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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.’


This course is designed to introduce you to the key ideas of the discipline of sociology by examining the relationship between individuals and societies. The course explores how social processes shape individual lives, and how changes that occur around us influence our sense of self. It draws on C. Wright Mills’ idea of the ‘sociological imagination’. Mills makes three 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. That is the promise of sociology.

Co-Course Organiser: Dr Susie Donnelly, Office Hours: Thursdays 1-3 p.m, Room 5.12, Chrystal Macmillan Building, Phone: 650-8258

Co-Course Organiser: Dr Angus Bancroft, Office Hours: Wednesday 11-1, Office: Room 6.23, Chrystal Macmillan Building, Phone: 650-6642; Angus.Bancroft@ed.ac.uk

Course Secretary: Elaine Khennouf, Office: Room G.04/G.05, Chrystal Macmillan Building, Phone: 651-1480; Elaine.Khennouf@ed.ac.uk

External Examiners

The External Examiner for this course for session 2013-2014 is as follows:
Dr Michael Halewood, University of Essex

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, you 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 global level, 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, 14.10-15.00, George Square Lecture Theatre.

NB: lectures will start promptly at 14.10 so please be seated by that time.

Teaching Units

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Weeks</th>
<th>Title</th>
<th>Teaching Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Weeks 1-3</td>
<td>No Such Thing as Society?</td>
<td>Tom McGlew, <a href="mailto:t.mcglew@ed.ac.uk">t.mcglew@ed.ac.uk</a></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Weeks 4-5</td>
<td>Identity and Diversity</td>
<td>Lynn Jamieson, <a href="mailto:Lynn.Jamieson@ed.ac.uk">Lynn.Jamieson@ed.ac.uk</a></td>
</tr>
<tr>
<td>Unit 3</td>
<td>Weeks 6-8</td>
<td>Digital Societies</td>
<td>Kate Orton-Johnson, <a href="mailto:k.orton-johnson@ed.ac.uk">k.orton-johnson@ed.ac.uk</a></td>
</tr>
<tr>
<td>Unit 4</td>
<td>Weeks 8-10</td>
<td>Transnationalism, Culture and Global Society</td>
<td>Donald MacKenzie, <a href="mailto:D.Mackenzie@ed.ac.uk">D.Mackenzie@ed.ac.uk</a></td>
</tr>
</tbody>
</table>
Tutorials

Tutorial attendance is a core part of the course. You are expected to attend all tutorials, and come prepared to discuss the reading.

Tutorial Sign-Up

Tutorial sign-up is done online, using Learn. Full instructions on how to do this are available in Appendix 3 of this booklet. You must sign up for a tutorial by Friday 20th September (the end of Week 1) or you will be randomly assigned to a group.

Tutorials will be held weekly during weeks 2-10.

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 24-hour take home exam 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 24 hour take home exam marks – see below. You must achieve at least 40% in the 24 hour take home exam or you will fail the course overall.

Sociology uses the School's extended common marking scheme (see Appendix 4). Marks for essays and examinations are totalled separately.

Your final mark will be made up as follows: Essay contributes 40%, 24 hour take home exam contributes 60%.

University Assessment Regulations require that every course be monitored by an external examiner appointed by the University. The external examiner for Sociology 1A is Dr Michael Halewood from the University of Essex.

All students who fail overall must resit any failed elements. Visit the following site for details:

http://www.sps.ed.ac.uk/undergrad/year_1_2/assessment_and_regs/examination_requirements
Coursework submission dates and instructions.

Turnitin

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

Essays

You will submit one essay for this course. See page 30 for essay topics, and readings.

<table>
<thead>
<tr>
<th>Essay Deadline – 12 Noon, Friday 1st November 2013</th>
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<tr>
<td>(Week 7)</td>
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The essay should be 1400–1600 words long. Essays above 1,600 words will be penalized using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 1,601 and 1,620 words will lose one point, between 1,621 and 1,640 two points, and so on. Note that the lower 1400 figure is a guideline for students which you will not be penalized for going below. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

Course work will be submitted online using our submission system – ELMA. You will not be required to submit a paper copy.

Marked course work, grades and feedback will be returned online – you will not receive a paper copy of your marked course work or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA

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 internet 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.
Say what you mean and use accurate terms:
Language should never obscure meaning. Academic writing emphasises precision, and it is important to be accurate and precise in the language and terminology you use in essays and exams. To take a simple example you should never use male nouns and pronouns when you are referring to people of both sexes (use a plural ‘they’, ‘their’ or ‘she or he’, or ‘his/her’), even when the source material does this. Avoid colloquial and/or derogatory terms for individuals and groups of people, the reason being that it is hard to judge the meaning of these terms. Define the terms you use, so that you are always saying what you mean, for example when talking about social class, ethnicity, or other labels that define people and categories.

See the Appendix 1 on Referencing.

24 Hour Take Home Exam

- The 24 Hour Take Home Exam will be posted on Learn on Thursday the 28th of November at 12 noon.
- You will have until 12 noon on Friday the 29th of November to answer two questions, one for each of the last two units of the course.
- The 24 Hour Take Home Exam will be submitted online using our submission system – ELMA. For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at [https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA](https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA)
- Each answer must be no more than 1000 words. Include a word count for each answer. Do not exceed the word count. Word count penalties apply. Footnotes, endnotes and in-text references are included in the word count.
- Your answers will be marked as exam answers written under semi-exam conditions.
- Unlike an essay, you will not need to produce a bibliography.
- You must pass the 24 hour take home exam (with a grade of 40% or above) to pass the course.
- The 24 hour take home exam marks contribute 60% of the overall assessment.
- Please see appendix 2 for an example 24 hour take home exam question paper.

Resit Dates.

All students who fail the course overall must resit any failed elements.

- Resit essay will be due on Friday the 6th of June by 12 noon. The essay should be on a different question from your original essay and not reuse any of your words from the first essay. The submission procedure will be the same as for the initial essay.
- The resit 24 hour take home exam questions will be uploaded to learn on Thursday the 7th of August at 12 noon and answers must be submitted by 12 noon on Friday the 8th of August.
Learn Readings

We have assembled a course reading pack, some of which will be available on Learn under the 'Resources' icon. This contains readings used in the tutorials. Some of these readings are either required or recommended for essay questions. Other readings will be available online or in the library.

Student Representation

Your tutorial group elects a tutorial representative (rep). Tutorial reps meet with the course organiser once a semester to discuss any issues concerning the course. 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, Angus Bancroft. We will also ask you to fill in an overall assessment form at the end of the course.

Help with your studies

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events.)

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however,
that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work. To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk (For support with English Language, you should contact the English Language Teaching Centre.)

**Communication**

During the course of the year, all important information for the class will be announced on Learn. You should also remember to check your university email accounts on a regular basis as this is the only way staff will be able to contact you about course matters.
## Timetable at a glance

<table>
<thead>
<tr>
<th>Week of Course</th>
<th>Tuesday Lecture</th>
<th>Friday Lecture</th>
<th>Tutorial No:</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>September 17, 2013</td>
<td>September 20, 2013</td>
<td>No tutorial</td>
<td>Tutorial sign-up</td>
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<tr>
<td>Wk 2</td>
<td>September 24, 2013</td>
<td>September 27, 2013</td>
<td>Tutorial 1</td>
<td></td>
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<tr>
<td>Wk 3</td>
<td>October 1, 2013</td>
<td>October 4, 2013</td>
<td>Tutorial 2</td>
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<tr>
<td>Wk 4</td>
<td>October 8, 2013</td>
<td>October 11, 2013</td>
<td>Tutorial 3</td>
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<tr>
<td>Wk 5</td>
<td>October 15, 2013</td>
<td>October 18, 2013</td>
<td>Tutorial 4</td>
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<tr>
<td>Wk 6</td>
<td>October 22, 2013</td>
<td>October 25, 2013</td>
<td>Tutorial 5</td>
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<tr>
<td><strong>Wk 7</strong></td>
<td>October 29, 2013</td>
<td>November 1, 2013</td>
<td>Tutorial 6</td>
<td><strong>Essay Due</strong></td>
</tr>
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<td>Wk 8</td>
<td>November 5, 2013</td>
<td>November 8, 2013</td>
<td>Tutorial 7</td>
<td></td>
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<tr>
<td>Wk 9</td>
<td>November 12, 2013</td>
<td>November 15, 2013</td>
<td>Tutorial 8</td>
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<tr>
<td>Wk 10</td>
<td>November 19, 2013</td>
<td>November 22, 2013</td>
<td>Tutorial 9</td>
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<tr>
<td>Wk 11</td>
<td>Revision</td>
<td>Revision</td>
<td>Revision</td>
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<tr>
<td><strong>Wk 12-13</strong></td>
<td><strong>Exam period</strong></td>
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WEEK 1

Tuesday 17/09/12: Introductory Lecture: Course Team

The introduction 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 Learn. In the case of the authors in Hechter and Horne’s reader, these extracts are usually from the original version: look in Learn 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, the late Prime Minister 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: for instance, how to be happy; how to be healthy; and why as a country we’re putting on weight (but some people are nonetheless 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 animal nature 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 20/09/13: The Selfishly Rational Human and the Norm-Following Human

Having first played the Ultimatum Game, this session will examine two views of human beings: that we are self-seeking, rational individuals (the view labelled ‘a’ above) and, very much in contrast, that we follow norms and values (view ‘b’ above). As you’ll see, the evidence, including that of your own recent experience, strongly supports the latter.

Key Readings


(Learn)

Further Reading


WEEK 2

Tuesday 24/09/13: Norms, Roles and Social Order

This session continues our examination of the ‘selfishly rational’ view and (especially) the ‘norm-following’ view of human beings. We will elaborate the ‘norm-following’ view to take into account the fact that many norms are specific to particular social roles, and begin our discussion of ‘social order’, explaining how phenomena as diverse as ‘happiness’ and suicide are both very much the products of social processes.

Key Readings


Further Readings


Friday 27/09/12: The Self and Mutual Susceptibility

This session explores sociological views of the self, especially that first proposed by George Herbert Mead, and considers examples drawn from medicine and the classroom of how human beings are 'mutually susceptible' (strongly affected by how others regard them). We conclude with Goffman’s now famous argument of how, in order to produce a desirable ‘self,’ we sometimes deliberately manipulate social situations.

Key Readings


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

**Further Readings**


**Tuesday 01/10/13: 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.

**Key Readings**


**Further Reading**


**Friday 04/10/2013: Imitation**

A powerful aspect of social behaviour is the propensity of human beings to imitate each other. In this session, focusing on the sometimes worrying power which social groups can exert over us, we will examine the phenomenon of mass suicide and review the classic experimental work on this topic done by Solomon Asch and Muzafer Sherif. We will also discuss examples of the implications of imitation, including how it influences eating disorders, behaviour in the stock market and judgements of the attractiveness of the opposite sex.

**Key Readings**


**Further Readings**


UNIT 2: Identity and Diversity (Weeks 4-5) Lynn Jamieson

The first unit has already given you the idea that individuals and societies are mutually constructed. In other words, the sort of person that you are is shaped by the society or societies you inhabit but at the same time you participate in making that society or societies. Another way of saying this is that we are all products of our time since all social worlds are historically specific, even although we all participate in making history. As Karl Marx put it ‘Men [we would now use the more gender neutral language, people] make their own history, but they do not make it as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past.’

Being influenced by the societies we inhabit does not make us all the same. This is not just about whatever genetic differences we inherit but because, even at one time, societies are made up of distinct social worlds in which people inhabit more or less advantaged circumstances. Differences might be subtle or they might involve very distinct social divisions and inequalities. In some historical periods and places systems of gender, caste, social class, religious and ethnic division have created very separate, distinctive and hierarchically-ordered social worlds within the same society. In this unit, we look at the interaction between social worlds and an individual’s identity or sense of self. An overarching question is: how much freedom do we have in a liberal democratic society like the one we inhabit here and now to be whatever kind of person we want to be?

The readings you have done for the first unit are also helpful with this one. In addition to the classic theorist some of whom featured in unit 1 (Emile Durkheim, Karl Marx, Max Weber, Sigmund Freud and George Herbert Mead), the French sociologist Pierre Bourdieu is introduced. Try looking each up in a Social Science dictionary; do not simply rely on Wikipedia. Another task is to become comfortable with definitions of each of the following: gender, sexuality, sexism, homophobia, social class, ethnicity, racism. You should be confident that you can explain the definitions you are using and are able to locate your usage by reference to social science literature.

Week 4

Tuesday 08/10/2013: Identity, Self-Interest, Social Solidarity and Social Order

The first lecture looks at the concept of identity and its inter-changeability with the concept of the self. It draws on a number of different traditions of theory suggesting ways of seeing the interconnections between social divisions, self identity and remaking or sustaining societies – considering the pursuit of self-interest versus collective or group interest and in either case, self-conscious versus habitual or unthinking practices.

Finally the lecture introduces the idea that, at least those of us who make up the minority of the globe’s population living in rich, high-consumption, ‘developed’ societies, we are more self aware and self obsessed than in previous historical eras.
Key Readings
Hewitt, J. P. (2007) Self and Society: A Symbolic Interactionist Social Psychology (Boston: Allyn and Bacon, 94-108) but remember that the term identity is used in a range of ways and sociologists do not necessarily limit themselves to the usages introduced here.


Further Readings
(Don’t be put off by any bits you do not understand. This is inevitable when pieces are discussing difficult material you have not read. Just try to get what you can.)


Fowler, B. 2003. 'Reading Pierre Bourdieu's Masculine Domination : notes towards an intersectional analysis of gender, culture and class'. Cultural Studies 17: 468 - 494. [an e-journal available from LEARN or through the library catalogue]


Try looking up 'identity' in a recent sociology text book or a Social Science dictionary

Friday 11/10/2013: Gender Identity, Sexuality, Sexism and Homophobia

There have been significant social changes in the socially acceptable possibilities of masculinity, femininity and sexual expression as aspects of identity since the 1950s. At the same time gender violence and sexism remain part of our social world. This lecture reviews the sociological case that gender and sexuality are profoundly socially shaped and interlinked identities. It considers the relationship between social change in gender and sexuality and our complicity in gender and sexual hierarchies.

Key Readings


**Further Readings**


Try the section on gender and sexuality in a recent sociology text book or the overview at the beginning of Beasley, Chris *Gender & Sexuality: Critical Theories, Critical Thinkers* (London: Sage, 2005) or the introduction to Stevi Jackson and Sue Scott, *Theorizing Sexuality* (Open University Press, 2010).

**Week 5**

**Tuesday 15/10/2013: Class Identity and Classism**

Some social scientists claimed that social change over the twentieth and twenty-first centuries included the death of social class as significant source of identity in rich societies. On many objective measures, for example, who goes to university and gains admission to high status institutions, measurable social class differences persist, whether or not people feel they belong to social classes. In our popular culture, lampooning class differences continues to be a standard part of British humour. A number of researchers document continued differences in life-styles that underpin social class. Val Gillies, for example, documents class differences in styles of parenting which help to transmit different senses of entitlement to privilege. The work of Pierre Bourdieu is drawn on as theorising how objective differences in access to economic, social and cultural capital are translated into different embodied dispositions, ensuring the habitual unthinking continuance of social class distinctions as a fundamental aspect of identities.

**Key Readings**


de Castro, R (2004) ‘Otherness in me, Otherness in others. Children’s and youth’s constructions of self and others’ Childhood 11, 469-493, 2004 [e-journal] (Learn) This article begins with discussion of the social division between adults and children before discussing how children in Brazil react to differences among themselves. The part relevant here is their discussion of socio-economic difference. Brazil is a society with very visible social inequalities between rich and poor. Note how the discussion is also very gendered and sometimes incorporates sexism and racism as well as social class.

Further Readings


Look up social class in a recent sociology text book or a Social Science dictionary.

Friday 18/10/2013: Ethnic Identity and Racism

In this lecture we look at how ethnicity, ‘race’ and racism impact on relationships and identities of young people.

Key Readings


Further Readings


See also the article from Tuesday's lecture by de Castro about children and young people’s views of social divisions and differences in Brazil.

UNIT 3: Digital Societies: (Weeks 6-8) Kate Orton-Johnson

This unit will argue that digital technologies have transformed the way we experience our social lives and have shaped the ways in which we connect (and disconnect) with each other and wider society. The unit will explore these debates by considering the ways in which our social spaces, relationships and activities are mediated by and through digital technologies.

The unit begins with ideas about space and place– asking questions about what it means to live in a networked society and what it means when boundaries of time, geography and culture are eroded by information and communication flows. We will explore the ways in which technology is changing how we communicate and manage personal relationships and ask questions about how technology has shaped the ways in which culture and knowledge is negotiated in digital environments.

General reading


Turlke, S (2011) *Alone Together: Why we expect more from technology and less from each other.* New York, Basic Books
Useful websites

http://www.pewinternet.org/ Home of the Pew Internet and American Life Project – a wealth of resources

http://homes.chass.utoronto.ca/~wellman/main.html NetLab and Barry Wellman’s home page – lots of articles available online

Online Journals

This unit makes use of a number of key journals in the field of Internet studies. Information Communication and Society, Journal of Computer Mediated Communication and New Media and Society are available via the electronic journal search via the library catalogue and I would encourage you to search through the contents list to find additional readings of interest.

WEEK 6

Tuesday 22/10/13

Ubiquity, Community and the Network Society.
This session will look at the various ways in which digital technologies have become part of our social lives. We will explore the rise of what has been called the ‘networked’ or ‘information’ society and look at the ways in which our lives are increasingly digitally mediated by ubiquitous technologies. The lecture will use the example of ‘community’ to consider the impact of a dissolution of temporal and geographical boundaries and will look at the ways in which the internet can be seen to be a tool and a space that strengthens community or, conversely, as a technology that erodes and weakens traditional forms of connectivity.

Readings:

Core Reading


Recommended additional reading

The UK’s online obsession: the latest Ofcom figures for media consumption


Friday 25/10/13

**Social networking: digitally mediated friendships and relationships**

Virtual environments are increasingly used to socialise, communicate and connect with friends and strangers. What implications does ‘being there together’ have for social relationships? This lecture will consider the ways in which mediated communications and forms of social networking are shaping our interpersonal relationships and identities. What impact does microblogging and vast networks of ‘friends’ have on our sense of self and on how we negotiate our social networks? How do relationships move between online and offline spaces? What potentials and what risks are afforded by digitally mediated communication and relationships? What impact does perpetual contact and digital memory have on our self-identity?

**Readings:**

**Core reading**


Wellman, B & Rainie If Romeo and Juliet had mobile phones
http://networked.pewinternet.org/2012/07/09/if-romeo-and-juliet-had-mobile-phones/

**Recommended additional reading**

*Continuum: Journal of Media & Cultural Studies* Volume 26 issue 3 focusing on Mediated Youth cultures: http://www.tandfonline.com/doi/econ20/26/3#.UdKikj5AQbG
(There are a number of useful articles in this special edition which related to this unit)

*Information, Communication & Society* Volume 10 Issue 5 2007 issue on e-Relationships http://www.tandfonline.com/doi/rics20/10/5 (There are a number of useful articles in this special edition which related to this unit)


Turkle, S (2011) *Alone Together: Why we expect more from technology and less from each other* New York, Basic Books

**WEEK 7**

**Tuesday 29/10/13**

**Consuming Mediated culture**
The rise of social networks and online communities of interest have created powerful networks of people that can create and share information, globally and immediately. This has important implications for traditional media and for the ways in which we produce and consume culture. Is traditional media losing its monopoly over how we consume information? Does the internet enhance the scope for individualism and creativity, or does it homogenize society and simply provide more options for consumption and entertainment?

Readings:

Core reading


Social Media and Egypt’s Revolution (link to Cyborgology webpages)

Recommended additional reading


Welcome to the social media revolution. Viewpoint by Marc Benioff
http://www.bbc.co.uk/news/business-18013662

Friday 01/11/13

Power and knowledge in the networked society
The internet has had a profound effect on the ways in which information and knowledge is generated, consumed and distributed. What does this mean for institutions traditionally considered to be sources of formal and valid knowledge or for individuals held to be gatekeepers of professional knowledge and expertise? Using the examples of the university and the medical profession this session will explore the ways in which new models of knowledge generation and circulation provide ‘consumers’ with a wealth of resources but also with the challenges of establishing the ‘truth’ and ‘validity’ of online information.

Readings:

Core reading


Jimmy Wales: Boring university lectures ’are doomed’ By Sean Coughlan BBC News education correspondent (May 2013)
http://www.bbc.co.uk/news/business-22160988

Recommended additional reading

UK universities in online launch to challenge US
http://www.bbc.co.uk/news/education-20697392

http://www.malts.ed.ac.uk/staff/sian/pdfs/bayne_altj_published.pdf

Hirji, J (2004) Freedom or Folly? Canadians and the Consumption of Online Health Information. Information, Communication & Society
http://www.tandfonline.com/doi/abs/10.1080/1369118042000305593


**WEEK 8**

**Tuesday 05/11/13**

**Exclusion, inclusion and the digital divide**

Far from opening up accessible networks of communication and opportunity, technologies have the potential, without policy intervention, to create and exacerbate existing inequalities in society. This final session will examine the concept of the ‘digital divide’ which contributes to material, social and educational inequality and we will explore aspects of gendered, generational and geographical digital inequality.

**Readings:**

**Core reading**


**Recommended additional reading**

http://nms.sagepub.com/content/13/4/534.refs

http://nms.sagepub.com/content/12/3/497.abstract

http://nms.sagepub.com/content/9/4/671.abstract

http://nms.sagepub.com/content/6/3/341.abstract
UNIT 4: Transnationalism, Culture and Global Society (Weeks 8-10): Donald MacKenzie

We began Sociology 1a with the 'little', with the individual and society. We end it with the 'big', with global processes: indeed, in the final session we turn to the very large scale, examining the thesis put forward by the American sociologist John Meyer that in an important sense 'global society' is the level at which sociologists should be looking.

We will discover, however, that the basic sociological ideas introduced in unit 1 remain useful on this bigger canvas. (The themes discussed in units 2 and 3 can also be explored at this level too.) We will, however, find that we also need another idea, largely implicit earlier in the course: the idea of 'culture'.

General reading

In the background of our discussion in this unit is the general issue of globalisation: the flows of people, ideas, things and money across national boundaries around the world, and the shaping of social processes within one 'nation' by wider international and global processes. For two very different introductions to the idea of globalisation, take a look at:


O'Byrne, D.J. & Hensby, A. (2011) Theorizing Global Studies. Basingstoke, Hants, Palgrave Macmillan. More sophisticated, and of course longer, than Steger. Particularly useful for us are chapters 5 and 6, dealing with globalisation and culture, but the other chapters are also worth dipping into.

WEEK 8

Friday 08/11/13: Globalisation and migration.

This session will introduce the notion of globalisation, and begin our discussion of international migration, focussing today on the reasons people migrate. We will employ Douglas Massey’s influential synthesis of theories of migration, and examine the applicability of these theories to the main case of migration that we are discussing, the flow of Mexican migrants to the United States.

Key Readings


Further Readings

WEEKS 9 & 10


In the 1990s, researchers started to focus on migrant populations that kept up active links to their home societies, a phenomenon that, following an influential 1992 article by Nina Glick Schiller and colleagues, was christened ‘transnationalism’ or ‘transmigration’. In this session, we will examine that idea and discuss a critique of it by sociologists Roger Waldinger and David Fitzgerald. We will weigh up the different positions by drawing on the best single study of the phenomenon, Robert Courtney Smith’s *Mexican New York*.

**Key Readings**


**Further Readings**


Friday 15/11/13: Making Nations

Waldinger and Fitzgerald remind us of the importance of the forces that seek to reproduce ‘container societies’ (societies with strong boundaries between ‘inside’ and ‘outside’), even in the face of globalisation and transnationalism. The most important form of container society is the ‘nation’, and this session turns to that, using Scotland as its main example.

‘[W]hat if Scotland only exists in the imagination? – if its potent imagery has overpowered a puny reality?’, asks David McCrone in *Understanding Scotland* (second edition, p.127). In this session, we will examine how ‘Scotland’ has been forged culturally, focussing in particular on the change that took place from other Scots viewing Highlanders with ‘contempt occasionally sharpened by fear’ (H. Trevor-Roper, *The Invention of Scotland*, p.83) to the embracing of the Highlands as the essence of Scotland. We will then broaden the discussion to examine the senses in which all nations are culturally made, and in which nationalism is not age-old, but a phenomenon of modernity.

**Key Readings**


**Further Readings**

Trevor-Roper H. (2008) *The Invention of Scotland: Myth and History*, chapter 1. New Haven, CN: Yale University Press, pp. 3-32. Again, get the gist: not all the detail is correct. In particular, the distinction between P-Celtic and Q-Celtic is contentious.

Anderson B. (1983) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso. (Also feel free to use the 2006 second edition.) The whole book is worth dipping into, but start with chapter 1, which ends with a crucial question raised by the modernist account of nationalism: ‘what makes the shrunken imaginings of recent history (scarcely more than two centuries) generate such colossal sacrifices?’

Tuesday 19/11/13: Culture

Anderson answers the question at the end of his first chapter as follows: ‘I believe that the beginnings of an answer lie in the cultural roots of nationalism.’ But what is culture, through which we make nations for which people are prepared to die? The notion of ‘culture’ haunts discussion of globalisation, and it is time to confront the meaning of this
complex idea, its advantages and pitfalls, and to discuss whether the latter can be avoided, and if so how.

**Key Readings**


Swidler A. (1986) *Culture in Action: Symbols and Strategies*. *American Sociological Review*. Vol. 51, pp. 273-86. Swidler's 'tool-kit' notion of culture will be the main version of the idea that we will explore in this session. *(Learn)*

Markowitz F. (2004) *Talking about Culture: Globalisation, Human Rights and Anthropology*. *Anthropological Theory* Vol. 4, No. 3, pp. 329-352. Explores the paradox that as 'closed' container cultures disappear, we seem to *want* them more, and indeed the notion of 'culture' is often found in expressions of that desire, even by those with no direct contact with the academic social sciences. *(Learn)*

**Further Readings**


**Friday 22/11/13: World Society**

‘Culture’ plays an important role in the theorisation of globalisation with which we shall end: John Meyer’s ‘world society’ thesis. In this final session we will examine and assess this thesis, e.g. contrasting it with realism in political science.

**Key Readings**

It’s worth reading two of the papers in which Meyer explains the ‘world society’ thesis. Although the argument in both is largely the same, the different ways in which it is developed are helpful in understanding the idea.


Further Readings

Meyer’s ‘world society’ thesis emerged in part from his previous work on the sociology of organisations, for which the key reference is:


Kenneth N. Waltz (1979) Theory of International Politics. New York: McGraw-Hill, pp. 88-99. This is the canonical modern text on realism, a topic which you will also find treated in any textbook of international relations.

Meyer himself, his collaborators and those influenced by him have produced a large number of empirical studies that are relevant to the topic. Particularly useful from our viewpoint are three:


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 Learn (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

WEEK 5

Gender and Sexuality
What would be involved in stopping ‘doing gender'? How do you see the relationship between sexuality and gender?

Discuss with reference to the following:

Candace West and Don Zimmerman (1987) claim that:
- Gender is not a property of a person or a role but the product of ‘social doing of some sort’ and ‘an emergent feature of social situations’;
- Our competence as members of society depends on how we ‘do gender’ in social interaction and in institutional contexts, hence we usually regulate ourselves to ‘do gender’ in ways that demonstrate appropriate “essential” (but actually conventional) masculinity or femininity;
- Sexual identity has to be built on the foundation of gender identity (a claim made some decades before by Gagnon and Simon) or ‘doing gender’;
- Does the introduction of the distinctions ‘sex’, ‘sex category’ and ‘gender’ help your understanding?
- Is the account of West and Zimmerman consistent with Connell and Messerschmidt’s view that patterns of doing things creating conventional masculinity and femininity are sustaining gender hierarchy and hegemonic masculinity?

For a moderated selection of Dailymail reader’s reactions to parents who downplayed whether their child was a boy or a girl see:

Readings:


WEEK 6

Sexism, homophobia, classism (claims that some social classes are better than others) and racism involve ‘othering’: the discursive creation of categorical boundaries between ‘them’ and ‘us’. Discuss claims that this kind of talk plays a significant part in sustaining social divisions, social hierarchies and reproducing social order.
Readings: (choose two of the following)

TUTORIAL TOPICS FOR UNIT 3

Rather than assigning separate readings for the tutorials I would like you to bring along to the tutorial an example that you think is relevant to the questions posed below. The example might be an app on your phone, a newspaper story an online image or a particular website - anything you like. Be prepared to explain why you think it is interesting and relevant and think about how you might fit into the debates and literature we have discussed in the lectures.

WEEK 7 – ARE YOU NOMOPHONIC??
http://en.wikipedia.org/wiki/Nomophobia

Millions apparently suffer from "no mobile phobia" which has been given the name nomophobia.

During the first week of this unit I asked you to experiment with going without technology for as long as you could. Come to the tutorial prepared to discuss your digital blackout:

- How long did you manage to go without using your mobile, facebook, email, google etc?
- What did you miss most and least? Is there any technology that you would be glad to be without?
- How different would your life be without digital technologies?
- What technological objects do you use to access the internet? How do they fit into your life?
- Do you think the internet and email is changing the way we interact?

After your blackout experiment and before the tutorial have a look at this:

http://theworldunplugged.wordpress.com/
WEEK 8

Come to the tutorial prepared to discuss:

- How you access information and news (e.g., for University work, to find out things you need to know)?
- How long do you spend “connected” each day – what does connectivity mean to you?
- Are your internet uses purely personal and within private networks, or do you participate in “public activities” such as writing a blog?
- What new forms of media content does the internet facilitate?
- Is the internet a platform that encourages collaboration and activism or is it a space for shopping and leisure?

TUTORIAL TOPICS FOR UNIT 4

WEEK 9

For this week, we would like each tutorial group to divide up into five subgroups. Everyone should read chapters 1 and 2 of Robert Courtney Smith, *Mexican New York: Transnational Lives of New Immigrants* (Berkeley, CA: University of California Press, 2006), then each subgroup should prepare a little presentation on one of the following five questions:

(a) Describe the mechanisms by which a ‘transnational political community’ (p.11) links New York and Ticuani. How do ‘local and national processes’ (p. 92) shape it? (chapters 3 & 4)

(b) Is it true of first-generation Ticuanenses migrants to New York that ‘men lose status and power in the United States and women gain them’ (p.13)? (chapter 5)

(c) How does the way in which Toño and Julia enact gender roles differ between New York and Ticuani? (chapter 6)

(d) How do *romerias* to Padre Jesús and taking part in rituals and celebrations in Ticuani help young Ticuanenses negotiate their adolescence in New York? (chapter 7 & chapter 8, pp. 186-90)

(e) Why did Mexican gangs form in New York? How did they get displaced back to Mexico? (chapter 9). Why do second generation Ticuaneses returning to Ticuani have to “walk differently” (p. 273)? (chapter 10)

Amongst the issues that the tutorial can discuss are the advantages and disadvantages of Smith’s ethnographic method by comparison with Massey and Espinosa’s (1997) survey-based study of Mexican migration to the US.

WEEK 10

Are nations made? What role does ‘culture’ play in the making of them? For this tutorial, everyone should read the four key readings for the session on ‘making nations’, and then (if you are Scottish) come prepared to discuss how ‘Scotland’ has been made. If you are not Scottish, come prepared to tell the others in the group about similar (and also dissimilar) processes in the contexts from which you come. Tutorial groups that meet after Tuesday’s lecture should also discuss the cultural making of nations in the light of
the risks of the notion of culture outlined in that lecture, such as the risk of imagining that people are ‘cultural dopes’.
Essay Topics

Essay is due 1st November by 12 noon.
Your essay MUST NOT be more than 1600 words.

Academic writing is a skill that you develop with practice. This book is a good introduction to the craft and often hidden rules of academic writing, and it gives you a sense of why academics write as they do:


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:


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. ‘Doing gender furnishes the interactional scaffolding of social structure, along with a built-in mechanism of social control’ (West and Zimmerman, 1987, 147)

Discuss and illustrate your argument drawing on the more recent literature.


4. With reference to either social class, ethnicity or gender or some combination thereof, describe when and why this category or these categories remain important for people’s sense of self.


Then draw readings from Friday of week 4 if you are focusing on gender, Tuesday of week 5 if you are focusing on class or Friday if you are focusing on ethnicity.

Draw on some of the following readings if you are focusing on intersections of identities:

Fowler, B. 2003. ‘Reading Pierre Bourdieu’s Masculine Domination: notes towards an intersectional analysis of gender, culture and class’. *Cultural Studies* 17: 468 - 494. [an e-journal available from LEARN or through the library catalogue]


Appendix One: A Guide to Referencing

The purpose of proper referencing is to provide the reader with a clear idea of where you obtained your information, quote, idea, etc. Essays must be properly referenced. In Sociology we use 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:

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:

(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:

(iii) Newspaper or magazine article:
If the article has an author, cite as normal in the text (Giddens, 1998).
In bibliography cite as follows:
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:


(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:


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

There are many helpful websites which format the references for you such as http://www.neilstoolbox.com/bibliography-creator/

You can also use various referencing programmes which can automatically download references and readings from the internet, store them and add them to your essay in the right format. A very good free programme is Zotero, at www.zotero.org
Appendix Two: Example 24 Hour Take Home Exam

Please read this before starting the exam:

• You have until 3 pm tomorrow (Saturday the 17th of August 2013) to submit your answers.
• Submit through Learns Resit Information and Electronic Drop Boxes Folder.
• Submit both your answers in the same document. Put your exam number as the title.
• Name your document your exam number (e.g. b123456.docx). Use one of the following formats: rich text (.rtf), Word (.doc/.docx), text (.txt), portable document format (.pdf).
• Include a word count for each answer. Do not exceed the word count. Word count penalties apply. Footnotes, endnotes and in-text references are included in the word count.
• Use exam referencing, with the author and year but without the full reference. For example ‘Drug intoxication is a learned response, not an automatic process (Becker, 1956)’.
• You do not need to include a full bibliography with your answer. If you do, it will not be included in the word count.
• Complete a cover sheet and email this to claire.moggie@ed.ac.uk from your university email account.

Submit 1000 words on EACH of the following questions:

1. To what extent can nationalism be said to impact everyday life?

2. Using examples, critically evaluate the claim that new technologies have changed the way we experience our social lives.

END OF PAPER
Appendix Three: Guide to Using Learn for Online Tutorial Sign-Up

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

Step 1 – Accessing Learn course pages
Access to Learn 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 Learn pages for your courses under ‘myLearn’.

Step 2 – Welcome to Learn
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 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. If you have not yet signed up for a tutorial by this time, please contact the course secretary as soon as possible.
Appendix Four: What Grades Mean

These are the SSPS Common Essay Marking Descriptors which show what each grade signifies in terms of your performance.

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.