the full reference in your bibliography. Here is an example of a quoted passage and its proper citation:

Quotation in essay:

'Societies are much *messier* than our theories of them. In their more candid moments, systematizers such as Marx and Durkheim admitted this; whereas the greatest sociologist, Weber, devised a methodology (of "ideal-types") to cope with messiness' (Mann, 1986: 4).

Book entry in bibliography:

Mann, M. 1986. *The Sources of Social Power, Volume 1*. Cambridge: Cambridge University Press.

Note the sequence: author, year of publication, title, edition or translation information if needed, place of publication, publisher.

2. If you are employing someone else's arguments, ideas or categorization, you will need to cite them even if you are not using a direct quote. One simple way to do so is as follows:

Mann (1986: 32) argues that contemporary issues are best understood through historical comparison.

3. Your sources may well include journal or newspaper articles, book chapters, and internet sites. Below we show you how to cite these various sources.

(i) Chapters in book:

In your essay, cite the author, e.g. (Jameson, 1999).

In your bibliography details should be arranged in this sequence: author of chapter, year of publication, chapter title, editor(s) of book, title of book, place of publication, publisher, article or chapter pages.

For example:

Jameson, F. 1999. 'The Cultural Logic of Late Capitalism.' A. Elliott. (ed.). *The Blackwell Reader in Contemporary Social Theory*. Oxford: Blackwell: 338-50.

(ii) Journal article:

In your essay, cite the author, e.g. (Gruffydd-Jones, 2001).

In your bibliography, details should be arranged in this sequence: author of journal article, year of publication, article title, journal title, journal volume, journal issue or number, article pages.

For example:

Gruffydd-Jones, B. 2001. 'Explaining Global Poverty: A Realist Critique of the Orthodox Approach.' *Journal of Critical Realism*, 3 (2): 2-10.

(iii) Newspaper or magazine article:

If the article has an author, cite as normal in the text (Giddens, 1998).

In bibliography cite as follows:

Giddens, A. 1998. 'Beyond left and right.' *The Observer*, 13 Sept: 27-8.

If the article has no author, cite name of newspaper in text (*The Herald*) and list the source in the bibliography by magazine or newspaper title.

For example:

The Herald. 1999. 'Brown takes on the jobless', 6 Sept: 14.

(iv) Internet sites:

If the site has an author cite in the text as normal, e.g. (Weiss and Wesley, 2001). In the bibliography, provide a full reference which should include author, date, title of website and URL address:

For example:

Weiss, S. and Wesley, K. 2001. 'Postmodernism and its Critics.' Available at: brief.berkeley.edu/phil/postmodern.html

If the site has no author, cite the address of the site in your text, e.g. for Centre for Europe's Children (<http://Eurochild.gla.ac.uk/>).

In the bibliography, provide a full reference including the title of the website, URL address, publisher or owner of the site.

For example:

'Fourteen Countries Meet in Manila to Tackle Childhood Trafficking' (www.asem.org). ASEM Resource Centre. Child Welfare Initiative. 23 Oct, 2001.

If no date is available, indicate the date you accessed the site.

HOW TO SUBMIT YOUR ESSAY ELECTRONICALLY

‘Turnitin’

The School is now using the ‘Turnitin’ system to check that essays submitted for first and second-year courses do not contain plagiarised material. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work.

Instructions for submitting your essay

You must submit one paper copy of your essay in the essay box (Ground Floor CMB) by 12 noon on

In addition, you must also submit an electronic version to Turnitin via WebCT by the same deadline. (Please note penalties will be incurred if the essay is not submitted to Turnitin). The instructions for doing so are as follows:

1. Log in to WebCT via MyEd .
2. Go to the ‘Click here to submit your essay’ link to submit your essay to the Turnitin assignment inbox.
3. To begin the submission process click on the ‘submit’ icon which is found in the submit column.
4. Your name should be automatically filled in on the form. Type in “Essay” in the submission title as the form cannot be sent unless all the fields are complete.
5. Next, click on the ‘Browse’ button to open your computer’s file browser and use it to browse to the document you wish to submit. Make sure the drop down box at the top of the form still says ‘submit a paper by: file upload’. Before clicking on the ‘submit’ button, make sure that all the fields in the form are complete (if you leave one blank you will receive an error message and the file upload box will be cleared). Click the ‘submit’ button when you are happy you are submitting the correct file.
6. At this point, a plain text version of the essay will be displayed to you (it won’t show any formatting, images, etc.). Review this to ensure you are submitting the correct document (the document itself will be sent to the system in its original format). If you are happy, click on the ‘Submit Paper’ button to submit your assignment. If you have made a mistake you can click on the ‘cancel, go back’ link, which will take you back to the submission form.
7. You’ve now submitted an assignment! A receipt from the system is displayed.
8. Click on the ‘go to portfolio’ link to return to the assignment inbox.
9. On returning to the assignment inbox, you can view your submission to make sure everything is as it should be.

10. Clicking on the title you gave your assignment opens a viewer that displays your submission and also contains the paper ID which can be used by the administrators of the system to identify your work if there is a problem.

11. Clicking on the document icon in the contents column allows you to see your work in its original submitted format.

You can also follow this link for more detailed instructions:

http://www.ed.ac.uk/polopoly_fs/1.22364!fileManager/submitturnitinplwebct.pdf

Please note that late submissions are unlikely to be accepted by the Turnitin system and you should contact the Secretary, June Connor June.E.Connor@ed.ac.uk if you are unable to submit your electronic copy.

Appendix Three: Example Examination Paper

THIS PAPER WILL BE MARKED ANONYMOUSLY
THE UNIVERSITY OF EDINBURGH
COLLEGE OF HUMANITIES AND SOCIAL SCIENCE
SCHOOL OF SOCIAL AND POLITICAL SCIENCE
SOCIOLOGY 1A
Tuesday 7th December 2010
9.30-11.30

Convenor of the Examination Board: Dr James Kennedy
External Examiner: Professor David Inglis (University of Aberdeen)

Answer **TWO** questions in all

Answer **ONE** question from each section of the paper

Candidates in their third or later year of study for the degrees of MA (General), BA (Religious Studies, BD, BComm, BSc (Social Science), BSc (Science), BEng and LLB should put a tick (✓) in the box on the front cover of the script book.

Section 1: The City

1. How useful is it to characterise the modern city as anonymous, disintegrating and isolating?
2. Assess the claim that the use of MP3 players represents a withdrawal from the city.
3. To what extent are the Chicago School's ideas still useful in understanding contemporary urban relations?

Section 2: National Identity and Everyday Nationalism

4. How old are nations? Discuss in relation to Ernest Gellner's theory of nationalism.
5. Distinguish between the concepts of 'hot' and 'banal' nationalism? What is the relationship between the two?
6. Compare and contrast, in two or more contexts, the ways in which national identity is expressed.

Appendix Four: Essay Assessment Form

Sociology 1a Essay Assessment form 11/12

Exam number	
Course	
Essay title	
Marker's name	

Initial Mark	
Penalties	
Adjusted Mark	

Overview

Aspect of performance	+		Avg		-
<i>Thinking skills</i> (criticism, analysis, interpretation, logic, argumentation, evaluation, use of comparison, anticipating counter-arguments, etc.)					
<i>Comprehension</i> (accuracy in facts, details and representation of author's views, breadth of reading, grasp of major issues, etc.)					
<i>Writing skills</i> (structure and organisation, clarity, precision, grammar/spelling, referencing, use of illustration, style, etc.)					

Major advice to student

Main strength(s) of the essay	
Main weakness(es) of the essay	
This and future essays could be improved by...	

Specific advice/comments

(Please see numbers in the margins of your essay, corresponding to the numbered advice/comments below)

Appendix Five: Guide to Using WebCT for Online Tutorial Sign-Up

The following is a guide to using WebCT to sign up for your tutorial. If you have any problems using the WebCT sign up, please contact the relevant course secretary in the Undergraduate Teaching Office, Room G.04/G.05, Chrystal Macmillan Building

Step 1 – Accessing WebCT course pages

Access to WebCT is through the MyEd Portal. You will be given a log-in and password during Freshers Week. Once you are logged into MyEd, you should see a tab called 'Courses' which will list the active WebCT pages for your courses under 'myWebCT'.

Step 2 – Welcome to WebCT

Once you have clicked on the relevant course from the list, you will see the Contents page for that course. This page will have icons for the different tools available on this page, including one called 'Tutorial Sign Up'. Please click on this icon.

Step 3 – Signing up for your tutorial

Clicking on the **Tutorial Sign Up** icon will take you to the sign up page where all the available tutorial groups are listed along with any students who have already signed up. Click on the 'Sign up' button next to the group that you wish to join. The Confirm Sign Up screen will display. Click 'OK' and you will be added to your chosen group.

IMPORTANT: If you change your mind after having chosen a tutorial you cannot go back and change it. You will need to contact the course secretary (June.E.Connor@ed.ac.uk) who will be able to reassign you. Reassignments will only be made in exceptional circumstances once tutorials are full.

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until the end of Week 1 of Semester (Friday 23 September). If you have not yet signed up for a tutorial by this time, please contact the course secretary as soon as possible.

Appendix Six: SSPS Common Essay Marking Descriptors

- A1** (90-100%) An answer that fulfils all of the criteria for 'A2' (see below) and in addition shows an exceptional degree of insight and independent thought, together with flair in tackling issues, yielding a product that is deemed to be of potentially publishable quality, in terms of scholarship and originality.
- A2** (80-89%) An authoritative answer that provides a fully effective response to the question. It should show a command of the literature and an ability to integrate that literature and go beyond it. The analysis should achieve a high level of quality early on and sustain it through to the conclusion. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be a sense of a critical and committed argument, mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.
- A3** (70-79%) A sharply-focused answer of high intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of analysis throughout. It should show a willingness to engage critically with the literature and move beyond it, using the sources creatively to arrive at its own independent conclusions.
- B** **B-** (60-63%) **B** (64-66%) **B+** (67-69%)
A very good answer that shows qualities beyond the merely routine or acceptable. The question and the sources should be addressed directly and fully. The work of other authors should be presented critically. Effective use should be made of the whole range of the literature. There should be no significant errors of fact or interpretation. The answer should proceed coherently to a convincing conclusion. The quality of the writing and presentation (especially referencing) should be without major blemish. Within this range a particularly strong answer will be graded **B+**; a more limited answer will be graded **B-**.
- C** **C-** (50-53%) **C** (54-56%) **C+** (57-59%)
A satisfactory answer with elements of the routine and predictable. It should be generally accurate and firmly based in the reading. It may draw upon a restricted range of sources but should not just re-state one particular source. Other authors should be presented accurately, if rather descriptively. The materials included should be relevant, and there should be evidence of basic understanding of the topic in question. Factual errors and misunderstandings of concepts and authors may occasionally be present but should not be a dominant impression. The quality of writing, referencing and presentation should be acceptable. Within this range a stronger answer will be graded **C+**; a weaker answer will be graded **C-**.
- D** **D-** (40-43%) **D** (44-46%) **D+** (47-49%)
A passable answer which understands the question, displays some academic learning and refers to relevant literature. The answer should be intelligible and in general factually accurate, but may well have deficiencies such as restricted use of sources or academic argument, over-reliance on lecture notes, poor expression, and irrelevancies to the question asked. The general impression may be of a rather poor effort, with weaknesses in conception or execution. It might also be the right mark for a short answer that at least referred to the main points of the issue. Within this range a stronger answer will be graded **D+**; a bare pass will be graded **D-**.
- E** (30-39%) An answer with evident weaknesses of understanding but conveying the sense that with a fuller argument or factual basis it might have achieved a pass. It might also be a short and fragmentary answer with merit in what is presented but containing serious gaps.
- F** (20-29%) An answer showing seriously inadequate knowledge of the subject, with little awareness of the relevant issues or literature, major omissions or inaccuracies, and pedestrian use of inadequate sources.
- G** (10-19%) An answer that falls far short of a passable level by some combination of short length, irrelevance, lack of intelligibility, factual inaccuracy and lack of acquaintance with reading or academic concepts.
- H** (0-9%) An answer without any academic merit which usually conveys little sense that the course has been followed or of the basic skills of essay-writing.